Nursery Long Term Plan 2025-2026						
	Autumn		**Spring**		**Summer**	
Our Enquiry Unit Personal, social and emotional development Communication and language development Physical development The world People and communities Past and Present Creating with Materials Expressive Arts	**What makes me Unique?** That I have similarities and differences to my friends and family. That families can be made in lots of different ways. My full name and names of my family, friends and teachers. The names of different body parts and features. The name of my town and country. Know the names of some different emotions, (happy, sad, angry, tired, worried, excited,) and can talk about why I or others might feel this way.	**How do children celebrate around the world?** To know that people celebrate in different ways. To know people have similarities and differences. Celebrations I like to celebrate and why. My favourite celebration and how it might be different to somebody else. Know the names of some different celebrations. Begin to learn about new celebrations.	**Can penguins sit down?** That many penguins are from Antarctica and penguins live in the northern hemisphere. Polar bears are from the Arctic. That penguins are born from eggs. Animals come from around the world and live in specific habitats. That our actions affect animals and their habitats. When water freezes it creates solid ice, when it melts it goes back to water.	**Where does the sky go?** That we live on Earth, and this is a planet. That the sky is part of ‘space’ That the sun allows us to have living things on our planet. That there are other planets. That there are many countries in our world. That countries have some specific cultural differences. That the weather changes in seasons and across the world.	**Why do bees buzz?** That bees help flowers and plants to grow by spreading pollen. That there are different types of bees. That living things all have a life cycle and need certain things to grow. That seasons have an effect on nature. That we can help take care of nature That flowers, fruit and vegetables grow.	**What makes Britain special?** To know that we live in the United Kingdom. To name some countries in the UK. To know what a beach is and learn some key vocabulary about the coastline. To talk about what they like about the United Kingdom. To explore some famous Landmarks/Historical figures and Artists of the UK. To know that people in our community help us (e.g. police/firefighters …)

Happy, Healthy, Safe and Secure	Identify a happy or sad emotion through visual cues or in pretend play. Develop relationships with familiar adults and go to them for comfort and reassurance. Know where to put my belongings when I come into school. Follow some routines, such as accessing snack bar, sitting for story or song time. Put my coat on (using the superman method if needed!) Ride a scooter.		Develop my vocabulary to label emotions such as angry, excited, worried. Develop co-regulation strategies with my familiar adult, such as talking about my strong feelings or enjoying some calm time together. Go to the toilet independently and remember to wash my hands afterwards. Talk about some healthy food options. Do up my zip when it is started for me.		Begin to understand that my actions affect others-show this through talking about choices and others feelings as well as my own. Use some self-regulation strategies independently such as moving to a quiet space or speaking to an adult. Put on our coat and zip it up. Ride a balance bike, remembering to put on a helmet. Make a fruit kebab and try the different fruits.	
Communication, Language Literacy	**We are learning to…** Join in with songs and rhymes-with actions and language. Ask and answer simple questions about experiences and books that are read to us. Understand and follow a simple instruction. Talk about what we notice in illustrations. Answer questions about illustrations, "who's jumping?" (pointing or through talk). Repeat words, phrases or repeated refrains from familiar stories.	**We are learning to…** Develop our vocabulary - using up to 300 words. Show an interest in others conversations when it interests us. Understand 2 step instructions. Sing a large repertoire of songs Begin to link a story to our own experience e.g. "I have a rabbit too." Show awareness of the print in books and know that this carries meaning.	**We are learning to…** Use longer sentences of four to six words-including connectives such as because, and… Use language to develop pretend play . Show awareness of the print in books and that this carries meaning-introducing finding information in non-fiction. Develop curiosity of book (inc. NF and stories by asking a range of questions. Begin to retell familiar stories in sequence-using puppets, masks and other props.	**We are learning to…** Initiate a conversation with an adult and peer and continue for many turns. Use and understand prepositions such as under, on top and behind. Understand why and how questions. Express how we feel about a story-and talk about what we liked/disliked. Look at non-fiction books linked to our play e.g. look through a sea creature book in the small world area. Know that print is read from left to right.	**We are learning to…** Recall many rhymes and songs. Talk about familiar books and be able to tell a long story from our own experience. Know the names of different parts of the book-front cover, page, title etc. Retell familiar stories in sequence-using puppets, masks and other props-begin to add our own imaginative ideas.	**We are learning to…** Listen and attend to what my teacher is saying or listen to a longer story for up to ten minutes. Be able to express a point of view and to say if we disagree with an adult or a friend, using words as well as actions. Use talk to organise our play: "Let's go on a bus… you sit there… I'll be the driver." Create our own stories in the small world and role play area.

