

Nursery Long Term Plan – 2026 - 2027

Area of Learning	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (6 weeks)
Arts Focus	Poetry	Performance	3d Mark Making	Art/DT	Instruments	Photography
Possible Themes & Core Texts (These may change depending on the interests/cohort)	ALL ABOUT ME (3 weeks)  The Colour Monster by Anna Llenas  Ten in the Bed by Penny Dale  The Family Book by Todd Parr AUTUMN (5 weeks)  Owl Babies by Martin Waddell  The Leaf Thief by Alice Hemming  The Gingerbread Man by Lesley Sims  The Gigantic Turnip by Aleksei Tolsky  One Fox by Kate Read	Black History Month (1 week)  My Hair (Black History) by Hannah Lee Bears (4 week)  Goldilocks and the Three Bears by Mara Alperin  We're Going on A Bear Hunt by Michael Rosen  Bears on Chairs by Shirley Parenteau  Bear in a Square by Stella Blackstone WINTER CELEBRATIONS Core Texts:  The Christmas Story by DK Children  Dear Santa by Rod Campbell  Here Comes Jack Frost by Kazuno Kohara	PEOPLE WHO HELP US Core Texts:  Vicky the Vet by F. Brooks  Going to the Dentist by Civardi Anne  The Hospital Dog by Julia Donaldson  Thank You by Joseph Coelho  The Shopping Basket by John Burningham	SPRING & Growth Core Texts:  Ten Seeds by Ruth Brown  Painting a Rainbow by Lois Elhert NURSERY RHYMES Core Texts:  There was an Old Lady Who Swallowed a Fly  Not Last Night But The Night Before by Colin McNaughton  Little Lumpty by Miko Imai  Egg by Sue Hendra	PETS Core Texts:  Dear Zoo by Rod Campbell  Animal Boogie by Debbie Harter  Mouse Count by Ellen Walsh  Mouse Paint by Ellen Walsh  The Whales on the Bus by Katrina Charman  Monkey and Me by Emily Gravett	FARM Core Texts:  Squash and a Squeeze by Julia Donaldson  The Three Billy Goats Gruff Selection of Non-fiction Farm related MINIBEASTS Core Texts:  The Very Hungry Caterpillar by Eric Carle  The Very Quiet Cricket by Eric Carle  The Crunching Munching Caterpillar by Sheridan Cain  Minibeasts By DK

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Visits & WOW Experiences	Harvest Perform a poem New Parent Midwife Baking	Remembrance Pantomime Christmas Fair - Enterprise Nursery Rhyme week Teddy Bears' Picnic	People who help us visits: Firefighter, Police, airport, Dentist or Dog's Trust Garden Bird Watch Taste Chinese food	Science Week World Book Day Easter Bonnet Parade Make Chocolate nest cakes	World Culture Day Allotment Visit or Gardener Visit Sport and Health week	Trip to Cannon Hall Farm Growing and release of butterflies Minibeast finding Summer Fair - Enterprise week
Celebrations	Harvest Sukkot/Poetry Day Black History Month Halloween	Festivals of Light – Diwali and Bonfire Night Christmas	Lunar New Year Pancake Day World Book Day Storytelling week	Easter Mothers' Day	EID UL FITR Sports and Health Week World Culture Day	Celebrating Me PRIDE week
Role Play Area	Coffee Shop	Toy Shop	Hospital	Flower Shop	Vets/Pet Shop	Ice-cream role-play Small world farm
Communication and Language	Throughout the year the children will begin to: Listen to longer stories and can remember much of what happens Pay attention to more than one thing at a time Be introduced to and use a wider range of vocabulary Understand a question or instruction that has 2 parts, such as: "Get your coat and wait at the door" Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs/rhymes Be able to talk about familiar books, and be able to tell a story Develop their communication and pronunciation through modelling and practice Use longer sentences of 4 to 6 words 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 Take turns in a conversation Use talk to organise themselves and their play.					
	Core Nursery Rhymes and Songs: I have a Body/I'm Gonna' build a House/Great Big Turnip rhyme/5 in the Bed/Green Bottles/ Boom Shake the Alphabet	Core Nursery Rhymes and Songs: Zoom, Zoom, Zoom/ Knock, Knock Bear rhyme/Bear Hunt chant/Christmas rhymes	Core Nursery Rhymes and Songs: Rainbow song/There was a Princess/One man went to Mow/This is the way we clean our teeth	Core Nursery Rhymes and Songs: Traditional nursery rhymes including Humpty Dumpty/Old Lady Swallowed a Fly/Chick Chick/Sleeping Bunnies	Core Nursery Rhymes and Songs: Animal Boogie/Walking through the Jungle/Down by the river/Alice the Camel/BINGO	Core Nursery Rhymes and Songs: In the Garden/Little Arabella Miller/ Spider on your head/Slowly creeps the garden snail/ Driving my Tractor/Big Red Combine
PSED	<u>JIGSAW – BEING ME IN MY WORLD</u> Develop their sense of responsibility and membership of a community	<u>JIGSAW – CELEBRATING DIFFERENCES</u> Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'	<u>JIGSAW – DREAMS AND GOALS</u> Select and use activities and resources, with help when needed - this helps them to	<u>JIGSAW – HEALTHY ME</u> Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'	<u>JIGSAW – RELATIONSHIPS</u> Become more outgoing with unfamiliar people, in the safe context of their setting	<u>JIGSAW – CHANGING ME</u> Show more confidence in new social situations

