

Nursery Long-Term Plan – 2026 - 27

This is our long-term plan which breaks our year of learning into half-terms. We have six 'Umbrella Topics' for each half-term, but there are opportunities within these to follow children's interests.

We have 'Foundational Knowledge and Opportunities and Experiences' documents, which delve further into what children should be experiencing in provision and key knowledge that should be discretely taught, at different developmental stages. These can be found on our website!

We have used a range of Birth to 5, Development Matters and CUSP Foundations to develop our curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Umbrella Topic	'This is Me!' (8 weeks)	'Our Busy Town' (7 weeks)	'We're Community Shapers' (6 weeks)	'How does your garden grow?' (5 weeks)	'The Great Outdoors' (6 weeks)	'Summer Adventures' (7 weeks)
Big Question	What makes me special?	Where do I live?	What is a community shaper?	How can we make our garden grow?	Who lives in our garden?	What is an adventure?
Launch and Land	Launch: Welcome to school life: how we keep you safe and happy in school. Land: Self-portraits will be showcased in Nursery's Gallery for parents.	Launch: Create a town display using large scale 3D boxes. Land: Perform the Christmas Nativity show to our families.	Launch: Choose a fictional 'superhero' that the child knows Land: Dress up as someone who helps us in the community	Launch: Collect 'fast-growing' seeds/plants that can be grown in our garden Land: Invite members of the school community to help ensure the garden is tidy and growing well	Launch: Visit Brueton Park Land: Create a bug hotel in the garden	Launch: Visit 'The Play Village' to start the adventures Land: Invite families in to have a Teddy Bears picnic, to showcase their growing in the garden and prepare for Reception
Questions to support me to answer the 'big' question. Or	History: What did I do today/yesterday? Geography: What does my house look like? Science: What colour are my hair and eyes? How tall am I?	History: How has our town changed? Geography: Where can we find busy places in our town? Science: How do we stay safe in our town?	History: How have my parents helped the community? Geography: Where is school? Where is my house?	History: How has the garden changed this year? Geography: Where would I find the <i>mint / sage / coriander etc?</i>	History: Can you sequence the growth of the egg cress? Geography: How many days has it rained this week?	History: Have you been on holiday before? Geography: Where have you been on holiday? Science: How is the weather changing? What



Nursery Long-Term Plan – 2026 - 27

Subject Specific Questions			Science: How is the weather changing? Which jobs help people's bodies?	Science: How is the weather changing? What do plants need to grow?	Science: What creatures do we find in our garden? How is the weather changing?	happens to the world around me in summer?
CUSP 'Structured Stories' to support teaching	Do baby elephants suck their trunks? Home is where the birds sing I am Nefertiti My Hair Same but different The Body Book	The way back home All through the night: people who work whilst we sleep	A great big cuddle I want to be a Doctor Astro Girl What happened to you	Errol's Garden The Extraordinary Gardener The Good Egg	The Three Little Pigs Tidy You choose fairy tales	Tiddler Splash The Queen's Hat The Suitcase The Worrysaurus
Key Knowledge being taught in PSED	There is not specific key knowledge, opportunities and experiences provided for this strand as this should be integral to everything we do as practitioners.					
Personal Social Emotional Development at St. Alphege	- Develop appropriate ways of being assertive, e.g. It's my turn now. I want the yellow one. - Look to a supportive adult for help to solve conflicts with peers. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. - Enjoys a sense	- Practice skills of negotiation and compromise, e.g. I would like that one please... Can I play with that when you have finished? - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	- Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers. - Show increasing consideration of	- Increasingly follow rules, understanding why they are important. - Is more able to recognise the impact of their choices and behaviours / actions on others and knows that some actions and words can hurt others' feelings. - Develop their sense of responsibility	- Increasingly express their emotions through words rather than actions. - Able to express their needs and ask adults for help. - Beginning to understand healthy choices about food and drink. - Beginning to understand why we	- Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt. - Show their confidence



