

Nursery - Long Term Plan 25-26

Huby CE Primary School

Nursery Long term plan 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes/topics/ key events	<p><u>All about me</u></p> <p>Seasonal changes in Autumn Diwali Bonfire Harvest</p>	<p><u>Let's celebrate!</u></p> <p>Seasonal changes in Winter Remembrance Day Nativity/Christmas</p>	<p><u>Traditional Tales</u></p> <p>New Year Chinese New Year Life Cycles Pancake Day</p>	<p><u>Traditional Tales</u></p> <p>Easter World Book Day Mother's Day Seasonal changes in Spring</p>	<p><u>Growth</u></p> <p>Seasonal changes in Summer Growth</p>	<p><u>Moving up</u></p> <p>Father's Day Superheroes Carnival Transitioning to Reception</p>
Key vocab	<p>Diva lamp Harvest Autumn Season Bonfire related words - crack, pop, bang</p>	<p>Winter Frosty Nativity Hibernate</p>	<p>Winter Spring</p>	<p>Spring Blossom Palm Sunday</p>	<p>Spring Summer Bud Leaf Stem</p>	<p>Transition Summer</p>

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Prime Areas

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Communication and Language</p> <p>Time to talk</p>	<p>Listen to others in a 1:1 setting and small group</p> <p>Enjoy listening to stories and can remember some events</p> <p>Listen to rhymes and songs, joining in with repeated phrases</p> <p>Begin to maintain attention in a carpet session for short times</p> <p>Uses sentences of 2-3 words</p> <p>Follow 1 step instructions</p> <p>Begin to use social phrases 'Good Morning'</p>	<p>Listen with interest to others but may get distracted easily</p> <p>Listen to stories and remembering the order with pictures to help</p> <p>Know some rhymes off by heart</p> <p>Developing pretend play and using words to describe what they are doing</p> <p>Starting to communicate needs eg toilet</p> <p>Begin to use a wide range of vocabulary</p>	<p>Pay attention to more than one thing at a time (may be difficult)</p> <p>Enjoy listening to longer stories</p> <p>Sing familiar songs off by heart</p> <p>Speak in 4-6 word sentences, but may struggle with tenses</p> <p>Begin to use talk to organise things eg you be the driver, I will be the passenger</p> <p>Develop pronunciation, but may struggle with multi-syllabic words</p>	<p>Understand what/where/when questions and may respond appropriately</p> <p>Enjoy listening to longer stories and may remember some of what happened</p> <p>Use a range of vocabulary that has been taught</p> <p>Start a conversation with friend or adult, continue it for turns</p>	<p>Begin to understand why questions</p> <p>Follow a 2 part instruction</p> <p>Know many rhymes and talk about familiar stories with confidence</p> <p>Use a wide range of vocabulary which has been taught</p> <p>Sing a large variety of songs, nursery rhymes</p> <p>Have a good pronunciation of all words</p>	<p>Understand why questions and respond appropriately</p> <p>Follow a 2 part instruction</p> <p>Speak in clear sentences and use joining words eg because</p> <p>Be able to debate and express a point of view</p> <p>Use past and future tenses mostly correctly</p>
<p>Personal, Social and Emotional Development</p>	<p>Learn vocabulary for expressing feelings and begin to use words such as happy, sad</p>	<p>Find ways to calm themselves by themselves and</p>	<p>Find ways to calm increasingly independently</p>	<p>Understand gradually how others may be feeling</p>	<p>Sustained longer focus at chosen and directed activities</p>	<p>Find solutions to conflicts and challenges</p>

