Icknield Infant and Nursery School
Nursery Long Term Plan 2026 -2027
Teachers: Mrs Maw

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, levels of development and interests of the children that arise during the year to ensure the developmental needs of all our children are met.

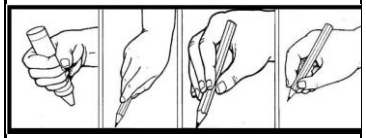
Subject	AUTUMN 2026		SPRING 2027		SUMMER 2027	
	Autumn 1 **2nd Sept- 23rd Oct**	**Autumn 2** **2nd Nov- 18th Dec**	**Spring 1** **6th Jan- 12th Feb***	**Spring 2** **22nd Feb- 25th March***	**Summer 1** **12th April- 27th May**	**Summer 2** **7th June- 20th July**
Overarching Theme	All about me	Lets celebrate	Amazing animals	Ready steady grow	All change	All aboard
Possible Enrichment opportunities	Settling into school, Autumn walk, Making bread	Bear birthday party, Reindeer flying test, Post letters to Santa Christmas party	Lunar new year celebrations- food tasting, Vet visit with rabbits, guinea pigs	Planting beans Planting sunflowers	Watching caterpillars change to butterflies, Little city visit	flight and holliday experience Sports day, Transition Walk to see the trains
Celebrations throughout the Year	Black History Month World Space Week Teddy bear day	Halloween Diwali Nursery Rhyme Week Children in need Hannukah Christmas Remembrance Day	LGBT+ History month Valentines Day Shrove Tuesday Safer Internet Day Lunar New Year Children's mental health week	World Book Day Science Week Easter Mothers Day Eid St Patricks Day Comic relief	Eid St George's Day Earth Day Children's book week	World environment day World Oceans Day Kings official Birthday Fathers day
Key events for the term	Parents evening	Make a decoration Day Christmas shopping Day		Parent evening		Sports Day Reports to parents
PSED Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives** and is **fundamental** to their **cognitive development**. Underpinning their personal development are the **important attachments** that shape **their social world**. **Strong, warm and supportive relationships** with adults enable children **to learn how to understand their own feelings** and those of others. Children should be **supported to manage emotions**, develop a **positive sense of self**, set themselves simple **goals**, have **confidence in their own abilities**, to **persist and wait** for what they want and **direct attention** as necessary. Through **adult modelling** and guidance, they will learn how to **look after their bodies,** including **healthy eating**, and **manage personal needs independently**. Through **supported interaction** with other children, they learn how to make **good friendships**, **co-operate and resolve conflicts** peaceably. These attributes will provide a secure platform from which children can **achieve** at school and in later life.						
Observational checkpoint for baseline	Between the ages of 2 and 3, does the child start to enjoy the company of other children and want to play with them? Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while?					

	Self-regulation - To separate from carer with support to come into nursery - To know the four colours in the zones of regulation and the emotions they represent Managing Self - to know how and when to wash hands with support - to be able to put their coat on independently Building relationships - To confidently play alongside others	Self Regulation - To separate from carer confidently to come into nursery Managing Self - to be able to put their wellies on independently - to know some school rules Building relationships - To begin to play with others	Self Regulation - To talk about how they are feeling using words such as sad, happy, angry and excited as well as colours Managing Self - To be able to put on velvro shoes independently - To increasingly follow rules knowing why they are important Building relationships - To begin to share and take turns with support	Self Regulation - To know some ways to regulate themselves eg. deep breaths Managing Self - To be able to wash hands independently - To be able to zip up their coat Building relationships - To being to find solutions and resolutions to conflicts with peers with support from an adult	Self Regulation - To understand gradually how others might be feeling Managing Self - to remember rules without reminders eg wearing. mud coat and wellies in the mud kitchen - to know how and why we brush our teeth Building relationships - To elaborate and extend play ideas when playing with others - To understand	Self Regulation - To show more confidence in new social situations - To be able to suggest some ways to help others get back into the green zone Managing Self - To know when to wash hands without reminders - To understand how to keep our selves healthy- exercise, food, sun safety Building relationships - To begin to find solutions and resolutions to conflicts with peers independently
Observational checkpoint for end of year	Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play. Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.					
All year	Through everyday routines, golden values, provision and interactions throughout the year rather than confined to one point in the year children will be supported to: - Select and use activities and resources, with help when needed - Develop their sense of responsibility and membership of a community. - Become more outgoing with unfamiliar people, in the safe context of their setting - Understand gradually how others might be feeling -					

Physical Development (N.C PE)

Physical activity is vital in children's **all-round development**, enabling them to **pursue happy, healthy and active lives**. **Gross and fine motor experiences** develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a child's **strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating **games** and providing opportunities for play both **indoors and outdoors**, adults can support children to develop their **core strength**, **stability, balance, spatial awareness, co-ordination and agility**. Gross motor skills provide the **foundation for developing healthy bodies and social and emotional well-being**.

