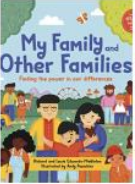
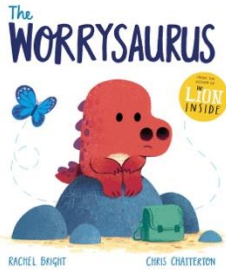
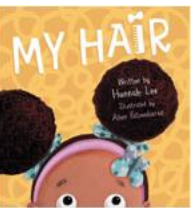
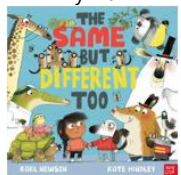
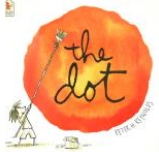
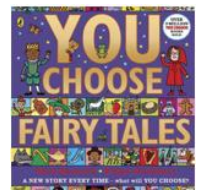
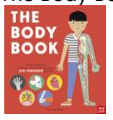
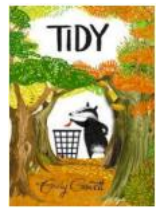
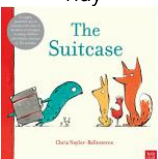




Long Term Plan Nursery 2026/27



Term	Autumn		Spring		Summer	
Dates	Inset Tues-Weds 2 days + 7wks	Monday inset 4 days + 6wks	Monday inset 4 days + 5 wks	Monday inset 5 wks	7wks – 1BH	6 wks + 3 day
	I do		We do		You do	
	Hook: Children are introduced to the Global Goal No Poverty through the idea of needs and wants. They explore what all people need to feel safe, cared for and healthy, such as food, water, clothing, a home, warmth, kindness and people who help them. Create two sorting areas: Things we need and Things we want. Children sort real objects, pictures and story examples, discussing why some things are essential and others are nice to have. Outcome: Children create a class “Kindness and Care” display showing the things people need and the ways we can help others in our community		Collaborative outcome: Children work together to plan a small act of giving back linked to the local community, such as collecting food bank items, making kindness cards, creating a donation box, or preparing a class collection for families who may need support. Invite a visitor from a local food bank, charity, church/community group or school pastoral team to talk to the children about how communities help one another.		What can we do to help others and show kindness in our community? Possible Outcomes: • Donate food or toiletries to a local food bank or community collection. • Sort toys, books or clothes at home and donate something that is still in good condition. • Make a kindness card or picture for someone who may need cheering up. • Help prepare or share food with family, neighbours or someone in the community. • Choose one small way to save or look after resources, such as not wasting food, water or electricity. • Share a story, drawing or photograph showing how they gave back or helped someone.	
						
	Belonging, Feelings and Autumn Children learn about themselves and others by exploring identity, feelings, friendship, sharing and responsibility, while noticing seasonal changes linked to Autumn, harvest and their new classroom community.	Difference, Kindness and Winter Celebrations Children learn that people, families and celebrations can be different, while exploring kindness, fairness, respect, anti-bullying, Diwali, Christmas, winter and how to stay safe.	Storytelling, Creativity and Performance Children revisit and deepen their understanding of traditional tales and storytelling through retelling, performing, using expression and creating their own narratives, linking to key moments such as Shrove Tuesday, Lent and Lunar New Year.	Wonder, Spring and New Life Children become curious about the natural world by exploring spring, growing, planting, bees, life cycles, Easter and new life, developing awe and wonder about change in the world around them.	Journeys, Technology and Summer Adventures Children explore maps, journeys, transport, digital safety and people who help us, while noticing summer changes and developing confidence to ask questions and talk about the wider world	Fairness, Giving Back and New Beginnings Children explore No Poverty through needs and wants, fairness, sharing, kindness and community action, while reflecting on summer, transition and preparing emotionally for Year 1.