	Our books include All are welcome: Alexandra Penfold I like myself: Karen Beaumont Hello friend: Rebecca Cobb Fantastic Families: Omari McQueen Big words for Little P **Traditional Tale**:3 Little Pigs	**Our books include** Mogs Birthday-Judith Kerr Room on the Broom by Julia Donaldson Dear Father Christmas-Alan Durant Shubh Diwali-Chitri Soundar Sikhism-Inderjeet's story (Re Cupboard) A world for me and you - Uju Asika **Traditional Tale:** The Little Red Hen	**Our books include** Penguin by Polly Dunbar Jonty the penguin: Julia Donaldson And Tango makes Three-Justin Richardson Jack Frost-Kazuno Kahara Into the Wild: Thomas Docherty Non Fiction: Penguins are Awesome **Traditional Tale**: Goldilocks and the Three Bears	**Our books include** Field trip to the moon: John Hare Weather and the Seasons DK UK Ask me about Planet Earth This is how we do it-Matt Lahome The dinosaur that pooped a planet: Poynter and Fletcher Poem: Who is looking at the moon tonight-Brenda Williams-scholastic Poetry basket -space **Traditional Tale:** Gingerbread Man	**Our books include** Bumble Bear-Nadia Shireen Bee my friend-Mike Byrne The crunching munching caterpillar-Sheridan Cain Mini-beasts-My first book of nature-Victoria Munson Monkey Puzzle-Julia Donaldson **Traditional Tale:** Jack and the Beanstalk	**Our books include** The Tiger who came to tea: Judith Kerr Paddington's guide to London: Michael Bond What the ladybird heard at the seaside-Julia Donaldson Lucy and Tom at the seaside-Shirley Hughes Luna loves art-Joseph Coelho Maisy goes to London-Lucy Cousins **Traditional Tale:** Little Red Riding Hood
Phonics We follow FFT –First Steps to Phonics Programme	**We are learning…** **Phonological Awareness:** Discriminating sounds Joining in rhythm and rhyme activities Show an awareness of alliteration Orally blend and segment words		**We are learning…** **The Alphabet** To know the letter name and the phoneme (sound) it makes in words Identify the phoneme at the beginning of words Orally blend and segment		**We are learning…** **To Read Words** To continue to learn the letter names and phonemes of the letters of the alphabet To blend phonemes together to decode simple words	

Writing	Wiggle me into a squiggle-Pre mark making moves and learning directional language Hold mark-making tools with increasing control Make marks freely (lines, dots, circles)		Squiggle whilst you wiggle-mark making and letter formation-directional language Develop a more comfortable grip on crayons and pencils Copy simple shapes (lines, circles, crosses) Write letters when we are ready		Squiggle me into a writer-forming letters correctly Use a tripod with control Copy more complex shapes (cross, square) Draw a simple person with 3+ body parts To write letters To write simple words when we are ready	
Maths	**We are learning…** Develop confidence with counting in meaningful contexts, joining in with number songs, rhymes and routines. Recognise small quantities through familiar patterns, fingers and objects. Explore sorting, matching and grouping objects based on simple attributes. To notice simple patterns in the environment and through play.	**We are learning…** Develop one-to-one correspondence when counting small groups of objects, understanding that each object is counted once. To recognise quantities without counting, particularly up to 3. Compare groups of objects using language such as more, fewer and the same. Copy and continue simple repeating patterns using objects, sounds and actions.	**We are learning…** To understand that the last number counted tells us how many there are altogether. To match some numerals to the quantities they represent. Explore making and breaking apart small quantities using practical resources. To identify the repeating part of a pattern. Use positional language to describe where objects are and how they move.	**We are learning…** Develop confidence counting larger groups accurately and checking quantities by counting. To recognise familiar arrangements of quantities without counting, including dice and finger patterns. Explore that quantities can be rearranged without changing how many there are. Create and explain simple repeating patterns. Use mathematical language to describe similarities and differences in shapes.	**We are learning…** Use counting, comparison and composition skills to solve practical problems. Develop understanding that numbers are made up of smaller parts. Use numerals in meaningful contexts, such as games, labels and recording ideas. Recognise repeated structures and groups within patterns and quantities.	**We are learning…** Apply secure counting knowledge, including cardinality, when exploring and solving problems. Recognise and represent small quantities in different ways using objects, marks and numerals. Compare, combine and separate quantities using mathematical language. Create, continue and explain repeating patterns, recognising the repeating unit.

PE We follow the Get Set 4 PE scheme of work	**Introduction to PE** **We are learning to….** **Physical:** Run, jump, hop, skip, balance, crawl, roll, skip **Social**: Share, communication, work safely, cooperation, support others **Emotional:** Independence, perseverance, confidence, honesty **Thinking:** Select and apply actions, comprehension, reflection, make decisions, creativity	**Fundamentals** **We are learning to….** **Physical:** Balance, run, jump, hop, change directions, travel **Social:** Work safely, support others, take turns, share, cooperation **Emotional:** Honesty, determination, acceptance, perseverance **Thinking:** Select and apply, comprehension, decision making, exploration	**Dance** **We are learning to….** **Physical:** Actions, dynamics, space **Social:** Work safely, respect, collaboration **Emotional:** Independence, confidence **Thinking:** Select actions, recall, provide feedback, creativity, exploration, comprehension	**Gymnastics** **We are learning to….** **Physical:** Balance, shapes, rocking, rolling, jumps, travel **Social:** Work safely, collaboration, take turns, share, cooperation, support others **Emotional:** Confidence, determination **Thinking:** Select and apply, creativity, comprehension	**Ball Skills** **We are learning to….** **Physical:** Roll, stop a rolling ball, throw, bounce, catch, dribble, kick **Social**: Work safely, cooperation, support others, collaboration **Emotional:** Independence honesty, perseverance **Thinking:** Comprehension, Use tactics	**Games** **We are learning to….** **Physical:** Balance, run, jump, throw, change direction, catch **Social:** Work safely, support others, take turns, share, cooperation **Emotional:** Honesty, determination, acceptance, perseverance, manage emotions **Thinking:** Select and apply, comprehension, decision making, exploration
Throughout all our teaching and learning the Characteristics of effective teaching and learning are at the centre of all we do…. ● Playing and exploring: Children investigate and experience things, and 'have a go' ● Active learning: Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements ● Creating and thinking critically: Children have and develop their own ideas, make links between ideas, and develop strategies for doing things						