





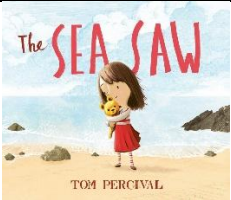
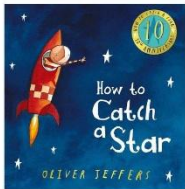
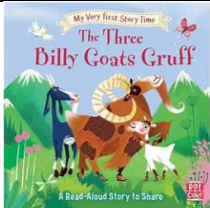
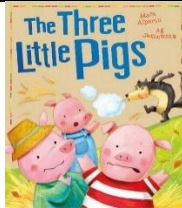
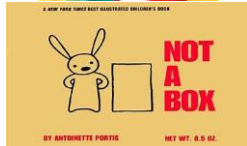
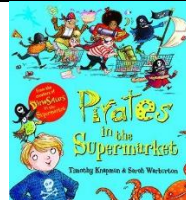
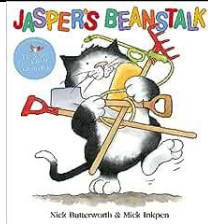




Long Term Plan 2025 - 2026

Year: NURSERY



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey Title	The Seaside 					
Focus Books	 <p><i>A House for Hermit Crab</i> <i>Under the Sea</i> <i>Seaside Poems</i> <i>Who lives in a shell</i> <i>Sharing a Shell</i> <i>The Sea Saw</i></p>	 <p><i>How to catch a star Whatever Next</i> <i>Look up!</i> <i>The Smeds and The Smoos</i> <i>Aliens love Underpants</i></p>	 <p><i>Billy Goats Gruff</i> <i>Jack and the Beanstalk</i></p>	  <p><i>The Three Little pigs</i> <i>If I Built a House</i> <i>Not A Box</i></p>	 <p><i>Polly Parrot picks a Pirate.</i> <i>Pirates in the supermarket</i> <i>Pirates love underpants</i></p>	 <p><i>Jaspers Beanstalk.</i> <i>The Magic porridge Pot</i></p>
Literacy (Writing and Reading) Stories and rhymes throughout	Rhymes (songs) Retelling stories using props. Learn new vocabulary. Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately. RWI PHONICS for N2 and 30 HR CHN	Rhymes (songs) Retelling stories using props. Learn new vocabulary. Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately. RWI PHONICS for N2 and 30 HR CHN	Rhymes (songs) Retelling stories using props. Learn new vocabulary. 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; write 'm' for mummy. Write some or all of their name.	Rhymes (songs) Retelling stories using props. Learn new vocabulary. 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; write 'm' for mummy. Write some or all of their name.	Rhymes (songs) Retelling stories using props. Learn new vocabulary. 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; write 'm' for mummy. Write some or all of their name.	Rhymes (songs) Retelling stories using props. Learn new vocabulary. 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; write 'm' for mummy. Write some or all of their name.

			Write some letters accurately. RWI PHONICS for N2 and 30 HR CHN	Write some letters accurately. RWI PHONICS FOR ALL CHILDREN.	Write some letters accurately. RWI PHONICS FOR ALL CHILDREN.	Write some letters accurately. RWI PHONICS FOR ALL CHILDREN.
Mathematics	<p>INTRODUCE MATHEMATICAL VOCABULARY</p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p>	<p>INTRODUCE MATHEMATICAL VOCABULARY</p> <p>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Show 'finger numbers' up to 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p>	<p>INTRODUCE MATHEMATICAL VOCABULARY -Size</p> <p>vocabulary.</p> <p>Select shapes appropriately to make a gingerbread man / bridge.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>INTRODUCE MATHEMATICAL VOCABULARY -Size</p> <p>vocabulary.</p> <p>Select shapes appropriately to make a gingerbread man / bridge.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) 'sides', 'corners'; 'straight', 'flat', 'round'.</p> <p>Understand position through words alone</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>INTRODUCE MATHEMATICAL VOCABULARY</p> <p>Talk about and identifies the patterns around them.</p> <p>Extend and create ABAB patterns - stick, leaf, stick, leaf.</p> <p>Notice and correct an error in a repeating pattern.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Solve real world mathematical problems with numbers up to 5.</p> <p>Compare quantities using language: 'more than', 'fewer than'.</p>	<p>INTRODUCE MATHEMATICAL VOCABULARY</p>
Communication and Language	<p>'Showing 5'</p> <p>Use longer sentences of four to six words.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs.</p>	<p>'Showing 5'</p> <p>Use longer sentences of four to six words.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs.</p>	<p>'Showing 5'</p> <p>Use longer sentences of four to six words.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Can find it difficult to pay attention to more than one thing at a time.</p> <p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs.</p>	<p>'Showing 5'</p> <p>Use longer sentences of four to six words.</p> <p>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.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>'Showing 5'</p> <p>Use longer sentences of four to six words.</p> <p>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.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>'Showing 5'</p> <p>Use longer sentences of four to six words.</p> <p>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.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>