Key moments & celebrations	Which places are special and why? Islam: Going to Mecca	Which places are special and why? Yom Kippur Sukkot Diwali Halloween Christmas Christianity: The Nativity	Which people are special and why? Christianity: Story of Zacchaeus Sikhi: Guru Nanak and the cobra Lent/Shrove Luna New Year	Which people are special and why? Jesus calms the storm (Mouse's tale) Ramadan and Eid Mother's Day Ramadan Eid Al-Fitr Easter Sunday	Being Special: Where do we belong? Christian Poem: Psalm 139 Hinduism: Thread of love	Being Special: Where do we belong? Soni and Rishi's Raksha Bandhan Father's Day
Core Texts	CUSP Core Texts  My family and other families  The Worrysaurus NELI • Neon Leon • Pip and Posy: Bedtime Frog • Don't Wake up Tiger Supplementary CUSP Texts A great Big Cuddle	CUSP Core Texts  My Hair  The Same but Different Too NELI • Three Little Pigs • Copy Cats • Toby and the Tricky Things • Cinderella Supplementary CUSP Texts What Happened to you I am Nefertiti Do Baby Elephants Suck Their Trunks?	CUSP Core Texts  The Dot  You Choose Fairy Tales NELI • How to Look After Your Dinosaur • When a Dragon Goes to School • Little Red Riding Hood • The Boy and the Bear Supplementary CUSP Texts Home is Where the Birds Sing Ladybird Favourite Nursery Rhymes	CUSP Core Texts  The Extraordinary Gardener  Errol's Garden NELI • Pip and Posy: The New Friend • Dinosaur Rocket • Jack and the Beanstalk Supplementary CUSP Texts Let's go Outside The Body Book 	CUSP Core Texts  All Through the Night  The Queens Hat NELI • Nothing Can Frighten a bear • Franklin Frog • The Knight Who Said "No!" Supplementary CUSP Texts Astro Girl The Way Back Home Unplugged	CUSP Core Texts  Tidy  The Suitcase NELI • Firefly Home • Look and Say What You See in the Countryside • Stardust Supplementary CUSP Texts The Good Egg Splash
Rhyme Time- Little Wandle	Wind the Bobbin Up 1, 2, 3, 4, 5, Once I Caught a Fish Alive Baa, Baa, Black Sheep	Twinkle, Twinkle Little Star	The Grand Old Duke of York. Hey, Diddle, Diddle	Mary, Mary, Quite Contrary Incy Wincy Spider	The Wheels on the Bus Down at the Station Row, Row, Row Your Boat	One, Two, Buckle My Shoe Jack and Jill

		Miss Molly Had a Dolly Humpty Dumpty	Pat-a-cake	Round and Round the Garden	A Sailor Went to Sea	Ring-a-ring-a-roses Hickory, Dickory, Dock
Additional Nursery Rhymes	I'm a Little Teapot Tommy Thumb	Three Blind Mice Jingle Bells When Santa got stuck up the chimney	Five Currant Buns Mix a Pancake Five Little Ducks	Five Speckled Frogs Five Little Men in a Flying Saucer Five Fire Fighters	Five Peas in a Pea Pod Pressed Sing a Song of Sixpence The Queen of Hearts Mary Mary Quite Contrary	Ten Green Bottles Ten Fat Sausages Walking Through the Jungle Old MacDonald
Trips and Visitors	Settling in this term.	Settling in this term.		Northumberland Heath Library	Visit to Bursted Woods	Woodlands Farm
Parental Engagement	Parents invited to stay to their child's first session.	Parents invited to watch our Christmas performance	Parents invited to a stay and play session.	Parents invited to support walk to the library.	Parents invited to support walk to the woods.	Nursery Stay and Play Picnic Parents invited to support the trip to Woodlands Farm.

Communication & language

Nursery 3-4 end points

- Focus attention, shift between listening and doing, and follow familiar directions.
- Listen to familiar stories with increasing attention, joining repeated refrains and anticipating key events.
- Recognise rhythm and rhyme, identify simple alliteration and orally blend or segment simple VC/CVC words.
- Understand prepositions, object-use questions and early why/how questions; use colour, number and time words.
- Use mostly clear speech, longer sentences, early tenses and conjunctions to explain, reason, imagine and share ideas.

Readiness for Reception

- Settle into group and whole-class listening routines and respond to familiar adults and peers.
- Follow instructions with more than one element and show or ask when support is needed.
- Join in stories, rhymes and discussions, recalling key parts and new vocabulary.
- Use talk to explain needs, feelings, experiences and ideas using longer sentences.
- Take turns in conversations, role play and simple performances.

