



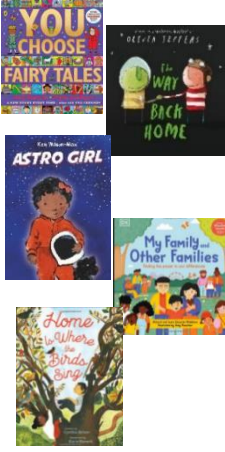



Nursery Long Term Plan 2025-26

	Autumn 1 (7.5 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
<p><u>Literacy (links to English)</u></p> <p>Development matter- 3 & 4 years olds will learning to:</p> <p>Understanding the five key concepts about print: -print has meaning -print can have different purposes -we read English text from left to right and top to bottom -the names of the different parts of a book page sequencing</p> <p>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</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>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</p> <p>Write some or all of their name</p> <p>Write some letters accurately</p>	<p>CUSP focus books:</p>  <p>Additional texts: My favourite books</p> <p>Penpals for handwriting: Developing gross motor skills (units 1-3)</p> <p>Bugclub phonics: Unit A</p> <p>Letters of the week: s,a,t,p,i,n,m Story scribing</p>	<p>CUSP focus books:</p>  <p>Additional texts: Christmas stories- nativity & classic stories, nursery rhymes</p> <p>Penpals for handwriting: Developing gross motor skills (unit 4). Developing fine motor skills (units 5&6)</p> <p>Bugclub phonics: Unit B</p> <p>Letters of the week: d,g,o,c,k Story scribing</p>	<p>CUSP focus books:</p>  <p>Additional texts: Winter non-fiction texts</p> <p>Penpals for handwriting: Developing fine motor skills (units 7-9)</p> <p>Bugclub phonics: Unit C</p> <p>Letters of the week: e,u,r,h,b,f Story scribing</p>	<p>CUSP focus books:</p>  <p>Additional texts: Easter stories</p> <p>Penpals for handwriting: Developing fine motor skills (unit 10). Developing patterns (units 11 & 12)</p> <p>Bugclub phonics: Unit D</p> <p>Letters of the week: l,j,v,w,x Story scribing</p>	<p>CUSP focus books:</p>  <p>Additional texts: Fairy tales</p> <p>Penpals for handwriting: Developing patterns (units 13 & 14)</p> <p>Bugclub phonics: Unit E</p> <p>Letters of the week: z,s,a,t,p,i,n Story scribing</p>	<p>CUSP focus books:</p>  <p>Additional texts: Starting school books</p> <p>Penpals for handwriting: Developing patterns (units 15-17)</p> <p>Bugclub phonics: Unit F</p> <p>Letters of the week: m,d,g,o,c,k Story scribing</p>

