

Nursery Long Term Plan 2025- 2026

At Heartwood the children are at the centre of everything we do. Our curriculum is designed to build upon prior learning, ensuring each individual reaches their full potential from their various starting points. At Heartwood we recognise that oracy is a life skill to ensure success beyond school, in life and future employment, not only improving academic outcomes. Our enabling environments and nurturing, skilful adult interactions support the children as they begin to link learning to their play and exploration. Reading is at the heart of Heartwood. Daily sharing of stories and texts fosters a love of reading for our children, together with developing children's vocabulary and comprehension skills.

We believe that high level engagement ensures high level attainment. We therefore provide an engaging curriculum which maximises opportunities for children to explore meaningful experiences. We promote the unique child by following the children's personal interests and ideas to foster a lifelong love of learning.

Learn to Love - Love to Learn

The Heartwood Vision

At Heartwood, we nurture and grow hearts and minds, today, tomorrow and for life.

Providing a rich variety of experiences so that all pupils are able to flourish and discover their unique strengths and talents in a safe environment.

Through our Christian values we grow hearts that **Make a Difference**.

Courageous hearts that take responsibility and take social action for change.

Open hearts that respect everyone and build friendships.

Responsible hearts that protect and admire God's creatures and nature.

Thoughtful hearts that serve the community.

Strong hearts that can manage conflict.

Interconnected hearts that create global citizens.

Warm hearts that are compassionate and caring.

Through our curriculum, we grow holistic minds.

Curious minds with a thirst for knowledge.

Resilient minds that never give up.

Inquisitive minds that question, challenge and respect other points of view.

Skilful minds that are prepared for the next stage in life.

Readers who read to fill their minds with a deep understanding of the world around them.

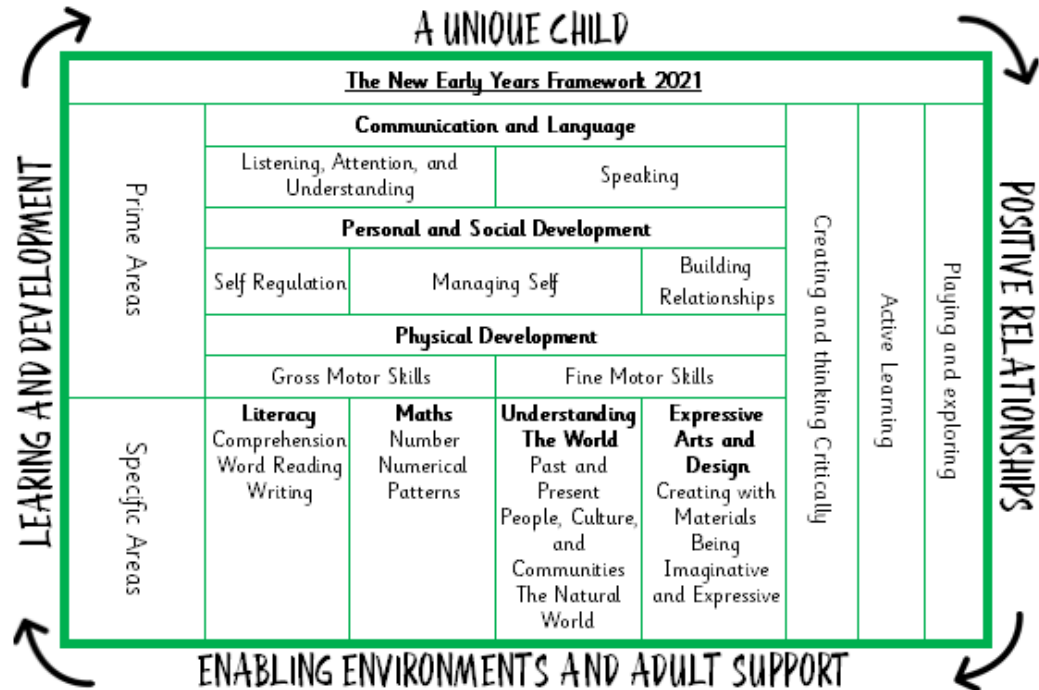
Artistic minds that can express through creativity.

Safe minds that have the knowledge and skills to protect themselves.

