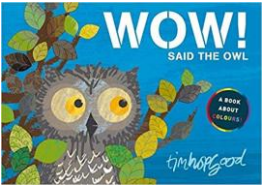
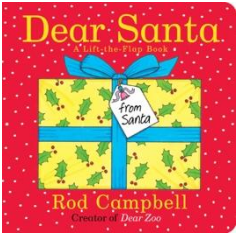
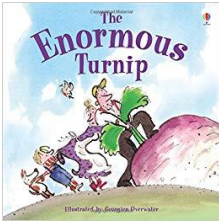
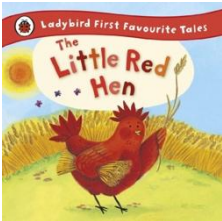
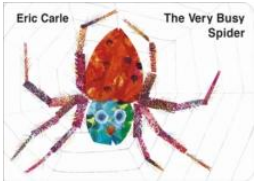


Nursery Long Term Plan 2026-2027

Themes	Wow! Said The Owl	Dear Santa	We're Going On A Bear Hunt	The Enormous Turnip	The Little Red Hen	The Very Busy Spider
						
Stay and Play	Induction/Transition into Nursery	Christmas/Literacy Stay and Play Singing Around the Christmas Tree	Mathematics Stay and Play	Growth-Easter Understanding of the World	Phonics Stay and Play	Graduation Sports Day
Experiences	Create Bird Feeders.	Magic Andrew Santa Visit Father John Christmas Workshop.	Bear Hunt around school grounds.	Planting and growing vegetables/flowers. Father John Easter Workshop.	Baking Bread	Caterpillars Sky Access All Arts Week
Possible role play ideas -Link to children's current interests	Home Corner (Kitchen)	Home corner (addition of bedroom) Post office/Santa's Workshop	Cave	Fruit and Vegetable shop	Cafe	People who Help us (Fire station, police station, hospital)

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3 Prime Areas of Learning and Development	Personal, Social and Emotional Development	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. Develop their sense of responsibility and membership of a community. Zones of Regulation – Green and Blue	Become more outgoing with unfamiliar people, in the safe context of their setting. Increasingly follow rules, understanding why they are important. Zones of Regulation – Red and Yellow	Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Zones of Regulation – Weekly story	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Zones of Regulation – Weekly story	Find solutions to conflicts and rivalries. Understand gradually how others might be feeling. Zones of Regulation – Weekly story Benji Bear- Making friends	Remember rules without needing an adult to remind them Find solutions to conflicts and rivalries. Understand gradually how others might be feeling. Zones of Regulation – Weekly story Continuing Benji Bear
	Jigsaw (PSED)	Being Me In My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me

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	Physical Development	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Using simple tools safely Practising holding scissors. Drawing lines and then circles using gross motor movements.	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. Use one-handed tools and equipment, for example, making snips in paper with scissors. Continue to develop pre writing shapes.	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 and pencils. Show a preference for a dominant hand.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Shape formation further pre writing shapes. Cutting skills- continue to practise to use scissor by moving scissors through paper to cut sections.	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. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Letter formation and pencil grip Cutting skills- following lines.	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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Letter formation and pencil grip Cutting skills- following curved lines and cutting around shapes.
	Real PE	<u>Pirate/Jungle</u> Static leg Static balance *Follow instructions safely with co-ordination	<u>Cat/Space</u> Static balance Dynamic balance to agility (Jumping and landing) *Ability to play with each other and share	<u>Clown/Bike</u> Static balance Dynamic balance *Follow simple instructions and rules	<u>Tightrope/Juggling</u> Counter balance Co-ordination *Observe and copy different movements	<u>Fairy tale/Squirrel</u> Agility Co-ordination *Explore and move confidently in different ways	<u>Train/Seaside</u> Agility Static balance *Awareness of impact of exercise

