



EYFS Nursery Long Term Plan A 2026-2027

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Autumn 1 - Marvellous Me!	Autumn 2 - Colours of the Rainbow	Spring 1 - What a Wonderful World	Spring 2 - Terrific Tales	Summer 1 - All Things Bright and Beautiful	Summer 2 - Let's go on an adventure
Themes		Magical Me! Autumn	Let's Celebrate Christmas	Penguins / arctic Winter	Once Upon a Time - Traditional tales (Jack and the Beanstalk, Three Billy Goats Gruff, Little Red Riding Hood) Spring	Old McDonald had a farm (farm animals)	Under the sea - sea creatures Summer
Celebrations			Diwali Christmas	Luna New Year	Easter		Transition
Provocations/ Investigations / Enrichment Activities		Different types of Homes Family photographs - parents/families to share photos from memorable times. Where do I find things at nursery? Do the children know where the key places are?	Weather changes - autumn Leaf collecting Forest activities Christmas Visit to school to watch the reception classes nativity Nursery Christmas Party Share a Christmas song	Weather changes - winter Woodland visit for minibeast hunt and explore animal homes/signs of animals. A listening walk around school grounds for animals.	Weather changes - spring Growing experiments Visit forest school and school gardens/ raised beds to see stages of growth.	Weather changes - summer	Water play Role play school Pre-schoolers Leavers celebrations Pre-schoolers visit school as often as possible.
Communication and Language Developed through high quality interactions, group discussions, circle times, stories, singing, rhymes, speech and language interventions and The Poetry Basket. Weekly key texts and vocabulary focus.	2-3 year olds	Enjoy singing, music and toys that relate to sounds. Copy your gestures or words Start to develop conversation, often jumping from one topic to another. Understand simple instructions. Understand and act on longer sentences. Start to say how they are feeling, using words as well as actions. Develop pretend play. Listen to simple stories and understand what is happening, with the help of pictures. Understand simple questions about 'who', 'what' and 'where'.	Enjoy singing, music and toys that relate to sounds. Copy your gestures or words Start to develop conversation, often jumping from one topic to another. Understand simple instructions. Understand and act on longer sentences. Start to say how they are feeling, using words as well as actions. Develop pretend play. Listen to simple stories and understand what is happening, with the help of pictures. Understand simple questions about 'who', 'what' and 'where'.	Enjoy singing, music and toys that relate to sounds. Copy your gestures or words Start to develop conversation, often jumping from one topic to another. Understand simple instructions. Understand and act on longer sentences. Start to say how they are feeling, using words as well as actions. Develop pretend play. Listen to simple stories and understand what is happening, with the help of pictures. Understand simple questions about 'who', 'what' and 'where'.	Enjoy singing, music and toys that relate to sounds. Copy your gestures or words Start to develop conversation, often jumping from one topic to another. Understand simple instructions. Understand and act on longer sentences. Start to say how they are feeling, using words as well as actions. Develop pretend play. Listen to simple stories and understand what is happening, with the help of pictures. Understand simple questions about 'who', 'what' and 'where'.	Enjoy singing, music and toys that relate to sounds. Copy your gestures or words Start to develop conversation, often jumping from one topic to another. Understand simple instructions. Understand and act on longer sentences. Start to say how they are feeling, using words as well as actions. Develop pretend play. Listen to simple stories and understand what is happening, with the help of pictures. Understand simple questions about 'who', 'what' and 'where'.	Enjoy singing, music and toys that relate to sounds. Copy your gestures or words Start to develop conversation, often jumping from one topic to another. Understand simple instructions. Understand and act on longer sentences. Start to say how they are feeling, using words as well as actions. Develop pretend play. Listen to simple stories and understand what is happening, with the help of pictures. Understand simple questions about 'who', 'what' and 'where'.

