

Nursery Long Term Plan 2026 - 2027

Area of Learning	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (6 weeks)
Arts Focus	Poetry	Performance	3D Mark Making	Art / DT	Instruments	Photography
Themes	Me in My World	How do we celebrate?	People Who Help Us	Traditional Tales	Our Growing World	Holidays Around the World
Possible Core Texts (These may change depending on the children's interests)	<u>ALL ABOUT ME</u> <u>(3 weeks)</u>  The Colour Monster by Anna Llenas  Ten in the Bed by Penny Dale  The Family Book by Todd Parr <u>PETS</u> <u>(4 weeks)</u>  Dear Zoo by Rod Campbell  Pet This Book by Jessica Young  Animal Boogie by Debbie Harter  Monkey and Me by Emily Gravett <u>BLACK HISTORY MONTH</u> <u>(1 week)</u>  My Hair by Hannah Lee	<u>AUTUMN</u> <u>(4 weeks)</u>  The Quiet Little Firework by Nicola Coppack  Owl Babies by Martin Waddell  Spot's Harvest by Eric Hill  The Leaf Thief by Alice Hemming <u>WINTER CELEBRATIONS</u> <u>(3 weeks)</u>  Here Comes Jack Frost by Kazuno Kohara  The First Christmas by Rod Campbell  Dear Santa by Rod Campbell	<u>PEOPLE WHO HELP US</u> <u>(4 weeks)</u>  Vicky the Vet by F. Brooks  Going to the Dentist by Civradi Anne  The Hospital Dog by Julia Donaldson  Thank You by Joseph Coelho <u>SPRING CELEBRATIONS</u> <u>(2 week)</u>  Lunar New Year with the Very Hungry Caterpillar by Eric Carle  Pop a Little Pancake by Annie Kubler and Sarah Dellow	<u>TRADITIONAL TALES</u> <u>(5 weeks)</u>  The Gingerbread Man by Lesley Sims  The Three Billy Goats Gruff by Nick Sharratt  The Gigantic Turnip by Aleksei Tolskoy  Goldilocks by Nick Sharratt  The Little Red Hen by Ronnie Randall	<u>AMAZING LIVING THINGS</u> <u>(6 weeks)</u>  Ten Seeds by Ruth Brown  Painting a Rainbow by Lois Elhert  The Very Hungry Caterpillar by Eric Carle  The Very Quiet Cricket by Eric Carle  The Crunching Munching Caterpillar by Sheridan Cain  Minibeasts by DK Children	<u>FARM</u> <u>(4 weeks)</u>  Noisy Farm by Rod Campbell  Squash and a Squeeze by Julia Donaldson  One Fox by Kate Read <u>HOLIDAYS</u> <u>(3 weeks)</u>  Spot Goes on Holiday by Eric Hill  Little World: At the Airport by Samantha Meredith  The Boy who Sailed the World by Julia Green and Alex Latimer
Important Dates	Roald Dahl Day (13.09) World's Biggest Coffee Morning (25.09) Black History Month (Oct) National Poetry Day (01.10) Sukkot (25.09 - 02.10)	Bonfire Night (05.11) Diwali (08.11) Remembrance Day (11.11) Welly walk (11.11) World Nursery Rhyme Week (10.11) Christmas Jumper Day (10.12) Winter (21.12)	RSPB's Big Schools' Birdwatch (07.01) Penguin Awareness Day (20.01) Storytelling Week (01.02) Money Week (08.02) Lunar New Year (06.02) Shrove Tuesday (09.02) Ramadan (07.02) Valentine's Day (14.02)	St David's Day (01.03) World Book Day (04.03) Science Week (05.03) Holi (22.03) Mother's Day (07.03) International Women's Day (08.03) St Patrick's Day (17.03) Eid (09.03) Spring (20.03) Easter (28.03)	St George's Day (23.04) May Day (01.05) Outdoor Classroom Day (20.05) Health and Sports Week	Pride Month (June) Butterfly Awareness Day (05.06) World Ocean Day (08.06) Healthy Eating Week (08.06) Fathers' Day (20.06) Insect Week (21.06) Summer (21.06) French Day

