

Nursery Long term plan 2026-2027



Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Overall topics	All about me 	Let's celebrate 	Amazing Animals 	People who help us 	Come outside 	Fun at the seaside 
Focus topics These may change depending on the children's interests.	Nursery rhymes, senses, feelings, families	Diwali, Christmas, Bon fire night, day & night, different cultures, Christmas performance	Farm and zoo animals. Trip to the farm/Zoo?	People in our community. Emergency services – how do they help us?	Growing, changing, caterpillars, beans Lifecycles, visiting the pond	Recycling, Sea animals
Key texts These may change or be added to.	Colour monster, Dogger, funny bones. Song – Head, shoulders, knees & toes	Christmas story, Rama & Sita, Stickman Song – Christmas songs	Dear Zoo, Giraffe's can't dance, Brown Bear Brown Bear... Song – Went to the animals fair	Naughty Bus by Jan Oke. Non fiction texts.	The Hungry Caterpillar, Jasper's beanstalk, Oliver's Vegetables Song – 5 speckled frogs, 5 little ducks	Oi! Get off our train, The whale who wanted more, Tiddler Song – Over the deep blue sea

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Communication and Language						
-Listening, Attention	Listen to simple stories and understand what is happening with the help of pictures. (B-3) I know that picture are part of a story. I can talk about a story using picture to help me. Listen to other peoples talk with interest but can be easily distracted.(B-3) I know I need to look at people when they talk to me. I can make eye contact when I am called by name.	Pay attention to more than one thing at a time which may be difficult. (3&4) I know when I am called I need to stop and listen. I can stop what I am doing and look at the person calling me.	Pay attention to more than one thing at a time which may be difficult. (3&4) I know when I am called I need to stop and listen. I can stop what I am doing and look at the person calling me. I can follow clear prompts	Pay attention to more than one thing at a time which may be difficult. (3&4) I know when I am called I need to stop and listen. I can switch attention from what I am doing to what a person is saying.	Pay attention to more than one thing at a time which may be difficult. (3&4) I know when I am asked to I need to stop and listen. I can switch attention from what I am doing to what a person is saying.	Pay attention to more than one thing at a time, which can be difficult. (3&4) I know that when I am asked to I need to stop and listen. I can stop and listen when asked. Enjoy listening to longer stories and can remember much of what happens. (3&4) I know what happens in the stories that I listen to. I can talk about the story I have just listened to.

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Understanding	Understand simple questions about who, what and where (but generally not why) (B-3) I know when I am asked a question I need to respond. I can answer simple questions correctly		Know many rhymes, talk about familiar books and retell a long story showing understanding. (3&4) I know how to retell rhymes and stories in sequence. I can retell rhymes and stories I have heard.	Beginning to understand why questions. Such as 'why do doctors use x ray machines?' (3&4) I know that questions using 'why' need to have an explanation. I can answer why questions accurately.	Beginning to understand why questions. Such as, 'why did the caterpillar get so fat?' (3&4) I know that questions using 'why' need to have an explanation. I can answer why questions accurately.	Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door." (3&4) I know that some statements have two parts that I have to complete. I can follow instructions or questions that have two parts.
Speaking	Starting to develop conversation, jumping from topic to topic (B-3) I know how to get a person's attention to speak to them. I can talk about different things that interest me.	Start a conversation with an adult or friend and continue it for many turns.(3&4) I know how to gain a person's attention by calling their name to speak to them. I can take turns in conversations.	Develop communication but may have problems with irregular tenses and plurals such as 'runned' or 'swimmed'. (3&4) I know that words sometimes change. I can use correct tenses and plurals.	Use a wider range of vocabulary. (3&4) I know different words can have similar meanings. I can use new words in the correct context.	Be able to express a point of view and debate when they disagree using words as well as actions. (3&4) I know I can express my thoughts and opinions. I can express my feelings through speech and positive actions.	Use talk to organise themselves and their play Eg "Let's go on the bus... you sit there and I will be the driver." (3&4) I know that talking will help me organise my play. I can use talk to organise my play.