**Kindness Curiosity Respect Resilience Teamwork**

	3-4 year olds	Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs, know many rhymes, talk about familiar books and tell a long story. Use a wider range of vocabulary. Use longer sentences of four to six words. Understand a question or instruction that has two parts. Understand 'why' questions.	Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs, know many rhymes, talk about familiar books and tell a long story. Use a wider range of vocabulary. Use longer sentences of four to six words. Understand a question or instruction that has two parts. Understand 'why' questions.	Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs, know many rhymes, talk about familiar books and tell a long story. Use a wider range of vocabulary. Use longer sentences of four to six words. Understand a question or instruction that has two parts. Understand 'why' questions.	Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs, know many rhymes, talk about familiar books and tell a long story. Use a wider range of vocabulary. Use longer sentences of four to six words. Understand a question or instruction that has two parts. Understand 'why' questions.	Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs, know many rhymes, talk about familiar books and tell a long story. Use a wider range of vocabulary. Use longer sentences of four to six words. Understand a question or instruction that has two parts. Understand 'why' questions.	Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs, know many rhymes, talk about familiar books and tell a long story. Use a wider range of vocabulary. Use longer sentences of four to six words. Understand a question or instruction that has two parts. Understand 'why' questions.
		Talk time based around topic or WellComm assessment Story times Group Times	Talk time based around topic or WellComm assessment Story times Group Times	Talk time based around topic or WellComm assessment Story times Group Times	Talk time based around topic or WellComm assessment Story times Group Times	Talk time based around topic or WellComm assessment Story times Group Times	Talk time based around topic or WellComm assessment Story times Group Times
WellComm (starting points may vary depending on baseline/cohort)		Section 5 Understanding 'in', 'on' and 'under' at the simplest level Learning to remember and then say the names of two things Learning to play with a friend Learning the names of colours Learning the meaning of 'where' Beginning to use 'what' and 'where' Understanding what things are for		Section 6 Understanding and using pronouns: 'he' and 'she' Understanding 'behind' and 'in front' Understand negatives with 'no' and 'not' and then progress to understanding the reduced form (e.g. 'isn't', 'can't' and 'don't'). Developing expressive language Generating ideas about the function of objects Understanding 'why' questions		Section 7 Take on a new role in pretend play Understand the concept of 'many' and 'few' Understand 'long' and 'short' Understand 'why' questions Understand 'first' and 'last' Use comparatives such as shorter and longest Use 'because' in sentences Use pronouns 'his' and 'her' correctly	
Nursery rhymes		Twinkle, twinkle, little star Roly poly Humpty Dumpty Heads, shoulders knees and toes One, two, three, four, five Incy Wincy Spider	If you're happy and you know it I'm a little teapot Wind the bobbin up Father Christmas When Santa got stuck up the chimney Here we go round the Christmas tree	Rain, rain, go away Pat-a-cake, pat-a-cake Five little ducks The Grand Old Duke of York Five crispy pancakes (big eyed owl) Hop little bunnies	The wheels on the bus Ten fat sausages Row, row, row your boat Hickory, Dickory, Dock Hey diddle, diddle Chick, chick, chick, chick, chicken	Old MacDonald Five little ducks Little Bo Peep Baa Baa Black Sheep Five Little monkeys Down in the jungle	Five little speckled frogs Round and round the garden Five little men in a flying saucer Zoom, zoom, zoom, we're going to the moon Mary had a little lamb Polly put the kettle on
Personal, Social and Emotional Development Developed through SCARF sessions, circle times, social stories, diversity stories etc.	2 - 3 year olds	Find ways to calm themselves, through being comforted by their key person. Establish their sense of self.	Feel strong enough to express a range of emotions. Be increasingly able to talk about and manage their emotions. Talking about their feelings in more elaborated ways "I am happy because".	Express preferences and decisions, try new things and establish autonomy.	Notice and ask questions about differences, such as skin colour, types of hair, gender, SEND etc.	Develop friendships with other children.	Feel confident when taken around the local area (or in school) and enjoy exploring new places with their key person.