Fine motor control and precision helps with **hand-eye co-ordination** which is later linked to early literacy. **Repeated and varied opportunities** to explore and play with **small world activities, puzzles, arts and crafts and the practice of using small tools**, with feedback and **support** from adults, allow children to **develop proficiency, control and confidence**

	Gross motor skills - To ride trikes - Use large muscle movements to paint and make marks, crossing the midline Fine motor To use pincer style scissors to make snips with support	Gross motor skills - To ride scooters - To match their movements to the situation eg choosing whether to crawl, walk or run across a plank depending on its length and width Fine Motor To use pincer style scissors to make snips independently	Gross motor skills - To ride balance bikes - Use large muscle movements to wave flags and streamers, Fine motor - To use tripod tweezers to pick up objects To use spring scissors to make snips	Gross motor skills - To throw large balls - Start taking part in group activities with support - To choose appropriate apparatus for the task eg a large spade for digging a large hole Fine motor - To use spring scissors to follow a straight line To show a preference for a dominant hand	Gross motor skills - To climb up apparatus using alternate feet - To catch large balls - Start to make up and take part in group or team activities - Work together to safely transport large pieces of equipment eg planks of wood Fine motor To use traditional scissors to follow a straight line	Gross motor skills - To skip, hop, stand on one leg and hold a pose - To throw smaller resources such as tennis balls and beanbags Fine motor - To use traditional scissors to begin to follow a curved line To use a comfortable grip when using pens and pencils with good control
	Pencil Grip Development					
	Stage 1: Shoulder pivot Children will have already developed a grasp that allows them to hold something tight without dropping it. This grasp is formed by wrapping the fingers around an object and making a fist with the object held in the middle. This will be planned for through large scale mark making, vertically and horizontally as well as heavy work such as digging, carrying, large construction	***Stage 2: Elbow pivot*** At this stage in development, the shoulder becomes more of a support and the elbow starts to do most of the work. This will be planned for through both vertical and horizontal mark making and movement opportunities, ribbon waving and sky writing, sweeping, mopping and wiping, and dough disco	***Stage 3: Wrist pivot*** As the pivot moves to the wrist, the elbow often tucks into the side of the body and the shoulder movement becomes minimal. Low load control is now in play. This will be planned for through threading and lacing, pouring and scooping, paper tearing and vertical work	***Fine Motor Strength*** Children need to develop their fine motor skills. This means muscles in their hands can strengthen. This will be planned for through posting, threading, lacing, weaving, pinching, tweezers, stacking, balancing items, sensory materials, playdough, pegging, spraying	**Pencil Grip Development** According to their stage of development, children will progress through stages of pencil grip. It's important the children have been able to develop their pivots and fine motor skills. Doing so will allow them to grip a pencil efficiently. Aim: Tripod grip 	
	Crossing the midline					

