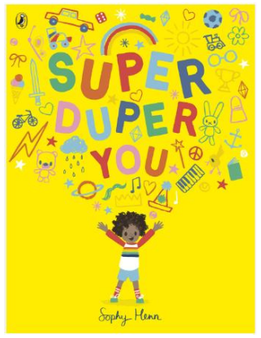
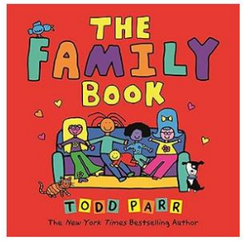
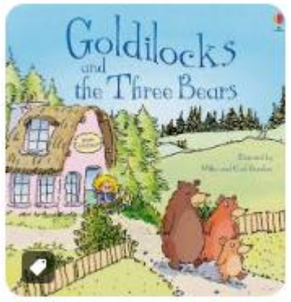
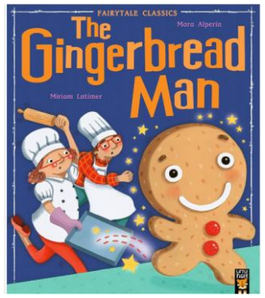
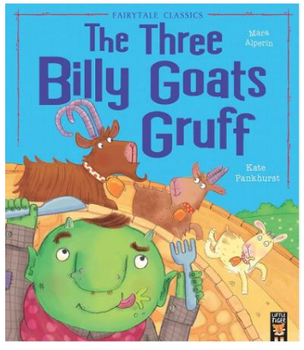
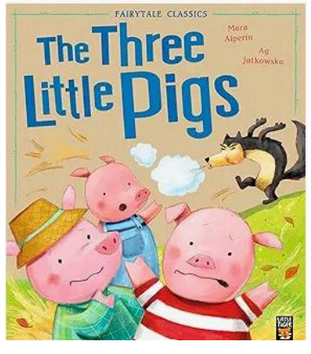
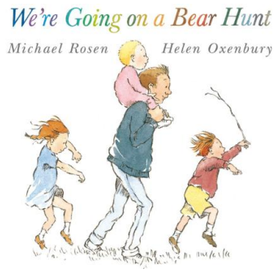
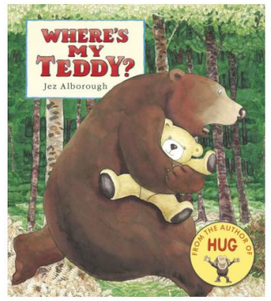
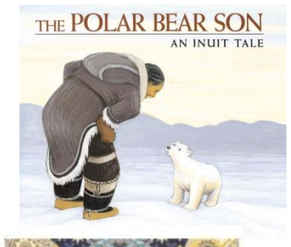
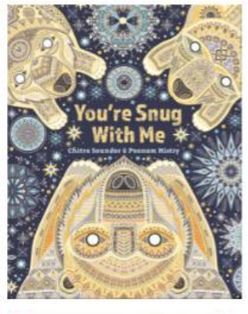
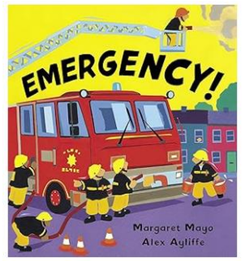
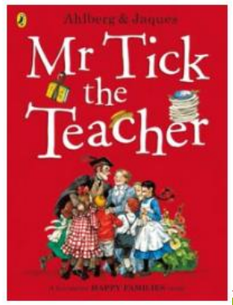
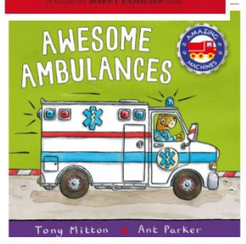
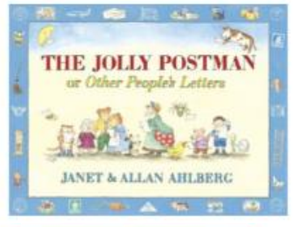
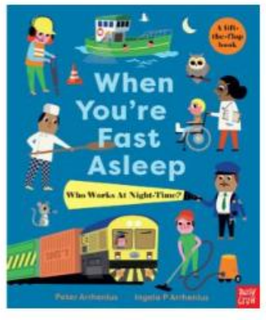
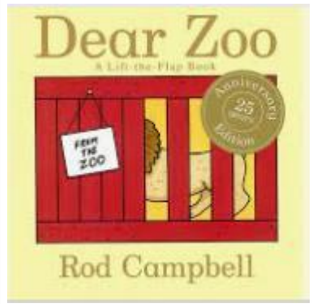
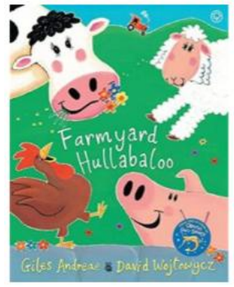
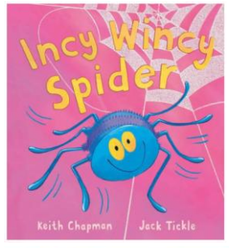
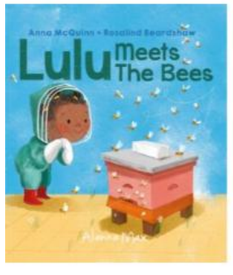
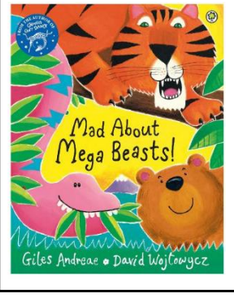
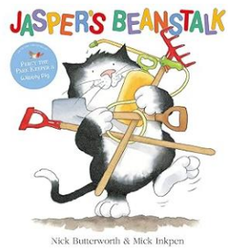
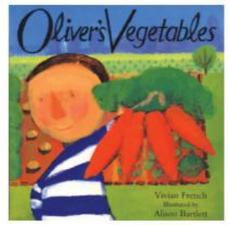
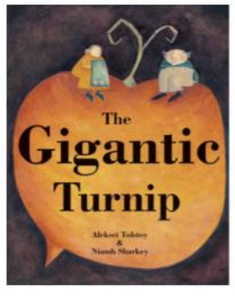
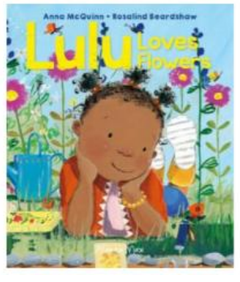
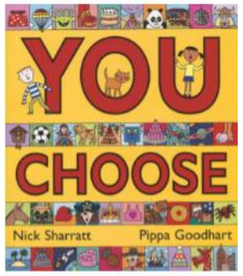
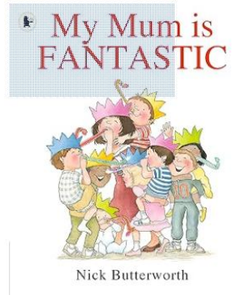
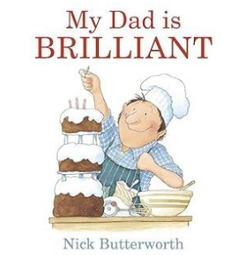
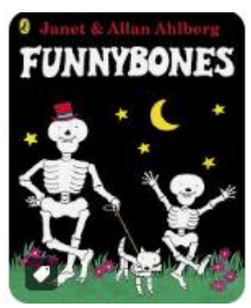
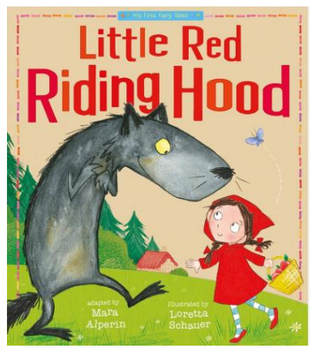
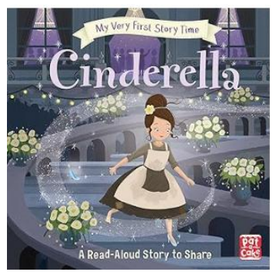
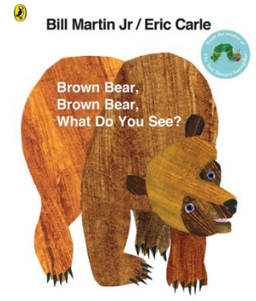
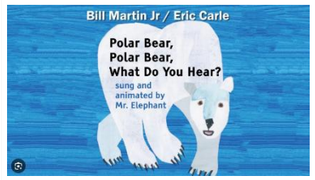
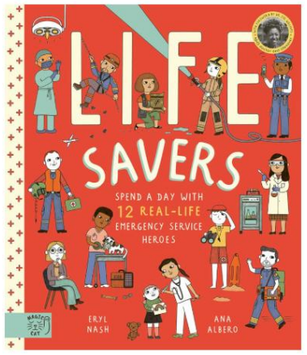
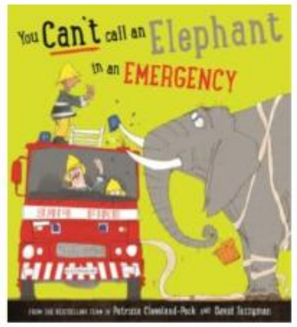
