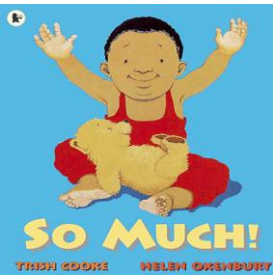
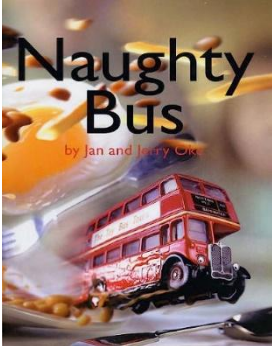
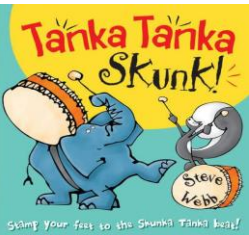
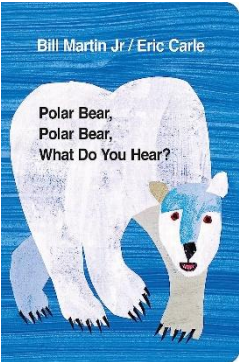
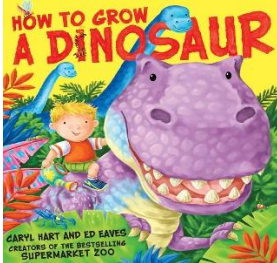
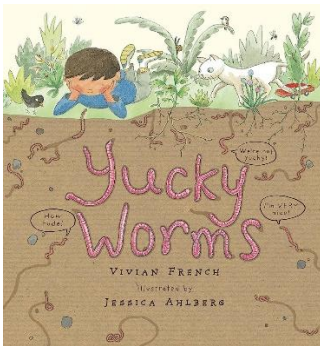
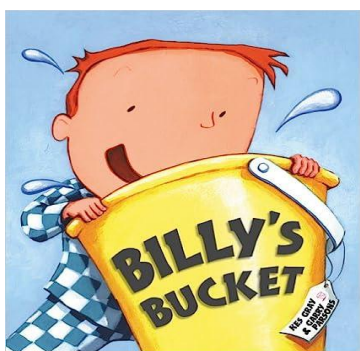




Nursery Long Term Plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FOCUS	School routine All about me Autumn (outside)	Transport Christmas Winter (outside)	Animals from hot and cold countries	Planting, growth and change Easter Spring (outside)	Lifecycles	Seaside Summer (outside)
I wonder questions	I wonder... what makes me, me?	I wonder... what journey I might go on?	I wonder...where animals come from?	I wonder...how things grow?	I wonder... how things change?	I wonder...what I will find?
Cultural Capital	Visits to local area	Post office to post Christmas letters. St Mary's Church Bus trip to Dukinfield Library	Blackpool zoo	Acresfield Gardens	School grounds to explore the pond	Lytham
Author of the half term	Nick Sharratt	Michael Rosen	Eileen Brown	Caryl Hart	Eric Carle	Kes Grey
Texts	So much 	Naughty bus 	Tanka, Tanka, Skunk! Polar bear, polar bear  	How to grow a dinosaur 	Yucky worms 	Billy's bucket 



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Focus	Dough disco Story Dough!	Squiggle	Squiggle Story Dough!	Drawing club	Drawing club	Drawing club
	Various songs on a weekly basis	Up and down Side to side Anti clockwise circles Under hump Over hump Squares	In and out Reverse and turn Stand up tall, stand up straight Lay down straight	Not now Bernard Goldilocks and the three bears Trapdoor A dark dark tale Jack and the beanstalk	Mr Benn Penguin Three Billy goats gruff Popeye What's in the witches kitchen? Chicken licken	Wacky races Would you rather? The gingerbread man Roadrunner Pirate Pete The magic porridge pot
Communication and Language	Follow instructions Attend and listen to a story Use sentences with 4-6 words Initiate a conversation and continue Sing nursery rhymes	Follow instructions Attend and listen to a story Use sentences with 4-6 words Initiate a conversation and continue Sing nursery rhymes Develop pronunciation	Pay attention to more than one thing at a time Use talk to organise themselves and their play	Know many rhymes and be able to talk about familiar books	Develop their communication Understand why questions	Be able to express a point of view and to debate when they disagree
Physical Development	Use large muscle movements Be increasingly independent as they get dressed and undressed Use one handed tools and equipment	Go up steps and stairs and climb up apparatus using alternate feet Continue to develop their movement, balance, riding and ball skills Collaborate with others to manage large items	Skip, hop and stand on one leg and hold a pose Choose the right resources to carry out their own plan	Increasingly be able to use and remember sequences and patterns of movements Start taking part in group activities	Match their developing physical skills to tasks and abilities	Use a comfortable grip with good control Show a preference for a dominant hand