	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>S and L assessment for every child when they start to inform next steps and interventions.</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>S and L assessment for every child when they start to inform next steps and interventions.</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>S and L assessment for every child when they start to inform next steps and interventions.</p>	<p>S and L assessment for every child when they start to inform next steps and interventions.</p>	<p>S and L assessment for every child when they start to inform next steps and interventions.</p>	<p>S and L assessment for every child when they start to inform next steps and interventions.</p>
Understanding the World	<p>Under the sea - comparing natural materials.</p> <p>Caring for environment and living things. Places we have been on holiday.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p>	<p>Light and dark. Times of day, times of years, sequencing.</p> <p>Explore how things work.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Life story and family history.</p> <p>Baking gingerbread - changes to materials.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Begin to make sense of their own life-story and family's history</p>	<p>Differences and changes between materials.</p> <p>Builders / different occupations.</p> <p>Construction site role play,</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Floating and sinking / forces.</p> <p>Different places in the world, differences between them. Journeys and maps.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Explore and talk about different forces they can feel.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Growing - caring for plants and changes over time.</p> <p>Oats growing cycle.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>
Expressive Arts and Design	<p>Sea small world.</p> <p>Rhymes and songs. Printing with different materials.</p> <p>Traditional rhymes - rhyme of the week- POETRY BASKET</p> <p>Musical play and sessions</p> <p>CHURANGA</p>	<p>Camping songs.</p> <p>Camping role-play.</p> <p>Christmas crafts.</p> <p>Rhymes and songs. Printing with different materials.</p> <p>Traditional rhymes - rhyme of the week- POETRY BASKET</p> <p>Musical play and sessions</p> <p>CHURANGA</p>	<p>Make puppets,</p> <p>Building bridges - materials.</p> <p>Rhymes and songs. Printing with different materials.</p> <p>Traditional rhymes - rhyme of the week- POETRY BASKET</p> <p>Musical play and sessions</p> <p>CHURANGA</p>	<p>Building 3d models</p> <p>Joining different materials.</p> <p>Construction site role play,</p> <p>Rhymes and songs.</p> <p>Printing with different materials.</p> <p>Traditional rhymes - rhyme of the week- POETRY BASKET</p> <p>Musical play and sessions</p> <p>CHURANGA</p>	<p>Pirate songs -pitch matching and creating own.</p> <p>Pirate flags - colour mixing.</p> <p>Rhymes and songs. Printing with different materials.</p> <p>Traditional rhymes - rhyme of the week- POETRY BASKET</p> <p>Musical play and sessions</p> <p>CHURANGA</p>	<p>Role -play, magic porridge making. Exploring porridge sensory play.</p> <p>Rhymes and songs. Printing with different materials.</p> <p>Traditional rhymes - rhyme of the week- POETRY BASKET</p> <p>Musical play and sessions</p> <p>CHURANGA</p>

Personal Social and Emotional Development	Settling in, feeling safe and happy at Nursery. Select and use activities and resources. Play with one or more other children, extending and elaborating play ideas. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (ZONES OF REGULATION) . Begin to understand how others might be feeling. Increasingly follow rules, understanding why they are important.	Settling in, feeling safe and happy at Nursery. Select and use activities and resources. Play with one or more other children, extending and elaborating play ideas. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (ZONES OF REGULATION) . Begin to understand how others might be feeling. Increasingly follow rules, understanding why they are important.	Settling in, feeling safe and happy at Nursery. Select and use activities and resources. Play with one or more other children, extending and elaborating play ideas. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (ZONES OF REGULATION) . Begin to understand how others might be feeling. Increasingly follow rules, understanding why they are important.	Settling in, feeling safe and happy at Nursery. Select and use activities and resources. Play with one or more other children, extending and elaborating play ideas. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (ZONES OF REGULATION) . Begin to understand how others might be feeling. Increasingly follow 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.	Settling in, feeling safe and happy at Nursery. Select and use activities and resources. Play with one or more other children, extending and elaborating play ideas. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (ZONES OF REGULATION) . Begin to understand how others might be feeling. Increasingly follow 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.	Settling in, feeling safe and happy at Nursery. Select and use activities and resources. Play with one or more other children, extending and elaborating play ideas. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' (ZONES OF REGULATION) . Begin to understand how others might be feeling. Increasingly follow 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.
Physical Development	Throughout the year - Toileting, children organising themselves for example getting coat and shoes on, helping with snack times understanding food groups and exercise as well as gross/fine motor opportunities integrated into AOP inside and outside.	Throughout the year - Toileting, children organising themselves for example getting coat and shoes on, helping with snack times understanding food groups and exercise as well as gross/fine motor opportunities integrated into AOP inside and outside.	Throughout the year - Toileting, children organising themselves for example getting coat and shoes on, helping with snack times understanding food groups and exercise as well as gross/fine motor opportunities integrated into AOP inside and outside.	Throughout the year - Toileting, children organising themselves for example getting coat and shoes on, helping with snack times understanding food groups and exercise as well as gross/fine motor opportunities integrated into AOP inside and outside.	Throughout the year - Toileting, children organising themselves for example getting coat and shoes on, helping with snack times understanding food groups and exercise as well as gross/fine motor opportunities integrated into AOP inside and outside.	Throughout the year - Toileting, children organising themselves for example getting coat and shoes on, helping with snack times understanding food groups and exercise as well as gross/fine motor opportunities integrated into AOP inside and outside.