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	3-4 year olds	Develop their sense of responsibility and membership of a community. Settling in at Nursery. Introducing rules and routine.	Talk about their feelings using words like happy or sad.	Select and use activities and resources, with help when needed.	Begin to understand how others might be feeling.	Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries.	<i>Feel confident when taken around the local area (or in school) and enjoy exploring new places with their key person.</i>
		SCARF - Me and My Relationships Names and pictures on peg labels- finding my own space	SCARF - Valuing Difference	SCARF - Keeping Safe	SCARF - Rights and Respect	SCARF - Being my Best	SCARF - Growing and Changing Transition to school, building confidence and encouraging independence
Physical Development Gross motor Developed through using the trim trail, bikes and scooters, tyres and planks etc.	2-3 year olds	Fit themselves into spaces, like tunnels, dens and large boxes, and move in and around them.	Gradually gain control of their whole body through continual practice of large movements – kicking a ball, rolling, crawling etc.	Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stomp to music.	Clap and stomp to music. Enjoy starting to kick, throw and catch balls.	Use large motor skills to do things independently.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing zips.
	3-4 year olds	Start taking part in some group activities, which they make up for themselves, or in teams.	Continue to develop their movement, balancing and riding (scooters, bikes and trikes) skills.	Use large muscle movements to wave flags and streamers, paint and make marks.	Are increasingly able to remember sequences and patterns of movements which are related to music and movement. Continue to develop their movement, balancing and ball skills.	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Match their developing physical skills to tasks and activities in the setting.	Be increasingly independent meeting their own care needs eg, brushing teeth, using the toilet, washing and drying their hands thoroughly.
		Draw lines and circles using large scale movements Different size boxes for constructing Large scale easel for mark making Chalking on playground Mops, brushes and water Explore the outdoor space, bike riding, balancing. Sensory room exploration.	Draw lines and circles using large scale movements Exploring the quiet garden and starting Forest School sessions Large scale easel for mark making Chalking on playground Mops, brushes and water	Walk barefoot over different surfaces to experience texture. Den building.	Challenge to cross the playground without touching the floor Digging/weeding flowerbeds Ball games	Using the field to run, play and explore on a large scale	Use trim trail equipment as part of transition to school. Pre-school - Join Reception class Outdoor Adventures.
Squiggle		Wiggle me into squiggle 1 move per week (weeks 1-6)	Wiggle me into squiggle 1 move per week (weeks 7-10) Squiggle while you wiggle Move 1 (3 weeks)	Squiggle while you wiggle Move 2 (3 weeks) Squiggle while you wiggle Move 3 (3 weeks)	Squiggle while you wiggle Move 4 (3 weeks) Squiggle while you wiggle Move 5 (3 weeks)	Squiggle while you wiggle Move 6 (3 weeks) Squiggle while you wiggle Move 7 (3 weeks)	Squiggle while you wiggle Move 8 (3 weeks) Squiggle while you wiggle Move 9 (3 weeks)