EYFS: Nursery – Long Term Plan 2026/2027

Visits & WOW Experiences	Harvest at St. Mary's Perform a Poem New Parent Midwife	World Nursery Rhyme Week Pantomime Christmas Fair	Finance Week People who help us visit – Nurse, Fireman and Police Lunar New Year Celebrations Shrove Tuesday Pancake decorating	Science Week World Book Day Easter Bonnet Parade Make Chocolate nest cakes Easter Bunny & Egg Hunt	World Culture Day Allotment Visit or Gardener Visit Sport and Health week Growing and Release of Butterflies	Trip to Cannon Hall Farm Growing and release of butterflies Minibeast finding Summer Fair - Enterprise week
Role Play Area	In the Nursery Building: A Coffee Shop In the Reception Classroom: Home and a Supermarket	In the Nursery Building: A Toy Shop In the Reception Classroom: Home Corner enhanced for focus festivals	In the Nursery Building: A Hospital In the Reception Classroom: Fire Station & Vets	In the Nursery Building: The Three Little Bears House In the Reception Classroom: Storytelling Cottage & a Castle	In the Nursery Building: A Flower Shop In the Reception Classroom: Home & Garden Centre / Minibeast Station	In the Nursery Building: An Ice Cream Parlor and Farm Shop In the Reception Classroom: Antarctic Explorers & Airport
CL	Throughout the year the children will begin to: Listen to longer stories and can remember much of what happens Pay attention to more than one thing at a time Be introduced to and use a wider range of vocabulary Understand a question or instruction that has 2 parts, such as: "Get your coat and wait at the door" Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs/rhymes Be able to talk about familiar books, and be able to tell a story Develop their communication and pronunciation through modelling and practice Use longer sentences of 4 to 6 words Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Take turns in a conversation Use talk to organise themselves and their play.					
	Core Nursery Rhymes and Songs: <i>I have a Body</i> <i>10 in the Bed</i> <i>I'm Gonna' build a House</i> <i>1 Finger 1 Thumb</i> <i>Clap Your Hands</i> <i>5 Green Bottle</i> <i>Boom Shake the Alphabet</i>	Core Nursery Rhymes and Songs: <i>Zoom, Zoom, Zoom</i> <i>Knock, Knock Bear rhyme</i> <i>Bear Hunt chant</i> <i>Christmas rhymes</i>	Core Nursery Rhymes and Songs: <i>Rainbow song</i> <i>There was a Princess</i> <i>One man went to Mow</i> <i>This is the way we clean our teeth</i>	Core Nursery Rhymes and Songs: <i>Traditional nursery rhymes including</i> <i>Humpty Dumpty</i> <i>Old Lady Swallowed a Fly</i> <i>Chick Chick</i> <i>Sleeping Bunnies</i> <i>Great Big Turnip rhyme</i>	Core Nursery Rhymes and Songs: <i>Animal Boogie</i> <i>Walking through the Jungle</i> <i>Down by the river</i> <i>Alice the Camel</i> <i>BINGO</i>	Core Nursery Rhymes and Songs: <i>In the Garden</i> <i>Little Arabella Miller</i> <i>Spider on your head</i> <i>Slowly creeps the garden snail</i> <i>Driving my Tractor</i> <i>Big Red Combine</i>
PSE D	Show more confidence in new social situations Play with one or more other children, extending and elaborating play ideas Begin to recognise rules to keep us safe. Develop appropriate ways of being assertive	Increasingly follow rules, understanding why they are important Develop their sense of responsibility and membership of a community Show more confidence in new social situations Play with one or more other children, extending and elaborating play ideas Begin to use words like 'happy', 'sad' to say how he/she feels	Achieve a goal they have chosen or one which is suggested to them Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Remember rules without needing an adult to remind them Understand gradually how others might be feeling Talk with others to solve conflicts, e.g. that not everyone can be Spider-Man in the game, and suggesting other ideas	Understand gradually how others might be feeling Be increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, washing and drying their hands thoroughly With support make healthy choices about food, drink, activity and tooth brushing	Show more confidence in new social situations Play with one or more other children, extending and elaborating play ideas Find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Play with one or more other children, extending and elaborating play ideas