	A1: Belonging, Feelings and Autumn	A2: Difference, Kindness and Winter Celebrations	SP1: Storytelling, Creativity and Performance	SP2: Wonder, Spring and New Life	SU1: Journeys, Technology and Summer Adventures	SU2: Fairness, Giving Back and New Beginnings
Listening, Attention and Understanding	Children build listening routines in key-person groups, follow familiar directions and listen to adults and peers when conversation interests them.	Children listen to familiar stories and rhymes with increasing attention, join repeated refrains and respond to talk about celebrations and safety.	Children follow longer story routines, join repeated phrases, recognise rhythm and rhyme and begin to understand positional and question language.	Children respond to instructions with more elements, use colour, number and time words and ask simple why and how questions.	Children shift attention between listening and doing, follow directions in practical journey tasks and begin to hear alliteration.	Children consolidate listening, sound awareness and oral blending or segmenting of simple VC/CVC words as they prepare for Reception routines.
Speaking	Children use mostly clear speech to talk about themselves, their families, needs, feelings and familiar experiences.	Children use language to describe similarities, differences, celebrations, kindness and safe choices,	Children use talk to imagine, explain what is happening and anticipate what might happen next in stories and role play.	Children report on past and present experiences, describe events in order and give simple	Children plan play with others, describe routes, places and transport and use language to reason logically in practical tasks.	Children use longer sentences, developing tenses and conjunctions, to recount learning, talk

		beginning to link ideas with and or because.		explanations about growing and change.		about transition and share opinions.
Vocabulary Development	Children build vocabulary linked to family, feelings, friendship, classroom routines, Autumn, harvest and home.	Children develop vocabulary linked to difference, kindness, respect, celebrations, Diwali, Christmas, winter and safety.	Children develop storytelling vocabulary linked to character, setting, problem, solution, first, next, rhyme, voice and performance.	Children develop vocabulary linked to spring, seed, soil, plant, water, grow, change, life cycle and care.	Children develop vocabulary linked to map, route, journey, near, far, transport, technology, photo, permission and helper.	Children develop vocabulary linked to needs, wants, fair, donate, community, Reception, memory and change.
Conversation and Discussion	Children take part in one-to-one and small-group conversations, sharing ideas about themselves and listening to familiar adults and peers.	Children ask and answer who, what and where questions, beginning to use why and how in story and celebration discussions.	Children talk with partners and groups to retell stories, take on roles, rehearse ideas and share simple performances.	Children question why things happen and give explanations about the natural world, growing and seasonal change.	Children make confident contributions in small groups, plan games with others and discuss journeys, routes and people who help us.	Children take turns in longer conversations, offer opinions and simple reasons, and talk about moving into Reception.
PSED						
Nursery 3-4 end points • Talk about feelings and begin to manage emotions with adult support. • Practise assertiveness, negotiation and compromise, such as asking for a turn and waiting. • Show increasing impulse control and consideration of other people's needs. • Recognise that words and actions can hurt, seeking adult support to solve conflicts and repair. • Develop belonging, independence and confidence with Nursery routines, self-care and healthy choices.			Readiness for Reception • Separate from familiar adults and settle with key adults and peers. • Follow classroom expectations to be ready, respectful and safe with reminders. • Use taught strategies to manage emotions, transitions, waiting and change. • Play cooperatively, take turns, share and begin to solve small conflicts with support. • Manage toileting, handwashing, coats and mealtimes with increasing independence.			
	A1: Belonging, Feelings and Autumn	A2: Difference, Kindness and Winter Celebrations	SP1: Storytelling, Creativity and Performance	SP2: Wonder, Spring and New Life	SU1: Journeys, Technology and Summer Adventures	SU2: Fairness, Giving Back and New Beginnings
Self-Regulation	Children settle into Nursery, name feelings such as happy, sad, angry and worried, and begin to use calming strategies with adult support.	Children learn that words and actions affect others, practising turn-taking, kindness, impulse control and anti-bullying behaviours.	Children manage excitement and frustration in storytelling, performance and role play, looking to a supportive adult to solve conflicts.	Children tolerate waiting and small setbacks when planting, observing change and caring for living things.	Children negotiate, compromise and show increasing consideration of others during group journeys, map tasks and shared technology.	Children talk about transition feelings in more elaborated ways and use strategies to manage change and new beginnings.
Managing Self	Children learn Nursery routines, expectations, their name, preferences, belongings and how to take part in daily tasks.	Children explore similarities and differences, make choices and understand why rules help keep people safe.	Children show confidence by taking part in storytelling, making decisions in play and trying new social situations.	Children show responsibility for living things, hygiene after outdoor learning and healthy choices linked to food, water and rest.	Children take responsibility for resources and devices, follow safety rules and know when to ask a trusted adult for help.	Children become more independent with self-care, belongings and routines as they prepare for Reception.
Building Relationships	Children build secure relationships with key adults and peers, seeking companionship and beginning to play, share and tidy together.	Children use family and celebration experiences in play, showing respect for similarities and differences.	Children play cooperatively, negotiate roles and extend imaginative ideas with one or more children.	Children show care and concern for living things and help others care for plants, gardens and shared spaces.	Children plan games with others, take turns and talk about people who help families and communities.	Children understand that communities help one another, take part in giving-back actions and build confidence for new friendships.
Health and Self-Care	Children practise toileting, handwashing, eating routines	Children try a range of foods and textures, talk	Children manage dressing and undressing for role	Children learn about healthy choices, body	Children revisit road, digital and outdoor safety, naming	Children prepare for Reception by managing

