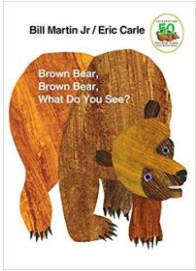
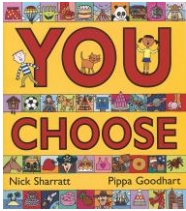

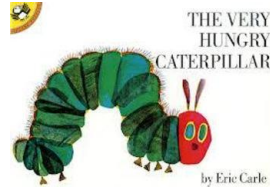
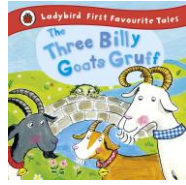
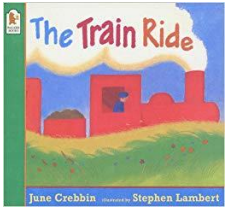


# Nursery Long Term Plan 2025-2026

Themes	<b>Brown Bear Brown bear</b> 	<b>You Choose</b> 	<b>The Worrysaurus</b> 	<b>The Hungry Caterpillar</b> 	<b>The Three Billy Goats Gruff</b> 	<b>The Train Ride</b> 
Trips		Magic Andrew		Live caterpillars		Visits from People who help us.
Parent Link days		Phonics and Christmas Crafts	Maths	Computing and Easter Crafts	Understanding of the World	Sports
Possible role play ideas -Link to children's current interests	Home corner(Kitchen) Shop	Home corner (addition of bedroom) Post office	Dinosaur land	Home corner Cafe/restaurant	Ambulance/hospital/Fire station	Train

## Nursery Long Term Plan 2025-2026

3 Prime Areas of Learning and Development	Personal, Social and Emotional Development†	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>The Colour Monster- Happy and Sad emotions</p>	<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>Show more confidence in new social situations.</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>The Colour Monster Feeling loved and people who are special to us.</p>	<p>Develop appropriate ways of being assertive.</p> <p>Talk with others to solve conflicts.</p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>The Colour Monster- Angry/ worried and what to do when we feel this way</p>	<p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Understand gradually how others might be feeling.</p>	<p>Remember rules without needing an adult to remind them</p> <p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <p>Understand gradually how others might be feeling.</p>
	Jigsaw	Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me

## Nursery Long Term Plan 2025-2026

	<b>Physical Development</b>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Using simple tools safely Practising holding scissors.</p> <p>Drawing lines and then circles using gross motor movements.</p>	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Continue to develop pre writing shapes.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p>	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Shape formation further pre writing shapes.</p> <p>Cutting skills- continue to practise to use scissor by moving scissors through paper to cut sections.</p>	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Letter formation and pencil grip</p> <p>Cutting skills- following lines.</p>	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Letter formation and pencil grip</p> <p>Cutting skills- following curved lines and cutting around shapes.</p>
	<b>Real PE</b>	Pirate/Jungle	Cat/Space	Clown/bike	Tightrope/juggling	Fairytale/Squirrel	Train/Seaside
	<b>Skills</b>	Static Leg Static balance	Static balance Dynamic balance and agility	Coordination	Static balance Ball skills	Agility	Dynamic Balance Counter Balance

## Nursery Long Term Plan 2025-2026

	<b>Commando Joe's</b>	Twinkle Twinkle Little Star		Incy Wincy Spider		Row Row Row Your Boat	
	<b>Communication and Language</b>	<p>Taking part in very small group listening activities.</p> <p>Begin to take part in adult-led, hands-on activities in a small group.</p> <p>Listening in a small group with visual and/or kinaesthetic support.</p> <p>Sorting a set of objects into two groups based on a shared, simple semantic link e.g. 'food' or 'clothes.'</p> <p>Following instructions at two-word-level in a specific order if 'order' is visually supported.</p> <p>Following instructions at three-word-level including early colour, size or position concepts.</p> <p>Following simple instructions containing 'on', 'in' and 'under.'</p>		<p>Listening as part of a medium-sized group with visual and/or kinaesthetic support.</p> <p>Listening to peers' conversations in one-to-one or small group situations.</p> <p>Playing 'odd-one-out' games and detect which object or picture from a choice of three does not share the same, simple semantic link.</p> <p>Following instructions at three-word-level in a specific order.</p> <p>To understand instructions containing the words 'behind,' 'in front' and 'next to.'</p> <p>Beginning to understand 'why' and 'how' but responses may be limited. I offer more when reasons or explanations are modelled in comments instead.</p> <p>Offering responses to 'when' questions.</p>		<p>Listening to my peers' conversations in one-to-one or small group situations even if the topic is not following my agenda.</p> <p>Listening attentively in medium-sized groups, offering actions, comments or questions.</p> <p>Play 'What am I?' games with visual support, selecting the target from a small choice of objects.</p> <p>Following instructions at four-word-level including early colour, size or position concepts.</p> <p>Following instructions at four-word-level in a specific order.</p> <p>Beginning to offer reasons and explanations in response to 'why' and 'how' questions.</p> <p>Understanding and following sequential instructions containing words such as 'before,' 'after,' 'first,' 'last' and 'later'.</p>	
	<b>Launch Pad links</b>	LFL-Auditory and Gross Motor	LFL-Speech and Receptive Language	LFL-Phonological Awareness	LFL-Expressive Language and Vocabulary	LFL-Visual and Symbolic	LFL-Pragmatic and Fine Motor