Responsible minds that always want to Make a Difference locally and globally

At Heartwood, we grow hearts and minds to enable every child to flourish, enjoying a life filled with meaning and purpose, underpinned by the Christian values, a love of learning and an eagerness to make the world a better place.

'Live life in all its fullness' (John 10:10)




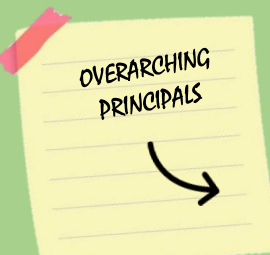
Nursery Long Term Plan 2025- 2026

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>GENERAL THEMES (I wonder...) These themes may be adapted or moved at various points to allow children's interests to flow through the provision.</p>	<p>What's special about me? Starting school / my new class Routines My body My family / pets What am I good at? How do I make others feel? Being kind / staying safe Weather/Seasons</p>	<p>What do people celebrate? Little Red Hen – Harvest Diwali – Lighting a Lamp Bonfire night Christmas Autumn – changes Animal homes</p>	<p>What's nice about ice? Animals around the world Climates / Hibernation Changes – ice Weather/Seasons</p>	<p>How does the garden grow? Plants & Flowers Planting seeds Reduce, Reuse & Recycle Caring for our planet Weather/Seasons Lifecycles</p>	<p>Who are superheroes? People who help us How to look after my body Oral hygiene</p>	<p>What is under the sea? Under the sea Marine life Seaside art</p>
<p>HIGH QUALITY TEXTS</p>	<p>The Colour Monster The Train Ride The Big Book of Families Hairy Maclary Love makes a Family Hug Dear Zoo We're Going on a Bear Hunt</p>	<p>Brown Bear, Brown Bear The First Christmas/ Nativity Lighting a Lamp The Very Helpful Hedgehog Tree Meg and Mog Where's Spot?</p>	<p>The Emperors Egg Hiku Polar Bear, Polar Bear, what do you hear? Lost and Found</p>	<p>Bee Come on, Daisy! Jasper's Beanstalk Each Peach Pear Plum Snail Trail The Very Hungry Caterpillar</p>	<p>You Choose Where's Spot? Topsy and Tim experiences Supertato</p>	<p>The Rainbow Fish Somebody Come on Daisy Swallowed Stanley Hello Fish Sharing a Shell</p>
<p>'WOW' MOMENTS</p>	<p>Birthdays Favourite Songs Harvest</p>	<p>Diwali Guy Fawkes / Bonfire Night</p>	<p>Chinese New Year Valentine's Day</p>	<p>International Hygge Day Easter story - RE</p>	<p>Earth Day Visits from Community Heroes</p>	<p>GRT week Father's Day Enchanted picnic (N2)</p>







Nursery Long Term Plan 2025- 2026

	Baking apple cakes Black History Month	Christmas Time / Nativity Remembrance day	Sponsored Waddle – save the penguins	Mother's Day Easter Egg Hunt Planting seeds Science week Save the Bees project Ducklings		
--	--	---	---	--	--	--

Nursery Long Term Plan 2025- 2026

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	What's special about me?	What do people celebrate?	What's nice about ice?	How does the garden grow?	Who are superheroes?	What is under the sea?
 	<h2 style="color: green;">CHARACTERISTICS OF EFFECTIVE LEARNING</h2>					
	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><i>PLAY: At Heartwood Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play'. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play, which is guided by adults.</i></p> <p style="color: orange; text-align: center;">WE WILL ENSURE THAT ALL CHILDREN LEARN AND DEVELOP WELL AND ARE KEPT HEALTHY AND SAFE AT ALL TIMES.</p>					

