

Nursery 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. Choose where to put photo on family tree.	Making duck food.	Making and trying porridge – just like Goldilocks!	Basket full of goodies for tuck on first day, left beside the new story as a present from Little Red riding hood.	Arrival of our own caterpillars.	Come to nursery wearing your favourite animal – costume or clothing with an animal on.
Fabulous finish	*Showtime* Perform focus songs with instruments – film for Tapestry.	Nursery Christmas singsong	Planting our own Beanstalks to watch how they grow. Take beanstalks home.	Den building to create our own Little Pig houses.	Butterfly release.	Bring your zoo animal to nursery day.
Core text – talk for writing and topic	Twinkle twinkle little star Incy wincy spider Baa baa black sheep	Five little ducks 5 speckled frogs 5 Currant Buns 1,2,3,4,5 Once I caught a fish alive.	Once Upon a Fairytale. Introduction to: - Goldilocks - Snow White - The Ugly duckling (2 weeks on each story to consolidate learning)	Once Upon a Fairytale - Little Red Riding Hood. - Billy Goats Gruff - The 3 Little Pigs (2 weeks on each story to consolidate learning)	The Very Hungry Caterpillar	Dear Zoo
Personal, Social and Emotional Development	Select and use activities with help when needed. Play with one or more other children, extending and elaborating play.	Play with one or more other children, extending and elaborating play. Help to find solutions to conflict and rivalry.	Become more outgoing with unfamiliar people in the safe context of their setting. Play with one or more children, extending and elaborating play ideas.	Develop their sense of responsibility and members of a community. Help to find solutions to conflicts and rivalries. I can understand gradually how others might be feeling.	Increasingly follow rules, understanding why they are important. Talk about their feelings using words like happy, sad, angry or worried.	Begin to understand how others may be feeling. Develop appropriate ways of being assertive.

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			I can show more confidence in new situations.			Show more confidence in new situations.
Communication and language	Sing a large repertoire of songs. Use a wider range of vocabulary. I can find it difficult to pay attention to more than 1 thing at a time.	Enjoy listening to longer stories and can remember what happened. Understand 2 part questions/instructions. I can understand 'why' questions.	Know many rhymes and be able to talk about familiar books and tell a long story. Use a wider range of vocabulary. May have problems saying some sounds e.g. r, j ,th, ch and sh	Develop their communication but may still struggle with irregular tenses and plurals. Understand 'why' questions. I can use multi-syllabic words.	Use longer sentences of 4-6 words. Sing a large repertoire of songs.	Use talk to organise themselves and their play. Be able to express a viewpoint and debate when they disagree with an adult or friend, using words as well as actions.
Communication and language / Speech and Language	WellComm		WellComm		WellComm and Nursery RWI	
Literacy: Rhyme of the week	Twinkle, twinkle little star Incy, wincy spider Baa, baa black sheep Mary had a little lamb Pat-a-cake	Five little ducks 5 speckled frogs 5 Currant Buns 1,2,3,4,5 Once I caught a fish alive. 5 Little Elves Christmas pudding We wish you a merry Christmas.	Wheels on the bus When Goldilocks went to the house of the Bears. Humpty Dumpty Head Shoulders, knees and toes. I'm a little teapot Old MacDonald	Hickory Dickory Dock Hey Diddle Diddle The Grand old Duke of York If you're happy and you know it. Sing a song of sixpence Wind the bobbin up	1,2,3,4,5 Once i caught a fish alive The wheels on the bus London Bridge If you're happy and you know it I'm a little teapot I had a tiny turtle.	Sing a song of six pence. Head shoulders knees and toes. Wind the bobbin up. The wheels on the bus. Mary had a little lamb.
Physical Development: Gross Motor	Continue to develop their movement, balancing, riding and ball skills. Use large-muscle movements to wave flags and streamers,	Increasingly able to use and remember sequences and patterns of movement related to music and rhythm.	Continue to develop their movement balancing, riding and ball skills.	Match developing physical skills to activities in the setting e.g. crawl, walk, run most suitable?	Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Use one handed tools and equipment. Make healthy choices about food, drink, activity and toothbrushing.

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	paint and make marks. I can go upstairs/steps using alternate feet.	I can skip, hop/stand on one leg and hold a pose. I can make healthy choices about food, drink, activity and tooth brushing.	Use large motor movements to wave flags/streamers, paint and make marks. I can collaborate with others to manage large items e.g. move a long plank.	Start taking part in group activities which they make up themselves or in teams. I can choose the right resources to carry out my own plan.	Continue to develop their movement, balancing, riding and ball skills.	
Fine motor	I can show control in holding and using jugs to pour, hammers, books and mark-making tools. I can start to eat independently and use a knife and fork.	Use comfortable grip with good control when holding pens and pencils.	Use a comfortable grip with good control when using pens and pencils.	I can give meanings to my marks.	Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.	Use one handed tools and equipment.
Literacy	Understand that -print has meaning - We read from left to right and top to bottom - The names of different parts of a book	Understand that - Print can have different purposes - Page sequencing I can write some of their name.	Engage in extended conversations about stories, learning new vocabulary. Write some or all of their name.	Write some or all of their name. Engage in extended conversations about stories, learning new vocabulary.	Understand that print can have different purposes. Develop phonological awareness so they can:- spot and suggest rhymes. -count or clap syllables in words	Write some letters accurately. Recognise words with the same initial sound.