Nursery Long-Term Plan – 2026 - 27

	of belonging through getting involved in daily tasks. ▪ Seek out companionship with adults and other children. ▪ Enjoy playing alone, alongside and with others, inviting others to play and attempting to join others' play.	▪ Become more outgoing with unfamiliar people, in the safe context of their setting. ▪ Beginning to develop specific friendships. ▪ Can tell adults when hungry, full up or tired or when they want to rest, sleep or play. ▪ Can wash and can dry hands effectively and understands why this is important.	other people's needs and more impulse control, e.g. giving up a toy to another who wants it. ▪ Show more confidence in new social situations. ▪ Use their experiences of adult behaviours to guide their social relationships and interactions. ▪ Play with one or more other children, extending and elaborating play ideas. ▪ Gaining more bowel and bladder control and can attend to toileting needs most of the time themselves.	and membership of a community, e.g. through helping to tidy up / joining in fully with class routines. ▪ Dresses but still needs some help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zip once it is fastened at the bottom.	need to clean our teeth. ▪ Can name and identify different parts of the body. ▪	through taking risks and trying new things or new social situations. ▪ Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. ▪ Take practical action to reduce risk, showing their understanding that equipment and tools can be used safely.
Key Knowledge being taught in Communicat	There is not specific key knowledge, opportunities and experiences provided for this strand as this should be integral to everything we do as practitioners.					



Nursery Long-Term Plan – 2026 - 27

ion & Language Communicat ion & Language at St. Alphege	- Listen to others in one-to-one or small groups, when conversation interests them. - Understand and often use colour, number and time related words, for example, 'blue' bus, 'two' - fingers - Have mostly clear speech, although may continue to have difficulties with a small number of sounds – for example 'r' – as in 'rabbit', 'l' – as in 'letter', 'th' as in 'thumb', 'sh' as in 'show', and 'j' as in 'jam'. - Uses talk to imagine - pretending that objects stand for something else in	- Listen to familiar stories with increasing attention and recall. - Question why things happen and give explanations. Ask e.g. who, what, when, how. - Begin to use a range of tenses (e.g. play, playing, will play, played). - Use language to report on past and present experiences. - Offer individual responses in class situations, e.g. opinion, idea, answer to who, what, why, how questions.	- Understand use of objects (e.g. Which one do we cut with?). - Show understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture. - Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. - Start to be able to plan games with others. - Describe events that have already happened, E.g. "We got dressed up and we went to the hall and singed songs. All the mummies and daddies did	- Can still listen or do, but can change their own focus of attention - Respond to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box. - Continue to make some errors in language (e.g. runned) and absorbs and uses language they hear around them in their community and culture. - Talks more extensively about things that are of particular importance to them.	- Begin to understand why and how questions. - Begin to use more complex sentences to link thoughts (e.g. using and, because). - Use different types of words to do different things, e.g. to describe what things look like ('big', 'soft') / where they are – 'under', 'on' / what they are for – 'eating', 'playing' / that say who they are – 'me' / to describe how many - 'lots'.	- Can recognise rhythm and rhyme. - Can identify simple alliteration. - Can orally blend and segment simple vc and cvc words. - Build up vocabulary that reflects the breadth of their experiences - Is beginning to connect words e.g. animal words, words for body parts, words related to the home / garden.
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Nursery Long-Term Plan – 2026 - 27

Key Knowledge being taught in Physical Development	play, e.g. This box is my castle.		watch”.			
	➤ How to cut with scissors ➤ How to grip a pencil accurately. ➤ How to do up zips and buttons. ➤ How to make marks with different pens, pencils, crayons including how hard to press. ➤ How to tear paper. ➤ How to press when printing.	➤ How to grip a pencil accurately. ➤ How to follow lines and patterns. ➤ How to climb and crawl using hands and legs appropriately. ➤ How to cross the midline. ➤ How to static and dynamic balance. ➤ How to catch a ball - cupping hands, move to meet the object, elbows bent. ➤ How to throw a ball – other arm aims, sideways on, bring arm back let go, keep arm in direction of ball.	➤ How to grip a pencil accurately. ➤ How to run and look at the same time – dodging and jumping obstacles safely. ➤ •How to use hands / feet with reciprocal movement, e.g. riding a bike / climbing a ladder.	➤ How to grip a pencil accurately. ➤ How to use leading and supporting hand, e.g. when digging one hand does the work while the other steadies the spade / fork.	➤ How to grip a pencil accurately. ➤ How to choose the right tools and equipment for a job. ➤ How to carry equipment safely.	➤ How to grip a pencil accurately. ➤ Collaborate with peers and carry equipment safely together (model) ➤ That a range of one-handed tools can be used for a range of different purposes
Physical Development at St. Alphege	• Show a preference for a dominant hand. • Use scissors accurately • Go up steps and stairs, or climb up apparatus, using alternate feet. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils.	• Confidently crawl and climb in, out, over and under obstacles (proprioception). • Creates lines and circles pivoting from the shoulder and elbow articulation • Static and dynamic balance on a range of equipment and obstacles, e.g., logs, planks and blocks, knowing to put their arms out to help	• Use large-muscle movements to wave flags and streamers, paint and make marks. • Stand on one leg and hold a pose for a game like musical statues. • Continuing to develop bilateral integration. • Can cross the midline, e.g.	• Can find space to play games that need larger areas, e.g. ball games, building with large loose parts. • Able to sit on the carpet and on chairs for increasing amounts of time using core strength to keep them upright and stable.	• Able to move more quickly and fluently around the outdoor space, confidently avoiding obstacles and people when walking and running and sometimes jumping small things in their way (proprioception). • Use static tripod grip (may already use dynamic tripod grip).	• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Build using a wider variety of heavier loose parts, e.g. tyres. • handed tools and equipment, for example, making