EYFS: Nursery – Long Term Plan 2026/2027

	Jigsaw Theme: Being Me in My World Help others to feel welcome: I understand how it feels to belong and that we are similar and different. Try to make our Nursery community a better place: I understand how feeling happy and sad can be expressed. Think about everyone's right to learn: I can work together and consider other people's feelings. Care about other people's feelings: I can use gentle hands and understand that it is good to be kind to people. Work well with others: I am starting to understand children's rights and this means we should all be allowed to learn and play. Choose to follow the Learning Charter: I am learning what being responsible means. Jigsaw Theme: Celebrating Differences Accept that everyone: I can identify something I am good at. Include others when working and playing: I can tell you one way I am special and unique	Jigsaw Theme: Celebrating Differences Know how to help if someone is being bullied: I know we are all different. Try to solve problems: I know there are lots of different homes. Use kind words - I can tell you how I could make new friends. Know how to give and receive compliments – I can use my words to stand up for myself. Jigsaw Theme: Dreams and Goals Stay motivated when doing something challenging: I understand what challenge means. Keep trying even when it is difficult: I can keep trying until I can do something.	Jigsaw Theme: Dreams and Goals Work well with a partner or in a group: I can set a goal and work towards it. Have a positive attitude: I know some kind words which can encourage people. Help others to achieve their goals: I can start to think about the jobs I might like to do when I'm older. Are working hard to achieve their own dreams and goals: I can feel proud when I achieve a goal Jigsaw Theme: Healthy Me Have I made a healthy choice: I know the names for some parts of my body and I am starting to understand that I need to be active to be healthy. Have I eaten a healthy balanced diet: I can tell you some of the things I need to do to be healthy.	Jigsaw Theme: Healthy Me Have been physically active: I know what the word 'healthy' means and that some foods are healthier than others. Have tried to keep themselves and others safe: I know how to help myself go to sleep and understand why sleep is good for me. Know how to be a good friend and enjoy healthy friendships: I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. Know how to keep calm and deal with difficult situations: I know who my safe adults are and how to stay safe if they are not close to me. Jigsaw Theme: Relationships Know how to make friends: I can tell you about my family.	Jigsaw Theme: Relationships Try to solve friendship problems when they occur: I understand how to make friends if I feel lonely. Help other to feel part of a group: I can tell you some of things I like about my friends. Show respect in how they treat others: I know what to do say and do if somebody is mean to me. Know how to help themselves and others when they feel upset and hurt: I can use Calm Me time to manage my feelings. Know and show what makes a good relationship: I can work together and enjoy being with my friends.	Jigsaw Theme: Changing Me Understand that everyone is unique and special: I can name parts of the body and show respect for myself. Can express how they feel when change happens: I can tell you some things I can do and foods I can eat to be healthy. Understand and respect the changes that they see in themselves: I understand that we all starts as babies and grow into children and then into adults. Understand and respect the changes that they see in other people: I know that I grow and change. Know who to ask for help if they are worried about change: I can talk about how I feel about moving to School from Nursery. Are looking forward to change: I can remember some fun things about Nursery this year.
	<i>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the year.</i>					
PD	PE Passport Units: Gymnastics – Travelling, Stopping and Making Shapes Fine Motor Skills	PE Passport Units: Fundamentals EYFS KS Dance - Nursery Rhymes	PE Passport Units: Dance – Toys Stability 1	PE Passport Units: Yoga Gymnastics – Parts High and Parts Low	PE Passport Units: Target Games 1 Locomotion 1	PE Passport Units: Dance Minibeasts – Kickstart Personal Challenges
	Develop different ways of moving , spinning, running freely, dancing etc Use one-handed tools and equipment, for example, making snips in paper with scissors Use gross motor movements to paint/ stretch etc	Begin to use a comfortable grip with good control when holding pens and pencils Show a preference for a dominant hand Continue to develop their movement Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips	Skip, hop, stand on one leg and hold a pose. With adult support begin to manage large items, such as moving a long plank safely, carrying large hollow blocks Continue to develop their movement and balancing	Skip, hop, stand on one leg and hold a pose for a game Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Start taking part in some group activities which they make up for themselves, or in teams	Start taking part in some group activities which they make up for themselves, or in teams Continue to develop their movement and balancing Skip, hop, stand on one leg and hold a pose for a game like musical statues Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Start taking part in some group activities which they make up for themselves, or in teams

