

Woodland Nursery Long Term Plan 2026 - 2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Theme	"Who am I and what can I do?"	"Festivals and Celebrations!"	"Traditional Tales"	"All Creatures, Great and Small"	"The Hero Next Door"	"The Big Blue!"
Enrichment opportunities	Autumnal Local Walk	Bonfire Night	Chinese New Year	World Book Day	Earth Day	Father's Day
Cultural Capital	Family pictures brought in from home	World Nursery Rhyme Week	Valentine's Day	Mother's Day	St. George's Day	Sports Day
Educational Visit	Harvest Festival visit to Church	Diwali	Lent - pancakes	Easter	Eid	Transition into Reception
Home learning activities	Who's in your family tree? Home routines Autumn Treasure Hunt Owl story search	Learning a favourite Nursery Rhyme Pictures of Christmas family traditions. Favourite Christmas story	Making porridge – think about the story language. Teddy Bear House Hunt Ordering items – those that are large, medium, small.	Weekend minibeast hunt Animal sorting Drawing your child's favourite animal	Helping at Home chore chart How many neighbourhood hero's have you seen over the weekend? Role-play Rescue!	If you visit the beach over the weekend, what can you find? Can you make a collection to bring into Nursery as a show and tell? Look at the ocean on "Google Earth" – can the children tell you where the ocean begins? Can they spot any islands in any of the oceans? Can the children help with the recycling at home? Do they know why recycling is important when relating to Ocean wildlife?



Language Rich Books	Who Are You?	Handa's Noisy Night	Goldilocks and the Three Bears	Norman the Slug with the Silly Shell	When You're Fast Asleep	Into The Blue
	I Like Bees, I Don't Like Honey!	Handa's Surprise	The Gingerbread Man	The Very Hungry Caterpillar	You Can't Call an Elephant in an Emergency!	Sharing a Shell
	Super Duper You!	My Day with Panye	Jack and the Beanstalk	Walking Through the Jungle	A Superhero Like You	The Whale Who Wanted More
	Owl Babies	Mr Men and Little Miss – Happy Diwali		The Odd Egg	Busy Vet	Somebody Swallowed Stanley
	All Kinds of Families	Nursery Rhymes		We're Going on an Egg Hunt	People Need People	Commotion in the Ocean
	The Little Red Hen	The Nativity			We're Going To The Doctor	Aqua Boy
	After The Storm					
Nursery Rhymes	Head, Shoulders, Knees and Toes	Rockaby Baby (African)	I'm a Little Bean Seed	Tiny Caterpillar	5 Little Firemen	Row, Row, Row your Boat
	I've got a body, a very busy body!	Che Che Kule	When Goldilocks Went to the House of the Bears	I can Sing a Rainbow	Miss Polly	There's a Hole in the Bottom of the Sea
	This is the way we...	5 Little Diya's	Run, Run, As Fast As Your Can	Down in the Jungle		One, Two, Three, Four, Five
		Incy, Wincy Spider		5 Little Monkeys		Swimming in the ocean, what do you see?
	Five Baby Owls Sitting in a Tree	We Wish you a Merry Christmas		5 Little Ducks		
	Ready for the Harvest			Mary, Mary, Quite Contrary		
	The Weather Song					

Communication & Language Listening, Attention & Understanding Speaking	Listens to a story and is beginning to listen to others in one-one or small groups. Start to say how they are feeling, using words as well as actions. Understands and follows a simple instruction Role-play – support, model and listen to children as they interact and develop their vocabulary in their play. Small group speaking opportunities to share.	Listens to stories with increasing attention and recall. Listens to others in one-one or small groups. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why') Role-play – support, model and listen to children as they interact developing characters Larger group speaking opportunities to share news – magic moments.	Listens and joins in with repeated refrains in rhymes and stories, remembering much of what happens. Role-play – Support and model talk in pretending that objects stands for something. To begin to use longer sentences when sharing.	Listens to stories and rhymes and anticipates key events and phases. Role-play – Support and model longer sentences to imagine, create and develop with an adult or a friend. To develop using longer sentences when sharing.	Listens and follows a two chained instruction. Role-play – Support children in creating storylines/taking turns to talk. Show increasing confidence talking in small or large groups.	To listen and understand simple 'why' questions. Role play – Support and model language expressing a point of view or share an opinion during their play. Using a wider range of 3 syllable words. Begins asking questions in response to conversations. Knows many rhymes and able to tell a long story.
Physical Development Gross Motor Skills Fine Motor Skills	Fundamental Movement Skills Establishing regular routines for eating, drinking, washing hands, toileting so that children become familiar with the routine of the day. Develop manipulation and control. Explore different materials and tools.	Fundamental Movement Skills Games to support listening and following instructions. Yoga – linked to Kindness Day. Use large –muscle movements to wave flags, steamers, paint and make marks. Manipulates a range of tools and equipment in one hand.	Fundamental Movement Skills Ball Skills Become increasingly dependent putting on and taking off coats and shoes. Use large –muscle movements to wave flags, steamers, paint and make marks. Can attend to toileting needs most of the time.	Fundamental Movement Skills Use large –muscle movements to wave flags, steamers, paint and make marks. Manipulates a range of tools and equipment in one hand.	Fundamental Movement Skills Team Games Show independence with toileting needs. Manipulates a range of tools and equipment in one hand.	Fundamental Movement Skills Becoming increasingly independent zipping up coats. Manipulates a range of tools and equipment in one hand. Use a comfortable grip with good control when holding pens and pencils.