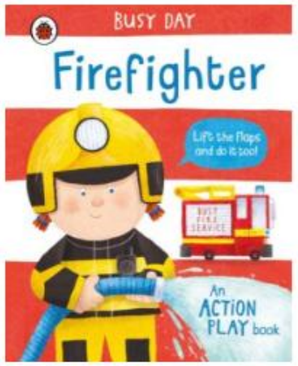
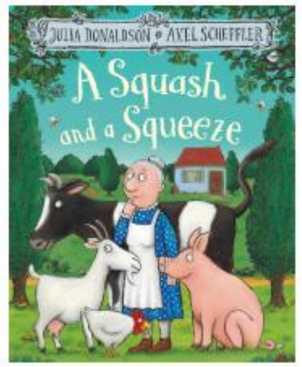
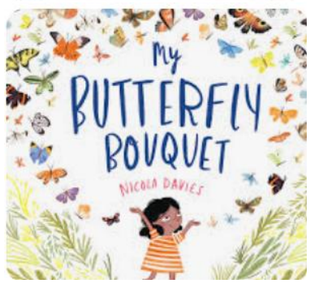
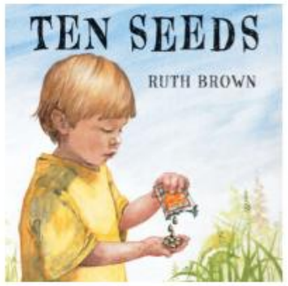
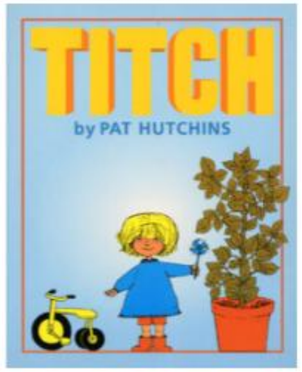
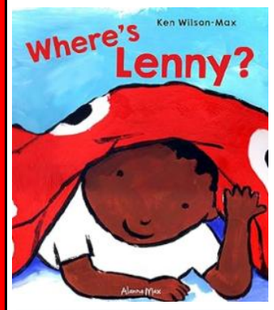
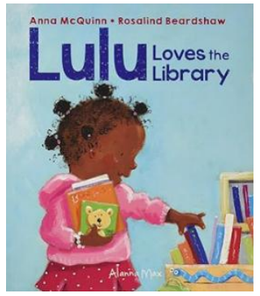
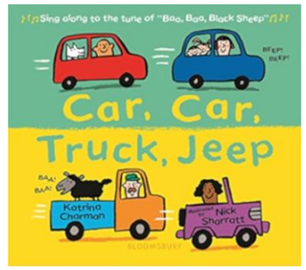
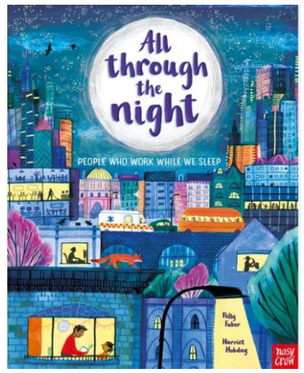
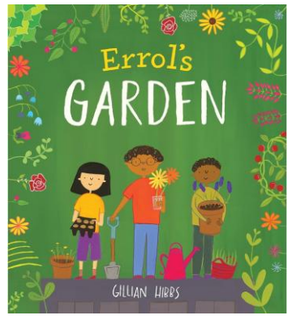
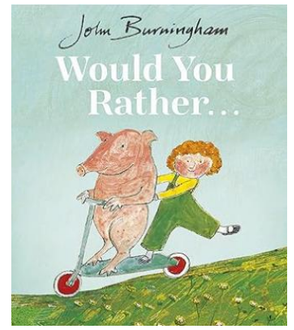
Nursery Long Term Plan 2026 - 2027

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (5 weeks 4 days)	Summer 2 (6 weeks 1 day)
British Values	Tolerance	Mutual respect	Rule of Law	Individual liberty	Democracy	
Root of learning	Daring to be different	Working together	Aiming High	Thinking for Ourselves	Keeping Going	Looking Back
PSHE (linked to PSED)	Being me in my world	Celebrating Difference Anti-Bullying Week	Dreams and Goals	Relationships	Healthy Me	Changing Me
Core Topic	**Why am I special?** 	**What happened once upon a time?** 	**Can bears go on adventures?** 	**Who could you ask for help in our community?** 	**What Animal Am I?** 	**How does your garden grow?** 
Role Play	Home Corner enhanced with babies	Home Corner enhanced with Fairy Tale costumes Then a Christmas house	Three Bears' House	Doctors' Surgery	Vets	Garden Centre
