## **Mayespark Primary School: Long Term Plan – Nursery 2025-2026**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic** | All about me! | Stories and Rhymes | Fairy tales | Colours | Growing and Food | Adventures |
| **Texts** | - Spot loves Nursery by-  *Eric Hill*  Maisie Goes to Nursery by- L*ucy Cousins*  Owl Babies By- *Martin Waddell*  Whiffy Wolf *Caryl Hart*  *Leoni Lord* | -Big Book of Nursery Rhymes.  The Tiger who came to tea *by Judith Kerr*  Ruby’s Worry  -*by Tim Percival*  On the way home  -b*y-Jill Murphy* | -The Three Little pigs  - Goldilocks and the Three Bears  - Little Red Riding Hood  - The Ginger bread man  -The Three Billy Goats Gruff  Mr Wolf’s Pancake  *- by Jan Fearnley* | -Rainbow Fish  -*by Marcus Pfister &J.Alison James*  WOW said the owl  *- by Tim Hopgood*  Brown Bear Brown Bear  *-by Eric Carle*  Mixed up Chameleon  *-by Eric Carle* | -Jack and the beanstalk  The enormous Turnip  -*by Ireane Yates*  Jasper’s Beanstalk  *-by Mick Inkpen*  The Seed - *by Eric Carle*  Oliver’s vegetables  *by Vivian French*  Titch*- by Pat Hutchins* | -We are going on a bear hunt *by Michael Rosen*  -The snail and the whale *by Julia Donaldson*  The Naughty Bus-  *by Jan and Jerry Oke*  Stickman- *by Julia Donaldson* |
| **Communication and Language** | -Listen to simple stories and understand what is happening, with the help of pictures.  -Listen to other people’s talk with interest  - Start to develop a simple conversation. | -Understand simple instructions  -Understand and act on  longer sentences like ‘make teddy jump’ or ‘find your coat’.  -Develop pretend play language ‘putting baby to sleep’ or ‘driving the car to the shop’. | -Enjoy listening to longer stories and can remember much of what happens.  -Use longer sentences of four to six words.  - Understand simple questions about ‘who’, ‘what’, and ‘where’. | -Have a large repertoire of songs.  -Identify familiar objects for the adult when they are described for example ‘Katie’s coat’, ‘blue car.’  **-**Pay attention to more than one thing at a time. | - To talk about a familiar book.  **-** Use wider range of vocabulary.  **-**Understand a question that has two parts such as ‘Get your coat and wait at the door’ | -Use talk to organise themselves and their play:’ let’s go on a bus…you sit there…I’ll be the driver.’  -Understand ‘why’ questions, like ‘why do you think the fox is following Rosie the hen.’ |
| **Personal, Emotional and Social development.** | -Be able to manage the transition from parent to nursery staff.  -Express preferences and make decisions. | -Play with other children with increasing confidence.  -Ask questions about differences such as skin colour, types of hair and gender. | -Develop friendships with other children.  -Be able to talk about and manage their emotions. | -Select and use activities and resources with help when needed.  -Talk about their feelings in more elaborated way: ‘I’m sad because….’ | - Show more confidence in new situations.  -Find solutions to conflicts for example, not everyone can be Spiderman in the game.  - Follow rules understanding why they are important. | - Play with one or more children extending their play ideas.  -Understand how others might be feeling. |
| **Physical Development** | -Enjoy starting to kick, throw and catch balls.  - Develop control and make marks on paper for example use a paint brush or colouring pencils.    - Learn to use a toilet with help and then independently. | -Use large and small motor skills to do things independently for example manage buttons, zips and pour a drink.  - Walk, jump and climb stairs independently. | -Skip, hop, stand on one leg and hold a pose for a game like musical statues.  -Use large muscle movements to wave flags, paint and make marks.  - Start eating independently and learn how to use a knife and fork. | -Show preference for a dominant hand.  -Use one handed tools for example make snips in paper with scissors.  -Work with others to manage large items such as moving large hollow blocks. | -Be increasingly independent in meeting their own care needs, e.g. brushing teeth washing and drying their hands thoroughly.  - Use a comfortable grip with good control when holding a pen or pencil. | -Be increasingly independent as they get dressed for example putting on a coat and doing up zips.  - Make healthy choices about food, drink, activity and toothbrushing. |
| **Literacy** | -Enjoy sharing books with an adult  -Sing songs and say rhymes independently.  -Pay attention and respond to the pictures or words. | -Repeat words and phrases from familiar stories.  - Ask questions about the book.  - Make comments and share their own ideas.  -Notice some print, such as the first letter of their name such as a familiar logo. | -Enjoy drawing freely.  -Add some marks to their drawings and give meaning to them for example, ‘That’s my mummy’.  -Develop play around their favourite stories using props. | - Make marks on their picture  -Understand that print has meaning and is used for different purposes | - Use some of their print knowledge in their early writing. For example: writing a pretend shopping list, starting at the top of the page.  -Recognise words with the same initial sound, such as money and mother. | -Write some or all of their name  - Engage in extended conversations about stories and learning new vocabulary. |
| **Maths** | - Take part in finger rhymes with numbers.  -Compare amounts, saying ‘lots’, ‘more’ or ‘same’ | -Count in everyday contexts sometimes skipping numbers -1-2-3-5.  - Build with a range of resources, lego, plastic bricks.  - Compare sizes weights using gesture and language – bigger/little/smaller, high/ low, ‘tall’, ‘heavy’. | -Complete inset puzzles.  -Notice patterns and arrange things in patterns.  -Say one number for each item in order:1,2,3,4,5. | -Develop fast recognition of up to three objects without having to count them individually.  -Recite numbers past 5.  - 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.  -Compare quantities using language: ‘more than’, ‘fewer than’ | -Understand position through words alone- for example ‘the bag is under the table’.  -Extend and create simple patterns – stick- leaf - stick - leaf  - solve real world mathematical problems with numbers up to five.  Talk about 2D and 3D shapes (for example circles, rectangles, triangles and cuboids). |
| **Understanding of the World** | -Explore materials with different properties for example wood, plastic, soft and hard.  - Notice the difference between people. | -Use all their senses in hands on exploration of natural material.  - Talk about what they see, using a wide vocabulary. | -Make connections between the features of their family and other families.  -Show an interest in different occupations such as plumber, vet, and farmer. | - Explore how things work.  Plant seeds and care for growing plants. | -Understand key features of the life cycle of a plant and an animal for example, a butterfly or a frog.  -Explore and talk about different forces they can feel. | -Continue developing positive attitudes about the differences between people.  -Talk about the differences between materials and changes they notice. |
| **Expressive Arts and Design.** | -Join in with songs and rhymes, making some sounds.  - Express ideas and feelings through marks they make and give meaning to those marks. | -Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.  - Make simple models which express their ideas. | -Take part in simple pretend play, using an object to represent something else even though are not similar. | -Join different materials and explore different textures.  -Make imaginative and complex ’small worlds’ with blocks and construction kits. | -Drawing with increasing detail such as representing a face with a circle.  -Explore colour and colour mixing.  -Remember and sing entire songs. | - Show different emotions in their drawings- happiness, sadness, fear etc.  -Play instruments with increasing control to express their feelings and ideas. |