Nursery Long Term Plan 2025 ~ 2026

	Autumn Term 1 This is Me	**Autumn Term 2** My Wonderful World	**Spring Term 1** Dinosaur Stomp	**Spring Term 2** Spring has Sprung	**Summer Term 1** In my Garden	**Summer Term 2** Superhero Stars
PKC themes (Primary Knowledge Curriculum) **Hook/TFW text**	**All about Me** **Key vocabulary:** face, eyebrow, eye, nose, chin, hair, eyelashes, ear, mouth, family, community, emergency. **Books:** The Colour Monster, Happy to be Me, Hello Friend, From Head to Toe, The Family Book, Owl Babies, Real Superheroes. Rosies walk	**Journeys** **Key vocabulary:** journey, transport, explorer, map, North Pole, South Pole, bike, car, bus, train, aeroplane, hovercraft. **Books:** We're Going on a Bear Hunt, Oi Get Off Our Train, You Can't Take an Elephant on the Bus.	**Dinosaurs** **Key vocabulary:** past, present, dinosaurs, fossils, palaeontologist, pterosaurs, plesiosaurs, tyrannosaurus rex, stegosaurus. **Books:** Dinosaur Stomp, Non-fiction books about dinosaurs, Little People Big World Mary Anning	**Animals and their babies** **Key vocabulary:** pets, farm animals, woodland animals, same, different, wild, endangered, Arctic, Antarctic. **Books:** Monkey Puzzle, Baa Moo, What Will We Do? Oh Dear, First Book of Woodland Animals, Dear Zoo, Snow Rabbit, Spring Rabbit.	**Growing and Changing** **Key vocabulary:** change, grow, spring, summer, autumn, winter. **Books:** Tree, Jasper's Beanstalk, The Very Hungry Caterpillar, Oliver's Vegetables.	**Heroes and Adventurers** **Key vocabulary:** hero, adventure, adventurer, superhero. **Books:** Whatever Next, Poles Apart, The Lion Inside, Real Superheroes, Supertato
Dates for the Diary	Settling in, Harvest Festival	Bonfire Night, Diwali, Halloween, Christmas	Lunar New Year, Valentines Day	Pancake Day, Wroxham Barns Visit, Easter	Eid, Earth Day,	The Big Toddle Bewilderwood visit Transition
Communication and Language	Listen and respond to a simple instruction. Listen to simple stories and understand what is happening, with the help of the pictures. Know some rhymes and familiar books. .	Understand simple questions about 'who', 'what' and 'where'. Start a conversation with an adult or a friend. Use talk to organise themselves and their play. Enjoy listening to longer stories and can remember much of what happens.	Pay attention to more than one thing at a time. Understand 'why' questions. Start a conversation with an adult or a friend and continue it for many turns. Sing a large repertoire of songs. Develop their communication, some will have problems with	Understand 'why' questions. Sing a large repertoire of songs.	Know many rhymes and be able to talk about familiar books, and be able to tell a long story. Develop their pronunciation but may have problems saying some sounds and multi-syllabic words eg 'hippopotamus'	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.

		Use a wider range of vocabulary	irregular tenses and plurals, 'runned' for 'ran'.			
PSED	Settle into their environment. Enter the Nursery without a parent/carer. Identify simple emotions. Play with one or more other children. Select and use activities and resources, with help when needed. Increasingly follow rules.	**PANTS programme** Develop their sense of responsibility and membership of a community. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them Ask for help.	Understand gradually how others might be feeling. Find solutions to conflicts and rivalries.	**PANTS programme** Show more confidence in new social situations. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.	Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Giving compliments, showing kindness.	**PANTS programme** Develop appropriate ways of being assertive. Talk with others to solve conflicts. Giving compliments, showing kindness.
Physical Development	Use one handed tools and equipment. Use large-muscle movements to wave flags and streamers, paint and make marks. Build a good routine for toileting and hand washing.	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements. Match their developing physical skills to tasks and activities in the setting. Be increasingly independent in meeting their own care needs – teeth, toilet, washing and drying hands. **Wiggle me into a squiggle programme**	Match their developing physical skills to tasks and activities in the setting e.g. whether to crawl, walk across a plank, depending on its length and width. Show a preference for a dominant hand. Be increasingly independent as they get dressed – putting on coat/socks/shoes. **Wiggle me into a squiggle programme**	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Choose the right resources to carry out their own plan. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. **Dough Disco** to support fine motor	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. Use a comfortable grip with good control when holding pens/pencils. Healthy eating (link to the Hungry Caterpillar). **Letter formation (dough disco in small groups if needed)**	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Start eating independently and learn how to use a knife and fork. **Letter formation (dough disco in small groups if needed)**
Literacy	**Phase 1 phonics activities** Wiggle me into a Squiggle gross motor Join in with rhymes and songs.	**Phase 1 phonics activities** Wiggle me into a Squiggle gross motor Repeat words and phrases from familiar stories.	**Little Wandle sounds:** S, A, T, P, I, N Dough Disco Understand the five key concepts about print: print has meaning, print can have different purposes, we	**Little Wandle sounds:** M, D, G, O, C, K, E Dough Disco Understand the five key concepts about print: print has meaning, print can have different purposes,	**Little Wandle sounds:** U, R, H, B, F, L, J Daily recording of how many children/initial letter for day of the week. Letter formation	**Little Wandle sounds:** V, W, Y, Z, QU, CH, CK, X, SH Daily recording of how many children/initial letter for day of the week.

