
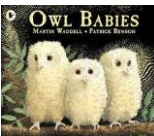
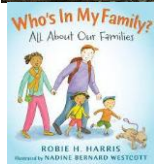
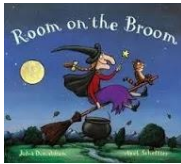
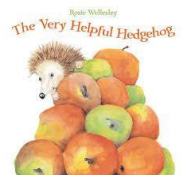

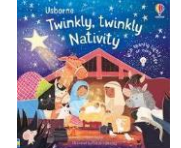
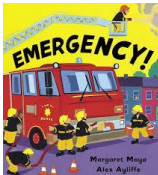
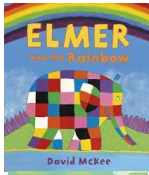
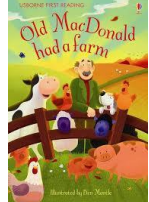
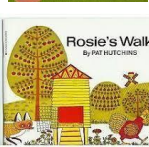


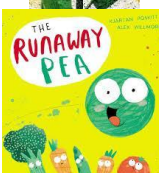

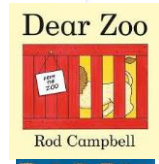




Nursery Long Term Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Theme</u>	<i>Ourselves</i>	<i>Festivals and Celebrations</i>	<i>Identity and Community</i>	<i>Change</i>	<i>Growing</i>	<i>The World Around Us</i>
<u>Story Dough Key Texts</u>	  	   	 	  	  	  
<u>Supplementary Texts</u>	Guess How Much I Love You? What Do I Look Like? The New Baby Here Come the Babies Toddlerobics Why Should I Brush My Teeth?	Rama and Sita Little Red Hen Squirrel's Autumn Search The Nativity The Christmas Book Incy Wincy Spider Meg and Mog	Fred the Firefighter Going to the Dentist Bigger Digger Dazzling Diggers	Animal Babies on the Farm Farmer Duck Hens Don't Crow Whose Baby? Elmer and the Lost Teddy Elmer and Wilbur	Jack and the Beanstalk Ten Seeds Ten Tiny Tadpoles Brenda's Boring Egg	Handa's Surprise We're Going on a Lion Hunt Hullabaloo at the Zoo The Rainbow Fish
<u>Storytime Focus Genre/Author</u>	Giles Andreae and Jack Tickle poetry collections	Julia Donaldson	Traditional Tales	Traditional Tales	Eric Carle	Sue Hendra

<u>Prime Areas</u>	<u>Personal, Social and Emotional Development</u>	<u>Personal, Social and Emotional Development</u>	<u>Personal, Social and Emotional Development</u>	<u>Personal, Social and Emotional Development</u>	<u>Personal, Social and Emotional Development</u>	<u>Personal, Social and Emotional Development</u>
	<p>Can talk about some feelings, such as 'angry', 'scared', 'surprised' and 'excited'</p> <p>Can recognise when they feel some feelings, such as 'angry', 'scared', 'surprised' and 'excited'</p> <p>Can put on their own coat and attempt to fasten</p> <p>Uses the toilet and washes their hands independently</p>	<p>Can follow expectations and routines independently</p> <p>Develops confidence to talk to familiar adults about interests and wants</p> <p>Can put on their own coat and attempt to fasten</p> <p>Uses the toilet and washes their hands independently</p>	<p>Takes turns in 1:1 and small group activities</p> <p>Interacts with others during play, engaged in the same themes</p>	<p>Offers comfort when others are distressed</p> <p>Can shift focus of attention from one activity/instruction to another</p>	<p>Is aware of healthy / unhealthy foods</p> <p>Independently accesses the outdoor area & knows why we need to exercise.</p> <p>Develops an 'I can do it' attitude by doing something difficult that they want to achieve</p>	<p>Select and use activities and resources independently, working towards a goal they have chosen.</p> <p>With support finds solutions to conflicts and rivalries</p>
	<u>Communication and Language</u>	<u>Communication and Language</u>	<u>Communication and Language</u>	<u>Communication and Language</u>	<u>Communication and Language</u>	<u>Communication and Language</u>
	<p>Can sing a large repertoire of songs</p> <p>Can use talk to organise themselves and their play: "Let's go on a bus....you sit there....I'll be the driver."</p>	<p>Can listen to longer stories and can remember much of what happens</p> <p>Can understand a question or instruction that has two parts, such as "Get your coat on and wait at the door"</p> <p>Knows many rhymes and can talk about familiar books</p>	<p>Can start a conversation with an adult or a friend and continue it</p> <p>Can talk in clear sentences of four to six words</p>	<p>Can listen attentively in a range of situations</p> <p>Can listen to longer stories and can remember key events and can respond to questions linked to the story</p>	<p>Understands who, what where and why questions</p> <p>Can use connectives such as "because"</p>	<p>Can use past tense (eg. I went to the shop)</p> <p>Can express a point of view clearly using words as well as actions</p>
	<u>Physical Development</u>	<u>Physical Development</u>	<u>Physical Development</u>	<u>Physical Development</u>	<u>Physical Development</u>	<u>Physical Development</u>
	<p><u>Fine Motor</u></p> <p>Uses one-handed tools and equipment including making snips with scissors and developing more control</p> <p><u>Gross Motor</u></p>	<p><u>Fine Motor</u></p> <p>Uses one-handed tools and equipment including making snips with scissors and developing more control</p> <p><u>Gross Motor</u></p>	<p><u>Fine Motor</u></p> <p>Uses a knife to cut soft items and beginning to use it to spread</p> <p><u>Gross Motor</u></p>	<p><u>Fine Motor</u></p> <p>Draws lines and circles with meaning</p> <p><u>Gross Motor</u></p>	<p><u>Fine Motor</u></p> <p>Use a comfortable grip with developing control, using a modified tripod grasp.</p> <p><u>Gross Motor</u></p>	<p><u>Fine Motor</u></p> <p>Use a comfortable grip with developing control, using a modified tripod grasp. Begins to write the letter in their name</p> <p><u>Gross Motor</u></p>