Nursery Long Term Plan 2025- 2026

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES (I wonder...)	What's special about me?	What do people celebrate?	What's nice about ice?	How does the garden grow?	Who are superheroes?	What is under the sea?
OUR VALUES	Friendship	Respect	Service	Courage	Compassion	Responsibility
MAKING A DIFFERENCE (Links with Sustainable Development Goals)	Making friends in school 	Christmas toy appeal 	Adopt a penguin 	Save the bees project 	Thank you cards for superheroes 	Zero plastic challenge 
ENRICHMENT	Learn to look school animals	Performing Nativity Celebrate cultural festivals	Explore Ice Welcome new children into the class	Growing food Observing lifecycles of chicks and caterpillars Deliver bee packages in the community	Community visitors Welcome new children into the class	Taste homegrown food Sports day
ASSESSMENT OPPORTUNITIES	In-house - Baseline data on entry Leuven scales baseline Observations In house moderation	Observations on Tapestry Parents evening GSA responsive provision	Observations on Tapestry Leuven scales baseline for new starters In house moderation	Observations on Tapestry GSA Parents evening	Observations on Tapestry Leuven scales baseline for new starters In house moderation	Observations on Tapestry End of year reports Transition handover EOY data Leuven scales assessment

Nursery Long Term Plan 2025- 2026

PARENTAL INVOLVEMENT	Home visits Home / School Agreement All About Me Parent speech bubble Love hearts	Stay & play Love hearts Nativity Parents Evening Bonfire and books	All About Me Love hearts Sponsored Waddle	Love hearts Parents Evening	All About Me Love hearts	Love hearts EOY reports Enchanted Picnic (N2)
-----------------------------	---	--	---	--------------------------------	-----------------------------	---

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES (I wonder...)	What's special about me?	What do people celebrate?	What's nice about ice?	How does the garden grow?	Who are superheroes?	What is under the sea?
COMMUNICATION AND LANGUAGE	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
EYFS FOCUS C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, Life skills, stories, singing, speech and language interventions	Settling in activities Making friends Children talk about experiences that are familiar to them Familiar Print Share facts about me! All about me! Listen to stories using pictures to understand Story language	Develop vocabulary Listen and respond to stories Follow instructions Take part in discussion Understand how to listen carefully and why listening is important.	Use language well Respond to how and why questions... Listen to and talk about stories to build familiarity and understanding. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door"	Use picture cue cards to talk about an object: "What colour is it? Where would you find it?" Develop focus when listening to a story – talk about what is happening/predictions Know many rhymes, be able to talk about familiar books, and be	Settling in activities Initiate a conversation with adults and friends Enjoy listening to longer stories and can remember what happens in them. Understand a question with two parts like "Can you get	Read books that will extend their knowledge of the world Join in at group time by showing super sitting Be able to talk about thoughts even when they disagree and can discuss this using words and actions

Nursery Long Term Plan 2025- 2026

	Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Use new vocabulary through the day. Choose books that will develop their vocabulary.	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs, poems, rhymes	able to retell a familiar story. Learn lots of new words and use them in play	your coat and wait by the door please?" Use talk to organise play e.g. "Let's go on a bus...you sit there... I'll be the driver" Focus on a chosen activity for a prolonged amount of time Rhyming and alliteration	Use longer sentences Understand when asked questions like "Why do you want to wear your boots today?" Able to move away from distractions when concentrating
	DAILY STORY TIME - TIER 2 VOCABULARY - ADULTS COMMENTATING DURING PLAY - ADULTS MODELLING STANDARD ENGLISH					

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES (I wonder...)	What's special about me?	What do people celebrate?	What's nice about ice?	How does the garden grow?	Who are superheroes?	What is under the sea?
PERSONAL, SOCIAL, AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
EYFS FOCUS PSED is developed throughout the year through	Becoming part of the Heartwood family See themselves as a valuable individual.	Build constructive and respectful relationships.	Select and use activities and resources, with help when needed. This	Healthy me Increasingly begin to follow	Be able to play in a group with friends, and make up ideas of	Looking After our Planet Take part in sports day