EYFS: Nursery – Long Term Plan 2026/2027

		Practice activities that require balance, stand on one leg and hold a pose for a game like musical statues				
		Use large-muscle movements to wave flags and streamers, paint and make marks				
Throughout the year in the Continuous Provision the children will: <i>Go up steps, climb up apparatus, using alternate feet</i> <i>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</i> <i>Match their developing physical skills to tasks and activities in the setting, for example, they decide whether to crawl, walk or run across a plank, depending on its length and width Start taking part in some group activities which they make up for themselves, or in teams</i> <i>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</i> <i>Begin to collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks</i> <i>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</i> <i>Use one-handed tools and equipment, for example, making snips in paper with scissors</i> <i>Develop a comfortable grip with good control when holding pens and pencils</i> <i>Show a preference for a dominant hand</i>						
Literacy	Comprehension, Word Reading and Writing	Have favourite books and seek them out, to share with an adult, with another child, or to look at alone Repeat words and phrases from familiar stories Add some marks to their drawings, which they give meaning to, for example: "That says mummy." Make marks on their picture to stand for their name Enjoy sharing books with an adult Pay attention and respond to the pictures or the words	Develop play around favourite stories using props Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo Enjoy drawing freely.	Use some of their print and letter knowledge in their early writing, for example, writing a pretend shopping list that starts at the top of the page, writing 'm' for mummy Develop their phonological awareness, so that they can: - Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound, such as money and mother	Engage in extended conversations about stories, learning new vocabulary Develop their phonological awareness, so that they can: - Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound, such as money and mother Understand print has meaning Understands page sequencing Ask questions about the book, make comments and share their own ideas	Develop their phonological awareness, so that they can: - Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound, such as money and mother Understand print has meaning We read English text from left to right and from top to bottom Understands page sequencing Write some or all of their name Write some letter
	Drawing Club Texts and Animations	The Colour Monster by Anna Llenas The Gingerbread Man Road Runner – Beep Beep Looney Tunes - Beep, Beep 1952 A Dark, Dark Tale by Ruth Brown Three Billy Goats Gruff Funny Bones: The Pet Shop FunnyBones - The Pet Shop The Odd Egg by Emily Gravett The Enormous Turnip	Don't Go - Don't Go - Literacy Shed Meg and Mog by Helen Nicholl an Jan Pienkowski Rapunzel The Little Shoemaker - The Little Shoemaker - Literacy Shed The Christmas Pine by Julia Donaldson The Elves and the Shoemaker Buster the Boxer - John Lewis 2016 Buster the Boxer - Literacy Shed	Stuck by Oliver Jeffers Cinderella Pingu: Pancakes Pingu's Pancakes Pingu - Official Channel Cartoons For Kids The Diddle the Drummed by Kes Gray and Fred Blunt Stone Soup Joy and Lucky Carp - A JOY Story: JOY and Lucky Carp	The Hairy Toe by Daniel Postgate Jack and the Beanstalk Danger Mouse and the Dragon - Danger Mouse & The DRAGON Danger Mouse Official Mixed by Arree Chung The Little Red Hen	Little Wild - "Little Wild" Pixar-Style Animated Short About Friendship, Courage & Adventure A Little Bit Brave by Nicola Kinnear The Boy Who Cried Wolf The Birds - Pixar Short Films #7 For the Birds 2000 - YouTube The Night Pirates by Peter Harris The Lion and the Mouse Racing Bugs - MINUSCULE Clip - "Racing Bugs" (2012)
		Pirate Pete by Nick Sharratt The Old Woman Who Lived in a Shoe Top Cat: Hawaii - Season 1 Episode 1 Top Cat Demo Clip Tiddler by Julia Donaldson The Princess and the Pea Catch it - Catch It - Literacy Shed				

