


# St Mary Redcliffe Primary

## Nursery Long Term Plan 2025-2026

Our curriculum follows the interests, fascinations and current needs of our children so may change as needs arise

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Learning The 'why'	<b>It's Good to be Me!</b> To settle into routines and rules within the nursery. To develop relationships and confidence to access provision. To know who they are and who is part of their family	<b>Let's Celebrate</b> To develop an awareness and respect for a variety of festivals and celebrations	<b>Transport and Community Helpers</b> To develop an understanding of different jobs and roles within our community. To know the different ways in which we can travel	<b>In the Dark, Dark Woods</b> To develop knowledge about seasonal changes-spring. To develop an awareness of stories that they can talk about and retell	<b>Caring for Pets and Farm Animals</b> To develop curiosity about animals and plants and their lifecycles	<b>Our Wonderful World</b> To develop an understanding of and curiosity about our world and beyond (outer space) and how to care for the planet.
Core Texts	 	 	 	 	 	 

		 				
<b>Core Rhymes</b>	Heads, shoulders, knees and toes Jack and Jill Miss Polly had a dolly	Twinkle, twinkle little star Hey diddle diddle Humpty Dumpty	The wheels on the bus The Grand Old Duke of York Row, row, row your boat	Ten in a bed I'm a little teapot London Bridge 1,2,3,4,5, once I caught a fish alive	Mary, Mary Quite Contrary Old MacDonald Baa Baa black sheep	5 Little Men in a Flying Saucer Little Miss Muffet Incy Wincy Spider
<b>Possible lines of enquiry</b>	All about me My family Birthdays Rules and routines Feelings	Seasonal changes Autumn/Winter	Superheroes Visit from Police/ Police car, Fire Engine, Dentist	Seasonal changes Spring Teddy Bear's Picnic	Life cycles planting (Jack and the Beanstalk) and growing, visit from the farm	Visitors from the local community butterfly life cycle – Very Hungry Caterpillar Seasons- summer
<b>Artist Links</b>	Modrian Primary  Colours	Jackson Pollock Firework 	Kandinsky Circles 	Andy Goldworthy Natural art 	Laural Burch Whimsical Pets 	Henri Matisse  Snail

<b>Other linked texts</b>	Lu Lu loves nursery Elmer Dogger Books related to different feelings	Seasonal texts Christmas and Nativity linked	Books about different occupations Books about love Mr Wolf's Pancakes	Easter story Seasonal texts Stories about bears Percy's Park – stories about woodland animals	Jack and the Beanstalk The Tiny Seed Jaspers Beanstalk	Seasonal texts National  Insect Week:  Seaside poems

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>It's Good to be Me!</b>	<b>Let's Celebrate</b>	<b>Transport and Community Helpers</b>	<b>In the dark, dark woods</b>	<b>Caring for Pets and Farm Animals</b>	<b>Our Wonderful World</b>

<b>Personal, social and Emotional PSED Knowledge</b>	I know the rules and routines in nursery and I am beginning to follow them. I can separate from my caregiver with support. I can identify members	I can play alongside others and begin to share and take turns with support. I know that people celebrate in different ways and I can talk	I can talk about different people in my community who help us and what they do. I can follow the rules and routines more independently.	I can talk about how characters feel in stories and begin to link these to my own feelings. I can listen to and join in with familiar stories	I Know how to care for living things and talk about their needs I am beginning to manage strong feelings with adult support (e.g. using calming	I know and can talk about the groups I belong to (family, nursery, community) I can talk about what I like/dislike and what makes me unique
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	of my family and talk about who is special to me. I am learning to name basic emotions (happy, sad, angry, scared) using visual supports or prompts. I know how to find resources and ask for help if I need it I am learning how to join in with others in play.	about celebrations that are important to me. I feel safe and confident to interact with familiar and some unfamiliar adults. I can express how I feel in simple terms using words or visuals.	I can adapt to changes in routine or new situations with support. I am learning to express my feelings in different contexts (e.g. excited, nervous, proud).	and rhymes. I can take turns in small group games or activities with adult support. I am learning how to manage small conflicts using words and support from adults.	strategies) I am beginning to use words to express disagreement or need (“I don’t like that”, “I want a turn”) I show resilience by trying again after difficulty or disappointment	I am beginning to talk about my feelings about change or moving on I can reflect on positive experiences from the year I show independence in managing my needs and behaviour
<b>Development Matters links and School Readiness</b>	Increasingly follow rules understanding why they are important Talk about their feelings using words like, happy, sad, scared, angry Select and use activities and resources with help when needed	Become more outgoing with unfamiliar people in the safe context of their setting Play with one or more children, extending and elaborating play ideas	Remember rules without needing an adult to remind me Show more confidence in new social situations	Talk with others to solve conflicts Understand gradually how others may be feeling	Find solutions to conflicts and rivalries Develop appropriate ways of being assertive	Develop their sense of responsibility and membership of a community
<b>Vocabulary</b>						

