

Honeybees Year Plan 2026-2027

	Autumn		Spring		Summer	
Topic	Song and rhyme		Once upon a time		Amazing animals	
Super start	Show and tell photos from home. Use these as a settling/transitional support.	Making duck food	Making and trying porridge – just like Goldilocks!	Arrive to find a basket of snacks that has been left for us.	Arrival of caterpillars.	Come to nursery wearing animal themed clothes.
Fabulous finish	*Showtime* Invite children to come to nursery in smart clothes. Perform focus songs with instruments – film for Tapestry.	Nursery Christmas singsong	Planting our own Beanstalks to watch how they grow.	Teddy bear picnic.	Releasing the butterflies.	Bring your zoo animal toy to nursery day.
Core text – talk for writing and topic	Twinkle Twinkle Incy Wincy Spider Row Row your boat Baa baa black sheep	Pat-a-cake The Wheels on the Bus Hickory Dickory Dock	Exploring a range of traditional tales.	Exploring a range of traditional tales.	Explore a range of minibeast stories.	Explore a range of animal stories.
Personal, Social and Emotional Development	I can find ways to calm myself through being calmed and comforted by my key person. I can find ways of managing transitions for example from my parent to my key person. I can engage with others through gestures, gaze and talk.	I can express my preferences and decisions. I can use engagement to achieve a goal e.g. point to their cup to show that they want a drink. I can establish my sense of self.	I thrive as I develop self assurance I can play with increasing confidence because they I know my key person is available I feel confident when taken to new places with their key person. I can develop friendships with other children.	I can play with increasing confidence because they I know my key person is available I feel confident when taken to new places with their key person. I can develop friendships with other children.	I can safely explore emotions beyond my normal range through play and stories. I am beginning to show 'effortful control'. Eg. Waiting for a turn or resisting the impulse to grab what they want, push their way to the front etc. I am growing in independence and reject help.	I am increasingly able to talk about and manage my emotions. I can talk about my feelings in more elaborate ways. I can notice and ask questions about differences.

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					Sometimes leads to frustration and tantrums.	
Communication and language	I can make sounds to get attention in different ways e.g. crying when unhappy, laughing, cooing or babbling when happy. I can recognise and be calmed by a familiar and friendly voice. I can gaze at faces, copying facial expressions and movement like sticking out my tongue. Make eye contact for longer. I can babble, using sounds such as 'baba' or 'mamma'.	I turn towards familiar sounds, am sometimes startled by loud noises and can locate the source of a familiar voice for comfort. I enjoy singing, music and toys that make sounds. I can babble, using sounds such as 'baba' or 'mamma'.	I can use gestures like waving or pointing to communicate. I can copy your gestures and words. I can constantly babble and use single words during play. I can listen and respond to a simple instruction.	I can watch people's faces as they talk. I can copy what adults do, taking turns in conversation and activities. Try to copy adult speech and lip movements. I can understand frequently used words such as "bye bye", "no" and "all gone". I can reach or point to something they want while making sounds. I can become frustrated when I can't make myself understood. I can understand simple instructions like "give to mummy" or "stop".	I can generally focus on an activity of my choice and find it difficult to be directed by an adult. I can understand simple questions about 'who', 'what' and 'where'. I can listen to other people's talk with interest, but can easily be distracted by other things. I can develop pretend play e.g. putting the baby to sleep. Making a cup of tea. I can identify familiar objects and properties for practitioners when they are described. E.g. Katie's coat. Blue car.	I can use the speech sounds p, b, m, w and am still learning to pronounce more difficult sounds. I can start to say how I am feeling, using words as well as actions. I can use multi-syllabic words. I can understand and act on longer sentences.