EYFS: Nursery – Long Term Plan 2026/2027

	Phonics	Phase 1 (Aspects 1-6 Are taught in any order until confident) Aspect 1: To discriminate sound – environmental sounds To develop awareness of sounds and rhythms To distinguish between sounds and to remember patterns of sound To talk about sounds we make with our bodies and what the sounds mean Aspect 2: To discriminate sound – instrumental sounds To experience and develop awareness of sounds made with instruments and noise makers To listen to and appreciate the difference between sounds made with instruments To use a wide vocabulary to talk about the sounds instruments make	Phase 1 Aspect 3: To discriminate sound – body percussion To develop awareness of sounds and rhythms To distinguish between sounds and to remember patterns of sound To talk about sounds we make with our bodies and what the sounds mean	Phase 1 Aspect 4: Rhythm and rhyme To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech To increase awareness of words that rhyme and to develop knowledge about rhyme To talk about words that rhyme and to produce rhyming words	Phase 1 Aspect 5: Alliteration To develop understanding of alliteration To explore how different sounds are articulated, and to extend understanding of alliteration To listen to sounds at the beginning of words and hear the differences between them	Phase 1 Aspect 6: Voice sounds To distinguish between the differences in vocal sounds, including oral blending and segmenting To explore speech sounds To talk about the different sounds that we can make with our voices	Phase 1 Aspect 7: Oral blending and segmenting To develop oral blending and segmenting of sounds in words To listen to phonemes within words and to remember them in the order in which they occur To talk about the different phonemes that make up words
		Maths Combine objects like stacking blocks and cups - put objects inside others and take them out again Take part in finger rhymes with numbers React to changes of the amount in a group of up to 3 items Compare amounts, saying 'lots', 'more' or 'same' Count in everyday contexts, sometimes skipping numbers – '1-2-3-5' Build with a range of resources Complete inset puzzles Compare sizes, weights etc.	Compare amounts, saying 'lots', 'more' or 'same' Recite numbers past 5 Say one number for each item in order: 1,2,3,4,5 Show 'finger numbers' up to 5 Compare sizes, weights etc. Using gesture and language - 'bigger, little, smaller', 'high or low', 'tall', 'heavy' Describe a familiar route	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Compare quantities using language 'more than' and 'fewer than' Talk about and explore 2d and 3d shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language such as: straight, round Select shapes appropriately such as flat surfaces for building or a triangular prism for a roof Combine shapes to make new ones, for example, an arch or a bigger triangle Use informal language like 'pointy', 'spotty' or 'blobs'	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 Experiment with their own symbols and marks as well as numerals Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') Make comparisons between objects relating to size, length, weight and capacity	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Talk about and identify the patterns around them, for example, stripes on clothes or designs on rugs and wallpaper Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') Understand position through words alone, for example, "the bag is under the table," with no pointing Discuss routes and locations, using words like 'in front of' and 'behind'	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Develop fast recognition of up to 3 objects, without having to count them individually ('subitising') Solve real-world mathematical problems with numbers up to 5 Extend and create abab patterns – stick, leaf, stick, leaf Notice and correct an error in a repeating pattern Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