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Physical Development						
Gross Motor Skills	Show an increasing desire to be independent such as wanting to dress and undress, and pour drinks. (B-3) I know how to independently manage simple tasks for myself. I can do simple tasks for myself such as pour a drink or do up a zip.	Use large muscle movements to wave flags and streamers, paint and make marks. (3&4) I know how to manipulate objects using just my arms. I can use just my shoulders and arms to create large movements. Increasingly be able to use and remember sequences and patterns of movements which	Go up steps and stairs, or climb up apparatus using alternative feet. (3&4) I know how to climb how to walk up stairs or apparatus safely. I can climb using alternative feet.	Continue to develop gross motor movement, balancing, riding, (scooters/trikes/bikes) and ball skills. (3&4) I know balance my body to complete activities. I can balance a bike I can stand on one leg to kick a ball.	Collaborate with others to manage large items, such as moving a long plank safely or carrying large/hollow blocks. (3&4) I know how to work as part of a team. I can work with my friends to move large objects. Match developing physical skills to tasks within setting such as crawling, running, walking. (3&4)	Skip, hop and stand on one leg and hold a pose. (3&4) I know that I can move in a range of ways. I can skip and hop. Start taking part in some group activities which they may make up themselves or in teams. (3&4) I know how to take turns in group activities. I can follow or make-up game rules. Be increasingly independent as they get

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		are related to music and rhythm. (3&4) I know how to follow a sequence to music. I can repeat a familiar sequence or pattern to music.			I know alternative ways to move across different apparatus. I can choose different ways to move across different apparatus.	dressed and undressed. (3&4). I know how to dress and undress myself. I can put my clothes on the correct way round successfully do up and undo buttons independently.
Fine Motor Skills	Start eating independently and learning how to use a knife and fork. (B-3) I know how to use cutlery correctly. I can use a knife and fork to cut and eat food.	Be increasingly independent as they get dressed and undressed for example putting on coats and shoes. (B-3) I know how to get dressed and undressed. I can put my coat and shoes on by myself.	Be increasingly independent as they get dressed and undressed for example doing up buttons/zips. (B-3) I know how to get dressed and undressed. I can do up zips and buttons by myself.	Choose the right resources to carry out their own plan i.e. scissors, glue sticks or spatulas etc.(B-3) I know what I need to complete the activity I am doing. I can choose the correct tools for what I am doing.	Choose the right resources to carry out their own plan i.e. scissors, glue sticks or spatulas etc. (B-3) I know what I need to complete the activity I am doing. I can manipulate materials using the correct tools to create a picture/model.	Show a preference for a dominant hand. (3&4) Use one- handed tools and equipment. (3&4) Use a comfortable grip with good control when holding pencils. (3&4) I know how to hold a pencil correctly. I can use a pencil to make controlled movements to draw and write.

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Personal, social & Emotional development						
Self-Regulation	Be increasingly able to talk about and manage their emotions. (B-3) I Know different emotions are that I feel. I can talk about my emotions.	Talk with other to solve conflicts. (3&4) I know I can talk to others about how I feel. I can begin to resolve conflicts by talking about how I feel.	Talk with other to solve conflicts. (3&4) I know I can talk to others about how I feel. I can resolve conflicts by talking about how I feel.	Find solutions to conflicts and suggesting other ideas. (3&4) I know how to find ways to play together. I can suggest ways of sharing and playing together.	Develop appropriate ways of being assertive. (3&4) I know ways to calm myself down. I can use different ways to calm myself down and talk to others.	Talk about their feelings using words like happy, sad and angry (3&4) I know how to express different emotions. I can say when I feel happy, sad, upset etc. Understand how others might be feelings. (3&4) I know when my peers are upset or happy.

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						I can tell an adult when someone is happy or sad.
Managing Self	Begin to show 'effortful control' (waiting for turns, not grabbing toys) (B-3) I know that I need to take turns and share. I can take turns during my play	Be increasingly independent meeting their own care needs. (toileting/washing hands) (3&4) I know it is important to keep myself clean. I can wash my hands without being reminded after going to the toilet.	Be increasingly independent meeting their own care needs. (washing hands and choosing own snack/getting a drink when needed) (3&4) I know why keeping myself healthy is important. I can take care of my simple hygiene needs.	Make healthy choices about food drink and activity. (3&4) I know what foods are healthy for me. I can talk about how to keep myself healthy.	Develop their sense of responsibility and membership of a community. (3&4) I know I am a part of different communities. I can talk about different groups I belong to.	Show more confidence in social situations (3&4) I know when it is safe to talk to new people. I can talk to new trusted adults. Develop their sense of responsibility and membership of a community. (3&4) I know how to approach my friends when I want to play with them. I can play with and help my peers.

