

Merrylands Nursery Long Term Plan 2025/2026

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Main Theme (but not limited to...) | NB: These themes may be adapted at various points to allow children's interests to flow through the provision. | | | | | |
| | Starting Nursery and Nursery Rhymes | Changing seasons and Celebrations | Time for Traditional Story | Let's get growing | Animals big, small and from long ago | Summertime and growing up moving on |
| Possible Ideas/Lines of Enquiry | <p>This half term in Nursery we will be learning about starting Nursery, making new friends. We will enjoys learning and sing nursery rhymes.</p> <p>We may take Humpty Dumpty to the hospital or write Miss Polly a shopping list for her birthday.</p> | <p>This half term in Nursery we will be learning about the changing seasons, animals that hibernate, different woodland animals. We will also be celebrating Diwali and Christmas as well as learning about Firework Night and Remembrance Day.</p> | <p>This half term in Nursery we will be learning about Fairy and Traditional Tales from around the world. We will make puppets, write our own stories, and do lots of reading.</p> <p>This half term in Nursery we will have adventures with pirates, will we make our own pirate boats and see if it floats or sinks?</p> | <p>This half term in Nursery we will be learning about the things that happen in Spring, growing our own plant and about animals' big animals small</p> <p>We will finish with an Easter Egg hunt!</p> | <p>This half term in Nursery we will be learning and thinking from around the world. We look at animals who are very big, very small and where they like to live. We will also think about animals who lived a long long time ago.</p> | <p>This half term in Nursery we will be thinking about moving on to Big School or staying in Nursery and making new friends, where we might go on a day out or for our holiday.</p> |
| Possible Texts & "Old Favourites" | <p>Aaarrghhhhh Spider! That's not my Dolly Barry the fish with fingers Little Lumpty Oh Dear! Think Big! There's an Alien in your book"</p> <p>*Mine! How to be Kind Happy Calm down Little Monkey</p> | <p>Autumn! "Wow" said the owl at night time That's not my Bat The very helpful Hedgehog That's not my Penguin One Winters Day Elf Chase Dear Santa Pip and Posy and the Christmas Tree Jesus Christmas party *</p> | <p>Three Little Pigs Little Red Riding Hood Three Billy Goats Gruff Goldilocks Jack and the Beanstalk The Gingerbread Man</p> <p>Each Peach Pear Plum *</p> | <p>The Hungry Caterpillar Busy Farm Oh Dear! We're going on a Easter Egg Hunt The Little Gardner</p> <p>Ten Tiny Seeds Oliver's Vegetables Oliver Fruit Salad *</p> | <p>Dear Zoo Look after us It's Mine! Super worm Lost and Found Stomp and Roar here come the dinosaurs My Pet Dinosaur *</p> | <p>Singing Mermaid Mouses First Day at Big School First Day at Bug school Elmer's weather Pip and Posy and the new friend *</p> |
| Experiences & "WOW" Moments | <p>We will make a pet spider and make some pizza, using vegetables. Exploring the smells and textures.</p> <p>We will take part in listening walks and an autumn walk.</p> | <p>Take part in Outdoor learning day</p> <p>We will finish by making you all something special for Christmas and bake a special treat.</p> <p>We will make our Nursery Garden into a Winter Wonderland and sing you our special songs we have learnt.</p> <p>Enjoy a winter walk and a Christmas fairy hunt outside</p> | <p>We will finish with a dressing up day.</p> <p>Bake our own Gingerbread Man.</p> <p>Enjoy walks to look at the Changing seasons.</p> | <p>We will take part in an Easter Egg hunt and go on a Spring time walk.</p> <p>We will make some Easter cakes and grow our own vegetables.</p> <p>We will look carefully at frog spawn and how a caterpillar turns into a butterfly.</p> | <p>We will make our own animal garden by growing cress and creating animals to go in the garden.</p> <p>We will make some dinosaurs shortbread.</p> | <p>We will finish with a special a festival and enjoy sport day and a summer sing along</p> <p>We will enjoy ice-cream and make some special cakes.</p> |

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| | Starting Nursery and Nursery Rhymes | Changing seasons and Celebrations | Time for Traditional Story | Let's get growing | Animals big, small and from long ago | Summertime and growing up moving on |
| PSED | <ul style="list-style-type: none"> Settling in Becoming independent – washing hands, putting on coats and shoes, going to the toilet Making new friends and with start to build a relationship our Nursery Teachers Talk about their feelings using words like 'happy', 'sad', **Sing and dance along each morning/ afternoon to the teeth cleaning song https://www.youtube.com/watch?v=O88P4WVHqYg Have toothbrushes and mirrors to the role play areas for the animals and characters to have their teeth cleaned. Becoming independent – washing hands, putting on coats and shoes, going to the toilet Share stories social stories. 'angry' or 'worried'. | <ul style="list-style-type: none"> Finding out about likes/dislikes Talking about similarities and differences Taking part Understanding what celebrations are Performing to an audience – developing self-confidence Choosing the right things to do activities Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. ** | <ul style="list-style-type: none"> Working together/turn taking To develop awareness of theirs and other feelings Learning to play and elaborate their ideas. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. ** | <ul style="list-style-type: none"> Caring for plants Valuing families and other people Caring for animals Knowing how to stay safe around animals Talk about own experiences Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. ** | <ul style="list-style-type: none"> Becoming confident with new friends and places Learning to play and elaborate their ideas. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. ** | <ul style="list-style-type: none"> Preparing for change New beginnings Looking back at what I've learnt Being part of a family Rules for a big school Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Be independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing. |