Nursery Long Term Plan 2025- 2026

<p>high quality texts, daily group discussions, sharing circles, and Life skills.</p>	<p>Class Rule Rules and Routines Be aware of their emotions – Colour Monster Support children to build relationships Play with increasing confidence on their own and with other children Feel confident and enjoy exploring new places with their trusted adults Start to show effortful control – (and be aware of rules/boundaries) Looking after pets</p>	<p>Notice and ask questions about differences Develop friendships with other children Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Safely explore emotions beyond their normal range through play and stories. Show more confidence in new social situations.</p>	<p>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. Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. Begin to eat independently and learning how to use a knife and fork.</p>	<p>rules, understanding why they are important. Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Begin to understand how others might be feeling. Begin to be increasingly independent in meeting their own care needs Begin to be more outgoing when visitors come into school Make healthy choices about food, drink, activity.</p>	<p>things to do and games to play Begin to manage feelings and talk about emotions Understand how others might be feeling Independent in meeting own care needs, such as brushing my teeth, using the toilet, and wiping my bottom washing and drying my own hands Develop a sense of responsibility and community and become confident in engaging with community on local outings</p>	<p>Be ready for new experiences like starting school Learn how to be assertive Be able to follow rules and know why they are important Begin to find solutions to quarrels and rivalries Be able to follow the rules without an adult reminding me</p>
<p>LIFE SKILLS (RSE) Online safety (National Online Safety)</p>	<p>What’s special about me? Self-image & identity</p>	<p>How can I be a good friend? Online relationships</p>	<p>How am I feeling? Online bullying</p>	<p>How do I look after my body? Managing online information</p>	<p>How can we look after each other and the world? Health, well-being & lifestyle</p>	<p>What’s the same a different about us? Privacy & security</p>
	<p>AUTUMN 1</p>	<p>AUTUMN 2</p>	<p>SPRING 1</p>	<p>SPRING 2</p>	<p>SUMMER 1</p>	<p>SUMMER 2</p>
<p>GENERAL THEMES (I wonder...)</p>	<p>What’s special about me?</p>	<p>What do people celebrate?</p>	<p>What’s nice about ice?</p>	<p>How does the garden grow?</p>	<p>Who are superheroes?</p>	<p>What is under the sea?</p>

Nursery Long Term Plan 2025- 2026

<p style="text-align: center;">PHYSICAL DEVELOPMENT</p>	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
<p style="text-align: center;">FINE MOTOR SKILLS</p>	<p>Threading, cutting, weaving, playdough Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp</p>	<p>Threading, cutting, weaving, playdough Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand</p>	<p>Threading, cutting, weaving, playdough Fine Motor activities. Handle tools, objects, construction and malleable materials Drawing freely. Holding Small Items / Button Clothing / Cutting with scissors Use one-handed tools and equipment, Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand</p>	<p>Threading, cutting, weaving, playdough Fine Motor activities. Hold pencil effectively with comfortable grip Begin to be increasingly independent getting dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Threading, cutting, weaving, playdough Fine Motor activities. Develop pencil grip Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross Eat independently and learn to use a knife and fork Use a comfortable grip with good control when holding pens and pencils</p>	<p>Threading, cutting, weaving, playdough Fine Motor activities. Start to draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo Develop small motor skills so to use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Beginning to write letters or marks that can be recognised</p>

Nursery Long Term Plan 2025- 2026

GROSS MOTOR SKILLS	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Begin to match their developing physical skills to tasks and activities in the setting. Go up steps and stairs, or climb up apparatus, using alternate feet. 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.	Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. 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.	With support collaborate with others to manage large items, such as moving a long plank safely, carrying large blocks.	Balance- children moving with confidence Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Start taking part in some group activities which they make up for themselves, or in teams.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Dance / moving to music Uses large-muscle movements Continue to develop movement, balancing, riding (scooters, trikes and bikes) and ball skills	Is independent and helps to get dressed and undressed Make healthy choices about food, drink, activity and tooth brushing Have an awareness of safety and manage own risks Match developing physical skills to tasks and activities
	CHECKING PENCIL GRIP - DAILY OPPORTUNITIES FOR FINE MOTOR PRACTISE - ADAPTED SCISSORS - DOUGH DISCO					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES (I wonder...)	What's special about me?	What do people celebrate?	What's nice about ice?	How does the garden grow?	Who are superheroes?	What is under the sea?
LITERACY	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing					

