



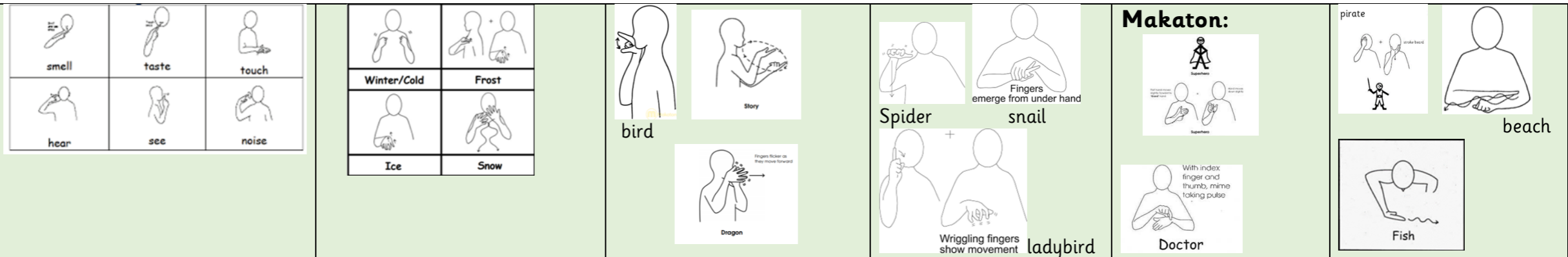
Ashcroft Infant and Nursery School

Nursery Long Term Plan 2025/2026



This overview of our Long-Term Plan for the year outlines the themes and areas of development for each half-term. Please note that we use this planning in conjunction with 'Planning in the Moment.' The long-term plan is implemented flexibly and adapted in response to events/developments/interests that arise during the year to ensure the developmental needs of all our children are met.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes, experiences, enhancements, activities, lines of enquiry etc.	<p>All About Me and Autumn</p> <p>(including senses and emotions) World Space Week, Parent Consultations.</p>	<p>Seasonal Celebrations</p> <p>(to include Diwali and Christmas) Autumn and Christmas 'Stay and Play' Sessions. World Nursery Rhyme Week.</p>	<p>Seasonal Changes</p> <p>Chinese New Year, Big Garden Bird Watch, National Story Telling Week, Children's Mental Health Week, Valentines Day, Parent Consultations.</p>	<p>Nature and Insects</p> <p>World Book Day, British Science Week, Mother's Day, Easter.</p>	<p>Superheroes and People Who Help Us</p> <p>St George's Day, Visits from emergency services.</p>	<p>Pirates, Seaside and Under the Sea</p> <p>Nursery Stay and Play session, Reports out.</p>
Possible core texts and texts linked to themes.						
Possible songs, open ended questions, key vocabulary and Makaton signs.	<p>Songs: 'Heads, Shoulders, Knees and Toes', 'If You're Happy and You Know It', 'My Feelings Song', 'I'm a Little Hedgehog', 'The Leaves are Falling Down'.</p> <p>Open ended questions: 'Tell me more about you...', 'What does this remind you of?', 'How would you feel if...?', 'Can you describe...?', 'I wonder what you noticed?'</p> <p>Key Vocab: head, eyes, nose, mouth, smell, touch, hear, see, noise, happy, sad, excited, angry, autumn, leaves, change, falling, different, red, orange, brown.</p> <p>Makaton:</p>	<p>Songs: 'Diwali Twinkle, Twinkle', Favourite Nursery Rhymes, 'I'm a Little Penguin', 'On a Cold and Frosty Morning', 'Five little Snowmen', 'Jingle Bells'.</p> <p>Open ended questions: 'What did you see?', 'What did you hear?', 'Why is that your favourite...?', 'How can we find out?', 'What is your plan?'</p> <p>Key Vocab: loud, quiet, listen, colours, bang, rhyme, music, sing, actions, place, weather, cold, frost, ice, winter, christmas.</p> <p>Makaton:</p>	<p>Songs: 'Bear Hunt Journey', 'Two Little Dickie Birds', 'Gingerbread Man is on the Run', 'Wishing Tree Counting Song'.</p> <p>Open ended questions: 'What kind of birds can you see?', 'How does your story start?', 'What is your story about?', 'What happens next?', 'How shall we celebrate Chinese New Year?'</p> <p>Key Vocab: bird, nest, flying, feathers, story, book, write, read, retell, Chinese, dragon, lantern, new year.</p> <p>Makaton:</p>	<p>Songs: 'Wiggly Woo', 'Incy Wincy Spider', 'Ladybird, Ladybird Rhyme', 'There's a Tiny Caterpillar on a Leaf', 'Five Garden Snails'.</p> <p>Open ended questions: 'What insects have you found?', 'What can you use to make a pattern?', 'What do you think caterpillars like to eat?', 'Where does a snail live?'</p> <p>Key Vocab: insects, legs, wings, wiggly, crawl, spotty, pattern, egg, leaf, cocoon, little, big, swirly, shell, trail.</p> <p>Makaton:</p>	<p>Songs: '1-10 Super Song', 'Superhero Training is Fun to do', '999 Emergency Song', 'Being Helpful Song'.</p> <p>Open ended questions: 'What adventure are you going on?', 'What super power do you have?', 'How do the police help us?', 'I'm a Firefighter', 'What can we do to be helpful?'</p> <p>Key Vocab: fast, speed, powers, strong, brave, helpful, police, siren, fire fighter, alarm, hose pipe, ladder, doctor, nurse, teacher.</p>	<p>Songs: 'The Big Ship Sails on the Ally-Ally-O', 'Pirate Jobs Song', 'Oh I do like to be beside the seaside', 'The Suncream Song', '1, 2, 3, 4, 5, Once I Caught a Fish Alive'.</p> <p>Open ended questions: 'Why did it sink/float?', 'What would you take to the beach?', 'How do we stay safe in the sun?', 'What creatures live in the sea?'</p> <p>Key Vocab: pirate, ship, treasure, sink, float, swim, beach, sand, shells, summer, sunhat, suncream, shade, ocean, fish, sea creatures.</p> <p>Makaton:</p>