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| | Starting Nursery and Nursery Rhymes | Changing seasons and Celebrations | Time for Traditional Story | Let's get growing | Animals big, small and from long ago | Summertime and growing up moving on |
| Communication & Language | <ul style="list-style-type: none"> • Holding conversations • Answering questions • Retelling stories through play • Exploring different ways of communicating • Understands and responds to simple questions • Listening to stories • Quality interactions, story time, Busy Bug home diary, daily registration time | <ul style="list-style-type: none"> • Using language to share thinking – sharing thoughts/feelings/ideas/views • Increase vocabulary – naming colours • Joining in singing familiar rhymes • Understands simple instructions • Rhyme and poetry • Uses a variety of questions | <ul style="list-style-type: none"> • Recognising a rhyming string • Developing an understanding of simple concepts, e.g., big/little • Uses simple sentences • Listening to stories for longer periods | <ul style="list-style-type: none"> • Shows an understanding of simple prepositions • Uses talk to connect ideas • Uses a range of tenses | <ul style="list-style-type: none"> • Understanding two-part instructions • Beginning to understand how or why questions • Retelling past events in order | <ul style="list-style-type: none"> • Uses more complex sentences • Questions why things happen and gives explanations • Extends vocabulary • Uses language to imagine and recreate roles and experiences • Listening to and remembering a whole story and being able to tell in own words. • Be able to sing all our Nursery songs. |

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| Physical Development | Starting Nursery and Nursery Rhymes | Changing seasons and Celebrations | Time for Traditional Story | Let's get growing | Animals big, small and from long ago | Summertime and growing up moving on |
| Fine Motor | <ul style="list-style-type: none"> Using simple tools safely such as scissors, small details added to a craft masterpiece, peg, puzzles, twisters, hammers and playdough. Become independent as they get dressed and undressed. | | | | | |
| Gross Motor | <ul style="list-style-type: none"> Help them to climb and balance Ride bikes and scooters Games – throwing, catching, kicking, aiming, balancing objects Digging and sweeping in mud kitchen, dancing, chalking on playground. Helping them choose the right resources to carry out their own plan. Helping them collaborate with others to manage large items. Help them to use and remember sequences and patterns of movements which are related to music and rhythm. | <ul style="list-style-type: none"> Help them to climb and balance Aiming objects, throwing and catching Balancing objects Races Kitchen Fun dancing Using tools with safety Understand healthy/unhealthy food choices Helping them choose the right resources to carry out their own plan. Helping them collaborate with others to manage large items. Help them to use and remember sequences and patterns of movements which are related to music and rhythm. | <ul style="list-style-type: none"> Games – throwing, catching, kicking, aiming, balancing objects Moving in different ways, crawling, sliding, jumping. Sports day Choose the right resources to carry out their own plan. Collaborate with others to manage large items. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. | | | |

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| Literacy | Starting Nursery and Nursery Rhymes | Changing seasons and Celebrations | Time for Traditional Story | Let's get growing | Animals big, small and from long ago | Summertime and growing up moving on |
| Reading | <ul style="list-style-type: none"> Joining in stories Looking at books independently Handling books correctly Know that a book tells a story Reading from left to right Books have page numbers Name the different parts of a book – the spine, cover, pages, title, author, illustrator Talk about the stories they read and adults read in Nursery and in the activities they do. STAY AND READ TO START WITH PARENTS LATE AUTUMN / EARLY SPRING | | | | | |
| Phonics | FFT First Steps to Phonics Unit 1 Phonological Awareness | FFT First Steps to Phonics Unit 2 Phase 2 Phonemes – 2 per week: s a t p i n m d g o c k e u r h b f l j v w x y z Phonics Skills Alphabet chant (phonemes only) Hear phonemes Read GPCs Present New GPC Model Phoneme Say It Fast (oral blending) Write New Graphemes Break It Down (oral segmenting) | | FFT First Steps to Phonics Unit 3 Review of Phase 2 Phonemes – 3 per week Phonics Skills As Spring plus: Stretch & read Stretch & Count Stretch & Spell | | |
| Writing | <ul style="list-style-type: none"> Distinguishes between the marks they make when in role play, chalk boards, painting, chalking, arts and crafts and drawing Support children to hold a pencil correctly and begin to form shapes and lines. Fingers exercises to music | <ul style="list-style-type: none"> Distinguishes between the marks they make when in role play, chalk boards, painting, chalking, arts and crafts and drawing Support them to hold a pencil correctly and begin to form shapes and lines. To support writing within the letter formation groups in handwriting practice. Fingers exercises to music Handwriting formation linked to phonics | | <ul style="list-style-type: none"> Distinguishes between the marks they make when in role play, chalk boards, painting, chalking, arts and crafts and drawing To write some or all of their name and other letters within the letter formation groups in handwriting practice. Fingers exercises to music Handwriting formation linked to phonics | | |