Kindness Curiosity Respect Resilience Teamwork

Physical Development Fine motor Fiddly Fingers activities, mark making, construction, drawing,, Dough Disco.	2-3 year olds	Explore different materials and tools.	Develop manipulation and control.	Develop manipulation and control.	Explore different materials and tools.	Use small motor skills to do things independently, for example try to manage buttons and zips and pour drinks.	Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
	3-4 year olds	Use one handed tools and equipment eg, making snips in paper with scissors.	Use one handed tools and equipment eg, making snips in paper with scissors.	Choose the right resources to carry out their own plan.	Choose the right resources to carry out their own plan.	Use a comfortable grip with good control when using pens and pencils.	Starts to eat independently and learning how to use a knife and fork. Make healthy choices about food and drink, activity and tooth brushing.
		Use one handed tools and equipment such as scissors, pens & pencils etc. Self portraits, threading, chunky grip tool use (pens, crayons etc) Playdough- cutters, googly eyes, buttons etc to make family.	Use one handed tools and equipment such as scissors, pens & pencils etc. Christmas Crafts Cutting activities, tweezers, filling and emptying containers, hammering & chopping.	Tweezers and tongs for pincer grip practice. Dough Gym introduction. Cutting activities, tweezers, filling and emptying containers, hammering & chopping.	Fine motor seed planting. Exploring natural materials with hands. Dough Gym.	Experiment with pre-writing shapes. Dough Gym.	Encouraging independence with coats/zips and putting shoes on etc. Experiment with mark making initial letters of names and other pre-writing shapes.
Literacy Reading Reading area, books in different areas inside and out. Weekly key texts and vocabulary focus.	2-3 year olds	Enjoys sharing books with an adult.	Say some of the words in songs or rhymes.	Pay attention and responds to the picture or words.	Ask questions about the book.	Repeat words and phrases from familiar stories.	Notice some print, such as the first letter of their name, a bus or door number or familiar logo.
	3-4 year olds	Understand the 5 concepts of print. Engage in extended conversations about stories, learning new vocabulary.	Understand the 5 concepts of print. Engage in extended conversations about stories, learning new vocabulary	Understand the 5 concepts about print. Engage in extended conversations about stories, learning new vocabulary	Understand the 5 concepts about print. Engage in extended conversations about stories, learning new vocabulary	Understand the 5 concepts about print. Engage in extended conversations about stories, learning new vocabulary	Understand the 5 concepts about print. Engage in extended conversations about stories, learning new vocabulary
		Story Sacks Story provocations Books and print in the environment	Story Sacks Story provocations Books and print in the environment	Story Sacks Story provocations Books and print in the environment	Story Sacks Story provocations Books and print in the environment	Story Sacks Story provocations Books and print in the environment	Story Sacks Story provocations Books and print in the environment
Literacy Writing	2-3 year olds	Enjoys drawing freely. Add some marks to their drawings, which they give meaning to.	Enjoys drawing freely. Add some marks to their drawings, which they give meaning to.	Enjoys drawing freely. Add some marks to their drawings, which they give meaning to.	Enjoys drawing freely. Add some marks to their drawings, which they give meaning to.	Enjoys drawing freely. Add some marks to their drawings, which they give meaning to.	Enjoys drawing freely. Add some marks to their drawings, which they give meaning to.
	3-4 year olds	Use some of their print and letter knowledge in early writing.	Use some of their print and letter knowledge in early writing.	Use some of their print and letter knowledge in early writing.	Use some of their print and letter knowledge in early writing.	Use some of their print and letter knowledge in early writing.	Use some of their print and letter knowledge in early writing.
	Phonics	General sound discrimination - environmental General sound discrimination - instrumental sounds General sound discrimination - body percussion		Rhythm and Rhyme Alliteration Voice sounds Oral blending and segmenting		Teach 1 RWI sound per day Oral blending and segmenting	