			Manipulates a range of tools and equipment in one hand.			
Personal, Social & Emotional Development Self-Regulation Building Relationships Managing Self	Begins building relationships with peers and staff. Learning to manage own feelings when separating from care givers. Builds relationships with special people but may show anxiety in the presence of strangers Learning and following boundaries and nursery/school rules.	Continuing to build self confidence in nursery setting. Encouraging self-care independence. Beginning to play with one or more children with support. Learning how to find solutions to conflicts and rivalries.	Understand gradually how others might be feeling through a range of scenarios and stories. Increasingly follow rules, understanding why they are important.	Learning to make healthy choices. Remember rules without needing an adult to remind them. Develop their sense of responsibility and membership of a community.	Develop appropriate ways of being assertive through modelling. Playing in groups, extending and elaborating play ideas. Come up with solutions to resolve conflicts.	Shows more confidence in new social situations – transitioning into Reception. To be able to talk about their feelings. To celebrate what they have enjoyed in Nursery this year.

Specific Areas

Literacy	Comprehension	Listens to and joins in with stories and poems Repeat words and phrases from familiar stories Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props	Joins in with repeated refrains and anticipates key events and phases in rhymes and stories. Begins to talk about events and characters in stories. Recognising their name with the support of an image. Handles books with growing competence.	Begins to be aware of the way stories are structured and to tell their own stories. Talks about events and characters in stories and how the story might end. Recognising their name Knows that print carries meaning	Shows an interest in illustrations and words in print, digital books and words in the environment. Show awareness of rhyme and alliteration Claps or taps the syllables during sound play	Knows that print carries meaning and is read in English from left to right and top to bottom. Hears and says the initial sound in words. Recognises rhythm in spoken words, songs, poems and rhymes. Count or clap syllables in a word.	Engage in extended conversations about stories, learning new vocabulary. Hears and says the initial sound in words. Recognises rhythm in spoken words, songs, poems and rhymes. Count or clap syllables in a word.
	Word Reading	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo	Makes up stories, play scenarios, and drawings in response to experiences.	Includes mark making and early writing in their play. Ascribe meanings to signs, symbols and words they see in different places. Make marks on their picture to stand for their name	Imitates adults' writing by making continuous lines of shapes and symbols from left to right.	Attempt to write their own name using combinations of lines, circles and curves or letter-type shapes.	Begins to make letter-type shapes to represent the initial sound of their name and other familiar words. Write some recognisable letters of their name.
	Writing	Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy."					
Phonics		Phase 1 Letters and Sounds Introducing Phase 1 – Aspect 1 – General Sound Discrimination – Environmental Sounds	Phase 1 Letters and Sounds Teaching Block 1 – Tuning into sounds. Aspects 1-6 (Environmental Sounds, Instrumental Sounds, Body Percussion, Rhythm and Rhyme, Alliteration, Voice Sounds)	Phase 1 Letters and Sounds Teaching Block 2 – Listening and Remembering Sounds. Aspects 1-6 (Environmental Sounds, Instrumental Sounds, Body Percussion,	Phase 1 Letters and Sounds Teaching Block 3 – Talking about Sounds. Aspects 1-6 (Environmental Sounds, Instrumental Sounds, Body Percussion, Rhythm and Rhyme, Alliteration, Voice Sounds)	Phase 1 Letters and Sounds Teaching Block 4 – Tuning into Sounds, Listening and Remembering Sounds and Talking about Sounds. Aspect 7 (Oral Blending and Segmenting)	Phase 1 Red Rose Letters and Sounds Consolidate Aspects 1-7 as required