Curriculum Enhancement	All about me bags Autumn walk	Traditional Tale Day (26th Nov 25) Baking gingerbread men Christmas Nativity Performance. (16th & 17th Dec 25) Christmas Parties (16th & 19th Dec 25)	Bedtime Story Day (Wed 4th Feb 26) Making Hot chocolate	Big Me Day (18th March 26) Parents / People of the local community to come and talk about their job / role Spring walk Easter Egg Hunt Watching tadpoles metamorphose into froglets	Hesketh Farm visit (22nd April 26) Watching caterpillars metamorphose into butterflies Spring Parent Craft afternoon (Wed 13th May 26)	Planting sunflowers Making fruit kebabs Look through baby photos of the children to see how much they have changed – link to PSHE Changing Me Sports Day (Wed 8th July) Teddy Bears' Picnic Day (Wed 15th July)

Core Texts							
	    	    Christmas stories	    	    	    	    

Other possible texts for extra class read or supporting the reading and writing journey	   	 	   	  	   	   
Spotlight Authors	Throughout the year, children will be exposed to a variety of key authors: - Nick Butterworth - Eric Carle - Julia Donaldson - Allan Ahlberg - Anna McQuinn & Rosalind Beardshaw					

Story Time Texts Traditional Tales to be read by the end of the year.	Traditional Tales: - Three Billy Goats Gruff - Gingerbread Man - Little Red Riding Hood - Goldilocks and the Three Bears - Cinderella Nursery rhymes (links with the phonics)					
Little Wandle Love of Reading	 		 	 		 
Little Wandle Phonics **Tuning into sounds**	Letters and Sounds Phase 1 Aspect 1 – General sound discrimination – environmental Aspect 2 – General sound discrimination – instrumental sounds Aspect 3 – General sound discrimination – body percussion	Progression of sounds: s a t p i n Phonemic awareness focus: Teach children to **hear** the same initial sound for words and names of objects. Oral blending focus: Teach children to blend CVC words using oral blending and objects.	Progression of sounds: m d g o c k e Phonemic awareness focus: Teach children to **identify** initial sounds of words and names of objects. Teach children to **distinguish** different sounds. Oral blending focus: Teach children to blend a wider range of CVC words using oral blending.	Progression of sounds: u r h b f l j Phonemic awareness focus: Teach children to **identify** initial sounds of words and names of objects. Teach children to **articulate** sounds correctly – including playing with voice sounds. Oral blending focus: Teach children to blend a wider range of words using oral blending.	Progression of sounds: v w y z qu ch Phonemic awareness focus: Teach children to **identify** initial sounds of words and objects. Oral blending focus: Teach children to blend a wider range of words using oral blending.	Progression of sounds: ck x sh th ng nk Phonemic awareness focus: Teach children to **identify** the final sounds of words and objects.