	and managing transitions, asking adults for help when needed.	about winter health, hygiene and how to keep themselves safe.	play or performance and begin to understand rest and active play.	parts, growing, food and the effects of activity on their bodies.	trusted adults and taking practical action to reduce risk.	self-care, belongings, toileting and asking for help with increasing independence.
Physical Development						
Nursery 3-4 end points • Move confidently around indoor and outdoor spaces, avoiding people and objects and negotiating obstacles. • Crawl, climb, balance, jump and move in different ways with increasing strength and coordination. • Use large equipment, bikes, trikes, scooters and ball skills with developing control. • Develop hand strength and finger control through threading, dough, mark-making and construction. • Use scissors, cutlery, paintbrushes, pencils and simple fixings safely with growing accuracy.				Readiness for Reception • Join in Reception movement, PE and outdoor routines safely. • Use stairs, climbing equipment, bikes, scooters and games with awareness of space and risk. • Sit and engage at a table for short adult-led tasks with stable posture. • Use a comfortable pencil grip for drawing and early writing attempts. • Manage coats, fastenings, tools and hygiene routines with increasing independence.		
	A1: Belonging, Feelings and Autumn	A2: Difference, Kindness and Winter Celebrations	SP1: Storytelling, Creativity and Performance	SP2: Wonder, Spring and New Life	SU1: Journeys, Technology and Summer Adventures	SU2: Fairness, Giving Back and New Beginnings
Gross Motor: Space, Balance and Coordination	Children crawl, climb, move in, out, over and under obstacles and learn to find safe space indoors and outdoors.	Children develop balance and coordination through winter movement, dance, games, stairs, climbing and outdoor play.	Children use movement, gesture and body control to perform stories, characters and music.	Children build strength and coordination through gardening, digging, carrying, climbing and large outdoor exploration.	Children move safely through obstacle routes, maps, bikes, scooters and transport-themed activities.	Children apply movement skills with increasing independence, avoiding obstacles and people during games and summer experiences.
Move Energetically	Children build confidence in running, jumping, climbing and active outdoor play through daily provision.	Children move energetically through dance, celebration movement, winter games and large-scale construction.	Children move expressively through storytelling, music, ring games, role play and performance.	Children sustain physical activity through spring walks, gardening, carrying, digging and active investigation.	Children use energetic movement in travel, transport and people-who-help-us role play, stopping and starting safely.	Children sustain movement for longer periods and begin to explain why being active helps their bodies.
Fine Motor: Pencil Grip and Control	Children develop hand strength and control through playdough, threading, tweezers, drawing and large-scale mark making.	Children use one-handed tools and mark making to create cards, patterns, decorations, labels and drawings.	Children develop control through story maps, character drawings, puppets, masks and simple writing linked to tales.	Children use pencils, brushes, scissors and tools to draw, label, plant and record observations.	Children use fine motor skills to create maps, signs, tickets, vehicles, messages and photographs.	Children use a comfortable grip, show a dominant hand preference and create purposeful marks ready for Reception writing.
Tools and Fixings	Children explore scissors, glue, tape, construction materials and natural objects safely with adult support.	Children use tools and materials to make celebration items, winter artwork and purposeful creations.	Children select tools to make props, puppets, costumes, instruments and story settings.	Children use simple gardening tools, scissors and fixings to plant, cut, join and create natural-world outcomes.	Children use construction, joining and mark-making tools to create maps, vehicles, buildings and journey resources.	Children use tools and fixings safely with increasing control, explaining what was easy, hard or successful.
Literacy						
Nursery 3-4 end points • Show interest in print and digital books, understanding that print has meaning and different purposes. • Join in story times, repeated refrains, rhymes and songs with growing attention and recall. • Tune into rhythm, rhyme, alliteration, syllables and oral blending or segmenting of simple VC/CVC words. • Make marks for a purpose, give meaning to marks, draw or write emergently and recognise own name. • Use story language to sequence events and talk about characters, settings and what might happen next.				Readiness for Reception • Enjoy sharing books and join story and rhyme routines confidently. • Hold, handle and look after books; begin to track print and notice environmental print. • Hear and say rhyme and alliteration and blend or segment orally in short phonological games. • Use mark-making tools with control to draw, write name or initial sounds and explain marks.		