<p>Maths</p> <p>Development matter- 3 & 4 years olds will learning to:</p> <ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • 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. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones – an arch, a bigger triangle etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on 	<p>Number songs. Counting up and backwards from 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Show 'finger numbers' up to 5.</p> <p>Know when the last number reached when counting a small set of objects tells you how many there are in total.</p> <p>CUSP book links:</p> <p>Sequencing pictures (<i>Tiddler</i>)</p> <p>Counting in nursery rhymes (<i>Favourite nursery rhymes</i>)</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Recite numbers past 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Experiment with their own symbols and marks as well as numerals.</p> <p>Introduce 'Numberblocks' 1-5.</p> <p>CUSP book links:</p> <p>Sorting the baby animals. Can you count the whales in the water tray (to 5)? (<i>Do baby animals suck their trunks?</i>)</p> <p>Begin to use comparative language (<i>The same but different too</i>)</p> <p>Sorting from biggest to smallest. Drawing simple shapes. (<i>The good egg</i>)</p>	<p>Compare quantities using language "more than" and "fewer than".</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: "sides", "corners", "straight".</p> <p>Continue with Numberblocks 1-5 and start to focus on one and one is two.</p> <p>CUSP book links:</p> <p>Learning some 2D and 3D shapes (<i>The three little pigs</i>)</p> <p>Using position to describe where something is (<i>The three little pigs</i>)</p> <p>Following a recipe. Measuring out ingredients (<i>Astro girl</i>)</p> <p>Shapes and patterns (<i>The Worrysaurus</i>)</p>
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<p>rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.</p> <ul style="list-style-type: none"> • 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...’ 						
<p>PSED</p> <p>Development matter- 3 & 4 years olds will learning to:</p> <ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This 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. • 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. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. 	<p>School rules.</p> <p>Develop nursery routines.</p> <p>Developing relationships with adults and children.</p> <p>Wellbeing week: Giraffes can’t dance-relating to character emotions</p> <p>Choosing own lunch and snack options.</p> <p>Jigsaw PSHE: Being me in my world</p> <p>CUSP book links: Learning to empathise with</p>	<p>Understanding own feelings and talking about them.</p> <p>Anti-bullying week - Kindness</p> <p>Jigsaw PSHE: Celebrating difference</p>	<p>Oral health-tooth brushing.</p> <p>Develop confidence to try new activities.</p> <p>Jigsaw PSHE: Dreams & goals</p> <p>CUSP book links: Look at your baby teeth in a mirror. Are they wobbly yet? (<i>Do baby animals suck their trunks?</i>)</p> <p>Learning how to clean teeth</p>	<p>Understanding feelings of others.</p> <p>Jigsaw PSHE: Healthy me</p> <p>CUSP book links: Talk about how a character might feel and why (<i>I am Nefertiti</i>)</p> <p>Learning that sometimes different hairstyles are linked to religion or culture (<i>My hair</i>)</p> <p>Understand the importance of helping others. Understanding different emotions. (<i>The good egg</i>)</p>	<p>Turn taking and solving conflicts.</p> <p>Jigsaw PSHE: Relationships</p> <p>CUSP book links: Understand how being helpful can lead to new friendships (<i>The way back home</i>)</p> <p>Name some healthy foods found in packets (<i>Astro girl</i>)</p> <p>How does being at home make you feel? (<i>Home</i>)</p>	<p>Transitions and new beginnings</p> <p>Visits to new classrooms and playtimes in Reception playground.</p> <p>Jigsaw PSHE: Changing me</p> <p>CUSP book links: Growing fruits and vegetables (<i>Errol’s garden</i>)</p> <p>Fears/dislikes and following your dreams. Learning about Paralympians (<i>Splash!</i>)</p> <p>Understanding what a worry is and how they make us feel. Learn some strategies to try if we are</p>

<ul style="list-style-type: none"> • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing. 	<p>characters from a story <i>(The suitcase)</i></p>		<p>properly <i>(The body book)</i></p>		<p><i>is where the birds sing)</i></p> <p>Learn about emotions related to losing something <i>(My family and other families)</i></p>	<p>worried <i>(The Worrysaurus)</i></p>
<p>Communication and language</p> <p>Development matter- 3 & 4 years olds will learning to:</p> <ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two 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. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmmed’ for ‘swam’. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - 	<p>CUSP book links:</p> <p>Learn to explain some of the vocabulary in a poem, perform simple poems and make comments about poems. <i>(A great big cuddle)</i></p> <p>Listening to stories and giving opinions.</p>	<p>CUSP book links:</p> <p>Talk about their personal experiences <i>(The Queen’s Hat)</i></p> <p>Learning all or most of the words and actions of nursery rhymes <i>(Favourite nursery rhymes)</i></p> <p>Perform to an audience (nativity).</p>	<p>CUSP book links:</p> <p>Learning how to ask polite questions. Engage in extended conversations about stories. <i>(What happened to you?)</i></p>	<p>CUSP book links:</p> <p>Explain how the main character feels in the story <i>(I am Nefertiti)</i></p>	<p>CUSP book links:</p> <p>Understanding ‘why’ questions <i>(The way back home)</i></p> <p>Discuss favourite fairy tales and key language <i>(You choose fairy tales)</i></p> <p>Talking about things that are important to us <i>(My family and other families)</i></p>	<p>CUSP book links:</p> <p>Learn to share their opinions and ideas <i>(Splash!)</i></p>