Kindness Curiosity Respect Resilience Teamwork

Mathematics	2-3 year olds	Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Climb and squeeze themselves into different types of spaces. Build with a range of resources.		Take part in finger rhymes with numbers. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.		React to changes of amount in a group of up to three items. Notice patterns and arrange things in patterns. Basic 2D shapes- circle, triangle, rectangle, square Compare amounts, saying 'lots', 'more' or 'same'. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Rote count to 5 Begin to recognise numerals 0-5.	
	3-4 year olds	Take part in finger rhymes e.g. 1,2,3,4,5 once I caught a fish alive. Develop counting like behaviour by saying some numbers in sequence. Begin to notice patterns and arrange things such as toys in patterns. Begin to compare sizes and weights using different language and gestures e.g. bigger, little, small high/low or heavy.	Count in every day contexts, sometimes skipping numbers. Talk about the patterns around them for example spotty or stripy clothes. Use informal language to talk about patterns in the environment e.g. blobs or pointy. Begin to extend simple ABAB patterns e.g. stick, leaf, stick, leaf. Experiment with their own symbols to represent some numbers. Continue counting numbers up to 5. Begin to understand that the last number reached is the total number of objects (cardinal principle). Begin to show finger numbers up to 5.	Count numbers up to and beyond 5. Develop fast recognition of up to three objects (Subitising). Begin to talk about 2D shapes using informal mathematical language such as flat and round. Select shapes appropriately through play for example, using shapes with flat surfaces for a building. Begin to describe a sequence of events, real or fiction, using words such as 'first, next, then'.	Continue experimenting with their own symbols and marks as well as numerals. Recite numbers past 5 and begin to show finger numbers for numbers 1-10. Use large shapes and use them to create bigger shapes and objects for example selecting a triangle for the roof of a house and a square for the base of the house. Begin to use positional language for everyday objects for example, the bag is under the table.	Solve real world mathematical problems with numbers up to 5. Recognise numerals up to 3. Link numerals to the amounts for example, recognising the numeral 5 and then matching it with 5 objects. Compare quantities using 'more than' and 'fewer than'. Find different ways of representing numbers using their own marks.	Recognise numerals up to 5. Use their knowledge on 2D shapes to use informal language to talk about 3D shapes. Use positional language that they have previously learnt to describe a familiar route. Describe the route using words such as 'in front of' and 'behind'. Continue using their marks to represent numbers, forming some numbers correctly. Notice an error in repeating ABAB patterns.
Understanding the World Developed through exploring the school grounds and Forest School. Stories about other people, the world, celebrations, themes etc. . Resources in continuous provision.	2-3 year olds	Make connections between the features of their family and other families. Notice differences between people	Explore and respond to different natural phenomena in their setting and on trips.	Explore and respond to different natural phenomena in their setting and on trips.	Explore and respond to different natural phenomena in their setting and on trips.	Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside.	Notice differences between people.

**Kindness Curiosity Respect Resilience Teamwork**

	3-4 year olds	Begin to make sense of their own life-story and family's history. Show interest in different occupations.	Talk about what they see, using a wide vocabulary.	Begin to understand the need to respect and care for the natural environment and all living things.	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.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Begin to make sense of their own life-story and family's history.
		Exploring home and family, discussing who makes up their family. Images of different homes in the small world area. Mirrors to look at facial features. Role Play- Home environment.	Observe seasonal changes. Leaf picking, forest school, natural artwork. Harvest Diwali Christmas	Observe seasonal changes. Frozen items - arctic	Planting seeds, observing growth. Forest activities, seasonal changes. Plant a bee/butterfly friendly area.	Exploring animals. Discuss occupations as we introduce teachers, TAs and other school staff. Explore healthy choices relating to food, safety on the road, in the sun etc.	Beach provocation. Shell and pebble investigation.
Expressive Arts and Design Developed through the Poetry Basket, access to art and craft materials, outdoor stage and musical instruments, role play and small world areas.	2-3 year olds	Join in with songs and rhymes, making some sounds. Explore a range of sound makers and instruments and play them in different ways. Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally.	Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.	Express ideas and feelings through making marks, and sometimes give meaning to the marks they make.	Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.	Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.
	3-4 year olds	Join different materials and explore different textures. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	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.	Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses Etc. Join different materials and explore different textures.	Develop their own ideas and then decide which materials to use to express them. Explore colour and colour mixing.	Take part in simple pretend play, using an object to represent something else even though they are not similar.	Take part in simple pretend play, using an object to represent something else even though they are not similar.



Kindness Curiosity Respect Resilience Teamwork							
		Mark making	Mark making	Mark making	Mark making	Mark making	Mark making
		Self portraits	Christmas role play	Sensory experiences- playdough, sand and water, sequins and glitter.	Natural pictures/prints	Model making vehicles	Self portraits
		Making instruments out of familiar resources (pots/pans/lids etc)	Christmas decorations, using different techniques and media.		Easter craft activities	Marbling techniques	Postcards
		Building homes, 2D and 3D.	Christmas songs and dances.		Egg decorating	Grass heads	School role play
		Learning new songs/rhymes and dances.			Easter chicks		
					Mother's Day crafts		
			Easter Bonnet competition?				
			Easter songs				