

Nursery Long Term Plan 2025 - 2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Theme	My Nursery and Me! (including autumn)	Traditional Tales	Where are the animals? (including winter)	What's in the garden? (including Spring)	What's in the sky?	Mersea Island (4 weeks) My school (3 weeks) (including summer)	
Timescale	8 weeks	7 weeks	6 weeks	6 weeks	6 weeks	4 weeks	3 weeks
Parents events	Open classroom (15 th September 20025)	Parents' evening (13 th November 2025)		Parents' evening (24 th March 2026)		Library	Walk to the beach
Celebrations		Bonfire Night Christmas Concert		Mother's Day (15 th March 2026) Easter (5 th April 2026)			
Personal, Social, Emotional Development	Throughout the year:						
	Nursery 1 - Find ways to calm, through being calmed and comforted by adults - Establish a sense of self - Express preferences and decisions, try new things and establish autonomy - Engage with others through gestures, gaze and talk - Uses engagement with others to achieve a goal - Find ways of managing transitions - Thrive with developing self-assurance - Plays with increasing confidence on own and with other children - Feel confident when taken out around the locality and enjoy new experiences - Feel strong enough to express a range of emotions - Growing in independence, rejecting help - Beginning to show 'effortful control', - Talk about and manage his/her emotions - Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs, disabilities and religion - Develop friendships with other children - Safely explore emotions beyond normal range through play and stories - Talking about feelings in more elaborated ways; "I'm sad because..." or "I love it when ..." - Learn to use the toilet with help, and developing independence Nursery 2 - Select and use activities and resources, with help when needed. - Develop a sense of responsibility and membership of a community - Find solutions to conflicts and rivalries, - Increasingly follow rules, understanding why they are important - Develop appropriate ways of being assertive - Talk with others to solve conflicts - Talk about feelings using words like 'happy', 'sad', 'angry' or 'worried' - Settle to some activities for a while - Show more confidence in new social situations						

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	- Increasingly independent in meeting own care needs - Make healthy choices about food, drink, activity and toothbrushing - Play with one or more other children, extending and elaborating play ideas - Begin to understand how others might be feeling					
SCARF units	<u>Me and My Relationships</u> Marvellous me! I'm special People who are special to me	<u>Valuing Difference</u> Me and my friends Friends and family Including everyone	<u>Keeping Safe</u> People who help me and keep me safe Safety Indoors and Outdoors What's safe to go into my body	<u>Rights and Respect</u> Looking after myself Looking after others Looking after my environment	<u>Being my Best</u> What does my body need? I can keep trying I can do it!	<u>Growing and Changing</u> Growing and changing in nature When I was a baby Girls, boys and families
Physical Development	<u>Throughout the year:</u> Nursery 1 - Enjoys moving when outdoors and inside - Sit without support - Gradually gain control of whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking - Clap and stamps to music - Fit into spaces, like tunnels, dens and large boxes, and moves around in them - Enjoy kicking throwing and catching balls - Build independently with a range of appropriate resources - Walk, run, jump and climb, use the stair independently - Spin, roll and independently uses ropes and swings; e.g. tyre swings - Sit on a push-along wheeled toy, use a scooter or ride a tricycle - Develop manipulation and control - Explore different materials and tools - Uses large and small motor skills to do things independently, e.g. manages buttons and zips, and pours drinks - Show an increasing desire to be independent - Eat independently, learning how to use a knife and fork Nursery 2 - Continue to develop movement; balancing, riding (scooters, trikes and bikes) and ball skills - Climb apparatus, using alternate feet - Skip, hop, stand on one leg and hold a pose for a game like musical statues - Use large-muscle movements to wave flags and streamers, paint and make marks - Take part in some group activities, or in teams - Increasingly use and remember sequences and patterns of movements which are related to music and rhythm - Match developing physical skills to tasks and activities in the setting, - Choose the right resources to carry out a plan, e.g. choosing a spade to enlarge a small hole he/she dug with a trowel					