Nursery Long-Term Plan – 2026 - 27

Key Knowledge being taught in Maths	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	- them when they are unsure. - Can grasp and release with two hands to throw and catch a large ball, beanbag or an object.	touching opposite toes with opposite hands.	Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.		- snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills
	➤ How to match objects that are the same ➤ Model how to sort into groups ➤ Model how to use the provision	➤ Model how to order objects by size ➤ Use comparative language in play ➤ What a pattern is and model how to make an ABABAB ➤ Model explicit language that you want the children to know i.e. small / tall / big.	➤ Use specific language for representing amounts ➤ What 1, 2, 3 look like in numerals and amounts ➤ How to 'touch count' ➤ What a 5 frame is ➤ Model explicit language associated with weight i.e. heavy / light	➤ Model examples of different ways to subitise ➤ Counting by rote – forwards and backwards (what this means, using visual representations) ➤ Introduce language of more than and fewer/less than ➤ Model explicit language associated with size i.e wide / narrow	➤ How to fill a 5 frame ➤ Use a number line to count forwards/backwards ➤ Model one more / one less ➤ Model explicit language associated with shapes ➤ Model how to use provision to create shapes/ patterns	➤ Model explicit language associated with time ➤ Use language associated with daily routines ➤ Model explicit language associated with capacity i.e. full / empty
Maths at St. Alphege	- Opportunities to explore and match objects which are the same. - Recognise, name and sort colours in a variety of contexts	- Sort and order objects into size - Compare two objects - Copy, continue and create their own patterns. - Begin to use simple language associated with size/length	- Identify representations of 1, 2, 3. - Match the number names to quantities and numerals. 'Touch count' in different arrangements	- Begin subitising representations of 1, 2, 3 - Count on and back to 4. - Continue touch counting - Make own sets of amounts	- Continue to subitise up to 5 items - Count forwards and backwards to 5. - Represent up to 5 items on a five frame.	- Talk about their daily routine - Explore measuring time - Use language associated with capacity



Nursery Long-Term Plan – 2026 - 27

Key Knowledge being taught in Literacy	- Explore and match objects which are the same. - Get to know provision		- and recognise the final number is the quantity of the set. - Represent 1 on a 5 frame - Notice shapes in the environment - Copy one action (e.g. one jump, one hop) - Use language associated with weight	- Match the number to numerals and quantities and are able to say which sets have more and fewer items - Use language associated with size e.g. length/width	- Show the link between counting forwards and the one more pattern and back and the one less pattern. - Use language associated with shapes in the environment e.g. curved, corners etc. - Use natural resources to create their own representation of shapes.	- Explore capacity through sensory and practical activities - Use positional language through practical activities
	➤ What good listening looks like: sit still, look and listen ➤ That the writing in a book is the story ➤ How to handle books carefully – turning the pages from left to right	➤ What good listening looks like ➤ How to clap a syllable ➤ Model reading for enjoyment – talking about the pictures ➤	➤ What good listening looks like ➤ That your name is made up of letters ➤ How and when to join in with the story ➤ Model expressing an opinion about a book	➤ What good listening looks like ➤ How and when to join in with the story ➤ What different part of a book is	➤ What good listening looks like ➤ How to handle books carefully – turning the pages from left to right / swiping on a touch screen ➤	➤ What good listening looks like ➤ When a phrase has alliteration/ same sound at the beginning of the word ➤ Oral segmentation of CVC words
	- Listen to and join in with stories and poems, when read to in whole class, one-to-one and small groups situations. - Know that print has meaning - Show interest in illustrations and	- Know information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print). - Can clap and count syllables in words. - Look at and enjoy print and	- Recognise familiar words and signs such as own name, advertising logos and screen icons. - Joins in with repeated refrains and anticipates key	- Becoming increasingly confident to echo read / copy my voice in CUSP Early Foundations Structured Story Times. - Know that print can have different	- Increasing awareness of how stories should be read e.g. with different voices, loud and quiet moments, pauses. - Is able to say how to read something (after hearing what	- Can recognise rhythm and rhyme. - Can identify simple alliteration. - Can orally blend and segment simple vc and cvc words. - Begin to navigate