## Nursery Long Term Plan 2025-2026

4 Specific Areas of Learning and Development	<b>Literacy</b>	<p>Recognising own name.</p> <p>Mark making -To draw a straight line Brown Bear</p> <p>Nursery Rhymes</p> <p>Favourite Stories</p> <p>Rhymes -</p> <p>September -5 Little Speckled Frogs</p> <p>October -5 Little Pumpkins</p>	<p>Recognising own name.</p> <p>Mark making- To draw curved lines in both clockwise and anti-clock wise directions. Including circles</p> <p>You Choose</p> <p>The Christmas Story</p> <p>Non-Fiction-Letters-Writing to Santa.</p> <p>Rhymes -</p> <p>November- Jack and Jill went up the hill. (Commando Joe's activity)</p> <p>December -5 Little Elves</p>	<p>To identify initial sound in name</p> <p>Mark making- To make meaningful marks</p> <p>Dinosaur Roar</p> <p>Instructions making a dinosaur pizza</p> <p>Rhymes- January Wind the Bobbin</p> <p>February I'm a little teapot</p>	<p>Age appropriate pre writing shapes/Write some letter shapes in name</p> <p>Mark making- To respond to texts through mark making.</p> <p>The Hungry Caterpillar</p> <p>Other books on growth</p> <p>Non fiction- Instructions How to plant a seed</p> <p>Rhymes- March Miss Polly had a dolly</p> <p>April 5 Currant Buns</p> <p>(Incy Wincy Spider -Commando Joe's activity)</p>	<p>Age appropriate pre writing shapes/Write letter shapes in name.</p> <p>Three Billy Goats Gruff</p> <p>Rhymes-</p> <p>Non-Fiction-Facts on farm animals</p> <p>Rhymes-</p> <p>May If you're happy and you know it. (Commando Joe,s activity)</p>	<p>Write some letters in name,</p> <p>The Train Ride</p> <p>Rhymes</p> <p>Non-Fiction-Sea</p> <p>Rhymes- June -Mary Had a Little Lamb</p> <p>July 5 Little Firfighters</p>
	<b>Phonics</b>	Phase 1-Aspect 1/2	Phase1 Aspect 3	Phase 1 Aspect 4	Phase 1 Aspect 5	Phase 1 Aspect 6	Phase 1 Aspect 7 Phase 2
	<b>Mathematics</b>	<p>Counting rhymes. Counting aloud to 5 and then 10</p> <p>1-1 correspondence when counting objects. Subitizing 1-2</p> <p>Sorting by colour</p>	<p>Counting rhymes Counting 0-10</p> <p>1-1 correspondence Subitizing 1-3</p> <p>Pattern and shape</p> <p>Exploring weighing</p>	<p>Counting rhymes Counting 0-10</p> <p>1-1 correspondence Subitizing to 1-4</p> <p>Ordering by length</p>	<p>Counting rhymes Counting forwards and backwards 0-5 and then beyond</p> <p>1-1 correspondence Subitizing to 1-5</p> <p>Positional language</p> <p>Capacity</p>	<p>Counting rhymes Counting forwards and backwards 0-10</p> <p>1-1 correspondence Subitizing to 1-5</p> <p>Measures-distance/length</p> <p>Shape Repeating pattern</p>	<p>Counting rhymes Counting forwards and backwards 0-10 and then beyond</p> <p>Shape Repeating pattern</p>

## Nursery Long Term Plan 2025-2026

	<b>Understand ing of the world</b>	<p>Ourselves similarities and differences</p> <p>Family</p> <p>To explore what happens in Autumn</p>	<p>Celebration boxes</p> <p>Divali</p> <p>To explore changes during Winter</p>	<p>Chinese New Year</p> <p>Mother's day</p> <p>Talk about taking care of the world around us</p>	<p>Minibeasts</p> <p>Growing</p> <p>Healthy foods</p> <p>To know a simple life cycle</p>	<p>E Safety</p> <p>Animals-Farm</p> <p>To explore growing seeds and taking care of plants</p>	<p>Vehicles Past and Present</p> <p>Exploring forces</p> <p>Father's day</p>
	<b>Expressive Arts and Design</b>	<p>Drawing of themselves</p> <p>Exploring sounds making instruments</p>	<p>Exploring colour-through festivals</p> <p>Christmas singing</p> <p>Role play</p> <p>Autumn collage</p>	<p>Colour mixing</p> <p>Role Play</p>	<p>Observational drawings</p> <p>Role Play</p>	<p>Looking at structures</p> <p>Den Building</p> <p>Role Play</p>	<p>Model making</p> <p>Graduation performance.</p>