Little Wandle Phonics **Rhyme Time**	1,2, 3, 4, 5, once I caught a fish alive (MTC) Twinkle twinkle little star Jack and Jill	Incy Wincy Spider 1, 2 Buckle my shoe (MTC) A Sailor went to sea Miss Molly had a dolly	Hickory Dickory Dock Round and round the garden Wind the bobbin up	Down at the station The Wheels on the Bus Pat a cake	Humpty Dumpty sat on a wall (MTC) Ring o ring a roses (MTC) Hey Diddle Diddle Baa baa black sheep	Row row row your boat The Grand Old Duke of York Mary Mary Quite Contrary
Mark making – Linked with Expressive Arts & Design / **Writing Focus**	Recognising and tracing over their name card Drawing themselves and their family members Using emergent writing to label their work **Create closed shapes with continuous lines, and begin to use these shapes to represent objects.** **Draw with increasing complexity and detail, such as representing a face with a circle and including details** **Show different emotions in their drawings and paintings, like happiness, sadness, fear**	Recognising and tracing over their name card Using emergent writing to make: Christmas cards Wanted posters for the Big Bad Wolf Lost slipper posters for Cinderella Drawing characters and scenes from familiar fairy tales Using emergent writing to label their work **Create closed shapes with continuous lines, and begin to use these shapes to represent objects.** **Draw with increasing complexity and detail**	Recognising and writing their name under their name card Be able to sequence familiar stories by drawing simple story maps – 'We're going on a bear hunt', 'Goldilocks and the three bears' Drawing bears / teddies Using emergent writing to label their work **Create closed shapes with continuous lines, and begin to use these shapes to represent objects.** **Draw with increasing complexity and detail**	Recognising and writing their name under their name card Create registers when pretending to be teachers Use emergent writing when making appointment cards/ recording telephone conversations at the doctor's surgery Draw and label the life cycle of a frog **Create closed shapes with continuous lines, and begin to use these shapes to represent objects.** **Draw with increasing complexity and detail**	Recognising and forming the letters from their name card accurately To use emergent writing to label an animal, using adjectives to describe what colour it is and adverbs to describe the sound – just like in Polar Bear, Polar Bear & Brown Bear Brown Bear Use emergent writing when making appointment cards/ recording telephone conversation at the vets' surgery Draw and label the life cycle of a butterfly **Create closed shapes with continuous lines, and begin to use these shapes to represent objects.** **Draw with increasing complexity and detail**	Recognising and forming the letters from their name card accurately Using emergent writing to make: Invitations for the Teddy Bears' Picnic Create shopping lists to make a picnic / shopping at the garden centre Draw and label the parts of a plant **Create closed shapes with continuous lines, and begin to use these shapes to represent objects.** **Draw with increasing complexity and detail**

Maths Focus **Master the Curriculum** **Nursery Rhymes**	1,2, 3, 4, 5, once I caught a fish alive (LW) 1 potato, 2 potato, 3 potato 4 5 Little Speckled frogs 5 Little ducks went swimming one day 5 Current buns 5 Sausages	1 finger 1 thumb 1,2 Buckle my shoe (LW) 2 Little Dickie Birds Head, Shoulders, Knees and Toes Zoom Zoom Consolidation (Week 6)	Three Blind mice Three Little Kittens 5 Snowmen 4 Teddy Bears 5 Fingers Alice the camel	Consolidation (Week 1) Sing a song of sixpence I'm a little bean 5 cheeky monkeys swinging through the trees When Goldilocks went to the house of the bears Consolidation (Week 6)	5 Little Men in a flying saucer Humpty Dumpty sat on a wall (LW) One elephant went out to play Ring o ring a roses (LW) London Bridge Consolidation (Week 6)	One Big Hippo Sleeping Bunnies 5 Cheeky monkeys jumping on the bed 5 Little Apples Consolidation (Week 5 & 6)