EYFS: Nursery – Long Term Plan 2026/2027

	Using gesture and language - 'bigger, little, smaller', 'high or low', 'tall', 'heavy' Notice patterns and arrange things in a pattern					
	Core Maths Songs: <i>1, 2, 3, 4, 5 Once I caught a Fish Alive</i> <i>One Elephant Went Out to Play</i> <i>Ten in the Bed</i> <i>One, Two, Buckle My Shoe</i>	Core Maths Songs: <i>Five Little Monkeys Jumping on the Bed</i> <i>Two Little Dickie Birds</i> <i>I'm Tall, I'm Small</i> <i>The Grand Old Duke of York</i>	Core Maths Songs: <i>The Shape Song</i> <i>There's a Circle Round my Foot</i> <i>Make a Pattern</i>	Core Maths Songs: <i>Tommy Thumb</i> <i>Five Little Caterpillars</i> <i>This is Big, Big, Big</i>	Core Maths Songs: <i>Five Little Pirates</i> <i>Ten Fat Sausages</i> <i>Five Little Peas</i>	Core Maths Songs: <i>Consolidation</i>
EAD	All About Me <u>Being Imaginative and Expressive</u> Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Move and dance to music Anticipate phrases and actions in rhymes and songs, like 'Peepo' Explore their voices and enjoy making sounds Join in with songs and rhymes, making some sounds Notice patterns with strong contrasts by patterns resembling the human face. Express ideas and feelings through making marks, and sometimes give a meaning to the mark they make. Make rhythmical and repetitive sounds.	Autumn <u>Being Imaginative and Expressive</u> Express ideas and feelings through making marks, and sometimes give a meaning to the mark they make. <u>Creating with Materials</u> Explore a range of sound-makers and instruments and play them in different ways. Start to make marks intentionally Explore Paint, using fingers and other parts of their bodies as well as brushes and other tools. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Explore colour and colour mixing. Use drawing to represent ideas like movement or loud noises. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.	People Who Help Us <u>Being Imaginative and Expressive</u> Notice patterns with strong contrasts by patterns resembling the human face. Express ideas and feelings through making marks, and sometimes give a meaning to the mark they make. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to their ear and pretends it's a phone. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. <u>Creating with Materials</u>	Traditional Tales <u>Being Imaginative and Expressive</u> Show attention to sounds and music Respond emotionally and physically to music when it changes Make rhythmical and repetitive sounds. Enjoy and take part in action songs, such as 'Twinkle Twinkle Little Star' Notice patterns with strong contrasts by patterns resembling the human face. Express ideas and feelings through making marks, and sometimes give a meaning to the mark they make. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to their ear and pretends it's a phone. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like	Amazing Living Things <u>Being Imaginative and Expressive</u> Notice patterns with strong contrasts by patterns resembling the human face. Express ideas and feelings through making marks, and sometimes give a meaning to the mark they make. Take part in simple pretend play, using an object to represent something else even though they are not similar. <u>Creating with Materials</u> Explore a range of sound-makers and instruments and play them in different ways. Start to make marks intentionally Explore Paint, using fingers and other parts of their bodies as well as brushes and other tools. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Explore colour and colour mixing. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.	Farm <u>Being Imaginative and Expressive</u> Show attention to sounds and music Respond emotionally and physically to music when it changes Make rhythmical and repetitive sounds. Enjoy and take part in action songs, such as 'Twinkle Twinkle Little Star' Notice patterns with strong contrasts by patterns resembling the human face. Express ideas and feelings through making marks, and sometimes give a meaning to the mark they make. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to their ear and pretends it's a phone. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses etc.

EYFS: Nursery – Long Term Plan 2026/2027

	Enjoy and take part in action songs, such as 'Twinkle Twinkle Little Star' <u>Creating with Materials:</u> Explore a range of sound-makers and instruments and play them in different ways. Start to make marks intentionally Explore Paint, using fingers and other parts of their bodies as well as brushes and other tools. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Pets <u>Being Imaginative and Expressive</u> Notice patterns with strong contrasts by patterns resembling the human face. Express ideas and feelings through making marks, and sometimes give a meaning to the mark they make. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to their ear and pretends it's a phone. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.		Explore a range of sound-makers and instruments and play them in different ways. Start to make marks intentionally Explore Paint, using fingers and other parts of their bodies as well as brushes and other tools. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use drawing to represent ideas like movement or loud noises. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.	animal sets, dolls and doll houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Listen with increased attention to sounds Respond to what they have heard, expressing their thoughts and feelings Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. <u>Creating with Materials</u> Explore a range of sound-makers and instruments and play them in different ways. Start to make marks intentionally Explore Paint, using fingers and other parts of their bodies as well as brushes and other tools. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use drawing to represent ideas like movement or loud noises. Draw with increasing complexity and details, such as representing a face with a circle and including details. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.		Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Listen with increased attention to sounds Respond to what they have heard, expressing their thoughts and feelings Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. <u>Creating with Materials</u> Explore a range of sound-makers and instruments and play them in different ways. Start to make marks intentionally Explore Paint, using fingers and other parts of their bodies as well as brushes and other tools. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use drawing to represent ideas like movement or loud noises. Draw with increasing complexity and details, such as representing a face with a circle and including details. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Holidays <u>Being Imaginative and Expressive</u> Show attention to sounds and music
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EYFS: Nursery – Long Term Plan 2026/2027

	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. <u>Creating with Materials</u> Explore a range of sound-makers and instruments and play them in different ways. Start to make marks intentionally Explore Paint, using fingers and other parts of their bodies as well as brushes and other tools. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Draw with increasing complexity and details, such as representing a face with a circle and including details. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.				Respond emotionally and physically to music when it changes Make rhythmical and repetitive sounds. Enjoy and take part in action songs, such as 'Twinkle Twinkle Little Star' Notice patterns with strong contrasts by patterns resembling the human face. Express ideas and feelings through making marks, and sometimes give a meaning to the mark they make. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to their ear and pretends it's a phone. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Listen with increased attention to sounds Respond to what they have heard, expressing their thoughts and feelings Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.
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EYFS: Nursery – Long Term Plan 2026/2027