<p>multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</p> <ul style="list-style-type: none"> • Use longer sentences of four to six 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. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver. 						
<p>Physical development (links to PE) Development matter- 3 & 4 years olds will learning to:</p> <ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • 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. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • 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. 	<p>Learning how to dress and undress independently</p> <p>Putting on our own wetsuits and wellies</p> <p>Moving around spaces in different ways.</p> <p>Understanding how different parts of our bodies move.</p> <p>Working with others to play simple games.</p> <p>Throw and catch a large ball.</p>	<p>Learning how to dress and undress independently</p> <p>Climbing</p> <p>Balancing bean bags on body parts</p> <p>Perform Christmas songs with actions</p> <p>Digging in the forest area</p> <p>Cutting grass using small scissors</p> <p>Doing up zips on coats</p>	<p>Learning how to dress and undress independently</p> <p>CUSP book links: Cutting out their own masks (<i>Do baby elephants suck their trunks?</i>)</p> <p>Pirates-balancing along planks (<i>What happened to you?</i>)</p>	<p>Learning how to dress and undress independently</p> <p>CUSP book links: <i>Fast and slow (The same but different too)</i></p>	<p>Learning how to dress and undress independently</p> <p>Team games</p> <p>Throwing to a target</p> <p>Obstacle races</p>	<p>Learning how to dress and undress independently.</p> <p>Team games.</p> <p>Sports day.</p> <p>Dance.</p> <p>CUSP book links: Using tweezers to sort seeds (<i>Errol’s garden</i>)</p>

<ul style="list-style-type: none"> • 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. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips 	<p>Riding tricycles.</p> <p>Using the large play equipment.</p> <p>Dancing to music</p> <p>Moving with scarves</p>					
<p><u>UW (links to history)</u></p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>Know who is in our immediate families/who we live with.</p>	<p>CUSP book links:</p> <p>History of nursery rhymes (<i>Favourite nursery rhymes</i>)</p> <p>Learn about key figures who are/were (<i>Eco warriors</i>)</p> <p>Learning who the royal family are. (<i>The Queen's Hat</i>)</p>	<p>CUSP book links:</p> <p>Learn about how babies grow and develop. Look at photos of ourselves as babies and how we have changed (<i>Do baby elephants suck their trunks?</i>)</p>	<p>CUSP book links:</p>	<p>CUSP book links:</p> <p>Who is in your family? (<i>My family and other families</i>)</p>	<p>CUSP book links:</p> <p>Castles (<i>Splash!</i>)</p> <p>History of buildings and housing types (<i>The three little pigs</i>)</p>

<p><u>UW (links to geography)</u></p> <p>Talk about what they see, using a wide range of vocabulary.</p> <p>Show interest in different occupations.</p>	<p>CUSP book links: When do people use a suitcase? How do we travel? <i>(The Suitcase)</i></p> <p>Learning about people leaving their homes or country <i>(The Suitcase)</i></p> <p>Know that people do lots of different jobs <i>(All through the night)</i></p> <p>Name some of the things you find in cities <i>(All through the night)</i></p> <p>What is a street? <i>(A great big cuddle)</i></p>	<p>CUSP book links: What does the ocean look like? What lives in the ocean? <i>(Tiddler)</i></p> <p>Learn that London is the capital of England. Name some London landmarks. Learn about different weather types. <i>(The Queen's Hat)</i></p> <p>Understanding climate and what climate change means.</p> <p>Learning about ways of travelling long distance. Habitats. <i>(Eco Warriors)</i></p> <p>Use vocabulary linked to our local area and places that are special to us.</p> <p>Learning about doctors surgeries <i>(Favourite nursery rhymes)</i></p>		<p>CUSP book links: Learning about hairdressers and barbers <i>(My hair)</i></p>	<p>CUSP book links: What different types of aeroplanes are there? <i>(The way back home)</i></p> <p>Understand what an astronaut is <i>(Astro girl)</i></p> <p>What types of homes are there? <i>(Home is where the birds sing)</i></p>	<p>CUSP book links: Learning about growing fruit and vegetables. Learn that different fruit and vegetables are grown in different countries & climates. <i>(Errol's garden)</i></p> <p>Learning about different houses <i>(The three little pigs)</i></p> <p>Drawing a simple map <i>(You choose fairy tales) & (The Worrysaurus)</i></p> <p>What is a flat/apartment? What is a skyscraper?</p>

