# Nursery Long Term Plan 2026-27

| Term Overview | Autumn 1 | | | | | | | | Autumn 2 | | | | | | | Spring 1 | | | | | | Spring 2 | | | | | Summer 1 | | | | | | | Summer 2 | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 5 | 5 |
| **Topics** | **If You're Happy and You Know It!** | | | | | | | | **I can see a rainbow!** | | | | | | | **Run, Run as Fast as You Can!** | | | | | | **Round and Round the Garden** | | | | | **The Wheels on the Bus** | | | | | | | **Row, Row, Row Your Boat** | | | | | | |
| **Literacy** | Settling in days and parent meetings | Lulu's first day | Kindness makes us strong | Owl Babies | | Peace at Last | | If you're Happy and you know it | Diwali | Brown Bear, Brown Bear | | Rainbow Colours | Mouse Paint | | Nativity | The Gingerbread man | | The Three Little Pigs | | Goldilocks and the Three Bears | | Jasper's Beanstalk | | Teeny Weeny Tadpole | Willbee the Bumblebee | Going on an egg hunt | We All go Travelling By | | The Big Red bus | | The Train Ride | | oliver's fruit salad | The River | | Commotion in the Ocean | | Who sank the Boat? | Non Fiction texts | Jake's first day |
| **Maths** | Settling in days and parent meetings | Counting rhymes | | Number 1 | Number 2 | Number 3 | Number 4 | Number 5 | Rules of counting | All about circles | All about squares | All about triangles | All about rectangles | Oral Health week | Sorting | Positional language | Length- The Enormous Turnip | Problem solving | More and fewer | Size | Number Songs | All about Number 1 & 2 | All about Number 3 | All about Number 4 | All about Number 5 | Pattern | Shape recap | Positional language | Number formation | Subitising | Combining amounts | Science Week | Weight | Sequencing/ time words | Pattern | Consolation of Number | Mathematical problems | Capacity | Time words | Reception transition |
| **PD** | Mark making and pouring<br>Fundamental movement | | | | | | | | Selecting and using tools for a purpose<br>Climbing and landing safely | | | | | | | Using one handed tools<br>Spatial awareness | | | | | | Good pencil control<br>Exploring different ways of moving | | | | | Holding a pencil effectively to copy some letters<br>Balance and ball skills | | | | | | | Using lines and shapes to draw pictures of objects<br>Negotiate space successful | | | | | | |
| **Phonics- Little Wandle** | **Phase 1 phonics-** environmental sounds, identifying sounds, hearing differences in sounds<br>**Rhymes-** Twinkle, Twinkle Little Star<br>Wind the Bobbin Up | | | | | | | | **Initial sounds-** s a t p i n<br>Oral blending<br>**Rhymes-** Hickory Dickory Dock<br>Humpty Dumpty<br>Miss Molly had a Dolly | | | | | | | **Initial sounds-** m d g o c<br>Oral blending<br>**Rhymes-** Pat a Cake<br>One Two Buckle My Shoe<br>Mary, Mary Quite Contrary | | | | | | | **Initial sounds-** k e u r h<br>Oral blending<br>**Rhymes-** Ring a Ring of Roses<br>Round and Round the Garden<br>Incey Wincey Spider<br>Hey Diddle Diddle | | | | | | | **Initial sounds-** b f l j v<br>Oral blending<br>**Rhymes-** The Wheels on the Bus<br>Grand Old Duke of York<br>Down at the Station | | | | | | | **Initial sounds-** w y z qu x<br>Oral blending<br>**Rhymes-** 1,2,3,4,5 Once I Caught a Fish Alive<br>A Sailor Went to Sea<br>Row, Row, Row Your Boat<br>Jack and Jill | | | | | | |
| **UW** | Environment | | | | | | | | Festivals and celebrations – celebrating differences. Changing seasons. | | | | | | | Properties of materials | | | | | | Planting and lifecycles | | | | | Different occupations | | | | | | | Explore how things work | | | | | | |
| **EAD** | Songs and rhymes | | | | | | | | Colour and colour mixing | | | | | | | Imaginative play | | | | | | Exploring sounds | | | | | Junk modelling – exploring materials | | | | | | | Using lines and shapes to draw pictures of objects | | | | | | |
| **CL** | Feelings and emotions | | | | | | | | Understands simple instructions | | | | | | | Listen to simple stories and understand what is happening with the help of pictures | | | | | | Understanding a question or instruction that involves two parts | | | | | Be able to listen to longer stories and remember most of what happened | | | | | | | Use longer sentences of 4-6 words | | | | | | |
| **P.S.H.E.** | Taking turn with support | | | | | | | | Rules and routines | | | | | | | Building Learning Powers | | | | | | Beginning to solve conflicts with support | | | | | Building Learning Powers | | | | | | | Sharing and friendships | | | | | | |
| **Cooking** | Bird Feeders | | | | | | | | Decorating Christmas biscuits | | | | | | | Gingerbread men<br>Tasting porridge | | | | | | Chocolate nests | | | | | Picnic food<br>Fruit Salad | | | | | | | Playdough<br>Making mini pizzas | | | | | | |
| **Diary Dates/ Visitors** | Parents' curriculum workshop<br>Owl visit TBC | | | | | | | | Christmas performance<br>Oral Health visitor | | | | | | | | | | | | | World Book Day | | | | | Science Week | | | | | | | End of Year Performance<br>Drama visitor | | | | | | |