Nursery Long-Term Plan – 2026 - 27

Key Knowledge being taught in Understanding the World	words in print and digital books and words in the environment. Know we read English text from left to right and from top to bottom	digital books independently. Listen to familiar stories with increasing attention and recall.	events and phrases in rhymes and stories. - Begin to express opinions about the books that are read to them. - Begin to use story language in imaginative play - Is beginning to predict when reading stories, e.g. suggest how a story might end.	purposes Know the names of the different parts of a book	the words are from the adult). - Handle books and touch screen technology carefully and the correct way up with growing competence.	apps and websites on digital media using drop down menu to select websites and icons to select apps.
	➤ Similarities and differences between their families and other families ➤ Positive attitudes about the difference between people ➤ How to play with different materials, e.g. dough, sand ➤ Names of body parts	➤ Some key customs, routines, special times, events and celebrations for different families / religions / cultures ➤ The names of special places of significance e.g. the church, mosque etc	➤ The names of different occupations ➤ Who helps us in our community ➤ How to observe – narrating what you see using appropriate vocabulary	➤ Different types of weather ➤ Names of the seasons and what happens in each linked to weather ➤ Names of gardening implements, terms and plants ➤ What plants need to survive	➤ the different places in the school locality, e.g. park, shops, river, seaside, forest / wood ➤ How we can look after the local environment, e.g. putting litter in bins, litter picking ➤ How to care for plants	➤ The basic human life cycle ➤ Causes of events, e.g. through different stories ➤ The different types of clothing we wear for different weather types ➤ The difference between hot and cold, including items that are hot and cold ➤



Nursery Long-Term Plan – 2026 - 27

Understanding the World at St. Alphege's	Significant figures of focus - Parents - Whoever lives in my house		Significant figures of focus - Mr Smith - Mrs Lawson	Significant figures of focus Site Manager		Significant figures of focus School cook
	Community links - Learning adults in Nursery names. - Harvest festival/food banks – supporting community	Significant figures of focus - Mrs Stone - Mrs Reed - Mrs Odusote	Community links - What is near/far from my classroom? - Visits from 'Community Shapers' (nurse, doctor, firefighter etc)	Community links - Who looks after our school? - What happens in the Nursery Garden? - Watch Eggs hatch and look after chicks		Community links Visit to the 'Play Village' to be a 'Community Shaper' of their choice for the day
	The Natural World - Identifying facial features - Starting Nursery Timeline	Community links - Mini Collective Worship - Perform their Nativity for parents	The Natural World - What does our garden look like now? - What happens if we leave water out when it is very cold? - What would happen if we left our wellies outside? - What would happen if we didn't wear gloves?	The Natural World - Walks around the school grounds and local area looking for weather patterns. - Who keeps our Garden safe?	Significant figures of focus Local park keeper	The Natural World - What is happening outside now the weather is getting warmer? - What is happening in the Nursery Garden?
	Past and Present - Visual timetable - Key events of the morning	The Natural World What does our garden look like now?		Past and Present - Adding photos on to Nursery timeline of changing garden - Taking photos of plant growth	Community links - Visit the local park – Brueton Park - Bring in photos of their gardens at home	Past and Present Where did my parents go on holiday when they were younger? And where do we go now?
	People, culture, and communities - Drawing their home and who lived there. - Locating and returning equipment at Tidy Up Time. - Knowing what is in their immediate environment e.g. where is the toilet, tissues etc.	Past and Present - Have my family always lived here? - What did I do after Nursery yesterday?	Past and Present. Adding photos on to Nursery timeline	Past and Present Adding photos on to Nursery timeline of the year so far	The Natural World Local walk to the park to see the different between Nursery garden and the park	Past and Present Adding photos on to Nursery timeline of the year so far
		People, culture, and communities - Bonfire night - FSAS Christmas Fayre - Nativity Story	People, culture, and communities - Lunar New Year celebrations - Valentines Day	People, culture, and communities - Mother's Day - Easter celebrations	Community links - St Alphege Day celebrations	People, culture, and communities - Sharing and comparing holidays and travel experiences. - Where is ____? Locating it on a globe/map. How would we get there? Is it near or far?