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Building Relationships	Develop friendships with other children (B-3) I know that I can play with other children by asking them to join in. I can invite children to play with me and build friendships.	Become more outgoing with unfamiliar people in the safe context of their setting. (3&4) I know who my trusted adults are. I can talk to newly invited trusted adults in my setting	Select and use activities and resources with help when needed helping them to achieve a goal or one that has been suggested to them. (3&4) I know that different activities require different apparatus. I can choose the correct items for different tasks and activities.	Increasingly follow rules, understanding why they are important. (3&4) I know the school rules and values. I can say when rules are being followed or have been broken.	Increasingly follow rules, understanding why they are important. (3&4) I know I need to follow the school rules and values. I can talk about why rules are important and how they keep me safe.	Play with one or more other children, extending and elaborating play ideas (3&4) I know how to extend my play by inviting others to play with me. I can introduce new ideas into my play with my friends. Remember rules without adults to help them (3&4) I know how to follow rules when playing a game. I am beginning to play co-operatively alongside and with my peers.
Maths						
Number	Count in everyday contexts sometimes skipping numbers e.g. 1,2,3,5. (B-3) I know that counting represents a quantity.	Compare quantities using language of more than and fewer than. (3&4)	Show finger numbers up to 5 (3&4) I know I can use my fingers to show a number up to 5.	Link numerals to amounts correctly. (3&4) I know that quantities have a matching numeral.	Solve real world mathematical problems with numbers up to 5. (3&4)	Recite numbers past 5 (3&4) I know how to count beyond 5.

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	I can count to 5, sometimes skipping numbers.	I know when a group of objects is bigger or smaller. I can compare groups of objects using language 'bigger and smaller' Develop number recognition of up to 3 objects (subitise) (3&4) I know numbers of up to 3 objects by sight. I can say how many objects are in a group (up to 3) without counting them. Develop number recognition of up to 3 objects (subitise) (3&4) I know numbers of up to 3 objects by sight.	I can use my fingers to represent numbers up to 5. Notice the last number reached when counting tells you how many there are. (cardinal principle) (3&4) I know the last number when counting represents the quantity. I can say how many things I have counted.	I can match numerals to a quantity correctly.	I know I can use different ways to solve mathematical problems. I can use my fingers objects and numbers to solve problems up to 5	I can count correctly in order beyond 5. Say one number for each item in order 1,2,3,4,5, (3&4) I know how to count with one to one correspondence. I can recite numbers to 5 I can recite numbers to 10
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Numerical Patterns	Notice patterns and arrange things in patterns (B-3) I know how to make a pattern. I can recognise and make patterns in different ways.	Experiment with their own symbols and marks as well as numerals. (3&4) I know that different symbols/marks have different meanings. I can use a different marks and symbols when exploring maths.	Experiment with their own symbols and marks as well numerals. (3&4) I know that different symbols/marks have different meanings. I can use a different marks and symbols when exploring maths.	Create patterns using objects, colours, shape and in print e.g. Paint printing. (3&4) I know that patterns can be made in different ways. I can create patterns using colour, shapes and objects	Notice and correct errors in repeating patterns (3&4) I know what a repeating pattern is. I can correct errors in repeating patterns.	Extend and create ABAB patterns. (3&4) I know that a pattern can repeat itself. I can create my own patterns.
Additional Maths requirements			Make comparisons between objects relating to size, length, weight and capacity. (3&4) I know things can be different sizes, lengths and weights.	Talk about and explore 2d and 3d shapes using informal mathematical language. (3&4) I know the names of a variety of shapes. I can talk about the differences in shapes.	Discuss route and locations using words such as in front of and behind. (3&4) I know different positional language. I can use a variety of language to describe	