				• Retell familiar stories in a simple sequence using repeated phrases and story vocabulary.		
	A1: Belonging, Feelings and Autumn	A2: Difference, Kindness and Winter Celebrations	SP1: Storytelling, Creativity and Performance	SP2: Wonder, Spring and New Life	SU1: Journeys, Technology and Summer Adventures	SU2: Fairness, Giving Back and New Beginnings
Little Wandle Phonics	Children tune into environmental sounds, voice sounds, rhythm and rhyme through daily songs, games and routines.	Children recognise rhythm and rhyme, join in with repeated refrains and begin to hear simple alliteration.	Children play oral blending games through stories and routines, hearing words split into simple sounds.	Children identify simple alliteration and begin to hear initial sounds in spring, growing and animal vocabulary.	Children orally blend and segment simple VC/CVC words through practical games and journey contexts.	Children consolidate rhythm, rhyme, alliteration and oral blending/segmenting ready for Reception phonics routines.
Word Reading	Children handle books carefully, notice print in the environment and recognise that print and pictures carry meaning.	Children recognise familiar words, signs, names, logos and screen icons linked to celebrations and routines.	Children follow story sequencing, anticipate repeated phrases and begin to know how stories are structured.	Children use fiction and non-fiction texts to find out about spring, growing and living things.	Children read environmental print such as maps, signs, labels, tickets and symbols in meaningful play.	Children recognise their own name and familiar print, using sound awareness to support early reading behaviours.
Handwriting	Children use large movements, sensory play and mark making to develop pre-writing shapes, patterns and control.	Children use marks, lines, circles and early shapes when making cards, pictures, labels and decorations.	Children create story maps, character drawings and meaningful marks linked to props and storytelling.	Children draw closed shapes and begin to use these to represent plants, people, animals and observations.	Children make marks for maps, routes, signs, lists and messages using increasing pencil control.	Children use a comfortable grip to write or mark their name, create labels and record ideas ready for Reception.
Rhyme Time / Phonological Awareness	Children join familiar rhymes, clap or tap rhythms and choose favourite songs during daily rhyme time.	Children recognise rhythm, rhyme and repeated sound patterns through festive songs, rhymes and stories.	Children anticipate repeated phrases, perform rhymes and use voice sounds, pauses and expression.	Children identify rhyming words and initial sounds in spring, growing, animal and weather vocabulary.	Children play with alliteration, syllables and oral blending in maps, transport and people-who-help-us contexts.	Children consolidate rhyme, alliteration, syllables and oral blending/segmenting as part of Reception readiness.
Comprehension	Children listen to familiar stories, talk about who, what and where, and link stories to their own experiences.	Children recall key events and talk about characters, families, celebrations, fairness and safe choices.	Children retell short stories in roughly the right order, using repeated refrains and simple story language.	Children answer simple questions about stories and non-fiction, explaining what they have learned about growing and change.	Children use stories and information texts to find out about journeys, maps, transport and people who help us.	Children talk about moral choices in stories, including fairness, sharing, kindness, giving back and transition.
Writing	Children give meaning to marks and drawings linked to themselves, family, feelings and Autumn experiences.	Children make marks, cards, labels and pictures linked to celebrations, winter and kindness.	Children use story maps, signs, speech bubbles, tickets, menus and prop labels within imaginative play.	Children make labels, drawings and simple records for plants, gardens, weather and life-cycle observations.	Children create maps, routes, signs, messages and labels linked to journeys and people who help us.	Children create purposeful marks and early writing for kindness cards, memories, transition and Reception readiness.
Mathematics						
Nursery 3-4 end points - Recite numbers past 5 and count up to 5 objects using one-to-one correspondence. - Subitise up to 3 and know the last number counted tells how many; link numerals and amounts to 5. - Compare amounts, sizes, length, weight and capacity using more/fewer/same and informal measure language. - Explore 2D and 3D shapes, position and routes using language such as side, corner, under and behind. - Notice, continue and create simple patterns and use first/then to describe sequences.				Readiness for Reception - Join Reception counting, number songs and practical counting with confidence. - Represent small amounts using fingers, objects, marks and numerals to 5. - Compare and explain small sets, sizes and measures using mathematical vocabulary. - Build, sort and talk about shape, space, pattern and routes in play. - Use mathematical language to explain thinking and solve simple real-world problems.		

