



Long Term Plan 2026-2027

Year: NURSERY



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Journey Title	You are what you eat.	The Sights and Sounds of Winter.	It's Alive	Exciting Environments	Buckle Up!	Creepy Crawlies
Focus Books	The Tiger who came to Tea. The Hungry Caterpillar Handa's surprise	Chubby little snowman rhyme. Christmas books	Red Riding Hood Handa's noisy Night. The Bear Hunt	Atlas Rumble in the Jungle. You choose. Poo in the Zoo.	The Train Ride, Goodnight Mr Spaceman,	The very busy spider Slug needs a hug. Norman the slug with a silly shell
Literacy (Writing and Reading) Stories and rhymes throughout	Making marks to represent name. Learn new vocabulary.	Rhymes (songs) Retelling stories using props.	Write some or all of their name. Understand concepts of print (trad tales) Retelling stories using props.	Write some or all of their name. Understand concepts of print (trad tales)	Use print and letter knowledge in early writing. Writing for a purpose - travel tickets and role play journeys. Making labels.	Use print and letter knowledge in early writing. Writing list of bugs / checklists
Mathematics	Counting in sequence. Comparing objects - e.g. shells and size/shape. Talking about patterns in environment e.g. spotty towel.	Subitising, Counting objects.	Size vocabulary. Select shapes appropriately to make a gingerbread man / bridge.	Recognising numbers - matching to towers of bricks. Numbers 123 to link with little pigs. Describe a familiar route (route from home)	Combining shapes to make new ones. Using shapes to make pictures.	Repeating patterns with natural objects. Correcting natural patterns
Communication and Language	Throughout according to developmental stage.	>	>	>	>	>
Understanding the World	Exploring the shape and texture of food.	Light and dark. Times of day, seasons, sequencing.	Life story and family history.	Different places in the world, differences between them. Journeys and maps.	Talk about journeys we have taken. Looking at the local environment.	Life cycles of frogs and butterflies. Minibeast hunts - contrasting and comparing bugs.

	Sorting and exploring natural materials and collections of objects. - Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary. Geography Looking after our planet, earth. Litter, turning the tap off, where does food come from etc...	Explore how things work. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Changing seasons - throughout the year. What types of weather do we have? How does it change?	- Plant seeds and care for growing plants. - Understand the key features of the life cycle of a plant and an animal. - Begin to understand the need to respect and care for the natural environment and all living things. - Begin to make sense of their own life-story and family's history Geography Growing, new life planting	Geography fieldwork - looking at photographs of local buildings. Recognising and comparing. - Use all their senses in hands-on exploration of natural materials. - Explore collections of materials with similar and/or different properties. - Talk about the differences between materials and changes they notice. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Geography Immediate community and Yorkshire seaside towns - geographical vocabulary.	Forces - magnets, pushes and pulls. - Begin to understand the need to respect and care for the natural environment and all living things. - Explore and talk about different forces they can feel.	-Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.
Expressive Arts and Design	Sea small world. Rhymes and songs. Printing with different materials. Traditional rhymes - rhyme of the week. Musical play and sessions Sing up	Winter sensory play Christmas crafts. Musical play and sessions Sing up	Make puppets, Traditional rhymes - rhyme of the week. Traditional tales role-play. Musical play and sessions Sing up	Building 3d models Joining different materials. Construction site role play, Musical play and sessions Sing up	Train station role play Transport models. Large scale creative. Musical play and sessions Sing up	Role -play, minibeast songs and actions. Using shapes to make bugs. Musical play and sessions Sing up

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. Pol-Ed Relationships - how to be a good friend? How can I make other children feel happy? How can I play nicely with others? and How can adults at school help me?	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. Pol-Ed Keeping safe - How can I play safely at home and school?	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. Pol-Ed Understanding the law - What are rules, what are consequences? what can you do if you are feeling big emotions? Who are the police and how do they help us??	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. Pol-Ed Wellbeing - How can I be a germ buster? How does exercise help me? How does food help me?	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. Pol-Ed Passports
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	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	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	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	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

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