Maths Focus **Master the Curriculum**	Week 1 Colours • Red • Blue • Yellow Week 2 Colours • Green • Purple • Mix of colours Week 3 Match • Buttons and colours • Matching towers • Matching shoes Week 4 Match • Match number shapes • Match shapes • Pattern handprints – big and small Week 5 Sort • Colour • Size • Shape Week 6 Sort • What do you notice? • Guess the rule • Guess the rule	Week 1 Number 1 • Subitising • Counting • Numeral Week 2 Number 2 Subitising dice pattern Subitising random pattern Subitising – different sizes Week 3 Number 2 • Counting • Numeral Week 4 Pattern • Extend AB Colour patterns • Extend AB Outdoor Patterns • AB Movement Patterns Week 5 Fix my Pattern • Extend ABC Colour patterns • Extend ABC Outdoor Patterns Week 6 Consolidation Activities	Week 1 Number 3 * Subitising Week 2 Number 3 * 3 Little pigs * 1:1 counting Numerals/Triangles Week 3 Number 4 * 1:1 counting * Numerals * Squares/rectangles Week 4 Number 4 * Composition of 4 Week 5 Number 5 * 1:1 counting * Numerals * Pentagon Week 6 Number 5 * Composition of 5	Week 1 Consolidate 1 – 5 Week 2 Number 6 * Introduce 10 frame Week 3 Height & Length • Tall and short • Long and short • Tall/long and short Week 4 Mass Relate to books * 3 little pigs* Goldilocks Week 5 Capacity Week 6 Consolidation	Week 1 Sequencing Week 2 Positional Language Week 3 More than / fewer than Week 4 Shape – 2D Revisit pattern from Autumn Week 5 Shape – 3D Revisit pattern from Autumn Week 6 Consolidation: More than/fewer one more and one less	Week 1 Number composition 1 – 5 Revision Week 2 What comes after? Week 3 What comes before? Week 4 Numbers to 5 Week 5 Consolidation Week 6 Consolidation

Understanding the World	Begin to make sense of their own life-story and family's history Begin to know and observe the signs of Autumn. Use all their senses in hands-on exploration of natural materials – Autumn seeds / leaves Continue developing positive attitudes about the differences between people: link to the topic 'Why am I special' To talk about their lives and the people around them.	Continue developing positive attitudes about the differences between people – link to 'Anti-bullying week' Talk about the differences between materials – explore materials that would / would not be suitable to build a house from – link to Three Little Pigs. Talk about the differences between materials and changes they notice – explore what fabrics would make a suitable raincoat for Little Red Riding Hood Talk about the differences between materials and changes they notice – what happens when the gingerbread man tried to swim across the river Continue developing positive attitudes about the differences between people – link to the festivals of bonfire night, Diwali and Christmas	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos – focus on the Artic – Polar Bear Homes To know the changes from Autumn to Winter. Introduce the idea of simple maps, they can draw the journey in the story 'Where Going on a Bear Hunt'. Continue developing positive attitudes about the differences between people: link to Chinese New Year / Inuit People Talk about the differences between materials and changes they notice – What happens if we leave water outside on a cold night / bring ice into the classroom?	Show interest in different occupations – People in our community Use all their senses in hands-on exploration of natural materials – Spring resources To learn and order the life cycle of a frog To discuss what they would like to be when they grow up. Design maps of Baildon village – including all the amenities and occupations we have studied – Village in the sand.	To learn and order the life cycle of a butterfly Show interest in different occupations. – Farmers / Zoo Keepers / Vets Know that there are different countries in the world and talk about the differences they have experienced or seen in photos – focus on where jungle / savannah/ rainforest animals originate from Sort and classify different animals depending on habitat Sort and classify different minibeasts	Begin to make sense of their own life-story and family's history – Link to the story Titch and growing, link to baby pictures to show how they have changed and discuss recent holiday pictures To learn and order the life cycle of a sunflower To understand the importance of a healthy life style by looking at healthy food and drink. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos – focus on countries the children have visited in the Spring Bank Holiday.