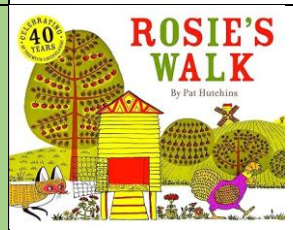
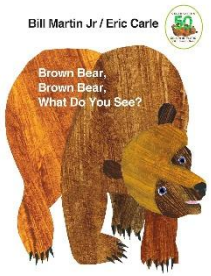
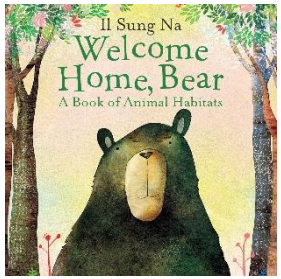
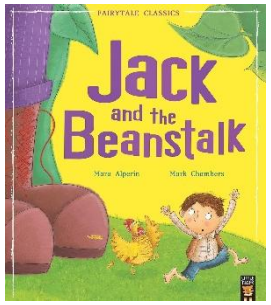
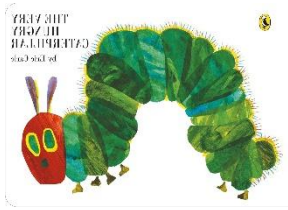
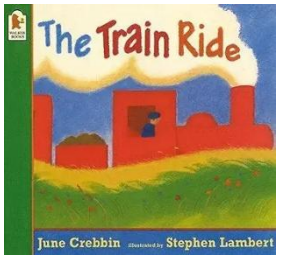
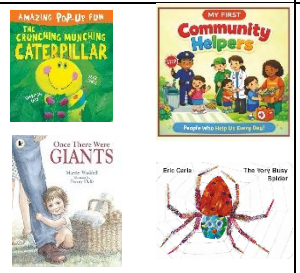
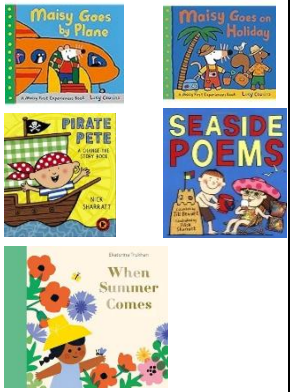
	The midline is an imaginary line that runs down the body, separating it in half vertically from head to toe thus dividing the body into right and left halves."Crossing the midline" refers to the ability to move a part of the body– such as a hand, foot or eye– into the space of the other hand, foot or eye. Being able to cross the midline indicates that the child has reached the point in his or her development that the right and left side of the brain are working in tandem. An example of crossing the midline is using your right hand to reach over your body and scratch your left elbow. This will be planned for through action songs and games, ribbon dancing, dough disco, etc					
Observational checkpoint	Look out for children who find it difficult to sit comfortably on chairs. They may need help to develop their core muscles. You can help them by encouraging them to scoot on sit-down trikes without pedals and jump on soft-play equipment.					
Regular provision throughout the year	**Busy fingers**- a carousel of fine motor activities over the course of the week using skills such as stacking, pegging, threading, posting etc					
	Continuous Provision – children will have access to inside and out where there will be regular provision to promote their core strength, stability, balance, spatial awareness, co-ordination and agility					
Communication & Language The development of children's **spoken language** underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the **foundations for language** and **cognitive development**. The number and **quality of the conversations** they have with adults and peers throughout the day in a **language-rich environment** is crucial. By **commenting** on what children are interested in or doing, and **echoing back** what they say with **new vocabulary added**, practitioners will build children's language effectively**. Reading frequently** to children, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with **extensive opportunities** to **use and embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, storytelling and role play**, where children share their ideas with **support and modelling** from their teacher, and **sensitive questioning** that **invites them to elaborate**, children become comfortable using a **rich range of vocabulary and language structures**.						
Observational checkpoint for baseline	Around the age of 3, can the child show that they understand action words by pointing to the right picture in a book. For example: "Who's jumping?" Note: watch out for children whose speech is not easily understood by unfamiliar adults. Monitor their progress and consider whether a hearing test might be needed.					
	<u>Listening, Attention and Understanding</u> - To listen to short stories <u>Speaking</u> - To use short sentences of 2-4 words	<u>Listening, Attention and Understanding</u> - To listen to short stories and remember some of what happens - Understand questions or instructions that have one <u>Speaking</u> - Be able to express a point of view	<u>Listening, Attention and Understanding</u> - To listen to short stories and remember most of what happens <u>Speaking</u> . - To understand questions or instructions that has two parts	<u>Listening, Attention and Understanding</u> - To listen to longer stories and remember some of what happens <u>Speaking</u> - Use longer sentences of 4-6 words	<u>Listening, Attention and Understanding</u> - To listen to longer stories and remember much of what happens <u>Speaking</u> - To debate with an adult or peer when they disagree with someone using words as well as actions	<u>Listening, Attention and Understanding</u> - Make predictions about what might happen next in stories <u>Speaking</u> - Start a conversation with an adult and continue it for many turns - To use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

Observational checkpoint for end of year	Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name? Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"? Can the child use sentences joined up with words like 'because', 'or', 'and'? For example: "I like ice cream because it makes my tongue shiver". Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions?
Ongoing provision throughout the year	**Staff interactions-** staff will hold quality conversations with children, promoting back and forth interactions, they will model and extend vocabulary and sentence structures sentence structures and will engage children to actively participate in stories rhymes and role play supporting them to share their thoughts and ideas but to also listen to those of others
	Circle Time- develop their ability to listen to others and maintain focus. To develop their ability to confidently share their thoughts and ideas using a wide range of vocabulary
	Continuous provision - Practise using new vocabulary increasingly in the correct context, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, ask questions and describe, engage in and talk about books, retell stories and create their own
	Story/song time – to learn a range of songs and rhymes, increasingly developing their ability to hear the rhyme and alliteration. To talk about and retell stories that they have heard

Literacy

It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension** and **word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when **adults talk with children** about the **world around them and the books** (stories and non-fiction) they read with them, and enjoy **rhymes, poems and songs** together. **Skilled word reading**, taught later, involves both the **speedy working out of the pronunciation** of unfamiliar printed words **(decoding)** and the **speedy recognition** of familiar printed words. Writing involves **transcription** (**spelling and handwriting**) and **composition** (**articulating ideas and structuring** them in speech, before writing).