Nursery Long Term Plan 2025- 2026

	involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
COMPREHENSION Developing a passion for reading!	<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Recognises important prints to me)</p> <p>Sing songs and say rhymes independently, for example, singing whilst playing.</p> <p>Repeat words and phrases from familiar stories.</p> <p>Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.</p>	<p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Enjoy drawing freely.</p> <p>Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p>Explore different books relating to cultures/celebrations</p> <p>Non-fiction texts</p>	<p>Begin to understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book <p>Non-fiction texts</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning -Page sequencing - print can have different purposes - we read English text from left to right and from top to bottom <p>Explore the names of the different parts of a book</p> <p>Develop their phonological awareness, so that they can spot and suggest rhymes</p> <p>Clap out syllables in a word</p>	<p>Able to 'map' out a familiar story through drawing</p> <p>Knows that stories have beginnings and endings and sometimes guess how the story will end</p> <p>Has conversations about stories and learn new vocabulary</p> <p>Hear and says the first sound in a word when you say the word</p> <p>Be able to make up own stories, with characters, a beginning, middle and an end</p> <p>Recognise words with the same initial sound orally</p>	<p>Talk about the places and people in stories and the important things that are happening</p> <p>Have an understanding of a word, to know that when writing and reading it is different letters all placed together that make up a word</p> <p>Understand that different words and print have different purposes</p> <p>Say lots of words that rhyme with a word like 'cat'</p> <p>Be able to Orally segment and Blend CVC words</p> <p>Enjoy choosing fiction and non-fiction books for purpose</p>
WORD READING	Fred talk	Fred talk	Fred Talk RWI picture cards	Fred talk RWI picture cards	Fred talk RWI picture cards Set 1 sounds	Fred talk RWI picture cards Set 1 sounds
WRITING	<p>Story Dough</p> <p>Squiggle While you Wiggle</p> <p>Scribble Club</p>	<p>Story Dough</p> <p>Squiggle While you Wiggle</p> <p>Scribble Club</p>	<p>Story Dough</p> <p>Scribble Club</p> <p>Retelling Stories</p> <p>Pattern Making</p>	<p>Story Dough</p> <p>Scribble Club</p> <p>Retelling Stories</p> <p>Pattern Making</p>	<p>Air letter writing</p> <p>Story Dough</p> <p>Name Writing</p> <p>Drawing Club</p>	<p>Letter Formation</p> <p>Story Dough</p> <p>Name Writing</p> <p>Drawing Club</p>
WEEKLY SCHOOL LIBRARY VISITS - DAILY TEACHER MODELLED WRITING -						

Nursery Long Term Plan 2025- 2026

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES (I wonder...)	What's special about me?	What do people celebrate?	What's nice about ice?	How does the garden grow?	Who are superheroes?	What is under the sea?
MATHS	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	Recognising colours (red, blue, yellow, green, purple) Matching objects based on colour, shape and size Recognising and creating matching towers Sorting by colour, size and shape. Sorting – What do you notice? Counting rhymes and songs Days of the week	Subitising 1 Counting 1 Matching numeral 1 Subitising different arrangements of 2 Subitising different sizes and patterns Saying one number for each object Continuing repeating patterns (AB) Fixing mistakes in patterns (AB) Counting rhymes and songs Days of the week	Subitising different arrangements of 3 Counting amounts 3-5 Recognising numerals 3-5 Composition of numbers 3-5 Recognise triangles. Recognise square and rectangles. Recognise pentagons. Counting rhymes and songs Days of the week	Consolidate subitising, counting and numerals Counting 6 Counting 6 – ten frames Exploring: height - tall/ short length - long/short mass – heavier/lighter capacity – full/empty capacity – nearly full/ nearly empty Using balance scales Comparing the capacity of different containers. Counting rhymes and songs Days of the week	Sequencing Positional language (on, under, in, out, in front, behind) Comparing groups using the language more than/ fewer than Recognise and name 2D shapes (circle, triangle, square, rectangle) and 3D shapes (cube, cuboid, sphere, cylinder) Counting rhymes and songs Days of the week	Composition of 3 Composition of 4 What comes after? What comes before? Ordering numbers to 5 Counting rhymes and songs Days of the week
DAILY COUNTING AND COMPARING DURING TOGETHER TIME, INCLUDING BOOK VOTES						