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	• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks • Use one-handed tools and equipment, • Use a comfortable grip with good control when holding pens and pencils • Show a preference for a dominant hand • Increase independence when dressing and undressing,
Communication and language	<u>Throughout the year:</u> Nursery 1 • Turn towards familiar sounds. • Copy facial expressions and movements like sticking out his/her tongue. He/she makes eye contact for longer periods • Watches someone's face as they talk • Copies what adults do, taking 'turns' in conversations (through babbling) and activities • Enjoy singing, music and toys that make sounds • Make sounds to get attention in different ways (E.g. crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling) • Use gestures like waving and pointing to communicate • Reach or point to something he/she wants while making sounds • Uses intonation, pitch and changing volume when 'talking' • Understand single words in context • Understand frequently used words • Understand simple instructions • Recognise and point to objects if asked about them • Listen to other people's talk with interest • Start to develop conversation • Develop pretend play; 'putting the baby to sleep' or 'driving the car to the shops' • Listen and respond to a simple instruction Nursery 2 • Enjoy listening to longer stories and remember much of what happens • Pay attention to more than one thing at a time • Understand a question or instruction that has two parts • Understand 'why' questions • Use a wider range of vocabulary • Sing a large repertoire of songs • Know many rhymes, talk about familiar books, tell a long story • Develop communication • Use longer sentences of four to six words • Express a point of view and to debate • Start a conversations with an adult or a friend and continue it for many turns • Uses talk to organise play
Literacy	<u>Throughout the year:</u> Nursery 1 • Enjoy songs and rhymes, tuning in and paying attention • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo • Say some of the words in songs and rhymes • Copy finger movements and other gestures • Sing songs and says rhymes independently, e.g. singing whilst playing • Enjoy sharing books with an adult

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	• Pay attention and respond to the pictures or the words in books • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone • Repeat words and phrases from familiar stories • Ask questions about a book. • Develop play around favourite stories using props • Notice some print, such as the first letter of his/her name, a bus or door number, or a familiar logo • Enjoy drawing freely • Add some marks to drawings, which give meaning Nursery 2 • Engage in extended conversations about stories, learning new vocabulary • Understand that print has meaning • Understand that print can have different purposes • Understand that we read English text from left to right and from top to bottom • Understand the names of the different parts of a book • Understand page sequencing • Develop phonological awareness - can spot and suggest rhymes • Develop phonological awareness - can count or clap syllables in a word • Develop phonological awareness - recognise words with the same initial sound, such as money and mother • Uses print and letter knowledge in early writing • Writes some or all of name • Writes some letters accurately – ladder letters, letters in name					
Texts	Owl Babies Colour Monster The Tiger who came to Tea The Happy Hedgehog Band The family book From head to toe	The Gingerbread Man Goldilocks and the 3 Bears The 3 Little Pigs The Billy Goats Gruff Jack and the Bean Stalk Christmas	Dear Zoo Shark in the park Polar Bear, Polar Bear, what do you hear? We're Going on a Bear Hunt If I had a Dinosaur	The Enormous Turnip Oliver's Fruit Salad/Oliver's Milkshake Jasper's Beanstalk The Very Hungry Caterpillar Little Life Cycles Series: Frog, Pip, Drip	How to Catch a Star Little Cloud Little Cloud (Anne Booth) Wow said the Owl How to catch a rainbow	Our beach Sharing a Shell Don't worry little crab Pirates in Pyjamas Pirate love underpants Peppa's first day at school The Colour Monster goes to school
Songs and Rhymes (In addition to 'Song Bag' songs)	If you're happy and you know it... Heads, Shoulders, Knees and Toes The Wheels on the Bus I'm a little teapot The Grand Old Duke of York	Humpty Dumpty I'm a Little Teapot Hickory Dickory Dock 5 currant buns Christmas Songs	Old Macdonald Baa Baa Black Sheep Five Little Monkeys 1, 2, 3, 4, 5... 5 Little Speckled Frogs Hey Diddle Diddle Walking through the Jungle I had a little turtle	5 little apples 5 little ducks Polly put the kettle on Mary Mary Quite Contrary 1 tomato, 2 tomato, 3 tomato 4 Jack and Jill Incy Wincy Spider	Twinkle Twinkle little Star 10 little men in a flying saucer Rainbow song I hear thunder Rain Rain go away	A Sailor Went to Sea Sea... Brush your teeth 10 in the bed 1 finger 1 thumb This is the way we...
MM – Adult Led Teaching	Early Mathematical Experiences Nursery 1		Numbers within 5 Nursery 1		Representing and Building Numbers within 5 Nursery 1	