			Rhythm and Rhyme, Alliteration, Voice Sounds)			
Mathematics White Rose Maths	Comparison 1 – More than, fewer than, same Shape, space and measure 1 – Explore and build with shapes and objects Pattern 1 -Explore Repeats Counting 1 – Hear and say number names	Counting 2 – Begin to order number names Subitising 1 – I see 1,2,3 Pattern 2 – Join in with repeats Shape, space and measure 2 - Explore position and space	Subitising 2 – Show me 1,2,3 Counting 3 – Move and label 1,2,3 Shape, space and measure 3 – Explore position and routes Pattern 3 – Explore patterns	Counting 4 – Take and give 1,2,3 Shape, space and measure 4 – Match, talk, push and pull Subitising 3 – Talk about dots Comparison 2 – Compare and sort collections	Pattern 4 – Lead on own repeats Shape, space and measure 5 – Start to puzzle Pattern 5 – Making patterns together Subitising 4 – Make games and actions	Counting 5 - To represent amounts using symbols. Shape, space and measure - Use appropriate shapes to represent a picture. Subitising 4 - subitise to 4 and then link the numeral to these smaller amounts.
Knowledge and Understanding the World Past and Present (History)	Begin to make sense of the members of their own immediate family. Home routines/Nursery routines.	Develop positive attitudes about the differences between people and their beliefs. Enjoys joining in with family customs and routines.	Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	Talks about past and present relating to themselves and how they have changed? (link to caterpillar and butterfly)	Show interest in different occupations/ways of life.	Understand the difference between lifestyles of people who live by the ocean and how they might be different from ours.
People, Culture & Communities (Geography)	Learning about Harvest – what it means, why it happens, where does our food come from? Looking outdoors for signs of food in the outdoor environment – is it ready for Harvesting? How do we know? Noticing signs of Autumn – collecting Autumn treasures. How the change of season effects the weather – what types of weather are there?	Noticing the changes in the seasons between Autumn and Winter. Know that there are different countries in the world and begin to describe some differences between them.	Plant seeds and care for growing plants.	Understand the key features of the life cycle of a plant or animal.	Talks about the features of their own immediate environment and how environments might vary from one another. (Map making)	Begin to understand the need to respect and care for the natural environment and all living things.

	How can we record the weather?					
People, Culture & Communities (RE)	"I am Special" – Psalm 139 "God Made Our Wonderful World" "Jesus Welcomes the Children" "The Good Samaritan"	Diwali – traditional, annual Hindu celebration, "The Festival of Light". "Jesus Heals Ten Lepers" (Luke 17:11-19) – focus on thankfulness "The Widow's Gift" (Mark 12:41-44) – focus on sharing/giving to others. The Nativity Story.	"Jonah and the Big Fish" – linked to "Goldilocks and the Three Bears" – Jonah tried something he maybe should not have done and learned a lesson. God still takes care of us even when we make mistakes. "The Story of the Lost Sheep" – linked to the Gingerbread Man" – the sheep ran away like the gingerbread man. God wants us to be safe and like the Little Old Man/Woman, people went out after the little lost sheep to try and find it.	The Easter Story – links to love, new life, sacrifice.	"Jesus Calms the Storm" (Matthew 8:23-27) – how community heroes makes us feel safe. "The Lost Sheep" (Matthew 18:12-14) – everyone is important.	"Jonah and the Whale" "Noah's Ark" "The Miraculous Catch of Fish" "Jesus Walks on Water"
The Natural World (Science)	Heart Beats! During P.E, stop and feel our heartbeat – where is our heart, can you feel it, after running/exercise, is it beating fast/slow. What can my hands do? Exploring materials/textures – noticing those differences, describing what they observe.	Investigate colour, light, shadow and patterns (relating to Diwali). Explore how you can shine light through some materials, but not others. Investigate shadows.	Explore how different materials sink and float. (boat for the gingerbread man)	Talk about the differences between materials and changes they notice. (Combining ingredients in crispy cakes/changing the temperature so that ingredients melt.)	Explore and talk about different forces they can feel.	Changes of state – linked to melting sea ice. Cause and effect – how to make different sized ocean waves.
Expressive Arts & Design	Make simple models which express their ideas.	Explore paint, using fingers and other parts of their	Explore different materials freely, to develop their ideas	Explore colour and colour mixing.	Uses various construction materials, e.g. joining pieces, stacking vertically	Make imaginative and complex 'small worlds' with blocks and construction kits,

Creating with Materials (Art & DT)	Use their imagination as they consider what they can do with different materials.	bodies as well as brushes and other tools. Create closed shapes with continuous lines and begin to use these shapes to represent objects	about how to use them and what to make. 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, etc	and horizontally, balancing, making enclosures and creating spaces Join different materials and explore different textures.	such as a city with different buildings and a park.
Being Imaginative & Expressive	Taking part in simple pretend play, usually based on familiar experiences.	Extending their pretend play being able to talk about it and explain what they have made and how it works.	Uses an object to represent something else. Uses available resources to create props to support play.	Begin to develop complex stories using small world or role play.	Continue to develop complex stories using small world or role play.	Notices what other children and adults do, mirroring what is observed, adding variations and extending their play ideas spontaneously.
Music	Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	Knows and joins in with familiar songs and rhymes	Explores different instruments and plays them in different ways	Remembers and sing well known rhymes and songs in and for a small group, e.g. 'rainbow' song and 'Move like a dinosaur'	Confidently responds to music with movement.	Requests songs, knows a range of entire songs. Begins to sing the melody, pitch and tone of well-known nursery rhymes and songs.
	Charanga – "Bounce Into Action"	Nativity songs	Charanga – "Happy Talk"	Charanga – "Amazing Animals"	Charanga – "Number Fun"	Charanga – "Beep Beep Toot Toot"
	Finding the beat		Sing whole songs.	Move creatively to music 'in character'.	Find and keep the beat with different songs.	Play instruments with increasing control in the correct section of a song
	Copy and create fine/gross motor actions and cross body movements.		Respond to musical messages and changes.	Listen and respond with increased attention and express feelings about the music.	Play instruments with developing control.	Develop accuracy in following signals to start and stop correctly