	<p>Uses large-muscle movements to produce circles</p> <p>Can walk, run, crawl and climb independently</p> <p>Rides a 2 wheeled scooter independently, moving one leg backwards and forwards pedals a trike</p>	<p>Go up steps and stairs, or climb up apparatus, using alternate feet</p> <p>Can stand on one leg and hold a pose and begin to hop</p>	<p>Balances a quit/ beanbag on their head whilst moving</p>	<p>Can throw a ball or bean bag underarm or overarm</p>	<p>Can walk while kicking a ball, can kick the ball at an intended target</p>	<p>Can catch a small ball or bean bag from a short distance</p>
<u>Specific Areas</u>	<u>Literacy</u>	<u>Literacy</u>	<u>Literacy</u>	<u>Literacy</u>	<u>Literacy</u>	<u>Literacy</u>
	<p><u>Phonics</u></p> <p>Environmental Sounds and Voice Sounds</p> <p><u>Reading Comprehension</u></p> <p>Listen to a story without becoming distracted</p> <p>Know which is the front/back cover of a book</p> <p><u>Word Reading</u></p> <p>Distinguish between different levels of noise</p> <p><u>Writing</u></p> <p>Uses one-handed tools and equipment including making snips with scissors and developing more control</p>	<p><u>Phonics</u></p> <p>Body Percussion and Instrumental Sounds</p> <p><u>Reading Comprehension</u></p> <p>Look through a book independently</p> <p>Share ideas about a story</p> <p><u>Word Reading</u></p> <p>Distinguish between different levels of noise</p> <p><u>Writing</u></p> <p>Uses one-handed tools and equipment including making snips with scissors and developing more control</p>	<p><u>Phonics</u></p> <p>Rhythm and Rhyme and Alliteration</p> <p><u>Reading Comprehension</u></p> <p>Sequence key events from a familiar story</p> <p>Identify which is text and which is the illustrations</p> <p>Answer 'why' questions e.g 'why is the wolf cross?'</p> <p><u>Word Reading</u></p> <p>Be able to fill in the missing word in a familiar rhyme /song</p> <p>Hear the initial sound of a wide range of words including their name</p> <p><u>Writing</u></p> <p>Hear the initial sound of a range of words including their name</p>	<p><u>Phonics</u></p> <p>Rhythm and Rhyme and Alliteration</p> <p><u>Reading Comprehension</u></p> <p>Retell stories using props</p> <p>Talk about what happened at the beginning and end of a familiar story</p> <p>Identify different print in the environment, e.g. signs, logos, name cards etc</p> <p><u>Word Reading</u></p> <p>Hear the initial sound of a wide range of words including their name</p> <p>Find objects that rhyme (when given a choice of 3)</p> <p><u>Writing</u></p> <p>Draws lines and circles (Beery shapes) and adds meaning</p>	<p><u>Phonics</u></p> <p>Oral Blending and Segmenting</p> <p>An introduction to RWI Set 1 sounds</p> <p><u>Reading Comprehension</u></p> <p>Point out a similar character in different texts, e.g. witch in Meg & Mog and Room on the Broom</p> <p><u>Word Reading</u></p> <p>Orally blend words segmented by an adult (Fred talk)</p> <p>Spot familiar letters to them, e.g. their first initial on a sign or in a book</p> <p><u>Writing</u></p> <p>Use a comfortable grip with developing control, using a modified tripod grasp.</p> <p>Begins to write the letters</p>	<p><u>Phonics</u></p> <p>Oral Blending and Segmenting</p> <p>An introduction to RWI Set 1 sounds</p> <p><u>Reading Comprehension</u></p> <p>Talk about how characters feel in different parts of the story</p> <p><u>Word Reading</u></p> <p>Orally blend words segmented by an adult (Fred talk)</p> <p><u>Writing</u></p> <p>Use a comfortable grip with developing control, using a modified tripod grasp.</p>