	Exploring our grounds & forest area					<i>(The extraordinary gardener)</i>
<p>UW (links to science)</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 range of vocabulary.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of a 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>Explore and talk about different forces they can feel.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore how things work.</p>	<p>Exploring our nursery environment-what can be found in our wildlife area?</p> <p>Forest time-bug hunting, digging, exploring the grounds using different resources.</p> <p>Learn to describe what we can see, feel, hear, taste and smell.</p> <p>Forest animals.</p> <p>Autumn sensory tray. Explore pumpkins.</p>	<p>CUSP book links:</p> <p>Have you ever been to a woods/forest? What might we find in the forest? What are the different seasons? Learn that underground is an important part of the forest for animal homes/food. <i>(Tidy)</i></p>	<p>CUSP book links:</p> <p>Learn that there are similarities between human babies and other animal babies <i>(Do baby elephants suck their trunks?)</i></p> <p>What materials are rough like a lion's tongue? <i>(Do baby elephants suck their trunks?)</i></p> <p>Floating and sinking <i>(Tiddler)</i></p>	<p>CUSP book links:</p> <p>Name parts of the body. <i>(The body book)</i></p> <p>Name the 5 senses <i>(The body book)</i></p> <p>Go on a sights and sounds walk <i>(The body book)</i></p> <p>Cooking current buns. Understanding recipes and ingredients <i>(Favourite nursery rhymes)</i></p> <p>Understand what an egg is and where it might come from. Naming parts of an egg. Investigating floating. <i>(The good egg)</i></p>	<p>CUSP book links:</p> <p>Learning about what materials are strong. Understanding what buildings are made from. <i>(The three little pigs)</i></p> <p>Learn about how plants grow and how to look after them. Pruning trees in our forest area. <i>(The extraordinary gardener)</i></p> <p>Learning about space. What is the moon? Forces. Light & dark. Sorting objects that need batteries and those that use plugs. <i>(The way back home)</i></p>	<p>CUSP book links:</p> <p>Learning about bird nests <i>(Home is where the birds sing)</i></p>

<p>UW (links to RE) Talk about what they see, using a wide range of vocabulary.</p> <p>Continue developing positive attitudes about the differences between people.</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>Jigsaw RE: Special People and me</p>	<p>Jigsaw RE: Christmas and me Nativity</p>	<p>Jigsaw RE: Celebrations and me</p>	<p>Jigsaw RE: Easter and me</p> <p>CUSP book links: Celebrating differences (<i>The same but different too</i>)</p>	<p>Jigsaw RE: Stories and me</p>	<p>Jigsaw RE: Special places and me</p>
<p>EAD (links to music, art, design technology)</p> <ul style="list-style-type: none"> • 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 dolls houses etc. <ul style="list-style-type: none"> • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, 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. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. <ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. <ul style="list-style-type: none"> • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. 	<p>CUSP book links: Can you make a dot using different art materials? Learn what an art show is. (<i>Dot</i>)</p> <p>Understanding the importance of loose parts play. Learning how to use different open-ended resources to create small worlds and extend imaginative play. Singing familiar songs.</p>	<p>CUSP book links: Painting sea creatures (<i>Tiddler</i>) Learn to perform songs to others (nativity) Using instruments to create ocean sounds (<i>Tiddler</i>)</p>	<p>CUSP book links: Making masks of your favourite animals. (<i>Do baby elephants suck their trunks?</i>)</p> <p>Sing ‘head, shoulders, knees and toes’ (<i>The body book</i>)</p> <p>Draw or paint your face and draw around your body. Add emotions. (<i>The body book</i>)</p>	<p>CUSP book links: Can you paint a picture of your hair? What colour/colours do you need? Colour mixing. Hairdressers/barber role-play. (<i>My hair</i>)</p> <p>Sorting instruments into quiet and loud (<i>The same but different</i>)</p>	<p>CUSP book links: How could you make an aeroplane? Drawing a space picture. (<i>The way back home</i>)</p> <p>Building rockets and space helmets (<i>Astro girl</i>)</p> <p>Opportunities to dress as fairy tale characters. Making up our own dances. (<i>You choose fairy tales</i>)</p> <p>Can you make a fairground ride?</p>	<p>CUSP book links: Building castles. Making our own medals and trophies-link to sports day (<i>Splash!</i>)</p> <p>Designing our own gardens (<i>The extraordinary gardener</i>)</p> <p>Making a wolf or pig mask (<i>The three little pigs</i>)</p> <p>Use natural materials to make your own house collage</p>

<ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. 					<p><i>(My family and other families)</i></p> <p>Using instruments to make fairground sounds <i>(My family and other families)</i></p>	<p><i>(The three little pigs)</i></p> <p>Making symmetrical butterflies <i>(The Worrysaurus)</i></p>
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