						<u>Creating with Materials</u> Explore a range of sound-makers and instruments and play them in different ways. Start to make marks intentionally Explore Paint, using fingers and other parts of their bodies as well as brushes and other tools. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use drawing to represent ideas like movement or loud noises. Draw with increasing complexity and details, such as representing a face with a circle and including details. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.
UTW	All About Me <u>Past and Present:</u> Begin to make sense of their own life-story and family's history (naming immediate families, explaining why they're special) <u>People Culture and Communities:</u> Make connections between the features of their family and other families (sharing families finding similarities and differences/celebrate) Notice differences between people.(noticing differences and similarities between their families)	Autumn <u>The Natural World:</u> Explore natural materials, indoors and outside (exploring the seasonal changes – e.g. the wind, the wind, rain, autumnal leaves) Explore and respond to different natural phenomena in their setting and on trips. (seasonal changes) Use all their senses in hands-on exploration of natural materials. (baking – Gingerbread man/seasonal changes) Talk about what they see, using a wide vocabulary. (seasonal changes) Winter Celebrations	People Who Help Us <u>Past and Present:</u> Begin to make sense of their own life-story and family's history (what I would like to do when I am older – futures) <u>People Culture and Communities:</u> Notice differences between people. (noticing differences between occupations) Show interest in different occupations.(Vets, Dentist, Retail workers, Hospital Staff) <u>The Natural World</u> Talk about what they see, using a wide vocabulary.	Traditional Tales <u>The Natural World:</u> Repeat actions that have an effect. Explore materials with different properties. Explore collections of materials with similar and/or different properties. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	Amazing Living Things <u>The Natural World:</u> Talk about what they see, using a wide vocabulary. Understand the key features of the life cycle of a plant and an animal. (butterflies/caterpillars/planting) Begin to understand the need to respect and care for the natural environment and all living things. (caring for living things)	Farm <u>Past and Present:</u> Begin to make sense of their own life-story and family's history (experiences I have had) <u>People Culture and Communities</u> Show interest in different occupations.(Farmers) <u>The Natural World</u> Talk about what they see, using a wide vocabulary. Explore how things work (tools for farming) Begin to understand the need to respect and care for the natural environment and all living things. (caring for animals)

EYFS: Nursery – Long Term Plan 2026/2027

	Continue to develop positive attitudes about the differences between people. Pets <u>Past and Present:</u> Begin to make sense of their own life-story and family's history (Pets I have had , pets I want) <u>People Culture and Communities:</u> Make connections between the features of their family and other families (sharing pets in their families) <u>The Natural World</u> Begin to understand the need to respect and care for the natural environment and all living things. (caring for animals) Black History Month <u>People Culture and Communities</u> Notice differences between people. Continue to develop positive attitudes about the differences between people.	<u>Past and Present:</u> Begin to make sense of their own life-story and family's history (celebration experiences) <u>People Culture and Communities:</u> Notice differences between people. (noticing how not everyone celebrates Christmas) <u>The Natural World:</u> Explore natural materials, indoors and outside (experiencing ice/snow) Explore and respond to different natural phenomena in their setting and on trips. (seasonal changes) Use all their senses in hands-on exploration of natural materials (seasonal changes)	Explore how things work (tools people use to help us) Spring Celebrations <u>Past and Present:</u> Begin to make sense of their own life-story and family's history (celebration experiences) <u>People Culture and Communities:</u> Notice differences between people. (noticing how not everyone celebrates Christmas) <u>The Natural World:</u> Explore natural materials, indoors and outside (experiencing ice/snow) Explore and respond to different natural phenomena in their setting and on trips. (seasonal changes) Use all their senses in hands-on exploration of natural materials (seasonal changes)			Holidays <u>Past and Present:</u> Begin to make sense of their own life-story and family's history (experiences I have had) <u>People Culture and Communities:</u> Make connections between the features of their family and other families (sharing things they do as a family) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (Different places to have holidays) <u>The Natural World</u> Talk about what they see, using a wide vocabulary.
	Understand the effect of changing seasons on the natural world around them					