					in their name	<p>Spot familiar letters to them, e.g. their first initial on a sign or in a book</p> <p>Orally segment CVC words, copying a model</p>
	<p><u>Mathematics</u></p> <p>Count 1-10</p> <p>Show finger numbers up to 5</p> <p>See groups of 1 to 3</p> <p>Understand/use positional language to describe where something is.</p>	<p><u>Mathematics</u></p> <p>Count 1-10</p> <p>Makes a picture by combining shapes to make new ones</p> <p>Continue and copy simple AB repeating patterns</p>	<p><u>Mathematics</u></p> <p>Count 1-10</p> <p>Recognise numbers 1-5</p> <p>Count 1 to 5 items consistently, knowing that the last counting word tells "how many"</p> <p>Discuss and compare attributes informally. Compare length using another object. Measure with multiple copies of a unit (such as blocks)</p>	<p><u>Mathematics</u></p> <p>Count 1-10</p> <p>Talk about, explore and name basic 2D shapes, including more complex such as semi-circle, diamond etc. (3D shapes more able)</p> <p>Describe a familiar route.</p>	<p><u>Mathematics</u></p> <p>Count 1-10</p> <p>Use counting or matching to compare two collections one to five, despite distracting appearances</p> <p>Solve and make problems practically using calculations to five e.g. "How many altogether?"</p> <p>Show awareness of symmetry in block buildings or butterfly wings</p>	<p><u>Mathematics</u></p> <p>Count 1-10</p> <p>Knows and talks about the events in a day through routines / visual Timetables.</p> <p>Develops an awareness of money through role play</p>
	<p><u>Understanding the World</u></p> <p>Can talk about their wider family and memories that are special to them</p> <p>Is familiar with environments within and beyond the classroom / school e.g. forest school, local area.</p> <p>Know that they live in Pensby, England and attend Pensby Primary School</p>	<p><u>Understanding the World</u></p> <p>Can talk about their wider family and memories that are special to them</p> <p>Knows that other people may believe and celebrate different customs and beliefs.</p> <p>Explore collections of objects, identifying similar and different properties</p> <p>Talk about changes they notice</p>	<p><u>Understanding the World</u></p> <p>Show an interest in different occupations</p> <p>Explore collections of objects, identifying similar and different properties</p> <p>Talk about changes they notice</p> <p>Explore how things work</p>	<p><u>Understanding the World</u></p> <p>Knows that other people may believe and celebrate different customs and beliefs.</p> <p>Explore collections of objects, identifying similar and different properties</p> <p>Talk about changes they notice</p> <p>Understand key features of animal and plant life cycles and care for the natural environment and all living things</p> <p>Is familiar with environments within and beyond the classroom / school e.g. forest school, local area.</p>	<p><u>Understanding the World</u></p> <p>Explore collections of objects, identifying similar and different properties</p> <p>Talk about changes they notice</p> <p>Understand key features of animal and plant life cycles and care for the natural environment and all living things</p> <p>Is familiar with environments within and beyond the classroom / school e.g. forest school, local area.</p> <p>Know that they live in Pensby, England and attend Pensby Primary School</p>	<p><u>Understanding the World</u></p> <p>Knows about other places and countries linked to pupils in our school.</p> <p>Understand key features of animal and plant life cycles and care for the natural environment and all living things</p> <p>Is familiar with environments within and beyond the classroom / school e.g. forest school, local area.</p> <p>Know that they live in Pensby, England and attend Pensby Primary School</p>