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	Show more confidence in new social situations Play with one or more other children, extending and elaborating play ideas Begin to recognise rules to keep us safe. Develop appropriate ways of being assertive	Increasingly follow rules, understanding why they are important Develop their sense of responsibility and membership of a community Show more confidence in new social situations Play with one or more other children, extending and elaborating play ideas Begin to use words like 'happy', 'sad' to say how he/she feels	achieve a goal they have chosen or one which is suggested to them Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Remember rules without needing an adult to remind them Understand gradually how others might be feeling Talk with others to solve conflicts	Understand gradually how others might be feeling Be increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, washing and drying their hands thoroughly With support make healthy choices about food, drink, activity and tooth brushing	Show more confidence in new social situations Play with one or more other children, extending and elaborating play ideas Find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Play with one or more other children, extending and elaborating play ideas
PSED	<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the year</i> Show more confidence in new social situations Play with one or more other children, extending and elaborating play ideas Find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas Increasingly follow rules, understanding why they are important Remember rules without needing an adult to remind them Develop appropriate ways of being assertive Talk with others to solve conflicts.					
Physical Development	Develop different ways of moving , spinning, running freely, dancing etc Use one-handed tools and equipment, for example, making snips in paper with scissors Use gross motor movements to paint/ stretch etc	Begin to use a comfortable grip with good control when holding pens and pencils Show a preference for a dominant hand Continue to develop their movement Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips Practice activities that require balance, 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	Skip, hop, stand on one leg and hold a pose. With adult support begin to manage large items, such as moving a long plank safely, carrying large hollow blocks Continue to develop their movement and balancing	Skip, hop, stand on one leg and hold a pose for a game Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Start taking part in some group activities which they make up for themselves, or in teams	Start taking part in some group activities which they make up for themselves, or in teams Continue to develop their movement and balancing Skip, hop, stand on one leg and hold a pose for a game like musical statues Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Start taking part in some group activities which they make up for themselves, or in teams

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	Throughout the year in the Continuous Provision the children will: Go up steps, climb up apparatus, using alternate feet Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills 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 Start taking part in some group activities which they make up for themselves, or in teams 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 Begin to 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 Use one-handed tools and equipment, for example, making snips in paper with scissors Develop a comfortable grip with good control when holding pens and pencils Show a preference for a dominant hand					
Literacy Comprehension, word reading, Writing	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 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 sharing books with an adult Pay attention and respond to the pictures or the words	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 Enjoy drawing freely.	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 Develop their phonological awareness, so that they can: - Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound, such as money and mother	Engage in extended conversations about stories, learning new vocabulary Develop their phonological awareness, so that they can: - Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound, such as money and mother Understand print has meaning Understands page sequencing Ask questions about the book, make comments and share their own ideas	Develop their phonological awareness, so that they can: - Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound, such as money and mother Understand print has meaning We read English text from left to right and from top to bottom Understands page sequencing Write some or all of their name Write some letters accurately	Develop their phonological awareness, so that they can: - Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound, such as money and mother We read English text from left to right and from top to bottom Understand print can have different purposes Knows the names of the different parts of a book Write some or all of their name Write some letters accurately
Phonics	Super Sounds- Phase 1 <i>(Aspects 1-6 Are taught In any order until confident)</i> Aspect 1: To discriminate sound – environmental sounds To develop awareness of sounds and rhythms	Phase 1 Aspect 3. To discriminate sound – body percussion To develop awareness of sounds and rhythms To distinguish between sounds and to remember patterns of sound	Phase 1 Aspect 4: Rhythm and rhyme To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech To increase awareness of words that rhyme and to develop knowledge about rhyme	Phase 1 Aspect 5. Alliteration To develop understanding of alliteration To explore how different sounds are articulated, and to extend understanding of alliteration To listen to sounds at the beginning of words and hear	Phase 1 Aspect 6. Voice sounds To distinguish between the differences in vocal sounds, including oral blending and segmenting To explore speech sounds To talk about the different sounds that we can make with our voices	Phase 1 Aspect 7: Oral blending and segmenting To develop oral blending and segmenting of sounds in words To listen to phonemes within words and to remember them in the order in which they occur