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Mathematics	Recognise the colours red, blue, yellow, green, purple. Children identify coloured objects and say if an object is the correct colour or not. Recognise matching items. Sort by size Sort by colour Sorting – What do you notice? Sorting – Guess my rule	Number 1 – Subitising Number 1 – counting Number 1 – Numeral matching Number 2 – Subitising dice patterns Number 2 – Subitising different patterns Number 2 – Subitising different sizes and patterns Number 2 – Counting Number 2 – Link numeral and amounts Colour AB patterns Extend AB patterns – outdoor objects Extend AB patterns – Movement Fix my pattern (AB patterns) Extend ABC colour patterns Outdoor ABC patterns Consolidation – Sorting and matching Consolidation – Counting Consolidation – Pattern	Subitising 3 – Dice patterns Subitising 3 – Different patterns Subitising 3 Counting 3 Numeral 3 Composition of 3 Recognise triangles Counting 4 Numeral 4 Recognise squares and triangles Composition of 4 Counting 5 Numeral 5 Recognise pentagons Composition of 5	Consolidation – Subitising Consolidation – Counting Consolidation – Numerals Counting 6 Counting 6 – ten frame Tall and short Long or short Mass – introducing balance scales Mass- Lighter Mass- heavier or lighter Capacity – Full or empty Capacity – Nearly full or nearly empty Capacity – comparing containers Consolidation – Length Consolidation – Mass Consolidation – Capacity	Sequencing Position – On and under Position – In and out Position - In front and behind Comparing groups – More than Comparing groups – fewer than 2D shapes – Circle 2D shapes – Triangles 2D shapes – Rectangles 3D shapes - Cubes and cuboids 3D shapes – Cylinders 3D shapes Sphere Consolidation – Sequencing Consolidation – Position Consolidation – More and fewer	Composition of 3 Composition of 4 Number Composition What comes after? What comes before? Numbers to 5 Consolidation – Shape patterns Consolidation – More or fewer Consolidation – What comes before or after? Consolidation – Composition
Maths: Rhyme of the week	1,2,3,4,5 once i caught a fish alive 1 potato, 2 potato 5 speckled frogs 5 little ducks 5 currant buns 5 sausages	1 finger 1 thumb 1,2, buckle my shoe 2 little dickie birds Head shoulders knees and toes Zoom zoom zoom	Three blind mice Three little kittens 5 snowmen 4 teddy bears 5 fingers Alice the camel	Sing a song of six pence I'm a little bean 5 cheeky monkeys swinging through the trees	5 little men in a flying saucer Humpty Dumpty One elephant went out to play Ring – a roses London Bridge	One big hippo Sleeping bunnies 5 cheeky monkeys jumping on the bed 5 little apples.

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				When Goldilocks went to the house of the bears		
PSHE – Scarf	Me and My Relationships	Valuing difference	Keeping myself safe	Rights and responsibilities	Being my Best	Growing and Changing
Understanding of the World.	I can explore collections of materials with similar or different properties. I can talk about what I see, using a wide range of vocabulary. I can continue to develop positive attitudes about the differences between people.	I can explore how things work Use all senses in hands on exploration of natural materials. I can explore different materials freely.	Show an interest in different occupations. Talk about what they see, using a wide range of vocabulary.	Begin to make sense of their own life stories and family history. Explore how things work	Begin to understand the need to respect and care for living things. Plant seeds and care for growing plants.	Know that there are different countries in the world and talk about the differences they have experienced or seen. Explore and talk about the forces they feel.
Expressive Arts and Design	Take part in simple pretend play using objects to represent something else. Explore different materials freely to develop ideas about how to use them and what to make. I can begin to develop complex	Make imaginative 'small worlds' with blocks and constructions. Join different materials and explore textures.	Draw with increasing complexity and detail e.g. representing a face with a circle and including details. Begin to develop complex stories using small world equipment.	Explore colour and colour mixing. Create closed shapes with continuous lines and begin to use these marks to represent objects.	Sing the pitch of a tune sung by another person. Listen with increased attention to sounds.	Respond to what they have heard, expressing their thoughts and feelings. Create their own songs or improvise a song around one they know.

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