Year N: - Long Term Plan (2026-27)

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Heads, shoulders, knees and toes! It's all about me! including Autumn**	**Time to Celebrate Toys**	**Home sweet home**	**In the Garden (including minibeasts)**	**Animal Magic**	**Transport (including space)//magical land**
Big question	Who is in my family?	How do we celebrate?	What doI want to be when I grow up?	What does a plant need for it to grow	How do we look after animals?	How will we get there?
Possible Themes/Interests / Lines of Enquiry	Show and Tell: my family photo. Discuss family tree Introduce themselves and make new friends My Family Meeting new classmates Family trees – home learning	Show and Tell: my favourite toy School Christmas Performance World Space Week Halloween potion making Bonfire night: art Remembrance day: CHRISTMAS Nursery rhyme week Visit from the 'Elf on the Shelf	Careers Day Show and Tell: something I see on my way to Nursery or photo of where I live	World Book Day Mothers Day Holi EID Easter Planting vegetable seeds-cress, •beans, potatoes, tomatoes Show and Tell: Their favourite stories	Show and Tell: favourite animal Me and my pet photos	Father Day Summer Fayre Sports day Nursery graduation Meet my new teacher
Key texts	Who is in my family The great big book of families Starting school	Christmas Nativity Bonfire night Christmas story Nursery rhymes Diwali story	The three little pigs - builders Goldilocks and the three bears - police	Easter story Titch and the sunflower Jaspers beanstalk Mad about minibeasts The enormous Turnip	Oi Frog Wonky Donkey Dear Zoo Jacob O'Reilly wants a pet Way down deep in the deep blue sea	Where's Mr Astronaut? My first things that go The train ride
Home projects	Make a healthy meal together Practice putting coats, gloves, hats independently Learn to pack and zip/close their bag		Learn to zip up their coat Learning to use cutlery to cut food and feed themselves Practice writing their own name Grow a seed at home		Continue to practise using cutlery independently Dress themselves independently Retell a story to a grown up at home	
Parental/carer involvement	Family photo	Christmas performance and party	Parents sharing professions	Stay and play	Sports day Sharing pets	Summer Fayre Art exhibition Teddy bears picnic
Communication and Language	**Enjoy listening to longer stories.** **Pay attention to more than one thing at a time.** **Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".**	Listening to others in small groups. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a growing repertoire of songs. Know an increasing number of rhymes.	Develop their communication skills and begin to use more complex sentences to link thoughts. Use a wider range of vocabulary linked to our topic. Develop their pronunciation of words.	Use longer sentences of four to six words. Talk about familiar books, and be able to tell a long story. Follow simple directions how to plant a seed.	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."	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. Use a wider range of vocabulary.
	Learn new vocabulary ***Use new vocabulary through the day***		***Listen carefully to rhymes and songs, paying attention to how they sound.*** ***Learn rhymes, poems, and songs.***		***Use new vocabulary in different contexts*** ***Listen to and talk about stories to build familiarity and understanding***	
Personal, Social and Emotional Development	Settling in – building relationships with peers and with staff. Learning to manage own feelings when separating from care givers. Learning and following boundaries and nursery/school rules. Select and use activities and resources, with help when needed	Develop their sense of responsibility and membership of a community. Develop the class charter and ensure children understand what it means. Building self confidence in their nursery setting. Big emphasis on tidy up time- using songs to encourage this.	Become more outgoing with unfamiliar people in the safe context of nursery. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. How to be a kind friend-begin to find solutions to conflicts.	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them Talk with others to solve conflicts.	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Develop appropriate ways of being assertive.	*Preparing for change and the transition to school* *Understand gradually how others might be feeling.*

Physical development	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. Use one-handed tools and equipment, for example, making snips in paper with scissors.	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to draw lines and circles and make marks. Using scissors and tools safely Start eating independently and learning how to use a knife and fork.	Start taking part in some group or team activities. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. **Get set for PE** Introduction to PE: Unit 1	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Make healthy choices about food, drink, activity and toothbrushing. **Get set for PE** Fundamentals: unit 1	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. 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. **Get set for PE** Gymnastics: Unit 1	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 a comfortable grip with good control when holding pens and pencils. **Get set for PE** Ball Skills Unit 1
Understanding the World	Begin to make sense of their own life-story and family's history. Continue developing positive attitudes about the differences between people.	Use all their senses in hands-on exploration of natural materials	Show interest in different occupations. Explore how things work. Explore and talk about different forces they can feel.	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.	Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.	Talk about the differences between materials and changes they notice. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Expressive Arts and design	Take part in simple pretend play, using an object to represent something else even though they are not similar. Remember and sing entire songs. Explore colour and colour-mixing.	Explore different materials freely, to develop their ideas about how to use them and what to make. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Sing the pitch of a tone sung by another person ('pitch match').	Develop their own ideas and then decide which materials to use to express them. Use drawing to represent ideas like movement or loud noises.	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Listen with increased attention to sounds. Create their own songs or improvise a song around one they know.	Join different materials and explore different textures. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Respond to what they have heard, expressing their thoughts and feelings. Play instruments with increasing control to express their feelings and ideas.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
Mathematics	**Birth - 3** Complete inset puzzles. **Birth - 3** Compare sizes using gesture and language - 'bigger/little/smaller' **3-4** Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. **3-4** Make comparisons between objects relating to size	**3-4** Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). **3-4** Say one number for each item in order: 1,2,3,4,5. **3-4** Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). **3-4** Show 'finger numbers' up to 5. **3-4** Extend and create ABAB patterns – stick, leaf, stick, leaf. **3-4** Notice and correct an error in a repeating pattern.	**3-4** Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). **3-4** Show 'finger numbers' up to 5. **3-4** Say one number for each item in order: 1,2,3,4,5. **3-4** Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). **3-4** Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. **3-4** Experiment with their own symbols and marks as well as numerals. **3-4**	**3-4** Recite numbers past 5. **3-4** Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). **3-4** Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. **3-4** Make comparisons between objects relating to size, length, weight and capacity.	**3-4** Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' **3-4** Understand position through words alone – for example, "The bag is under the table," – with no pointing. **3-4** Compare quantities using language: 'more than', 'fewer than'. **3-4** 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'.	**Reception** Explore the composition of numbers to 10. **3-4** Recite numbers past 5. **3-4** Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). **3-4** Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. **3-4** Solve real world mathematical problems with numbers up to 5.

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