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	<p>Know they can rely on friends and teachers for support</p> <p>Begin to understand behavioural expectations of the setting</p> <p>Begin to follow rules and know why they are important</p> <p>Know where toilets are and mostly manage personal hygiene</p> <p>Interested in other's play and begin to join in</p>	<p>through their key worker</p> <p>Increasingly talk about and manage emotions</p> <p>Talk about feelings in elaborated ways eg I feel sad because..</p> <p>Learn to use toilet independently</p> <p>Select and use resources independently and with help when needed</p> <p>Notice and ask questions about skin colour, hair colour, gender, religion etc</p> <p>Develop friendships with other children</p>	<p>Understand a wider range of feelings eg worried, confused</p> <p>Play with one or more children, extending play ideas</p> <p>Settle at activities for longer periods of time</p> <p>Sometimes able to share and take turns</p>	<p>Be increasingly independent with hygiene needs eg toilet, hand washing</p> <p>Develop sense of community and self</p> <p>Become more confident with unfamiliar people in the context of a familiar setting</p> <p>Sometimes able to take turns and share</p>	<p>Begin to bounce back from challenges with support</p> <p>Make healthy choices about food, drink, activities</p> <p>Able to express a range of feelings</p> <p>Manage own personal hygiene</p> <p>Able to share and take turns with minimal intervention</p>	<p>Remember rules (most of the time) without needing an adult reminder</p> <p>Develop appropriate ways of solving conflicts</p> <p>Able to express a range of feelings about talk about why they feel a certain way</p> <p>Able to share with minimal intervention</p>
<p>Physical Development</p> <p><i>Gross Motor Skills</i></p>	<p>Sit on a push/balance bike</p> <p>Ride a tricycle</p> <p>Use a scooter</p> <p>Use large movements to wave flags/streamers, paint and make marks</p>	<p>Begin to catch a large ball</p> <p>Sit comfortably on a chair</p> <p>Begin to use skills needed for daily tasks eg putting on coat</p>	<p>Catch a large ball</p> <p>Use skills increasingly independently eg putting on coat</p> <p>Begin to move with accuracy (running, jumping)</p>	<p>Continue to develop skills eg throwing, catching, running</p> <p>Use apparatus (climbing) using alternate feet to go up</p> <p>Be able to remember a simple sequence of movements related to rhythm</p>	<p>Refine the following movements: rolling, crawling, walking, jumping, hopping, skipping, climbing</p> <p>Use core muscles to achieve a good posture when sitting on floor or chair</p>	<p>Refine the following movements: rolling, crawling, walking, jumping, hopping, skipping, climbing</p> <p>Use scissors in correct grip and begin to make more than simple snips</p>

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<i>Fine Motor Skills</i>	<p>Begin to learn skills needed daily eg lining up</p> <p>Pass things to other people with control</p> <p>Build towers using large bricks</p>	<p>Begin to use zips, poppers</p> <p>Begin to use cutlery</p> <p>Begin to make snips in paper with scissors</p>	<p>Begin to use a knife and fork</p> <p>Begin to hold scissors properly to make snips in paper/card</p>	<p>Collaborate with others to manage large items</p> <p>Show a preference for a dominant hand</p> <p>Development of cutting, threading and weaving skills</p>	<p>Further develop skills needed for lining up, mealtimes etc</p> <p>Continue to develop scissor skills</p> <p>Use dominant hand for mark making</p>	<p>Continue to use dominant hand for mark making and begin to trace/copy name and letters</p>
	Specific motor skills interventions: squiggle while you wiggle, playdoh disco					

Specific Areas

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Mathematics</p> <p>White Rose Nursery Scheme</p>	<p>Baseline assessment</p> <p>During this half term children work within 3</p> <p>More than, fewer than, same</p> <p>Explore and build with shapes and objects</p> <p>Explore repeats,</p> <p>Hear and say number names</p>	<p>During this half term children work within 3</p> <p>Begin to order number names</p> <p>I see 1, 2, 3</p> <p>Join in with repeats</p> <p>Explore position and space</p>	<p>During this half term children work within 3</p> <p>Show me 1, 2, 3</p> <p>Move and label 1, 2, 3</p> <p>Explore position and routes</p> <p>Explore own first patterns</p>	<p>During this half term children work within 3</p> <p>Take and give 1, 2, 3</p> <p>Match, talk, push and pull</p> <p>Talk about dots</p> <p>Compare and sort collections</p>	<p>During this half term children begin to work within 5</p> <p>Lead on own repeats</p> <p>Start to puzzle</p> <p>Making patterns together</p> <p>Make games and actions</p>	<p>During this half term children work within 5</p> <p>Show me 5</p> <p>My own pattern</p> <p>Stop at ,1 2, 3, 4, 5</p> <p>Match sort, compare</p>

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Phonics - please see Little Wandles Letters and Sounds for planning