3 Prime areas of learning and development

Personal, Social and Emotional Development

Play with increasing confidence on their own and with other children because they know their key person is nearby and available. Increasingly begin to follow rules, understanding why they are important. Develop friendships with other children.

Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Safely explore emotions beyond their normal range through play and stories.

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas.

Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.

To be able to play in a group with friends and make up ideas of things to do and games to play. To begin to manage feelings and talk about emotions. To understand how others might be feeling. Develop their sense of responsibility and membership of a community. Feel strong enough to express a range of emotions.

To be ready for new experiences like starting school. To learn how to be assertive. To be able to follow rules and know why they are important. To begin to find solutions to quarrels and rivalries. To be able to follow the rules without an adult reminding me.

Communication and Language Development

Understand and act on longer sentences like make teddy jump or find your coat. Understands and uses simple questions about 'who', 'what' and 'where'. Listen to simple stories and understand what is happening, with the help of the pictures. Use language linked to daily routines and themes.

Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary, e.g. Diwali, samosa, festival etc. Sing a large repertoire of songs. Joins in with actions.

Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions. Uses a wider vocabulary and longer sentences of 4-6 words. Continues to develop and sing a repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Learns lots of new words and use them in their play. E.g. Farmer, Zookeeper. This could be linked to role-play areas.