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	• Match actions of others • Ordering - singing everyday rhymes to 5 • Children can line/sort objects by colour or type Nursery 2 • Notice matches in the environment • Matching items that are exactly the same. • Use the terms same and different • Classifying/sorting objects according to type, according to colour etc. • Classify/sort during tidy up time/snack time. • Use the language of classifying - 'which things go together?' 'Which things go where?' • Comparing using the language of same and different • Ordering - singing everyday rhymes to 5 with finger numbers <u>Shape Matching and Classifying</u> Nursery 1. • Match shapes – inset puzzles, shape sorters. Nursery 2 • Explore 2D and 3D shapes • Begin to name 2D shapes • Talk about 2D and 3D shapes using informing language • Match shapes describing their similarities. • Sort shapes according to their type <u>Pattern and Matching</u> Nursery 1 • Match an ABABAB action or pattern • Arrange things in patterns Nursery 2 • Identify patterns in the world around us • Compare and describe patterns using vocabulary e.g. stripy, pointy, spotty, • Say an ABAB pattern • Match an ABABAB pattern • Extend an ABABA pattern • Create own pattern • Correct errors in an ABAB pattern <u>Measuring and Comparing</u> Nursery 1 • Compare size/weight etc. using gestures and language big/little high/low etc. • Climb and squeeze into different types of space • Be aware of the space around them • Can fill and empty containers Nursery 2 • Use the language of measure big/small/little/heavy/light/full	• Display counting behaviour • Takes part in finger rhymes with number • Attempts to count everyday objects. • Begin to be aware of some number names Nursery 2 • Recite numbers to 5 • Show finger numbers to 5 • Count 1:1 up to 5, moving objects and presenting linearly. Counting each object once and saying 1 name for each object (1:1 principle) • Counting saying the numbers in order and know the number order never changes (stable order) • Know that when nothing is added and nothing is taken away the number stays the same even if it is moved around (conservation of number). • Know that counting a set can be done in any order. • Know that the last number said when counting a set is the total of the set (cardinal principle) • Know that anything can be counted (abstraction principle) objects, actions, sounds. • Sing everyday rhymes to 5 with finger numbers <u>Numbers within 5 and Comparing</u> Nursery 1 • Compare amounts using lots more same • React to changes in amount Nursery 2 • Ordering - singing everyday rhymes to 5 with finger numbers • Comparing sets within 5. • Use the language of comparing, more/fewer/most/least • Match numerals to amounts to 5 • Order numbers to 5 and compare <u>Shape and Comparing</u> Nursery 1 • Explore building with different objects. • Put objects inside others and take them out • Stack objects on a flat surface Nursery 2 • Name 2D shapes • Match shapes to shapes in the environment. • Build using shapes. • Select shapes appropriately – flat surfaces for building, curved for rolling, prisms for rooves. • Investigating which shapes work and do not work for building. • Combine shapes to make new ones	• Display counting behaviour • Takes part in finger rhymes with number • Attempts to count in everyday objects. • Begin to be aware of some number names • Respond to the word lots and more Nursery 2 • Revisit 'Numbers within 5' and 'Numbers within 5 and comparing' • Subitise to 3 • Sing everyday rhymes to 5 • Experiments with symbols and marks as well as numerals • Solve real world problems with numbers up to 5 • Use models such as numicon/5 frames to build numbers to 5 • Combine 2 sets in response to the term altogether <u>Positional Language and Shape</u> Nursery 1 • Sing songs and enjoy books that use positional language Nursery 2 • Revisit 'Shape and comparing' • Respond to positional language – on/under/next to/behind/forwards and backwards • Build using shapes and talk about the way they are building • Describe a familiar route <u>Number and Ordering</u> Nursery 1 • Display counting behaviour • Takes part in finger rhymes with number • Attempts to count in everyday objects. • Begin to be aware of some number names • Recite numbers to 3 Nursery 2 • Recite numbers to 10 • One more, one less than a number to 5 • Name and order numerals to 5 (and then 10) • Count along a number track, jumping one space at a time <u>Number and Ordering</u> Nursery 1 • Know a sequence in time as now and later Nursery 2 • Describe a sequence of events using 'first', 'next', 'then' • Sequence a day – breakfast, nursery, lunch, home • Describe a familiar route
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	- Compare difference in sizes, lengths, and capacity. - Compare size/weight etc.				
Mathematics	<u>Throughout the year:</u> Nursery 1 - Combine objects like stacking blocks and cups, put objects inside others and takes them out again - Take part in finger rhymes with numbers - React to changes of amount in a group of up to three items - Compare amounts, saying 'lots', 'more' or 'same' - Display counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence - Count in everyday contexts, sometimes skipping numbers; '1-2-3-5.' - Climb and squeeze into different types of spaces - Build with a range of resources - Complete inset puzzles - Compare sizes, weights etc. using gesture and language, such as; 'bigger/little/smaller', 'high/low', 'tall', 'heavy' - Notice patterns and arrange things in patterns Nursery 2 - Display fast recognition of up to 3 objects, without having to count them individually ('subitising') - Recite numbers past 5 - 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') - Show 'finger numbers' up to 5 - Link numerals and amounts: e.g. showing the right number of objects to match the numeral, up to 5 - Experiment with his/her own symbols and marks as well as numerals - Solve real world mathematical problems with numbers up to 5 - Compare quantities using language such as; 'more than', 'fewer than' - Talk about and explore 2D and 3D shapes (e.g. circles, rectangles, triangles and cuboids) using informal and mathematical language; 'sides', 'corners', 'straight', 'flat', 'round' - Understand position through words alone - Describe a familiar route - Discuss routes and locations, using words like 'in front of' and 'behind' - Make comparisons between objects relating to size, length, weight and capacity - Select shapes appropriately; flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones; an arch, a bigger triangle etc. - Talk about and identify patterns - Extend and create ABAB patterns - Notice and correct errors in repeating patterns - Describe a sequence of events, real or fictional, using words such as 'first', 'then...'				
Understanding the World	<u>Senses</u>	<u>Materials</u>	<u>Animal habitats</u>	<u>Lifecycles</u>	<u>Space</u>
	<u>Seasons</u>	<u>Seasons</u>	<u>Changes of state</u>	<u>Plants and growing</u>	<u>Seasons</u>
	<u>Throughout the year:</u> Nursery 1 - Repeat actions that have an effect - Explore materials with different properties - Explore natural materials, indoors and outside - Explore and respond to different natural phenomena - Make connections between the features of own family and other families				