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PSED	<p>Remember rules</p> <p>Play with one or more children</p> <p>Talk about their feelings</p> <p>Being increasingly independent about meeting their own needs</p>	<p>Select and use activities and resources</p> <p>Remember rules</p> <p>Play with one or more children</p> <p>Understand how others may be feeling</p>	<p>Become more outgoing with unfamiliar people</p> <p>Make healthy choices about food and drink</p>	<p>Develop a sense of responsibility and membership of a community</p> <p>Show more confidence in new social situations</p>	<p>Develop appropriate ways of being assertive</p> <p>Talk with others to solve conflicts</p>	<p>Find solutions to conflicts and rivalries</p>
Literacy (reading and Writing)	<p>Understand the 5 concepts about print</p>	<p>Understand the 5 concepts about print</p>	<p>Develop their phonological awareness</p>	<p>Develop their phonological awareness</p> <p>Use print and letter knowledge in early writing</p> <p>Extend in extended conversations about stories</p>	<p>Develop their phonological awareness</p> <p>Use print and letter knowledge in early writing</p>	<p>Develop their phonological awareness</p> <p>Write some or all of their name</p> <p>Write some letters accurately</p>
Mathematics	<p>Recite numbers past 5</p> <p>Understand position through words alone</p> <p>Begin to describe a sequence of events</p>	<p>Say 1 number for each item in order</p> <p>Describe a familiar route</p> <p>Discuss routes and locations</p>	<p>Show finger numbers up to 5</p> <p>Compare quantities using language</p> <p>Select shapes appropriately</p> <p>Extend and create ABAB patterns</p>	<p>Combine shapes to make new ones</p> <p>Make comparisons between objects</p> <p>Talk about and identify the patterns around them</p> <p>Notice and correct an error in a repeating pattern</p>	<p>Talk about and explore 2d and 3d shapes</p> <p>Subitise to 3</p>	<p>Subitise to 5</p> <p>Link numerals and amounts</p> <p>The cardinal principle to 5</p> <p>Experiment with symbols and numerals</p>
Understanding the World	<p>Talk about what they see using a wide vocabulary</p> <p>Being to make sense of their own life story and their families history</p> <p>Begin to understand the need to respect and</p>	<p>Talk about the differences between materials and changes they notice</p> <p>Continue developing positive attitudes about the differences between people</p>	<p>Know that there are different countries in the world</p> <p>Use all their senses in hands on exploration of natural materials</p>	<p>Plant seeds and care for growing plants</p> <p>Understand the key features of a life cycle</p>	<p>Begin to develop complex stories using small world equipment</p>	<p>Explore and talk about different forces</p>



Nursery Long Term Plan 2025-2026

	care for the natural environment and living things	Show interest in different occupations				
Expressive Arts and Design	<p>Explore colour and colour mixing</p> <p>Listen with increased attention to sounds</p> <p>Remember and sing entire songs</p>	<p>Take part in simple pretend play</p> <p>Explore different materials freely</p> <p>Join different materials and explore different textures</p>	<p>Create closed shapes with continuous lines</p> <p>Play instruments with increasing control to express their feelings</p> <p>Sing the pitch of a tone sung by another person</p>	<p>Develop their own ideas and decide which materials to use</p> <p>Respond to what they have heard</p>	<p>Draw with increasing complexity</p> <p>Sing the melodic shape of familiar songs</p>	<p>Show different emotions in their drawings</p> <p>Use drawing to represent their ideas</p> <p>Create their own songs</p>