<b>Communication and Language Knowledge</b>	I know how to pronounce sound accurately I know how to communicate, sometimes struggling with irregular tenses	I know how to answer a question with two parts I know how to follow a two part instruction I know how to concentrate on more than one thing at a time	I know a variety of songs and can sing them I know how to speak in longer sentences of 4-6 weeks I know and can listen to longer stories and remember what happens	I know vocabulary linked to a variety of topics I have explored I know how to answer 'why' questions I know how to take part in conversations many times	I know how to organise my play and myself I know lots of rhymes I know how to tell a long story I know some familiar stories	I know my point of view on a topic and can explain this to others even when they disagree
<b>Development Matters links and School Readiness</b>	Develop their pronunciation but may have problems with some sounds; r,j,th,ch,sh Develop communication sometimes having	Pay attention to more than one thing at a time, which can be difficult <b>Understand a question or instruction that has two parts</b>	Sing a large repertoire of songs Enjoy listening to longer stories and can remember much of what happens <b>Use longer sentences of 4-6 words</b>	<b>Use a wider range of vocabulary</b> Understand 'why' questions Can start a conversation with an adult or a friend and continue it for many turns	<b>Use talk to organise themselves and their play</b> <b>Know many rhymes, be able to talk about familiar books and be able to tell a long story</b>	Be able to express a point of view and debate when they disagree with an adult or a friend

	problems with irregular tenses					
<b>Vocabulary</b>						
<b>Physical Development Knowledge</b>	I know how to make snips in paper I know how to use large movements to paint, wave, swirl Daily squiggle while you wriggle – direct instruction, developing awareness of mark making.	I know how to skip, hop, stand on one leg I know how to work with a friend I know how to go up and down steps safely I know how to use scissors to cut a straight line Daily squiggle while you wriggle – direct instruction, developing awareness of mark making.	I know how to keep my balance I know how to use the toilet independently I know how to get dressed and undressed I know how to fasten my coat I know how to cut along a wavy line Daily squiggle while you wriggle – direct instruction, developing awareness of mark making.	I know how to select resources to follow my plan I know how to cut along a wavy line Daily squiggle while you wriggle – direct instruction, developing awareness of mark making.	I know which is my preferred hand I know how to throw , kick and catch a large ball I know how to cut around a shape I know some healthy choices Daily squiggle while you wriggle – direct instruction, developing awareness of mark making.	I know what my comfortable grip is when mark making I know how to make my own games and play them I know how to cut around a shape Daily squiggle while you wriggle – direct instruction, developing awareness of mark making.