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	• Notice differences between people Nursery 2 • Begin to make sense of own life story and family's history • Show interest in different occupations • Explore how things work • Continue to develop positive attitudes about the differences between people • Knows that there are different countries in the world and can talk about the differences he/she has experienced or seen in photos • Use senses in hands-on exploration of natural materials • Explore collections of materials with similar and/or different properties • Talk about what can be seen, using a wide vocabulary • Plant seeds and care for growing plants • Understand the key features of the life cycle of a plant and an animal • Understand the need to respect and care for the natural environment and all living things • Explore and talk about different forces we can feel • Talk about the differences between materials and changes noticed
Expressive Arts and Design	<u>Throughout the year:</u> Nursery 1 • Show attention to sounds and music • Respond emotionally and physically to music when it changes • Move and dance to music • Anticipate phrases and actions in rhymes and songs • Explore voice and enjoy making sounds • Join in with songs and rhymes, making some sounds • Make rhythmical and repetitive sounds • Explore a range of sound-makers and instruments and play them in different ways • Notice patterns with strong contrasts • Make marks intentionally • Explore paint, using fingers and other parts of the body as well as brushes and other tools • Express ideas and feelings through making marks, and sometimes gives a meaning to the marks • Enjoy and take part in action songs • Develop pretend play, pretending that one object represents another • Explore different materials, using all senses to investigate them • Use imagination • Make simple models which express ideas Nursery 2 • Explore different materials freely • Join different materials and explore different textures • Create closed shapes with continuous lines, and is use these shapes to represent objects • Draw with increasing complexity and detail • Explore colour and colour-mixing • Take part in simple pretend play • Begin to develop complex stories using small world equipment • Make imaginative and complex 'small worlds' with blocks and construction kits • Show different emotions in drawings and paintings • Listen with increased attention to sounds • Respond to what is heard, expressing thoughts and feelings

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| | <ul style="list-style-type: none">• Remember and sing entire songs• Sing the pitch of a tone sung by another person ('pitch match')• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs• Create own songs, or improvise a song around one known• Plays instruments with increasing control to express feelings and ideas |
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