GROVE PRIMARY SCHOOL

Nursery Long Term Plan

2026-2027

	Nursery Long Term Curriculum Map 2026-27					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Theme	All About Me *Settling in*	Traditional Tales	Superheroes	Growing	Pirates	Animals *Transition*
Core Books	• Super Duper You - Sophy Henn • Owl Babies - Martin Waddell • So Much! - Trish Cooke • Hair Love - Matthew A. Cherry • Diwali - Hannah Eliot	• The Three Little Pigs – Maria Alperin • The Gingerbread Man – Maria Alperin • Goldilocks and the Three Bears – Maria Alperin	• Super Daisy - Kes Gray • Superhero Mum - Timothy Knapman • Superhero Dad - Timothy Knapman • Ten Little Superheroes – Mike Brownlow	• Jack and the Beanstalk – Nick Sharratt and Stephen Tucker • The Very Hungry Caterpillar – Eric Carle • Egg Drop – Mini Grey	• Ten Little Pirates – Mike Brownlow • Pirates Love Underpants - Claire Freedman • Pirate Pete – Nick Sharratt	• Dear Zoo – Rod Campbell • Where's Spot – Eric Hill • We're Going on a Bear Hunt – Michael Rosen • We're Going on a Lion Hunt - David Axtell
Communication & Language	**Listening** Aspect 1: General sound discrimination – environmental sounds	**Listening** Aspect 2: General sound discrimination – instrumental sounds Aspect 3: General sound discrimination – body percussion	**Listening** Aspect 4: Rhythm and rhyme Children to listen to peers during role play (e.g. acting out superheroes)	**Listening** Aspect 5: Alliteration Children listen to growing stories and learn about change and growth.	**Listening** Aspect 6: Voice sounds Can children listen to clues and two part questions / instructions	**Listening** Aspect 7: Oral blending and segmenting

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	Children listen to familiar adults during routines and play. Adults model listening with visual prompts around lanyards Introduce very short carpet sessions with circle time like "What's Your Name?" **Understanding** Children begin to follow simple instructions linked to routines and familiar people. Visual timetable to help children understand what will happen next.	Read simple, repetitive stories to tune into rhythm and sound. Children listen to stories and join in repeated phrases. Teach story refrains ("Run, run, as fast as you can!"). **Understanding** Children understand simple "who/what/where" questions. Ask questions while retelling: *"Who came to the house?"*	**Understanding** Introduce 2 step instructions **Speaking** Use a wider range of vocabulary – focusing on key words above and from books	**Understanding** Understand 'why' questions, such as 'why the the caterpillar become fat?' etc **Speaking** Sing a large repertoire of songs, such as nursery rhymes • Row your boat • Twinkle twinkle • Humpty dumpty Can children talk about their own experiences?	**Understanding** Show an understanding of a treasure map and follow it. Do children understand positional language? **Speaking** Start a conversation with an adult or a friend and continue it for many turns Can they pretend to be a pirate? Develop their communication and pronunciation	**Understanding Show an understanding of different animals and de** **Speaking** Children to talk about what they have enjoyed over the year and what they are excited for in reception Be able to express a point of view and to debate when they disagree with an adult or a friend, using words aswell as actions Use talk to organise themselves and their play Develop their communication and pronunciation

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	Speaking Children use single words moving into short phrases about themselves. Rhymes and songs that use the whole hand Adults model sentence starters: *"I am…", "I like…", "My family…"* Circle-time games: "Tell me your favourite toy/food." Encourage children to comment while looking in mirrors: *"My hair is…" linked to Hair Love*	**Speaking** Children retell simple events from stories using short sentences. Encourage children to retell with puppets. Provide small-world cottages, forests, bowls, and chairs for narration.				
Key Vocabulary	New Vocabulary: - love	New Vocabulary: - House	New Vocabulary: - Hero	New Vocabulary: - Grow	New Vocabulary: - Pirate	New Vocabulary: - Animal

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	- family - friend - happy - sad - hug - baby - Mummy - Daddy - name	- Run - Forest - Food - Big - Small - Hot - Cold - Princess - King - Queen	- Fly - Help - Save - Fast - Strong - Cape	- Eat - Egg - Climb - Big - Small - Up - Down - Caterpillar - Butterfly	- Ship - Sea - Hat - Gold - Splash - Sail - Island	- Hide - Look - Open - Noise - Run - Cat - Dog - Lion - Bear - Zoo
PSED	Settling into routines and relationships Children learn to separate from carers To begin to recognise their own feelings Talk about their favourite things and things that make them happy at home	Select and use activities and resources with help. Focus on being kind and making the right choices – links to bad characters in traditional tales Children confident in expressing likes and dislikes Talk about how the characters feel – showing empathy for others	Tidying up - tidy up leaders Develop a sense of responsibility Show confidence Adults help children resolve small conflicts Discuss what they are good at (what makes them a superhero) Works in teams during superhero missions	Practise self-regulation with adult's help – calming corner, breathing techniques, zones of regulation, music etc Play with one or more other children, extending and elaborating play ideas More independent at self – care using toilet Talk about feelings	Increasingly following rules, understanding why they are important. Remember some rules without needing an adult Talk about feelings – using key vocabulary, such as 'happy' and 'sad'. Look at how we are growing and changing; What can I do now that I couldn't do before?	How are you feeling about the end of the year? How are you feeling about transitioning to reception? Lots of transition tasks Understand that others may be feeling differently Practise independence – hanging coat up / getting snack / going to the toilet Proud moments from this year