Nursery Long-Term Plan – 2026 - 27

Key Knowledge being taught in Expressive Art and Design	➤ Names of different colours ➤ Scissor use and safety ➤ finger painting and using other body parts to paint, modelling how to press and lift (not smudge) ➤ How to use rollers, sponges, brushes and different types of paint ➤ Correct paint brush grip	➤ How to mix colours ➤ Model using colours for different purposes ➤ Listening to songs and sounds and talking about them ➤ Listening to music and explaining what you can hear ➤ How to listen to performances and express opinions about them ➤ How to learn repeated refrains, songs and actions songs through repetition	➤ Cutting tape safely on and off a cutter ➤ how to sculpt different shapes modelling vocabulary, e.g. roll like a ball, roll out like a sausage, stretch, twist, flatten, pull, squeeze, stick together	➤ The different types of fixing and which to use in different scenarios, including different types of glue and tape ➤ How to create patterns with colour and shape ➤ How to explore sound makers and instruments, including how to make different sounds with them	➤ Mark making with different media, e.g. chalks, water, pens, pencils, crayons and in different materials such as shaving foam, sand, paint, mud ➤ Drawing different lines, e.g. straight, wavy, zig zag ➤ How to draw accurately through observation	➤ Safe use of hole punches, staplers, trowels etc ➤ How to create movement and actions to stories and music ➤ Action songs and how to create actions and movement ➤ Different movements for different emotions
Expressive Arts and Design at St. Alphege's	Outcome of the half-term Self portrait ▪ Select different tools to paint, e.g. brushes, rollers, sponges, body parts. ▪ Choose particular colours to use for a purpose. ▪ Show different emotions in their paintings, like happiness, sadness, fear, etc.	Outcome of the half-term Christmas Card ▪ Explore what happens when they mix primary colours. ▪ Explore different materials freely to develop their ideas about how to use them and what to make. ▪ Experiment to create different textures, e.g. mixing different materials into	Outcome of the half-term Make an Emergency Vehicle • Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. • Use masking tape, Sellotape (and cutter), elastic bands, Pritt	Outcome of the half-term Collage of garden ▪ Join different materials, beginning to explain choice linked to shape & texture/ properties. ▪ Begin to use simple objects and paint to print simple ABA patterns, e.g. cotton reels / vegetables (link to mathematics). ▪ Play instruments softly / loudly and	Outcome of the half-term Observational drawing of plants/flowers ▪ Create closed shapes with continuous lines and begin to use these shapes to represent objects. ▪ Draw with increasing complexity and detail, such as	Outcome of the half-term Den Building ▪ Move freely and with pleasure and confidence in a range of ways ▪ Experiment and create movement in response to music, stories and ideas. ▪ With supervision, use



Nursery Long-Term Plan – 2026 - 27

▪ Begin to use scissors accurately. ▪ Recognise and name a wider range of colours including black, white, grey, silver, gold and the secondary colours (green, orange, purple).	▪ paint / glue. ▪ Begin to show interest in others' performances. ▪ Join in with repeated refrains and anticipate key events and phrases in rhymes, songs and stories.	• stick and PVA glue accurately. • Use playdough and plasticine to sculpt specific ideas. • Begin to use key vocabulary to describe what they have created, e.g. squashed, squeezed, pulled. •	▪ quietly. ▪ Use accurate names for simple instruments, e.g. drum, tambourine, bells.	representing a face with a circle and including details.	▪ staplers and hole punch safely. ▪ Begin to use treasury tags.
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In the Foundational Knowledge & Opportunities & Experiences there is a breakdown of specific vocabulary that must be taught across the year.

There are also examples of how this could look in specific and wider provision, as well as 'Thinking Hard' questions for each developmental stage.

Please find these documents on our website.