

Long Term Plan 2025/6 – Nursery

	Autumn 1 Marvellous Me	Autumn 2 Polar Express	Spring 1 On the move	Spring 2 On the farm	Summer 1 Once upon a time	Summer 2 All Creatures Great and Small
Communication & Language	It's Getting Cold Outside • Be able to talk about familiar books: • -Sit and listen to a story • -Answer simple question about what they have heard • Develop their communication: • -Speak in simple sentences • Enjoy listening to longer stories and can remember much of what happens. • Develop their communication but may continue to have problems with irregular tenses and plurals. • Use a wider range of vocabulary.	• Enjoy listening to longer stories and can remember much of what happens. • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. • Use a wider range of vocabulary.	• Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Use talk to organise themselves and their play. • Use longer sentences of four to six words.	• Develop their communication, to talk about a past event but may continue to have problems with irregular tenses • Use a wider range of vocabulary. • Be able to talk about familiar books and be able to tell a long story. • Use vocabulary in their play, that reflects their experiences of books. • Sing a large repertoire of songs.	• Understand ‘why’ questions. • Be able to tell a long story. • Use longer sentences of four to six words.	• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Can start a conversation with an adult or a friend and continue it for many turns. •
Personal Social Emotional	• Select and use activities and resources, with help when needed. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children. • Increasingly follow rules, understanding why they are important. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Begin to understand how others might be feeling. • Play with one or more other children, extending and elaborating play ideas.	• Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’ • Develop their sense of responsibility and membership of a community. • Show more confidence in new social situations. • Begin to understand how others might be feeling.	• Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. • Show more confidence in new social situations. • Begin to understand how others might be feeling.	• Develop their sense of responsibility and membership of a community. • Develop appropriate ways of being assertive. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	• Select and use activities and resources to help them to achieve a goal. • Develop their sense of responsibility and membership of a community. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Begin to understand how others might be feeling.	• Develop appropriate ways of being assertive. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people. • Show more confidence in new social situations. • Help to find solutions to conflicts and rivalries. •

Physical	- Start taking part in some group activities which they make up for themselves, or in teams. - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Use one-handed tools. - Show a preference for a dominant hand. - Match their developing physical skills to tasks and activities in the setting. - Choose the right resources to carry out their own plan. Collaborate with others to manage large items. - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.	- Be increasingly independent as they get dressed and undressed - Be increasingly independent in meeting their own care needs. - Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Show a preference for a dominant hand.	- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Start to eat independently and learning how to use a knife and fork. - Show a preference for a dominant hand. - Make healthy choices about food.	- Match their developing physical skills to tasks and activities in the setting. - Choose the right resources to carry out their own plan. Collaborate with others to manage large items. - Use one-handed tools and equipment, for example, making snips in paper with scissors.	- Use a comfortable grip with good control when holding pens and pencils - Continue to develop their movement, balancing, riding and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Start taking part in some group activities which they make up for themselves, or in teams.
Literacy	- Use some of their print and letter knowledge in their early writing. -tell an adult about the marks they make - Develop their phonological awareness: -Join in with nursery rhymes -Sing some nursery rhymes independently - Discriminate between environmental sounds - Engage in extended conversations about stories, learning new vocabulary. - Develop their phonological awareness by joining in with nursery rhymes, tuning into voice sounds, talking about sounds and spotting and suggesting rhymes.	- Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - Use some of their print and letter knowledge in their early writing. - Write some or all of their name. - Develop their phonological awareness.	- Develop their phonological awareness, so that they can spot and suggest rhymes and experience and appreciate rhythm. - Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - Use some of their print and letter knowledge in their early writing.	- Use some of their print and letter knowledge in their early writing. - Develop their phonological awareness, so that they can: -<i>Distinguish between environmental sounds., exploring speech sounds, spot and suggest rhymes, recognise words with the same initial sound.</i> - Understand the key concepts about print. (directionality of text)	- Understand the five key concepts about print. - Engage in extended conversations about stories, learning new vocabulary: - Use some of their print and letter knowledge in their early writing. - Write some or all of their name. - Write some letters accurately.	- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. - Write some or all of their name. - Write some letters accurately. - Understand the five key concepts about print: - Develop their phonological awareness