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Communication and language / Speech and Language	WellComm		WellComm		WellComm	
Physical Development	I enjoy moving when outdoors and inside. I can sit without support. I can walk independently.	I can crawl in different ways and directions. I enjoy moving when outdoors and inside. Pass things from one hand to the other. Let go of things by handing to another person or dropping them.	I can eat finger foods and develop likes and dislikes. I can gradually gain control of my whole body through practice of large movements. I can build independently using a range of appropriate resources. Clap and stamp to music.	I can try a wider range of food with different tastes and textures. Pass things from one hand to the other then let go or drop them. Fit themselves into tight spaces e.g. tunnels, dens and boxes and move around in them. Enjoy starting to kick, throw and catch balls.	I can develop manipulation and control. I can walk, run, jump and climb. I can show an increasing desire to be independent, such as wanting to dress or undress. I can sit on a push along wheeled toy, use a scooter or ride a tricycle.	I can use large and small motor skills to do things independently for example, pour drinks. I can learn to use the toilet with help, then independently I can explore different materials and tools. I can walk, run, jump and climb.
Literacy	I enjoy songs and rhymes, tuning in and paying attention. I can copy finger movements and other gestures. I enjoy sharing books with an adult. I can join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.	Pay attention and respond to the pictures or words when reading. I can say some of the words in songs and rhymes. Sing songs and say rhymes independently e.g. singing while playing.	I can enjoy sharing books with an adult. I have favourite books and seek them out to share. I can repeat words and phrases from familiar stories.	Pay attention to stories and respond to the pictures or words. Ask questions about the book. Makes comments and shares their own ideas. I can develop play around favourite stories using props.	I enjoy sharing books with an adult. I have favourite books and seek them out to share with another adult/friend. I enjoy drawing freely.	I enjoy sharing books with an adult. I can make marks on my picture to stand for my name. I can notice some print, such as my name.

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		I have favourite books and seek them out to share or look at alone.				I can develop play around favourite stories, using props. I can add marks to my drawings which I give meanings to.
Mathematics	I can combine objects like stacking blocks and cups. Put objects inside others and take them out again. I can demonstrate counting like behaviour such as making sounds, pointing or saying some numbers in sequence. I can complete inset puzzles.	I can take part in finger rhymes with numbers. I can react to changes of amounts in a group of up to 3 items. I count in every day context, sometimes skipping numbers.	I can take part in finger rhymes with numbers. I can compare amounts saying "lots", "more" or "same". I can show counting like behaviour such as making sounds or saying some number names in sequence. I can complete inset puzzles	React to changes of amount in a group of up to 3 items. Count in everyday context, sometimes missing numbers. Climb and squeeze themselves into different types of spaces. Build with a range of resources.	I show counting like behaviour such as making sounds, pointing or saying some numbers in sequence. I can compare sizes, weights etc using gestures and language – 'bigger/littler/smaller'. I can compare sizes, weights etc using gestures and language – 'heavy' and 'light'.	I can notice patterns and arrange things in patterns. I can count in everyday contexts, sometimes missing numbers. I can compare amounts saying words such as 'lots', 'more' or 'same'.
Understanding of the World.	I repeat actions that have an effect. I explore materials with different properties.	I can explore natural materials, indoors and outside. I repeat actions that have an effect. Explore materials with different properties	I can explore and respond to different natural phenomena in my setting. Make connections between the features of their family and other families.	I can explore and respond to different natural phenomena in my setting. Make connections between the features of their	I can explore and respond to different natural phenomena in the setting. I can explore natural materials inside and outside.	I can make connections between the features of my family and other families. I can explore materials with

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				family and other families.		different properties.
Expressive Arts and Design	I show attention to sounds and music. I move and dance to music. I can explore my voice and I enjoy making sounds. I anticipate phrases and actions in songs and rhymes e.g. 'peepo'.	Make rhythmical and repetitive sounds. Respond emotionally and physically to music when it changes. Join in with songs and rhymes, making some sounds. Enjoy and take part in action songs.	I can start to make marks intentionally. I can explore paint using fingers and other parts of their body as well as brushes and tools.	Start to develop pretend play, pretending that one object represents another. Express ideas and feelings through mark making and sometimes give meaning to their marks. Notice patterns with strong contrasts and be attracted to patterns resembling the human face.	I enjoy and take part in action songs. I join in with some songs and rhymes. I can explore different materials, using all senses to investigate, manipulate and play with different materials.	I can express ideas and feelings through making marks and sometimes give a meaning to my marks. I can make simple models which express my ideas. I can use my imagination as I consider what to do with different materials.
Characteristics of Effective Learning	Finding out and exploring. Playing with that they know. Being willing to have a go.	Finding out and exploring. Playing with that they know. Being willing to have a go.	Playing and exploring Active learning Creating and thinking critically	Playing and exploring Active learning Creating and thinking critically	Playing and exploring Active learning Creating and thinking critically	Playing and exploring Active learning Creating and thinking critically