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	To distinguish between sounds and to remember patterns of sound To talk about sounds we make with our bodies and what the sounds mean Aspect 2: To discriminate sound – instrumental sounds To experience and develop awareness of sounds made with instruments and noise makers To listen to and appreciate the difference between sounds made with instruments To use a wide vocabulary to talk about the sounds instruments make	To talk about sounds we make with our bodies and what the sounds mean	To talk about words that rhyme and to produce rhyming words	the differences between them		To talk about the different phonemes that make up words
Mathematics	Combine objects like stacking blocks and cups - put objects inside others and take them out again Take part in finger rhymes with numbers React to changes of the amount in a group of up to 3 items Compare amounts, saying 'lots', 'more' or 'same' Count in everyday contexts, sometimes skipping numbers – '1-2-3-5' Build with a range of resources Complete inset puzzles Compare sizes, weights etc. Using gesture and language - 'bigger, little, smaller', 'high or low', 'tall', 'heavy' Notice patterns and arrange things in a pattern	Compare amounts, saying 'lots', 'more' or 'same' Recite numbers past 5 Say one number for each item in order: 1,2,3,4,5 Show 'finger numbers' up to 5 Compare sizes, weights etc. Using gesture and language - 'bigger, little, smaller', 'high or low', 'tall', 'heavy' Describe a familiar route	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Compare quantities using language 'more than' and 'fewer than' Talk about and explore 2d and 3d shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language such as: straight, round Select shapes appropriately such as flat surfaces for building or a triangular prism for a roof Combine shapes to make new ones, for example, an arch or a bigger triangle Use informal language like 'pointy', 'spotty' or 'blobs'	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 Experiment with their own symbols and marks as well as numerals Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') Make comparisons between objects relating to size, length, weight and capacity	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Talk about and identify the patterns around them, for example, stripes on clothes or designs on rugs and wallpaper Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') Understand position through words alone, for example, "the bag is under the table," with no pointing Discuss routes and locations, using words like 'in front of' and 'behind'	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') Solve real-world mathematical problems with numbers up to 5 Extend and create abab patterns – stick, leaf, stick, leaf Notice and correct an error in a repeating pattern Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

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Expressive Arts and Design	Show different emotions in their drawings and paintings, like happiness, sadness, fear Respond to what they have heard, expressing their thoughts and feelings Listen to and perform a poem <i>Poetry Focus</i>	Take part in simple pretend play, using an object to represent something else even though they are not similar Explore different materials freely, to develop their ideas about how to use them and what to make Explore colour and colour mixing Remember and sing entire songs <i>Art & DT focus</i>	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses Create closed shapes with continuous lines and begin to use these shapes to represent objects Explore colour and colour mixing <i>Drama/Theatre focus</i>	Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park Develop their own ideas and then decide which materials to use to express them Explore colour and colour mixing Listen with increased attention to sounds <i>Art & DT focus</i>	Draw with increasing complexity and detail, such as representing a face with a circle and including details Explore colour and colour mixing/Percussion instruments Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs <i>Instruments focus</i>	Join different materials and explore different textures Use drawing to represent ideas like movement or loud noises Explore colour and colour mixing Create their own songs or improvise a song around one they know Play instruments with increasing control to express their feelings and ideas Sing the pitch of a tone sung by another person (‘pitch match’) <i>Art & DT focus</i>
Understanding the World	Make connections between the features of their family and other families Begin to make sense of their own life story and family’s history Begin to understand the need to respect and care for the natural environment and all living things	Use all their senses in hands-on exploration of natural materials Explore collections of materials with similar or different properties Talk about what they see. Notice differences between people	Show interest in different occupations Explore how things work Plant seeds and care for growing plants Understand the key features of the life cycle of a plant and an animal Talk about what they see with increasing use of vocabulary.	Explore and talk about different forces they can feel Talk about the differences between materials and changes they notice Talk about what they see, using a wide vocabulary Continue developing positive attitudes about the differences between people	Talk about the differences between materials and changes they notice Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Talk about what they see, using a wide vocabulary Begin to understand the need to respect and care for the natural environment and all living things Show interest in different occupations	Understand the key features of the life cycle of a plant and an animal Use all their senses in hands-on exploration of natural materials Talk about what they see, using a wide vocabulary Begin to understand the need to respect and care for the natural environment and all living things Show interest in different occupations