Maths	Match and Sort: - Begin to sort objects according to colour, size or shape. Link numerals and amounts/ Counting: - Showing the right number of objects to match the numeral for 1 and 2. - Subitise small groups of objects. - Recite numbers to 5 - Begin to show 'finger numbers' up to 5 when joining number songs and rhymes Measure - Make comparisons between objects relating to size and length. Link numerals and amounts/ Counting: - Recite numbers to 5 - Show 'finger numbers' up to 5 when joining number songs and rhymes - Showing the right number of objects to match the numeral for 1 and 2. - Subitise small groups of objects. Shape: - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Notice and talk about shapes in the environment. Positional Language: - Understand position through words alone Measure - Make comparisons between objects relating to size.	Shape: - Talk about and explore 2D shapes (for example, circles, rectangles, and triangles) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Pattern: - Talk about and identifies the patterns around them. Use informal language like 'pointy', 'spotty', 'blobs' etc. Counting: - Say one number for each item in order: 1,2,3,4,5. - Recite numbers beyond 5 Measure: - Make comparisons between objects relating to size, length, weight and capacity.	Counting: - Say one number for each item in order: 1,2,3,4,5. - Know that the last number reached when counting a small set of objects tells you how many there are in total. Linking numerals and amounts: - Showing the right number of objects to match the numeral to 4. - Experiment with their own symbols and marks as well as numerals. Position and Direction: - Describe a familiar route. - Discuss routes and locations, using words like 'in front of' and 'behind'. Pattern: - Extend and create ABAB patterns – stick, leaf, stick, leaf. Shape: - Talk about and explore 3D shapes	Sorting and Matching: - Find and match objects which are the same. - Sort the same set of objects according to different criteria. Shape: - Talk about and explore 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. Link numerals and amounts/ Counting: - Show 'finger numbers' up to 5 when joining number songs and rhymes - Say one number for each item in order: 1,2,3,4,5. - Know that the last number reached when counting a small set of objects tells you how many there are in total. Measure: - Make comparisons between objects: size, length, weight and capacity.	Number: - Fast recognition of up to 3 objects, without having to count them. - Compare quantities using language: 'more than', 'fewer than' - Solve real world mathematical problems with numbers up to 5 - Showing the right number of objects to match the numeral, up to 5 Measure: - Make comparisons between objects relating to weight and capacity. - Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Position and Direction: - Describe a familiar route using spatial words. - Discuss routes and locations, using words like 'in front of' and 'behind'. - Understand and use positional language through words alone.	Measure: - Make comparisons between objects relating to size, length, weight and capacity. Pattern: - Notice and correct an error in a repeating pattern. - Extend and create ABAB patterns – stick, leaf, stick, leaf. - Talk about and identifies the patterns around them. Number: - Showing the right number of objects to match the numeral up to 5 - Begin to show 'finger numbers' up to 5 - Compare quantities using language: 'more than', 'fewer than' - Solve real world mathematical problems with numbers up to 5 - Experiment with their own symbols and marks as well as numerals.
Knowledge & Understanding of the World	- Begin to make sense of their own life-story and family's history. - Show interest in different occupations. - Continue to develop positive attitudes about the differences between people - Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	- Use all their senses in hands-on exploration of natural materials. - Talk about the differences between materials and changes they notice. - Continue to develop positive attitudes about the differences between people.	- Explore and talk about different forces they can feel. - Show interest in different occupations. - Explore how things work.	- Plant seeds and care for growing plants. - Understand the key features of the life cycles. - Begin to understand the need to respect and care for the natural environment and all living things. - Show interest in different occupations.	- Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about the differences between materials and changes they notice. - Talk about what they see, using a wide vocabulary.	- Talk about what they see, using a wide vocabulary. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. - Understand the key features of the life cycle of a plant and an animal.

Expressive Arts & Design	• Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Take part in simple pretend play. • Explore different materials freely. • Develop their own ideas and then decide which materials to use to express them. • Explore different textures. • Begin to develop stories using small world equipment. • Make imaginative and complex 'small worlds.'	• Begin to develop complex stories using small world. • Remember and sing songs. • Sing the pitch of a tone sung by another person. • Sing the melodic shape • Explore colour-mixing. • Develop their own ideas and then decide which materials to use to express them.	• Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. • Make imaginative and complex 'small worlds.' • Respond to what they have heard, expressing their thoughts and feelings.	• Explore colour and colour-mixing. • Begin to develop complex stories using small world. • Make imaginative and complex 'small worlds' with blocks. • Explore different materials freely. • Develop their own ideas and then decide which materials to use to express them.	• Use drawing to represent ideas like movement or noise. • Join different materials and explore different textures. • Create closed shapes with continuous lines and use these shapes to represent objects. • Draw with increasing complexity and detail.	• Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Draw with increasing complexity and detail. • Create closed shapes with continuous lines
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