Starts a conversation with adults and friends. Enjoys listening to longer stories and can remember what happens in them. Understand a question with two parts like "Can you get your coat and wait by the door please?". Uses talk to organise play e.g. "Let's go on a bus...you sit there... I'll be the driver". Focuses on a chosen activity for at least ten minutes

Join in at group time by putting up hand and waiting their turn to talk. Be able to talk about thoughts even when they disagree and can discuss this using words and actions. Uses longer sentences of four to six words when talking. Understands when asked questions like "Why do pirates need a ship?" and "How can we mop up the juice?". Sits quietly and listen for longer periods of time. Able to move away from distractions when concentrating.

Physical Development

Continue to develop their movement through:

- Balancing,
- Riding
- Ball skills.

 Beginning to match their developing physical skills to tasks and activities in

Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Choose the right resources to carry out their own plan.

With support collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Uses one-handed tools and equipment, for example, making snips in paper with scissors.

Begin to be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Begin to be increasingly independent in meeting their own care needs, e.g.

Is independent in meeting my own care needs, such as brushing my teeth, using the toilet, and wiping my bottom washing and drying my own hands. Goes up steps and stairs, or climb

Is independent and helps to get dressed and undressed. Makes healthy choices about food, drink, activity and tooth brushing. Developing their small motor skills so that they can use a range of tools

		<p>the setting. For example, they decide whether to:</p> <ul style="list-style-type: none"> • Crawl • Walk • Run. <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p>	<p>Begin to: Skip, hop, stand on one leg and hold a pose for a game like musical statues</p>	<p>Use a comfortable grip with good control when holding chunky pens, pencils and paints. Start to eat independently and learns how to use a knife and fork.</p> <p>Begin to show a preference for a dominant hand.</p>	<p>brushing teeth, using the toilet, washing and drying their hands thoroughly. Begin to understand about healthy choices about food, drink and activity.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p>	<p>up apparatus, using alternate feet. Uses large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Able to eat independently and use a knife and fork. Uses a comfortable grip with good control when holding pens and pencils</p>	<p>competently, safely and confidently. Children to be confident at manipulating playdough. Works with others to manage large items outside. Beginning to write letters or marks that can be recognised by others.</p>
4 Specific areas of learning and development	Literacy	<p>*Phase 1 Phonics Focus*</p> <p>Notice some print, such as the first letter of their name, or a familiar logo. Sing songs and say rhymes independently, for example, singing whilst playing. Repeat words and phrases from familiar stories. Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Make marks on their picture to stand for their name (recognise important prints to me).</p>	<p>*Phase 1 Phonics Focus*</p> <p>Engage in extended conversations about stories, learning new vocabulary. Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p>	<p>*Phase 1 Phonics Focus*</p> <p>Begin to understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning, - print can have different purposes, - we read English text from left to right and from top to bottom, - the names of the different parts of a book, - page sequencing. 	<p>*Phase 1 Phonics Focus*</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes. <p>Add some marks to their drawings, which they give meaning to. For example: "That says cow". Clap out syllables in a word. Able to 'map' out a familiar story with drawing and pictures. E.g. drawing simple fruit in Hungry Caterpillar story.</p>	<p>*Phase 1 Phonics Focus*</p> <p>Start to use some print and letter knowledge in early writing. For example: writing a pretend shopping list that starts at the top of the page; write a for apple. Says what the marks, shapes, letters and pictures that they make mean. Has conversations about stories and learn new vocabulary. Begin to hear and say the first sound in a word when you say the word. Recognise words with the same initial sound orally.</p>	<p>*Phase 1 Phonics Focus*</p> <p>To begin writing some or all of my name, with support. To begin writing some letters accurately, with support. To have an understanding of a word, to know that when writing and reading it, it is different letters all placed together that make up a word. Able to say lots of words that rhyme with a word like 'cat'. To begin orally segment and blend CVC words. Beginning to use some of their letter sound knowledge in their early writing.</p>
	Maths	<p>Recognise some numerals of personal significance. Fast recognition of up to three objects, without having to count them individually. Recite numbers past five. Say one number for each item in order: 1,2,3,4,5. Matches the right number to a group of things from 1 to 5 to begin with, and then from 1 to 10</p>	<p>Selects a particular named shape. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones – an arch, a bigger triangle etc. Understand simple patterns using shapes. Talk about and explore 2D shapes which they can see. Begin to use words like "round" and "straight" when talking about the shapes.</p>	<p>Recognises numerals 1 to 5. Counts out up to six objects from a larger group. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to five. Show 'finger numbers' up to five. Fast recognition of up to five objects, without having to count them individually. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p>	<p>Uses positional language. Understand and use words/signs such as, in, under, behind, in front, besides, next to and use them in my play. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Discuss routes and locations, using words like 'in front of' and 'behind'. Use informal language like 'pointy', 'spotty', 'blobs' etc. Able to follow and make own patterns.</p>	<p>Able to say numbers in order from 1 to 10 or higher. Knows that the last number counted tells me how many there are in total. Uses counting to help solve problems that are important to them, like splitting the playdough in half to share with my friend. Able to subitise (look at a group of objects and know how many there are). Separates a group of three or four objects in different ways. Compares two groups of objects, saying when they have the same number.</p>	<p>Compare quantities using language: 'more than', 'fewer than'. Able to tell you which thing is "heavy" and which thing is "light" when given two things and say what is 'full' and 'empty' when filling containers. Make comparisons between objects relating to size, length, weight and capacity. Recognises and names some common 2d and 3d shapes (sphere, cube, cone, cylinder, pyramid).</p>

