## **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 GruffMr 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 beanstalkThe 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. |