	Engage in conversations about stories, learning new vocabulary. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. Enjoy drawing freely. **Talk for writing: Rosie's Walk.** **Phonics phase 1- environmental sounds.** **Genre: traditional tales.**	Ask questions/make comments. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Write the first letter of their name. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." **Talk for writing: We're Going on a Bear Hunt.** **Genre: recount/oral retelling**	read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing. Recognise words with the same initial sound, such as money and mother. **Talk for writing: Three Little Pigs.** **Genre: information- tell facts about dinosaurs.**	we read English text from left to right and from top to bottom, the names of the different parts of a book, page sequencing. Recognise words with the same initial sound, such as money and mother. 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; writing 'm' for mummy. **Talk for writing: Oh Dear.** **Genre: instructions- how to find Daisy Duck (map).**	Develop their phonological awareness, so that they can spot and suggest rhymes Rhyming books- Julia Donaldson, Oi Dog/Frog. Write some or all of their name. **Talk for writing: The Very Hungry Caterpillar.** **Genre: instructions- how to make a healthy lunch/snack.**	Letter formation Count or clap syllables in a word. Write some letters accurately. **Talk for writing: Whatever Next!** **Genre:information- letter to a superhero/member of the community.**
Maths	Daily counting and number/shape of the week to help recognise 1-5. React to changes of amount in a group of up to three items. Compare amounts, saying 'lots', 'more' or 'same'. Recite numbers 1-10 through songs/counting games. Climb and squeeze themselves into different types of spaces. Build with a range of resources.	Daily counting and number/shape of the week to help recognise 1-10. 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 ('cardinal principle'). Experiment with their own symbols and marks as well as numerals. Use prepositions when telling a story.	Daily counting and number/shape of the week to help recognise and count numbers beyond 10. Recite numbers past 5. Link numerals and amounts up to 5. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Talk about and explore 2D and 3D shapes, using informal and mathematical language. Make comparisons between objects relating to size and length.	Daily counting and number/shape of the week to help recognise and count numbers beyond 10. Show 'finger numbers' up to 5. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then…'	Daily counting to 10 and beyond, using number line and various other resources (bead string, counting stick etc). Count a new number onto the tens frame. Pattern/shape bag. Compare quantities using language: 'more than', 'fewer than'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.	Daily counting to 10 and beyond, using number line and various other resources (bead string, counting stick etc). Count a new number onto the tens frame. Pattern/shape bag. Solve real world mathematical problems with numbers up to 5. Make comparisons between objects relating to weight and capacity. Combine shapes to make new ones - an arch, a bigger triangle, etc.

	Compare sizes, weights etc. using gesture and language. Notice patterns and arrange things in patterns.		Extend and create ABAB patterns		Make comparisons between objects relating to weight and capacity. Notice and correct an error in a repeating pattern.	Understand position through words alone – for example "The bag is under the table," – with no pointing.
Understanding the World	Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people.	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice	Begin to make sense of their own life-story and family's history. Explore how things work. PKC Dinosaurs unit.	Begin to understand the need to respect and care for the natural environment and all living things. Continue developing positive attitudes about the differences between people.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Show interest in different occupations. Explore and talk about different forces they can feel.
Expressive Arts and Design	Respond emotionally and physically to music when it changes. Move and dance to music. Join in with songs and rhymes, making some sounds. Express ideas and feelings through making marks, sometimes giving meaning to the marks they make. Enjoy and take part in action songs. Start to develop pretend play, pretending that one object represents another.	**Andy Goldsworthy:** patterns and artwork in nature. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Use drawing to represent ideas like movement or loud noises. Explore colour and colour mixing. Play instruments with increasing control. **Wiggle Me into a Squiggle.**	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Remember and sing entire songs. **Wiggle Me into a Squiggle**	**Kandinsky:** shapes, portraying feelings through our marks/colours. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Develop their own ideas and then decide which materials to use to express them. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Create their own songs, or improvise a song around one they know.	Join different materials and explore different textures. Sing the pitch of a tone sung by another person ('pitch match').	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

	Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas.					