	Reading - Understand that print has meaning. - Begin to answer simple questions about stories - Children will 'read' familiar signs and logos *Writing* - To mark make on a large scale eg, chalking wall, with paint brushes, rollers, brooms etc	*Reading* - Understand that print can have different purposes- print in the environment - Can spot and suggest rhymes - Recognise words with the same initial sound *Writing* - to mark make for a reason eg shopping lists and cards	*Reading* - Begin to engage in simple conversations about stories - count or clap syllables in a word - we read English text from left to right and from top to bottom *Writing* - to use knowledge of print in writing eg starting at the top of the page on the left	*Reading* - To name the different parts of a book - To know that we read the pages in order *Writing* - To begin to form first letter of own name	*Reading* - to know what a character and setting is in stories - children will tell their own stories using wordless books *Writing* - to begin to write whole of first name	*Reading* - to engage in extended conversation about stories - talk about how characters are feeling and why they do the things that they do *Writing* - To begin to correctly form some letters not in own name
First marks for writing	Children need to be able to make the following marks in order to be able to form all letters: - I O + / ◻\ X					

	these will be planned for in response to the children's development rather than confined to certain points in the year					
Phonics and Rhyme time	- Knows a range of nursery rhymes - Able to identify different sounds in the environment	s a t p i n m Twinkle Twinkle Baa baa black sheep Humpty Dumpty Incy Wincy Spider Wind the Bobbin up 1, 2, 3, 4, 5 Miss Polly	d g o c k Hey Diddle Diddle Hickory Dickory Dock 1, 2 buckle my shoe Jack and Jill The Grand old Duke of York	e u r h b Round and round the garden Ring a ring a roses Pat a cake Mary Mary quite contrary Row row row your boat	f l j v w y Down at the station The wheels on the bus Row Row Row your bot Wind the bobbin up 1, 2, 3, 4, 5 1, 2 buckle my shoe	z qu ch ck x sh Baa Baa black sheep Humpty Dumpty Hey diddle diddle The Grand old Duke of York Jack and Jill Baa Baa black sheep
Core texts	 Rosies walk	 Brown Bear Brown Bear	 Welcome home bear	 Jack and the beanstalk	 Hungry Caterpillar	 The train ride
Other possible texts						
Ongoing provision throughout the year	**Phonological awareness** children will develop their ability to hear rhyme and alliteration as well as identify the initial sounds in words. Begin to develop their ability to orally segment and blend through phonics and rhyme time as well as games and time fillers throughout the day and the year					
	Continuous Provision children will make marks within their play for a purpose eg. Writing a shopping list, they will 'read' notes and letters left by key characters from stories and 'write replies. They will tell familiar stories using pictures and make up their own stories using pictures within books					
	Story/song time Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs					
Observational checkpoint	Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed?					

<table>
<tr><td colspan="7">Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</td></tr>
<tr><td>Maths White rose maths)</td><td>To begin to make comparisons about amounts using language such as more than, fewer than, the same

To explore and build with shapes and objects

To explore repeats in patterns

To hear and say number names</td><td>To being to order number names

To begin to see 1, 2, 3 when subitising

To join in with repeats

To explore position and space</td><td>To begin to show 1, 2, 3 when subitising

To move objects and label them 1, 2, 3

To explore position and routes

To explore making their own patters</td><td>To talk about dots when subitiaing

To compare and sort collections of objects

To lead on own repeats

To start to puzzle</td><td>To make patterns together
To make games and actions

To show me five

To make patterns, spot errors and sequence events</td><td>To bein to show confidence using numbers above five

To match sort and compare objects</td></tr>
<tr><td rowspan="3">Ongoing provision throughout the year</td><td colspan="6">Daily routines: self registration, daily timetable, days of the week,</td></tr>
<tr><td colspan="6">Continuous Provision - Practise taught skills, use and apply taught skills in real-life situations,</td></tr>
<tr><td colspan="6">Story/song time: Practise taught skills, “What do you notice?”, “What can you see, how do you see it?”</td></tr>
<tr><td colspan="7">Understanding of the world
(N.C Science, History, Geography, RE)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</td></tr>
<tr><td>Term specific provision</td><td><u>Technology</u>