<p>Literacy</p> <p>Little Wandle Foundations: Rhyme time & Love of Reading</p> <p>+ Tuning into sounds form Spring 2</p>	Phonics - please see Little Wandles Letters and Sounds for planning					
	<p>Listen and enjoy sharing books</p> <p>Hold a book correctly and turns pages</p> <p>Joins in with repeated phrases and books and songs</p> <p>Recognise own name</p> <p>Know that print carries meaning and that we read from left to right</p> <p>Draws lines and circles</p>	<p>Have favourite books and seek them out</p> <p>Notice some print such as signs around the classroom</p> <p>Ask questions about books</p> <p>Develop play around their favourite stories</p> <p>Begins to give meaning to marks they make</p> <p>Can hear some initial sounds of words</p>	<p>Can build name using magnetic letters</p> <p>Begin to orally blend CVC words</p> <p>Developing pencil grip</p> <p>Makes marks for multiple purposes and can talk about these</p> <p>Begin to copy name, with support</p>	<p>Orally blends CVC words</p> <p>Comfortable pencil grip, still developing</p> <p>Progression of mark making from left to right</p> <p>Begins to imitate writing eg writing a 'list' in the role play area</p> <p>Learns new vocabulary after listening to stories</p> <p>Beginning to see recognisable shapes when writing name</p>	<p>Can identify initial and final sounds in words</p> <p>Drawing with increasing detail</p> <p>Joins in with parts of stories and songs</p> <p>Can orally blend CVC words</p> <p>Using their knowledge of print within their play</p> <p>Engages in extended conversations using new vocabulary</p>	<p>Beginning to spell words orally</p> <p>Pencil grip is used correctly most of the time</p> <p>Can use new vocabulary within their play</p> <p>Beginning to write name from memory</p> <p>Understand the 5 concepts of print (meaning, purpose, left to right, sequencing, parts of a book)</p>
<p>Understanding the World</p>	<p>Talk about members of their immediate family and relationship to them, Be able to describe people who are familiar to them. Be able to describe how they've changed since a baby. Talk about experiences from previous nurseries/playgroups.</p>	<p>Explore how things work. Show an interest in different occupations. Make connections between the features of their family and other families. Notice differences between people. Name and describe people who are familiar to them.</p>	<p>Begin to make sense of their own life and family history. Talk about members of their wider family and community. Talk about the differences between materials and changes they notice.</p>	<p>Be able to name baby animals</p> <p>Begin to understand the need to care and respect for the natural environment and all living things Know some simple animal habitats and learn some simple ways to look after them,</p>	<p>Plant seeds and care for growing things Begin to understand the key features of a life cycle of plant Describe what they see, hear, feel outside Begin to understand what living things need to survive and how we can look after them, To talk about people who help them</p>	<p>Comment on images of familiar situations from the past Continue to develop positive attitudes around differences between people Name types of weather Understand and talk about special places in different communities Draw information on a simple map</p>

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	Talk about physical features of the classroom.	Use all their senses in exploration. Explore and begin to sort materials. Talk about the world around them using different vocabulary.		Explore and talk about different forces they can feel.		
RE	Following school scheme					
Expressive Arts and Design	Know some primary colours Enjoy and take part in action songs Begin to build with construction resources and talk about what they have done Begin to develop pretend play Enjoy banging, tapping and shaking instruments	Explore ways to change the sound of instruments Sing in a group, being able to mostly follow a pitch or melody	Mixes colour for a desired purpose Can name all primary and some secondary colours Make imaginative worlds with blocks Explores different textures Uses drawings to represent ideas and can talk about these Can draw closed shapes	Uses primary colours to make some secondary colours Explores different colours as they mix Begin to develop more complex stories with blocks Remember and recite songs Listen with increased attention to different sounds	Knows colours of the rainbow Experiments with different shades and tones Makes choices about the colours they mix Draw with increasing detail Show different emotions in their drawings	Creates more complex drawings such as representing a face with a circle Show emotions such as happy and sad in their drawings. Sings in the pitch of tone by another person Sing the melody of familiar songs Begin to create their own songs based on familiar ones

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trips/visitors	<u>Bake bread</u>	Post Office - letters to Santa	Make ginger biscuit dough and create own people biscuits	Baking Day (pancakes)		Visit from Police Officer
Possible Texts/Books	Big book of families We're going on a leaf hunt	Can't you sleep little bear Peace at last	Mr Wolf's pancakes Pathways to Write:	Easter story Farm animal non fiction texts	Jasper's Beanstalk	Paper dolls The invisible string A little bit brave Ruby's worry

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	Little Red Hen	Traditional Nativity story Pathways to Write: We're going to Find the Monster	The Gingerbread Man Create own gingerbread man using biscuit dough	Pathways to Write: The Three Little Pigs	Class Text: Jack and the Beanstalk	Superworm Pathways to Write: Supertato
<p>We ensure a range of genres throughout the year including: classic texts, rhyming or repeated phrases, diverse books, traditional tales, non-fiction books and well-being/growth books.</p> <p>The books listed above is not a definitive list. We are flexible and adapt to children's interests and ever-changing needs throughout the year. This list is subject to change as the year progresses.</p>						