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			I can make comparisons relating to size, weight, length and capacity		position of people and objects.	
Literacy						

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Comprehension	Ask questions about books, make comments and share their own ideas. (B-3) I know a book tells a story or provides information. I can talk about different books I have looked at/listen to.	Ask questions about books, make comments and share their own ideas. (B-3) I know a book tells a story or provides information. I can share my own ideas about books I look at or listen to.	Retell stories through repetition and role play. Anticipate what might happen next or key events in stories. I know that stories have characters and can role play these characters in my play, repeating some key phrases from a story. I can guess what might happen next in a story and make predictions.			
Reading	Notice print such as first letter of their name or a familiar logo. (B-3) I know that print conveys meaning. I can recognise familiar print such as my name.	Engage in extended conversations about stories learning new vocabulary. (3&4) I know that stories can have different characters and endings. I can talk about stories I have listened to using vocabulary I have heard within the story.	Develop phonological awareness to count and clap syllables in a word. (3&4) I know words can be broken down. I can recognise and clap syllables in words.	Develop phonological awareness to spot and suggest rhymes. (3&4) I know that some stories or poems rhyme. I can recognise that rhymes sound the same.	Develop phonological awareness to recognise words with the same initial sound, such as money/mother. (3&4) I know that lots of words start with the same sound. I can list words with the same initial sound.	Understand the 5 key concepts about print: • Print has meaning • Print can have different purposes • We read English text from left to right. • The names of the different parts of a book • Page sequencing (3&4) I know how to hold a book correctly and that pages turn from left to right.

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						I can look at pictures in a book and retell a story I have heard verbally.
Writing	Add marks to their drawings which they give meaning to. (B-3) I know that different marks represents meaning. I can talk about and give meaning to marks I make.	Use some of their print and letter knowledge in early writing. (3&4) I know that marks or letters I use provide meaning. I can talk about and give meaning to marks and letters I write.	Use some of their print and letter knowledge in early writing. (3&4) I know I can convey meaning through the marks or letters I use when drawing and writing. I can explain why I have used specific marks or letters when drawing and writing.	Use some of their print and letter knowledge in early writing. (3&4) I know how to use letters I know and can write. I can use letters I know and match correct initial letters to drawings or words.	Use some of their print and letter knowledge in early writing. (3&4) I know how to use letters I know and can write. I can write some letters I know forming some correctly. Write all or some of their name (3&4) I know how many letters are in my name. I can write all or some of my name.	Write some letters accurately (3&4) I know the names and formation of some letters. I can correctly form letters I am familiar with. Write all or some of their name (3&4) I know how to form some letters. I can write some or all of my name.

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Expressive Art & design						
Creating with Materials	Explore different materials using all of their senses to investigate them (B-3) I know how to use a variety of different materials to make models. I can talk about different things I have made.	Explore different materials freely to develop ideas about how to use them and what to make (3&4) I know how to use a variety of different materials to make models. I can make a variety of models from different resources.	Develop their own ideas and then decide which materials to use to express them (3&4) I know how to create different models from my ideas. I can select different Materials to make different models and talk about what I have made.	Make imaginative and complex small world with blocks and construction (3&4) I know how to create representations of different things using small world toys and resources. I can talk about the features of what I made.	Join different materials and explore different textures. (3&4) I know how to join different materials together. I can find the best way to join different materials. E.g. glue, cello tape etc.	Join different materials and explore different textures. (3&4) I know that I need glue/tape to join materials together. I can use different materials to make models.
Being Imaginative and Expressive	Start to develop pretend play where one object represents another (B-3) I can use a variety of toys in my play.	Sing the melodic shape of familiar songs.(3&4) I know that songs can be sung in different ways.	Create closed shapes with continuous lines and use these shapes to represent objects. (3&4) I know when I join lines together they	Listen with increased attention to sounds. (3&4) I know that I can make or create different sounds I have heard.	Explore colours and colour mixing. (3&4) I know the names of a variety of colours.	Respond to what they have heard expressing their thoughts and feelings (3&4) I know that I can have different ideas.