<b>Development Matters links and School Readiness</b>	Use one handed tools and equipment Use large muscle movements to wave flags, streamers, paint	Go up steps and stairs or apparatus using alternative feet <b>I can demonstrate a range of physical skills, balance, ride, climb</b> Collaborate with others to move objects Scissor skills cutting along a straight line Use one handed tools and equipment	Continue to develop movement and balancing, riding and ball skills <b>Be increasingly independent as I meet my own care needs I can put on an take off my coat, shoes, apron</b>	Choose the right resources to carry out a plan Match their developing physical skills to tasks and activities Use one handed tools and equipment	Use one handed tools and equipment Show a preference for a dominant hand <b>Make healthy choices</b> Increasingly able to use and remember sequences and patterns of movement with music and rhythm <b>I can do up my coat, with a zipper or poppers</b>	Use one handed tools and equipment Use a comfortable grip with good control Take part in activities they make up for themselves
<b>Vocabulary</b>						
<b>Literacy Knowledge</b>	I know print goes from left to right and top to bottom I know print has meaning I know how to talk about stories	I know that pages go in order I know a book has a front and back cover	I know a book has a title I know how to talk about they books and use new do how to use my I know how to write in some letters accurately know how to write some letters accurately	know a book has an author and what vocabulary I know knowledge of letters my early writing I	I know a book has an illustrator and what they do	I know a book has a blurb and what it is I know how to write some or all of my name
<b>Development Matters links and School Readiness</b>	Engage in extended conversations about stories learning new vocabulary Know that print has meaning and is read left to right, top to bottom	Sequence of pages Know where the front and back cover of a book is	<b>Use some of their print and letter knowledge in their early writing</b>			Write some or all of their name
			<b>Develop their phonological awareness so they can:</b> Suggest a missing word in a nursery rhyme Count or clap syllables in a word Recognise words with the same initial sound			

Understand the five key concepts about print:  
 Print has meaning  
 Print can have different purposes  
 We read English from left to right, top to bottom  
 The names of different parts of a book  
 Page sequencing

## Vocabulary

### Phonics



Phase 1 Environmental sounds: Tuning into sounds  
 Phase 1 Aspect 2 Instrumental sounds: Tuning into sounds  
 Phase 1 Aspect 3 Body percussion: Tuning into sounds  
 Action rhymes

Phase 1 Aspect 1 Environmental sounds  
 Phase 1 Aspect 2 Instrumental sounds  
 Phase 1 Aspect 3 Body percussion  
 Strands-Listening and remembering sounds,  
 Talking about sounds  
 Using instruments

Phase 1 Aspect 4 Rhythm and Rhyme  
 Phase 1 Aspect 5 Alliteration  
 Tuning into sounds  
 Listening and remembering sounds  
 Rhyming Stories

Phase 1 Aspect 4 Rhythm and Rhyme  
 Phase 1 Aspect 5 Alliteration  
 Tuning into sounds  
 Listening and remembering sounds  
 Talking about sounds  
 Tongue twisters  
 Keeping a steady beat

Introduce phase 2 set 1 single sounds – linking GPC for pre school aged chn.  
 Phase 1 Aspect 6 Voice sounds  
 Phase 1 Aspect 7 oral segmenting and blending  
 Tuning into sounds  
 Listening and remembering sounds

Introduce phase 2 set 1 single sounds – linking GPC for pre school aged chn.  
 Phase 1 Aspect 6 Voice sounds  
 Phase 1 Aspect 7 oral segmenting and blending  
 Listening and remembering sounds  
 Talking about sounds

### Mathematics

### Knowledge

### Nursery WRM

I know a variety of colours and can match and sort them I know how to talk about objects relating to size I know some 2D shapes and can talk about them

I know how to recognise 3 objects without counting- subitising  
 I know how to say one number for each in order 1,2,3,4,5 I know and can show finger numbers to 5 I know the last number reached is the total I know how to extend create ABAB patterns and correct an error

I know how to say numbers in order 1,2,3,4,5  
 I know and can show finger numbers to 5 I know some 2D and 3D shapes and can talk about them I know how to recognise 3 objects without counting- subitising

I know how to recite past 5  
 I know the last number reached is the total I know some amounts and can match them to the correct numeral I know and can compare objects- size, weight, length, capacity

I know how to talk about a sequence of events- first, then I know position words and can follow these I know how to compare quantities, more than, fewer than I know 2D and 3D shapes and can talk about them

I know how to recite numbers past 5 I know the last number reached is the total I know how to solve real world problems to 5