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4 Specific Areas of Learning and Development	Communication and Language	Taking part in very small group listening activities. Begin to take part in adult-led, hands-on activities in a small group. Listening in a small group with visual and/or kinaesthetic support. Sorting a set of objects into two groups based on a shared, simple semantic link e.g. 'food' or 'clothes.' Following instructions at two-word-level in a specific order if 'order' is visually supported. Following instructions at three-word-level including early colour, size or position concepts. Following simple instructions containing 'on', 'in' and 'under.'		Listening as part of a medium-sized group with visual and/or kinaesthetic support. Listening to peers' conversations in one-to-one or small group situations. Playing 'odd-one-out' games and detect which object or picture from a choice of three does not share the same, simple semantic link. Following instructions at three-word-level in a specific order. To understand instructions containing the words 'behind,' 'in front' and 'next to.' Beginning to understand 'why' and 'how' but responses may be limited. I offer more when reasons or explanations are modelled in comments instead. Offering responses to 'when' questions.		Listening to my peers' conversations in one-to-one or small group situations even if the topic is not following my agenda. Listening attentively in medium-sized groups, offering actions, comments or questions. Play 'What am I?' games with visual support, selecting the target from a small choice of objects. Following instructions at four-word-level including early colour, size or position concepts. Following instructions at four-word-level in a specific order. Beginning to offer reasons and explanations in response to 'why' and 'how' questions. Understanding and following sequential instructions containing words such as 'before,' 'after,' 'first,' 'last' and 'later'.	
	Launch Pad links	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
	Comma ndo Joes	Jack and Jill		Row, Row, Row Your Boat		If Your Happy and You Know It	
	Literacy	Recognising own name. Wow! Said The Owl Children to talk about themselves Nursery Rhymes Favourite Stories Mark making-lines <u>Rhyme of the Month</u> September -5 Little Speckled Frogs October –5 Little Pumpkins	Recognising own name. Dear Santa The Christmas Story Non-Fiction-Letters- Writing to Santa. Mark making circles <u>Rhyme of the Month</u> November- Jack and Jill went up the hill. December –5 Little Elves	We're Going on A Bear Hunt Other Bear Stories Mark making- Give meaning to marks during play <u>Rhyme of the Month</u> January Wind the Bobbin February I'm a little teapot	The Enormous Turnip Other books on growth Non fiction- Instructions How to plant a seed Mark making- responding to various text during mark making <u>Rhyme of the Month</u> March- Miss Polly had a dolly April- 5 Currant Buns	The Little Red Hen Non-Fiction-Facts on farm animals Marking-Giving meaning to mark during play- using pre writing shapes <u>Rhyme of the Month</u> April - 5 Currant Buns May- If Your Happy and You Know it	The Very Busy Spider Non-Fiction-Minibeasts Mark making-To Recording letters shapes including those in name <u>Rhyme of the Month</u> June- Mary Had A Little Lamb July- 5 Little Firemen

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	Phonics	Super Sounds - Aspect 1/2	Super Sounds - Aspects 1-4	Super Sounds - Aspects 1- 5	Super Sounds - Aspects 1-6	Super Sounds - Aspects 1- 6	Super Sounds - Aspects 1- 7
	Mathematics	Counting Songs. Daily Routines. One. Two. Subitising to 3. Colour identification and sorting. Shape sorting Ordering by size.	Counting Songs. Daily Routines. Three. Four. Subitising to 4. 2D Shapes – Circles and Squares. 3D Shapes to Build With. Weight – Heavy/Light Capacity – Full/Empty	Counting Songs. Daily Routines. Five. Subitising to 5. Positional Language. Length – Long/Short Dice Patterns	Counting Songs. Daily Routines. Subitising up to 5. Verbal Counting and 1:1 Correspondence. Positional Language. Patterns in the Environment. Capacity – Same/Different.	Counting Songs. Daily Routines. Subitising up to 5. ... or not ...? Time – Routines. AB Patterns. 2D Shapes – Triangles and Rectangles.	Counting Songs. Daily Routines. Subitising up to 5. How Many? How Many Left? How Many More? 2D Shape Hunt/Shape Sorting. AB/ABC Patterns
	Understanding of the world	Ourselves similarities and differences Family	Celebration boxes Diwali	Chinese New Year Holi Mother's day	Growing Healthy foods	E Safety Animals-Farm	Vehicles Using technology to video/photograph Father's day
	Expressive Arts and Design	Drawing of themselves Colours Exploring sounds making instruments	Exploring colour-through festivals Christmas singing Role play Autumn collage	Colour mixing Role Play	Observational drawings Role Play	Looking at structures Den Building Role Play	Model making Graduation performance.