	A1: Belonging, Feelings and Autumn	A2: Difference, Kindness and Winter Celebrations	SP1: Storytelling, Creativity and Performance	SP2: Wonder, Spring and New Life	SU1: Journeys, Technology and Summer Adventures	SU2: Fairness, Giving Back and New Beginnings
White Rose sequence	Blocks 1-4: Comparison; Shape; Pattern; Counting.	Blocks 5-8: Counting; Cardinality; Pattern/Measure; Spatial Awareness/Measure.	Blocks 9-12: Counting/Cardinality; Counting/Cardinality; Spatial Awareness/Shape; Shape/Pattern.	Blocks 13-16: Counting/Cardinality; Spatial Awareness/Shape; Cardinality; Comparison/Measure.	Blocks 17-20: Pattern; Spatial Awareness/Shape; Pattern; Counting/Cardinality.	Blocks 21-24: Counting/Cardinality; Shape/Pattern/Measure; Counting/Cardinality; Comparison.
Number and numerical patterns	Children compare amounts using lots, more and same and join number rhymes, counting words and finger games.	Children recite numbers past 5, tag small sets, subitise 1-3 and show finger numbers to 5.	Children count one object at a time to 5, recognise that the last number tells how many and begin to notice numerals.	Children link numerals and amounts to 5 and solve real-world number problems through spring and growing contexts.	Children revisit counting, cardinality and subitising in games, maps, routes and transport play.	Children consolidate numbers to 5 and maybe beyond, comparing groups and solving practical problems linked to fairness.
Comparison, measure and pattern	Children compare quantities using more than, fewer than and same, and notice patterns in routines and Autumn objects.	Children compare size, length, weight and capacity and create simple patterns linked to celebrations and winter.	Children extend and create AB patterns, explore capacity and use first and then in stories and routines.	Children compare length, height, weight and time through growing, planting, measuring shoots and observing change.	Children use comparison and pattern in maps, routes, wheels, vehicles, signs and repeated journey designs.	Children apply comparison, measure and pattern through sharing resources, organising donations and preparing for transition.
Shape, space and spatial reasoning	Children explore 2-D and 3-D shapes using informal language such as round, straight, flat, side and corner.	Children select and combine shapes for buildings, decorations and models, using positional language in play.	Children understand position words through action, build story settings and describe familiar routes using in front of and behind.	Children combine shapes and use spatial language to make gardens, habitats, enclosures and spring constructions.	Children use maps, routes and construction to move, rotate and position objects for a purpose.	Children visualise, build and map with increasing independence, combining shapes and explaining spatial choices.
Mathematical language and reasoning	Children use simple mathematical language such as lots, more, same, big, small, first and then during routines.	Children explain what they notice about groups, shapes, patterns and measures using sentence stems and adult modelling.	Children use mathematical language to solve practical problems in stories, cooking, construction and role play.	Children explain changes, comparisons and patterns linked to growth, time, height, length and number.	Children reason about routes, positions, quantities, changes and designs using maps, technology and transport contexts.	Children explain their thinking with increasing confidence, making links between number, shape, measure, fairness and real-life experiences.
Understanding the world						
Nursery 3-4 end points - Retell simple past events from their own lives, sequence events using first/then and begin to understand long ago and now. - Name the school and key areas of the setting, noticing local features and places they have visited. - Know there are different countries and talk about simple similarities and differences through stories and experiences. - Observe plants, animals, materials, weather and seasonal change, showing care for living things and the environment. Use simple technology safely with adult support, including taking photos or recordings and asking permission.				Readiness for Reception - Talk about family, routines, celebrations and past experiences using time language. - Navigate the Reception environment and talk about school and local places. - Ask questions, observe closely and describe changes in the natural world. - Compare familiar places, people, communities and environments respectfully. - Use simple digital tools with support, making safe choices and explaining what they are doing.		
	A1: Belonging, Feelings and Autumn	A2: Difference, Kindness and Winter Celebrations	SP1: Storytelling, Creativity and Performance	SP2: Wonder, Spring and New Life	SU1: Journeys, Technology and Summer Adventures	SU2: Fairness, Giving Back and New Beginnings