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| Mathematics | <p>Comparison – More than, fewer than, sam</p> <p>Shape space and measure – Explore and build shapes and objects</p> <p>Pattern – Explore repeats</p> <p>Counting – Hear and say number names</p> <p>Counting – Begin to order number names</p> <p>Subitising – I see 1,2,3</p> | <p>Pattern – Join in with repeats</p> <p>Shape, space and measures – Explore position and space</p> <p>Subitising – Show me 1,2 3</p> <p>Counting – Move and label 1,2,3 Shape, space and measures – Explore position and routes</p> <p>Pattern – Explore patterns</p> <p>Counting – Take and give 1,2,3</p> <p>Shape, space and measures – Match, talk, push and pull</p> <p>Subitising – Talk about dots</p> | <p>Comparison – Compare and sort collections</p> <p>Pattern – Lead on own repeats</p> <p>Shape, space and measures – Start to puzzle</p> <p>Pattern – Making patterns together</p> <p>Subitising – Make games and actions</p> <p>Counting – Show me 5</p> <p>Pattern – My own pattern</p> <p>Counting – Stop at 1,2,3,4,5</p> <p>Comparison – Match, sort, compare</p> |

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| | Starting Nursery and Nursery Rhymes | Changing seasons and Celebrations | Time for Traditional Story | Let's get growing | Animals big, small and from long ago | Summertime and growing up moving on |
| Understanding the World | <ul style="list-style-type: none"> • Explore the immediate environment – inside and outside and in the school grounds • Establish and follow the daily routine • Explore how things work – ICT equipment/talking buttons/IWB/Computer • Talk about what they are doing and seeing • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | <ul style="list-style-type: none"> • Explore the immediate environment – inside and outside and in the school grounds • How do things work – linked to the seasons • Explore and observe the autumn environment and how its changed from the Summer and will change to Winter • Explore how different people celebrate and why • Explore how things work – ICT equipment/talking buttons/IWB/Computer • Talk about what they are doing and seeing • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | <ul style="list-style-type: none"> • Explore the immediate environment – inside and outside and in the school grounds • How things change • Properties of materials and what things are made from • Explore how things work – ICT equipment/talking buttons/IWB/Computer • Talk about what they are doing and seeing • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | <ul style="list-style-type: none"> • Explore the immediate environment – inside and outside and in the school grounds • Growing and changes in plants and in animals in around the Nursery • Naming animals and plants • Talk about a life cycle for a plant and an animal • Care and concern for living things • Explore how things work – ICT equipment/talking buttons/IWB/Computer • Talk about what they see and do using a wide vocabulary • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | <ul style="list-style-type: none"> • Explore the immediate environment – inside and outside and in the school grounds • Different types of animals and where they live. • Explore how things work – ICT equipment/talking buttons/IWB/Computer • Talk about what they see and do using a wide vocabulary • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | <ul style="list-style-type: none"> • Explore the immediate environment – inside and outside and in the school grounds • Understand how they and their friends have changed over time • Explore how things work – ICT equipment/talking buttons/IWB/Computer • Talk about what they see and do using a wide vocabulary • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |

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| Expressive Art & Design | <ul style="list-style-type: none"> Listen to and respond to music and sounds (by singing, dancing, playing instruments) through role play, dance and music lessons, signing songs and rhymes and playing games - Sound patterns/exploring instruments Play with small world equipment in role play and other areas Use small and large blocks and other material to make things using their imagination in role play, in activities and outside Explore paint, pens, pencils, crayons, and chalk – develop colour recognition and mix colours Listen to adults and to other children with their listening ears. | | <ul style="list-style-type: none"> Listen to and respond to music and sounds (by singing, dancing, playing instruments) through role play, dance and music lessons, signing songs and rhymes and playing games – musical beat and patterns Play with small world equipment in role play and other areas Use small and large blocks and other material to make things using their imagination in role play, in activities and outside Explore paint, pens, pencils, crayons and chalk – use colours for a purpose, explore shadows, draw shapes more accurately and start to draw themselves in more detail Make sculptures and collages with clay, textiles, mud, straws Listen to adults and to other children with their listening ears. | | <ul style="list-style-type: none"> Listen to and respond to music and sounds (by singing, dancing, playing instruments) through role play, dance and music lessons, signing songs and rhymes and playing games - pitch and tempo matched to feelings and ideas, sing whole songs and create their own, talk about the songs they hear Play with small world equipment in role play and other areas – making imaginative and complex worlds and settings Use small and large blocks and other material to make things using their imagination in role play, in activities and outside Explore paint, pens, pencils, crayons and chalk – draw lines and shapes, their faces and others more accurately so you can see emotions, feelings and discern what the image is Make sculptures and collages with clay, textiles, mud, straws – choosing what they want and saying why including joining the materials together well. Listen to adults and to other children with their listening ears. | |