	<p>Understanding of the World</p>	<p>Take care of the environment both inside and out (e.g. by helping to tidy up and put rubbish away in the correct bins). Build respect for the natural environment and living things.</p>	<p>Use the five senses to explore a variety of natural and man-made materials. Use a range of materials to explore similar and different properties. Talk about their own families including the recent past and things that make them special.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities. Understand some important processes and changes in the natural world around them, including the seasons and changes in the states of matter.</p>	<p>Have an idea about how things work. Have an understanding of how to look after seeds and plants and how they change as they grow. Talk about the life cycle of a plant and animal, using some key vocabulary i.e., seed, stem, petal, egg, chrysalis.</p>	<p>Show an interest in different occupations, knowing what some occupations entail (e.g. firefighter, police officer, farmer). Observe that materials can be different and how they can change, for example, a builder wears a high visibility vest as you can see it in the dark.</p>	<p>Explore and discuss vocabulary based on forces they can feel (e.g. push, pull, magnetic). Know that there are different countries. Talk about their experiences of different countries both first hand and from photos.</p>
	<p>Expressive Arts and Design</p>	<p>Take part in role play individually and in small groups. Use their imagination when using one object to represent another. Identify the names of different colours and explore ways of making other colours. Listen with increased attention to different sounds and begin to identify the cause (e.g. a barking dog, a knock at the door). Begin to recall in full, a range of songs and nursery rhymes.</p>	<p>Begin to share their thoughts and feelings in response to other. Sing using the melody of songs they know, sometimes with their own words.</p>	<p>Using small world resources (e.g. dolls house, space station), begin to make up their own complex stories. Use and explore a range of materials freely to make their own creations. Begin to make some plans/designs before implementing them.</p>	<p>Think about ways to join materials and different textures together (e.g. using tape). Use more detail in their drawings, (e.g. when drawing faces include eyes, nose, mouth). Echo the pitch of a song sung by another person. Use lines and shapes to represent objects (e.g. wooden blocks to build a pen for the animals).</p>	<p>Use blocks and construction kits to imagine, create and build 'small worlds' (e.g. a prison for the police officers to work in). Select appropriate materials to share their thoughts and ideas (e.g. use lolly sticks to make the jail on a prison). Explore musical instruments and begin to use them with more control. Use instruments to share how they are feeling – play loudly to show they are angry.</p>	<p>When drawing, show different emotion (e.g. sadness from a pirate because someone stole their treasure). Create their own songs based on tunes they know.</p>