Expressive Arts and Design	Take part in simple pretend play – working in the home corner To look in a mirror to draw and paint a self-portrait	Take part in simple pretend play – working in the home corner, enhanced with fairy tale costumes Begin to develop complex stories using small world	Begin to develop complex stories using small world equipment – retelling familiar stories, 'We're Going on a Bear Hunt', 'One snowy night'.	Begin to develop complex stories using small world equipment – using People who help us	Begin to develop complex stories using small world equipment – using animals from similar habitats	Take part in simple pretend play – working in the garden centre. Begin to develop complex stories using small world equipment – fairy gardens

	Join different materials in different ways and explore different textures for example … To use a variety of materials to create themselves and representations of their family and homes. People collages – faces, clothes Family pictures using different media – i.e. lollypop people Autumn pictures – using autumnal resources Hedgehogs 2D / 3D models	equipment – retelling traditional fairy stories **Join different materials in different ways and explore different textures for example …** Christmas crafts – stockings, cards, printing wrapping paper Stick puppets of various different traditional tale characters Textures pictures to represent the Three Little Pigs' houses Bonfire pictures – paint and pipettes, blow painting Firework pictures – chalks Billy goat collages	Take part in simple pretend play – working in The Three Bears House Explore colour and colour-mixing using powder paint **Join different materials in different ways and explore different textures for example …** We're going on a bear hunt collage story map Percy the Park Keeper animal masks Igloos – 2D / 3D Chinese lanterns Chinese dragons Split pin bears Textured polar bears	Take part in simple pretend play – working the doctor's surgery Continue to explore colour and colour-mixing using powder paint **Join different materials in different ways and explore different textures for example …** Easter crafts – baskets, bunny ears Police radios Fire trucks – 2D & 3D Doctor bags Split pin frogs	Take part in simple pretend play – working in the vets' surgery Symmetrical printing butterflies **Join different materials in different ways and explore different textures for example …** 3D butterflies Collage cows / chicks / hens 3D snails Animal prints / patterns	**Join different materials in different ways and explore different textures for example …** Sunflower collage 2D/3D flowers focusing on texture Painting garden scenes Vegetable printing
Physical Development	Practising walking up and down stairs to the gym / hall Walking safely in a line around school Parachute / ring games – listening games	Locomotion– Walking 1	Ball Skills – Hands 1	Dance – Nursery Rhymes	Gymnastics – High, low, under, over	Sports Day Practise Health & Wellbeing
Celebrations	Halloween	Bonfire Night – 5th Nov Diwali – 8th Nov Advent – 1st Dec Christmas	Chinese New Year – 17th Feb (Year of Horse)	Shove Tuesday / Lent – 17th Feb Eid al Fitr –20th Mar Easter		

Outdoor Learning	To explore the outdoor provision and learn about the fireside rules. To explore the changes that happen in Autumn by going on an Autumn walk around our school grounds. To use available resources to build den's like in the story 'Where's Lenny'.	To learn about fire safety so they can toast their own marshmallows on the fire pit. To use natural materials to act out the story of 'The Three Little Pigs'. To use available resources in the woods to create bridges to act out the story of 'The Three Billy Goats Gruff'.	To act out the story of 'The Bear Hunt' in the woods. To explore using coloured ice to paint with. To explore what happens when they leave water outside on a cold day. To care for living things by making bird feeders for the birds in the winter months – Link to the story 'Bear and Bird Learn to Share'. Making noodles on the camp fire, to experience how people celebrate Chinese New Year	Easter egg hunt in the woods To explore the changes that happen in Spring by going on a Spring walk around our school grounds. To understand the key features of the life cycle of an animal by collecting frog spawn from the pond and observing it metamorphose into froglets.	To go on a minibeast hunt in the woods. To learn how to look after the chickens in the woods. To recognise what animals would live in a woodland and where to find them.	To plant seeds and care for growing plants. To care for the natural environment, through gardening and keeping the soil free of weeds and the growing plants watered. To explore ways of measuring plants using informal measuring equipment.
Links to Reception	Links with Reception's topic of 'Who am I? How am I feeling?' – PSED & UTW	Celebrations – Christmas & Diwali link with Reception's topic 'How do people celebrate around the world?' The traditional tales we will study in Nursery lead onto the bank of traditional tales the children will learn in Reception	The celebration of Chinese New Year links with Reception's topic 'How do people celebrate around the world?' Polar Bear stories will link with learning about Artic regions. Exploring snow and ice will link with changing in states -UTW.	The celebration of Easter links with Reception's topic 'How do people celebrate around the world?' This topic will link with Reception's topic of 'Do all superheroes have super human powers?' Comparing people who help us in our local community with real life heroes. Life cycle of a frog	Links to woodland animals – Reception's topic of 'What lives in the deep dark woods?' Links to animals in Africa - Reception's topic of 'Where in the world would you like to go?' Life cycle of a butterfly	This topic will link with Reception's topic of 'How do things change?' when looking at the life cycle of a plant