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	I can use imaginative ways to extend my play.	I can match and repeat the melody of songs I am singing. Remember and sing entire songs (3&4) I know a variety of songs. I can remember and sing different songs I have learnt	make different shapes. I can use combined shapes to create a familiar image. Create own songs or improvise a song sound they know. (3&4) I know singing is a way to express my ideas. I can make up my own songs and change familiar songs using my own ideas. Begin to develop complex stories using small world equipment (animals, doll houses etc.) (3&4) I know how to use my imagination when playing.	I can use my voice/ instruments or objects to make different sounds. Play instruments with increasing control to express feelings and ideas (3&4) I know that instruments are played in different ways. I can play instruments to make up songs and accompany songs I know.	I can mix colours to make different colours. Draw with increasing complexity and detail (such as circles for faces including details).(3&4) I know how to add detail to my drawings. I can draw simple representations of people, animals, objects and places. Show different emotions in their drawings and paintings. (3&4) I know how to draw different emotions. I can use a variety of shapes/lines to create different	I can explain my thoughts and ideas about what I have heard.
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			I can make up my own stories and games using my imagination.		emotions when drawing faces.	
*Understanding the world						
Past and Present	Notice differences between people. (B-3) I know that people lived differently in the past. I can talk about differences between the past and present e.g. toys past and present.	Begin to make sense of their own life story and family history (3&4) I know how my family are related to each other. I can talk about different family members and how they are related to each other.	Explore collections of materials with similar or different properties (3&4) (old and new i.e. toys) I know a variety of language to describe properties of materials. I can make comparisons and talk about differences between things.	Explore how things work (3&4) (current and historical items) I know that different toys/items work in different ways. I can talk about how things work and what they do.	Talk about what they see using a wide vocabulary (3&4) I know how to describe and explain different things I see. I can use a wide range of language to describe things I see.	Begin to make sense of their own life-story and family's history (3&4) I know that I belong to a family. I can talk about myself and my family

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People, Culture and Communities	Make connections between the features of their family and other families (B-3) I know that everyone's family is different. I can talk about different features about my family Notice differences between people (B-3) I know that everyone is different in different ways. I can talk about how people are similar or different.	Know that there are different countries in the world and talk about differences they have experienced or seen in photos. (3&4) I know that there are more places than just where I live. I can talk about countries I have been to or learnt about.	Know that there are different countries in the world and talk about differences they have experienced or seen in photos. (3&4) I know there are lots of different countries in the world. I can identify and talk about different places I have seen in pictures or have been to.	Show an interest in different occupations (3&4) I know that people have different occupations. I can talk about occupations that interest me.	Know that there are different countries in the world and talk about differences they have experienced or seen in photos. (3&4) I know and can name different countries in the world. I can recall f Things I have learnt about different places.	Continue developing positive attitudes about the differences between people. (3&4) I know that people who are different to me can still be my friend. I can talk positively about other people. Name and describe people who are familiar to them.(R) I know and recognise people who are important/familiar to me I can describe name and describe familiar people.
The Natural World	Explore and respond to different natural phenomena (B-3) the I know the weather and my environment	Explore and talk about different forces they can feel (3&4) I know that different materials have	Talk about differences between materials and changes they notice. (3&4) (changes that occur in cooking or freezing and melting)	Explore how things work (3&4) (i.e. Seasons) I know that there are four seasons in a year.	Understand the key features of a life cycle of a plant or animal. (3&4)	Begin to understand the need to respect and care for the natural environment and all living things. (3&4)

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	changes throughout the year. I can talk about the different changes I see and experience.	different properties and react differently. I can talk about how forces work. E.g. the way water moves or elastic stretches. Use all their senses in hands on exploration of natural materials. (3&4) I know I can use all my senses to describe natural items. I can talk about natural objects using a wide range of vocabulary relating to my 5 senses.	I know that when things are mixed, frozen or heated they can change. I can talk about the changes in properties and why they happen.	I can talk about how the seasons change and how they affect me.	I know that every living thing has a life cycle. I can talk about and describe basic life cycles. Plant seeds and care for growing plants. (3&4) I know what plants need to grow. I can talk about how plants grow and what they need to survive.	I know that living things need to be looked after. I can talk about how to look after living things.
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