				Know that they live in Pensby, England and attend Pensby Primary School		
	<p><u>Expressive Arts and Design</u></p> <p><u>Drawing and Creating</u></p> <p>Show different emotions in their drawing and painting</p> <p>Can make snips with child scissors</p> <p><u>Role-play</u></p> <p>Pretends a resource is something else when reenacting familiar events/story</p> <p><u>Music, singing and dancing</u></p> <p>Knows and joins in with action rhymes and familiar songs</p>	<p><u>Expressive Arts and Design</u></p> <p><u>Drawing and Creating</u></p> <p>Able to print with smaller blocks, sponges and objects</p> <p>Can mould and manipulate malleable materials eg. can squeeze, pinch, roll, flatten, pat, poke etc</p> <p><u>Role-play</u></p> <p>Pretends a resource is something else when reenacting familiar events/story</p> <p><u>Music, singing and dancing</u></p> <p>Knows and joins in with action rhymes and familiar songs</p> <p>Can change the sound of instruments by playing them in different ways and can respond to instructions e.g. stop / start, fast / slow etc</p>	<p><u>Expressive Arts and Design</u></p> <p><u>Drawing and Creating</u></p> <p>Can mould and manipulate malleable materials eg. can squeeze, pinch, roll, flatten, pat, poke etc</p> <p>Can use simple tools to effect change to malleable materials - using rolling pin, cutters, scissors</p> <p>Can join items using a glue stick and masking tape</p> <p><u>Role-play</u></p> <p>Pretends a resource is something else when reenacting familiar events/story</p> <p>Enhances small world play with resources provided (e.g. core story props)</p> <p><u>Music, singing and dancing</u></p> <p>Knows and joins in with action rhymes and familiar songs</p> <p>Can change the sound of instruments by playing them in different ways and can respond to instructions e.g. stop / start, fast / slow etc</p>	<p><u>Expressive Arts and Design</u></p> <p><u>Drawing and Creating</u></p> <p>Notice the changes that happen when two colours are mixed together</p> <p>Draws lines and circles and adds meaning</p> <p><u>Role-play</u></p> <p>Pretends a resource is something else when reenacting familiar events/story</p> <p>Enhances small world play with resources provided (e.g. core story props)</p> <p><u>Music, singing and dancing</u></p> <p>Knows and joins in with action rhymes and familiar songs</p> <p>Can change the sound of instruments by playing them in different ways and can respond to instructions e.g. stop / start, fast / slow etc</p>	<p><u>Expressive Arts and Design</u></p> <p><u>Drawing and Creating</u></p> <p>Able to use a range of drawing tools - pastels, colouring pencils</p> <p>Can use a wider range of natural and man-made materials within art work</p> <p><u>Role-play</u></p> <p>Pretends a resource is something else when reenacting familiar events/story</p> <p>Enhances small world play with resources provided (e.g. core story props)</p> <p><u>Music, singing and dancing</u></p> <p>Knows and joins in with action rhymes and familiar songs</p> <p>Copies basic movements in response to music, including short routines with support e.g. Cosmic Yoga, Go Noodle</p>	<p><u>Expressive Arts and Design</u></p> <p><u>Drawing and Creating</u></p> <p>Can make simple imaginative models which express their ideas</p> <p><u>Role-play</u></p> <p>Pretends a resource is something else when reenacting familiar events/story</p> <p>Enhances small world play with resources provided (e.g. core story props)</p> <p><u>Music, singing and dancing</u></p> <p>Knows and joins in with action rhymes and familiar songs</p> <p>Copies basic movements in response to music, including short routines with support e.g. Cosmic Yoga, Go Noodle</p>
<u>Learning Beyond the Classroom</u>	Visit from a new Mumy	Fireworks letter walk around the local area	Visit from the Fire Brigade Visit from a paramedic/nurse	Trip to Tam O'Shanter's Farm	A walk to the shops	A walk to the woods/Teddy Bears' Picnic