Nursery Long Term Plan 2025- 2026

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES (I wonder...)	What's special about me?	What do people celebrate?	What's nice about ice?	How does the garden grow?	Who are superheroes?	What is under the sea?
UNDERSTANDING THE WORLD	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<p>Notice differences between people. Can talk about self and what they are good at Joins in with routines, like going shopping, and times that are special to them and their family like birthdays</p>	<p>Begin to make sense of their own life-story and family's history Explore and respond to different natural objects Talks about people and times that are special to them and their family and friends, like "remember the party when we had fireworks and big bangs" Begin to understand the need to respect and care for the natural environment and all living things. Celebrate our differences: eating different foods at home, or we</p>	<p>Explore how things work. Uses all of their senses to explore natural materials. Knows that there are different countries in the world and talk about the differences they have experienced or seen in photos</p>	<p>Knows that their friends might do things differently to them Plant seeds and care for growing plants. Begin to understand the key features of the life cycle of a plant and an animal. Knows that we have to be careful with animals and plants and remember not to pick the flowers or to stroke animals gently Understands the key features of the life cycle of a plant and an animal. Begins to notice changes</p>	<p>Talks about plants and animals that interest them, like next door's dog that barks and the really tall tree in the park Shows an interest in different occupations</p>	<p>Begin to talk about the differences between materials and changes they notice. Explore and talk about the different forces they can feel Make connections between the features of their family and other families. Continue to develop positive attitudes about the differences between people</p>

Nursery Long Term Plan 2025- 2026

		might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year		in things, when bananas turn black when they stay in the bowl for too long or the shoots growing from a seed		
SCIENCE LINKS	My Body	Animals	Climates and Materials	Growth	Oral Health	Under the Sea
RE / FESTIVALS	Harvest	Remembrance Day Diwali Christmas	Ash Wednesday/Shrove Tuesday St. David's Day Chinese New Year	Easter Day Mother's Day	Earth Day	Father's Day
HISTORY / GEOGRAPHY LINKS	OUR SCHOOL GROUNDS - FOREST SCHOOL - OWN LIFE AND FAMILY HISTORY					
COMPUTING LINKS	INSTRUCTIONS - MOVING A ROBOT - DATA HANDLING - EXPLORE HARDWARE - ONLINE SAFETY - USING A COMPUTER					

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES (I wonder...)	What's special about me?	What do people celebrate?	What's nice about ice?	How does the garden grow?	Who are superheroes?	What is under the sea?
EXPRESSIVE ARTS AND DESIGN <i>Painting, 3D modelling, messy play,</i>	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					

Nursery Long Term Plan 2025- 2026

<p><i>collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p>	<p>Art focus: Painting and mixed media</p> <p>Use their imagination as they consider what they can do with different materials. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</p> <p>Start to develop pretend play, pretending that one object represents another.</p> <p>For example, a child holds a wooden block to her ear and pretends it's a phone.</p> <p>Colour mixing</p>	<p>Art focus: Sculpture and 3D</p> <p>Christmas decorations Christmas songs/poems Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Listen with increased attention to sounds.</p> <p>Role Play Parties and Celebrations Role Play of The Nativity</p> <p>Safely uses and explores lots of different tools such as hammers, scissors</p> <p>Make simple models which express their ideas Join different materials and explore different textures.</p>	<p>Art focus: Drawing</p> <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Making lanterns, Chinese writing, Chinese music</p> <p>Makes up stories when playing</p> <p>Draws for a purpose using detail such as a drawing a circle for a face and making marks for facial features</p>	<p>Art focus: Painting and mixed media</p> <p>Mother's Day crafts Easter crafts Provide a wide range of props for play which encourage imagination.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Begin to make imaginative and complex 'small worlds' with blocks and construction kits, such as a replication of Swaffham with different buildings and a park.</p> <p>Mix paints together to make new colours, name the colours and begin to talk about the different shades such as light and dark</p>	<p>Art focus: Sculpture and 3D</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Mix paints together to make new colours, name the colours and begin to talk about the different shades such as light and dark</p> <p>Can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together.</p> <p>Safely uses and explores lots of different tools Colour mixing – underwater pictures.</p>	<p>Art focus: Drawing</p> <p>Choose the things they want to use to make something. If their ideas don't work, they can choose something else or change the way they do something.</p> <p>Beginning to show different emotions in their drawings and paintings, like happiness, sadness, fear etc</p>
<p>ART PROJECTS</p>	<p>Autumn wreaths</p>	<p>Salt dough decorations</p>	<p>Threaded snowflakes</p>	<p>Egg threading</p>	<p>Sun catchers</p>	<p>Salt painting</p>
<p>DT PROJECTS</p>	<p>Cooking – Apple cakes</p>	<p>Hygge Christmas Market decorations</p>	<p>Cooking – Icing biscuits</p>	<p>Easter hanging decoration</p>	<p>Flower threading</p>	<p>Junk modelling</p>
<p>MUSIC</p>	<p>FAMILIAR NURSERY RHYMES - LISTENING TO MUSIC - MUSIC AND MOVEMENT - RESPOND TO MUSIC</p>					