Past and Present	Children begin to make sense of their own life story, family history, photos, routines and how they have changed.	Children remember and talk about family customs, celebrations and special events, noticing similarities and differences.	Children sequence simple past events and story events using first, next and then.	Children observe change over time through growing plants, seasonal change, life cycles and weather.	Children talk about familiar journeys, occupations and technology, comparing things they have seen or experienced.	Children reflect on their Nursery year, order memories and talk about moving into Reception.
People, Culture and Communities	Children name the school and talk about their family, home, special places and what makes them belong.	Children recognise and describe special times for family or friends, developing positive attitudes about differences between people.	Children explore special people through stories, beliefs and traditions, noticing kindness, courage and care.	Children learn about belonging, Ramadan, Eid, Easter and how people care for one another in families and communities.	Children explore the local area, simple maps, occupations and people who help indoors and outdoors.	Children learn about community support, needs, wants, food banks and giving back through the Global Goal No Poverty.
The Natural World	Children observe Autumn, weather, leaves, harvest and learn that fruit and vegetables are plants.	Children explore winter, day and night, light and dark, weather clothing and different materials.	Children explore materials, body parts, animals and story worlds, commenting on similarities and differences.	Children explore spring, planting, growth, life cycles, living things and how to care for plants and animals.	Children observe summer, weather, forces, how things work and features of the local environment.	Children revisit caring for living things, habitats, resources and the effect their behaviour can have on the environment.
Technology and Digital Awareness	Children are introduced to technology routines, asking an adult and using touchscreens or simple devices safely.	Children use iPads with adult support to take photographs and learn to ask permission before taking photos or using devices.	Children explore sequencing through stories, instructions and movement, using technology to record voice, photos or performance.	Children use simple digital tools to observe, photograph, sort and talk about plants, animals and spring change.	Children use iPads and digital tools to explore maps, journeys, QR codes with adults and people who help us.	Children apply digital skills to record giving-back projects, memories and transition, revisiting safe communication choices.

Expressive Art and Design

Nursery 3-4 end points

- Explore materials freely, choose resources and begin to join materials to make, build and represent ideas.
- Use colour, texture, shape, pattern and simple art/DT techniques such as drawing, painting, collage and sculpting.
- Remember and sing entire songs, pitch-match simple tones and use voices expressively.
- Play instruments with increasing control to express feelings and ideas and begin to follow a beat.
- Use role play, small worlds, movement and dance to create stories, characters and imaginative narratives.