<b>Development Matters links and School Readiness</b>	Explore colour and sort, categorise and match Make comparisons between objects relating to size	Develop fast recognition of upto 3 objects without counting-subitising	Develop fast recognition of upto 3 objects without counting-subitising Say one number for each item in order 1,2,3,4,5	<b>Know that the last number reached when counting a small set of objects tells you how</b>	Begin to describe a sequence of events, first, next, then Understand position through words alone	Recite numbers past 5 <b>Know that the last number reached when counting a small set of objects tells you how</b>
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	Complete inset puzzles Compare sizes, bigger, smaller Talk about and explore 2D shapes using informal and mathematical language	Say one number for each item in order 1,2,3,4,5 Show finger numbers	<b>Know that the last number reached when counting a small set of objects tells you how many there are in totalcardinal principle</b> Link numerals to amounts Experiment with own symbols and marks as well as numerals Talk about and explore 2D and 3D shapes using mathematical and informal language	<b>many there are in totalcardinal principle</b> Recite numbers past 5 Link numerals to amounts <b>Make comparisons between objects relating to size, length, weight and capacity</b>	Compare quantities- more then, less than Talk about and explore 2D and 3D shapes using mathematical and informal language	<b>many there are in totalcardinal principle</b> Link numerals and amounts <b>Solve real world problems with numbers to 5</b>
<b>Maths Rhymes linked</b>	1,2,3,4,5, once I caught a fish alive 1 potato 5 little 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 sixpence When Goldilocks came to the house of the bears I'm a little bean 5 cheeky monkeys swinging in the trees	One big hippo Sleeping bunnies 5 cheeky monkeys jumping on the bed 5 little apples	5 little men in a flying saucer Humpty Dumpty One elephant went out to play Ring a roses London Bridge is falling down





<b>Development Matters links and School Readiness</b>	Begin to make sense of their own life story and family history Use all of their senses in hands on exploration of natural materials Lifecycles- human- how old am I?	Talk about the differences between materials and changes that they notice Explore how things work	Explore and talk about forces they can feel Show an interest in different occupations Continue developing positive attitudes about differences between people	Explore collections of materials with similar and different properties Talk about what they see using a wide range of vocabulary	Plant seeds and care for growing plants <b>Begin to understand the need to respect and care for the natural environment and all living things</b> Understand the features of a life cycle plant/butterfly	<b>Can talk about family, community and wider experiences</b> Explore how things work
<b>Expressive Arts and Design Knowledge</b>	I know how to show emotions-sad, happy etc through my art I know how to play and use different objects to represent something in my play	I know how to talk about what I see and hear I know how to play instruments with increasing control- including those I have made I know how to sing some familiar songs	I know and can remember entire songs I know how to listen carefully to sounds I know how to draw closed shapes with continuous lines to represent objects I know how to print with different shapes	I know there are different materials and can explore using them I know how to use small world to make up my own stories	I know how to add detail to my drawings I know how to join materials and use different textures I know how to create and build in small world	I know how to make my own songs using those I know I know my own ideas and can try them out using different materials- masks, clay, Modroc linked to sculptor John Kindness
<b>Development Matters links and School Readiness</b>	Show different emotions in their drawing and painting Experiment with colour mixing, paint with	Use drawings to represent ideas like movement and loud noises- linked to artist	<b>Remember and sing a few songs and/or rhymes</b> Listen with increased attention to sounds	Sing the pitch of a tone sung by another person- pitch match <b>Explore materials freely to develop their ideas</b>	Draw with increasing complexity and detail Join different materials and explore different textures	Create their own songs or improvise a song around one they know Develop own ideas and then decide which
	different parts of the body  Take part in simple pretend play, using an object to represent something else	Respond to what they see and hear expressing their thoughts and feelings Sing the melodic shape of familiar songs	Create closed shapes with continuous lines- use these to represent objects	<b>about how to use them and what to make-</b> link to artist Andy Goldsworthy natural materials Begin to develop complex stories using small world	Make imaginative and complex small worlds with blocks and construction sets	materials to use to express them
<b>Vocabulary</b>						