Nursery Long Term Plan 2025- 2026

END OF YEAR GOALS (N2)

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p>Listening, Attention and Understanding Children respond to questions and 2 part instructions. Children take part in exchanges with others – listening and responding, taking turns in conversation. Children listen and respond to songs rhymes and stories showing understanding.</p> <p>Speaking Children articulate themselves well using longer sentences. They explain their feelings and why using ‘because’, also using these conjunctions to connect ideas.</p>	<p>Self-Regulation Children can identify and name their own feelings. They can follow classroom rules and know right from wrong.</p> <p>Managing Self Children manage their own basic personal hygiene. They can talk about their personal likes and dislikes</p> <p>Building Relationships Children play cooperatively with others, taking turns and sharing with minimal support. They form positive bonds with adults and their peers, showing empathy for the feelings of others. Children know they belong to the class community.</p>	<p>Gross Motor Skills Children pick up and carry large objects safely, seeking support to move heavier objects. They balance, climb, travel and jump off equipment. Children show confidence and control over bikes and scooters. They can throw and catch a large ball and use large up/down/circular movements to control scarves and streamers.</p> <p>Fine Motor Skills Children can make snips in paper with scissors. They use tools to dig, scoop and pour, tweezers to pick up and move objects and thread beads. Children independently use cups and spoons to eat and drink. They show increasing control when using mark making tools, choosing a dominant hand and secure pencil grip.</p>	<p>Comprehension Children can retell, sequence and talk about familiar stories and rhymes. They can identify the characters, talk about the setting and events in stories. Children begin to make predictions about what might happen next. Children hear and use new vocabulary from stories, rhymes poems and non-fiction books.</p> <p>Word Reading Children can hear the initial sounds in words and orally blend CVC words through</p>	<p>Number Children count reliably, touching objects as they say the correct number name in order and can identify the last number as the total (cardinal principle). Children can subitise small amounts of objects and link some numerals and quantity. They explore composition of number through rhymes and know a selection of number rhymes. Children compare quantities using more/less/the same.</p> <p>Shapes and patterns Children talk about and explore shapes</p>	<p>Past and Present Children can talk about who they are and some members of their family. They understand the sequence of growth, e.g. baby, child, adult. They can comment and talk about experiences they have had in their own life.</p> <p>People, Culture and Communities Children show an interest in different occupations. They know about and respect their own community and culture. They develop positive attitudes about differences between people and their cultures. Children know there are different countries in our world.</p>	<p>Creating with Materials Children can identify, mix and choose colours for purpose. They can paint, print, create observational art and represent their ideas through art. Children can join materials and add detail using additional objects in their models. Children can manipulate malleable materials in different ways using tools.</p> <p>Being Imaginative and Expressive Children respond to music through movement and talk about how it makes them feel. They can sing a selection of rhymes and songs from memory. Children explore</p>

Nursery Long Term Plan 2025- 2026

<p>Children use some positional language. They can retell a story and join in with repeated refrains in stories and rhymes. They can use a range of vocabulary to describe objects and events. Children can express their wants and needs appropriately.</p>			<p>Fred Talk, identifying sounds in words. Children know that print carries meaning and is read, in English, from left to right. They can identify their own written name.</p> <p>Writing Children make marks for meaning and can copy the letters in their name. They write for a range of purposes, using a secure pencil grip and dominant hand.</p>	<p>using mathematical language and select shapes for tasks. They understand and use positional language and make comparisons between objects relating to measures. Children can extend and create AB patterns and identify patterns around them.</p>	<p>The Natural World Children know how to respect and look after the natural environment. They take responsibility for looking after nature, animals and plants. They understand changes around them; weather/seasons and know about lifecycles.</p>	<p>different instruments. Children develop storylines through imaginative play and use their own experiences to further this.</p>
--	--	--	--	--	---	---