Readiness for Reception

- Choose and use materials and tools safely to make purposeful creations.
- Talk about what they made, the materials used and simple choices.
- Join in singing, rhyme, music, dance and performance with confidence.
- Use imagination to develop storylines with peers and respond to music and movement.
- Revisit, adapt and improve creative ideas through play and adult modelling.

	A1: Belonging, Feelings and Autumn	A2: Difference, Kindness and Winter Celebrations	SP1: Storytelling, Creativity and Performance	SP2: Wonder, Spring and New Life	SU1: Journeys, Technology and Summer Adventures	SU2: Fairness, Giving Back and New Beginnings
Creating with Materials	Children explore materials freely to represent themselves, families, feelings, friendships and Autumn.	Children use materials to create celebration artwork, winter patterns, decorations and models linked to light, colour and texture.	Children make props, puppets, masks, instruments, costumes and story settings to support imaginative play.	Children use natural materials, drawing, painting, collage and construction to represent plants, animals and spring change.	Children design and make maps, vehicles, signs, buildings and technology-inspired creations.	Children create purposeful outcomes linked to giving back, community, memories and transition.
Art and Design Techniques	Children practise drawing, painting, printing, sculpting, cutting, joining and constructing through self-portraits and Autumn art.	Children select brushes, rollers, sponges and colours to create celebration crafts, patterns and winter artwork.	Children use cutting, joining, painting and construction techniques to create story worlds and performance resources.	Children create closed shapes, draw with increasing detail and use colour, pattern and texture to represent growing things.	Children apply construction, printing and drawing techniques to create maps, routes, vehicles and local area models.	Children select tools and materials with increasing independence, saying what they like and what was easy or hard.

Being Imaginative and Expressive	Children sing familiar songs, explore voice sounds and use pretend play linked to home, family and Nursery routines.	Children use songs, rhymes, dance, role play and instruments linked to celebrations, winter, emotions and kindness.	Children remember and sing songs, experiment with pitch and perform stories using voice, movement, gesture and expression.	Children use music, movement and imaginative play to represent growth, animals, weather, gardens and life cycles.	Children use role play, small world and instruments to explore journeys, occupations, transport and people who help us.	Children use storytelling, music, role play and performance to reflect on fairness, giving back and new beginnings.
Drama, Role Play and Performance	Children take on familiar roles linked to home, school, family and friendship, using resources to support play.	Children role play celebrations, family traditions, safe choices and scenarios linked to kindness and respect.	Children introduce simple storylines, negotiate roles and begin to perform with awareness of an audience.	Children create imaginative scenarios linked to gardens, animals, growing and caring for living things.	Children take on roles linked to journeys, occupations, emergency services, maps and technology.	Children use drama and storytelling to explore moral choices, community action and transition to Reception.
Forest School						
				Exploring the Forest School area; sensory discovery; Signs of spring; curiosity and questioning.	Minibeast hunts; nature treasure hunts; habitats; natural art.	Exploring plants and wildlife; simple pond observations; sharing discoveries.
Computing inc E-safety						
	Children begin to notice technology in the classroom and home corner, such as phones, tills, cameras, keyboards, remote controls and cause-and-effect toys. Adults model simple language such as press, tap, switch, turn on, turn off, stop and go.	Children explore technology through role play and familiar routines, noticing how technology can help people communicate, celebrate, listen to music or look at pictures. Children are supported to ask an adult before using a device.	Children use simple instructions through songs, games, movement and storytelling. They follow and give simple directions such as stop, go, forward, back, next and again, linking this to retelling stories and sequencing actions.	Children explore cause and effect through real objects, toys and practical experiences, noticing what happens when they press, move, shake, wind up, scan, switch or tap. They begin to talk about what changed and what happened next.	Children notice technology in the wider world, such as traffic lights, crossings, tills, scanners, cameras, maps, vehicles and phones. They explore routes, directions and maps through play rather than through formal device use.	Children revisit safe and responsible choices through stories, talk and role play. They understand that adults help them use technology safely and that they should ask before using a device or going online.