- Explore how things work
<u>People and communities</u>

- To understand that everyone is different and that’s ok</td><td><u>The world</u>

- Explore floating and sinking
<u>People and communities</u>

- Understand the similarities and differences between the way that different cultures celebrate</td><td><u>The world</u>

- Explore ice and melting
- Explore light and shadows
- Knows that there are different countries in the world and talk about the differences they have experienced or observed</td><td><u>The world</u>

- Plant seeds and care for plants
- Understand the key features of the life cycle of a plant</td><td><u>The world</u>

- Understand the key features of the life cycle of a butterfly
- Begin to make sense of their own life-story and family’s history
<u>People and communities</u></td><td><u>The world</u>

- Explore magnetism
<u>Technology</u>

- to explore metal detectors</td></tr>
</table>

			<u>Technology</u> - To explore torches		- Show interest in different occupations	
Ongoing provision throughout the year	All through the year rather than confined to a certain point in the year children wil: - Use all their senses in hands-on exploration of natural materials through materials provided in continuous provision, in visits to the forests etc - Explore collections of materials with similar and/or different properties- through materials provided in continuous provision - Talk about what they see, using a wide vocabulary- through stories, walks in the environment, observations of the changes seasons etc - Begin to understand the need to respect and care for the natural environment and all living things- through modelling and interactions with adults, stories etc - Talk about the differences between materials and changes they notice- through regular cooking activities					
Expressive Arts and Design ***(N.C Music, Art, DT)*** The development of children's **artistic and cultural awareness** supports their **imagination and creativity**. It is important that children have **regular opportunities** to engage with the **arts**, enabling them to **explore and play** with a **wide range of media and materials**. The **quality and variety** of what children **see, hear and participate in** is crucial for developing their **understanding, self-expression, vocabulary and ability to communicate through the arts**. The **frequency, repetition and depth of their experiences** are fundamental to their progress in **interpreting and appreciating what they hear, respond to and observe**.						
	<u>Creating with materials</u> - to use pritt stick and know when it is appropriate to use it - exploring collage - paint using paint sticks <u>Being imaginative and expressive</u> - Take part in simple pretend play using real to life objects	<u>Creating with materials</u> - to use PVA glue and know when it is appropriate to use it - Paint using brushes of different sizes and choosing the right one for the right job - Exploring colour mixing <u>Being imaginative and expressive</u> - Begin to develop simple stories using small world equipment like animal sets, dolls and dolls houses, etc. - Show different emotions in their drawings and paintings, like	<u>Creating with materials</u> - use closed shapes with continuous lines to begin to represent objects. - Using alternative tools to paint eg tooth brushes, cotton buds etc - To explore printing <u>Being imaginative and expressive</u> - Take part in simple pretend play using objects to represent something else that is not similar - Listen with increased attention to sounds. -	<u>Creating with materials</u> - To use different types of tape and know which is appropriate for which use - Explore scale using large resources, eg long strips of wallpaper, large boxes etc - Explore junk modelling - Explore ripping and srunching <u>Being imaginative and expressive</u> - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. - Respond to what they have heard,	<u>Creating with materials</u> - Draw with increasing complexity and detail, - Observational drawings - Exploring painting on different materials eg cling film, ice, tin foil etc <u>Being imaginative and expressive</u> - Use drawing to represent ideas like movement or loud noises - Sing the pitch of a tone sung by another person ('pitch match').	<u>Creating with materials</u> - Using waater colours <u>Being imaginative and expressive</u> - Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs or improvise a song around one they know

		happiness, sadness, fear, etc.		expressing their thoughts and feelings.		
Artists to explore	Kandinsky		Alma Thomas		Jackson Pollock	
Ongoing provision throughout the year	All through the year rather than confined to a certain point in the year children will: - Explore different materials freely, to develop their ideas about how to use them and what to make- through offering a wide variety of materials for children to create with and promoting process over product - Develop their own ideas and then decide which materials to use to express them- through offering the space for children to independently explore but staff to support and guide when needed - Explore different textures- through offering a wide variety of materials to create with promoting process and product - Listen with increased attention to sounds- through offering many opportunities for children to listen and variety of things for them to listen to extending in length when the children are ready - Remember and sing entire songs- through having favourite songs that are sung regularly as well as introducing new songs to supplement themes and topics - Play instruments with increasing control to express their feelings and ideas- through regular independent opportunities to play instruments as well as planned opportunities					