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	Talk about their family- who is in my family – DO DISPLAY Inputs on sharing resources and tidying up Understand everyone is different – different families/hair/skin Hand washing songs Ask for help if needed with toilets	Cope with short waiting times (use timers) Using toilet independently Eat independently Take coat off independently	Negotiate turn taking and roles Seek help when needed Using toilet independently Learn about oral hygiene and brushing your teeth	What makes a great friend: know that words have an impact on others Road safety	Keeping healthy – food and excercise	Keeping healthy – food and excercise
Physical Development (fine motor and gross motor)	**Fine motor** • Rolls, pounds, squeezes and pulls play dough • Hold and use a range of small tools and objects such as tambourines, jugs, hammers and mark making tools	**Fine motor** • Use paintbrushes to explore creating dots, lines, circular strokes; develop wrist action Snips with scissors • Use different sized and shaped cutters for making gingerbread biscuits • Manipulate clay to create diva lamps	**Fine motor** • Copies circular, vertical, horizontal strokes and lines with mark making tools • Beginning to make marks that stand for their name **Gross motor** **Jumping Practice**	**Fine motor** • Construction with a variety of small materials and tools • Turn pages of books independently • Planting seeds **Gross motor** **Throwing and Catching** Develop hand-eye	**Fine motor** • Begin to write some letters in your name • Begin to form some letters in learnt in phonics • Begin to use tripod grip **Gross motor** Kicking and Batting Develop co-ordination and eye	**Fine motor** • To continue practising writing your name • Begin to form some letters in learnt in phonics • Begin to use scissors • Paint and draw and represent some detail

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	• Begin to turn pages in a book **Gross motor** **Fundamental Movement** Experiments with different ways of moving. Begin to negotiate space successfully when walking, running and hopping.	• Use utensils for cooking in small groups • Give meaning to the marks that they are making/drawing **Gross motor** **Climbing & Balance** Develop core muscles and strength to pull bodies up on climbing equipment . Work on balance when climbing and traveling over, under and around obstacles.	Pushing feet down into the ground to jump with increased height and distance. Wheeled toys Bikes, scooters and other wheeled toys.	coordination to propel objects further with increased accuracy and catch fast moving object Wheeled toys Bikes, scooters and other wheeled toys.	tracking to kick small and large balls and use a begin to use a bat. Wheeled toys Bikes, scooters and other wheeled toys.	**Gross motor** **Multi skills and Athletics** Practice key skills for Sports Day Activities. Wheeled toys Bikes, scooters and other wheeled toys.
Reading	**Aspect 1: General sound discrimination – environmental sounds** • Tuning into sounds (auditory discrimination) • Listening and remembering sounds (auditory memory and sequencing)	**Aspect 2: General sound discrimination – instrumental sounds** **Aspect 3: General sound discrimination – body percussion** • Tuning into sounds (auditory discrimination) • Listening and remembering sounds (auditory	**Aspect 4: Rhythm and rhyme** • Tuning into sounds (auditory discrimination) • Listening and remembering sounds (auditory memory and sequencing) • Talking about sounds (developing	**Aspect 5: Alliteration** • Tuning into sounds (auditory discrimination) • Listening and remembering sounds (auditory memory and sequencing) • Talking about sounds (developing vocabulary and	**Aspect 6: Voice sounds** • Tuning into sounds (auditory discrimination) • Listening and remembering sounds (auditory memory and sequencing) • Talking about sounds (developing vocabulary and	**Aspect 7: Oral blending and segmenting** Introducing Fred ready for reception.

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	• Talking about sounds (developing vocabulary and language comprehension).	memory and sequencing) • Talking about sounds (developing vocabulary and language comprehension).	vocabulary and language comprehension).	language comprehension).	language comprehension).	
Writing	• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo • Enjoy drawing freely and making marks • Enjoy sharing a book with an adult • Pay attention to pictures and words • Have favourite books	• Give meaning to the marks that they are making/drawing • Repeat words of phrases from familiar stories – three little pigs / goldilocks / gingerbread man • Ask questions about books	• Beginning to make marks that stand for their name e.g. large movements • Develop play around favourite stories using props	Understanding 5 key concepts about print Print has meaning • Print can have different purposes • Read English text from left to right and from top to bottom • The names of the different parts of a book • Page sequencing	• Using initial sounds • Write some or all of their names • Extended conversations about stories • Consolidation of phonological awareness related to rhyme and alliteration (spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound) • Developing Aspect 6 (Phase 1	• Write some letters accurately • Write some or all of their names • Oral segmenting and blending - developing

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					Learning with Sounds document) - Voice sounds	
Maths (White Rose)	Comparison and Shape, space and measure 1 • More than, fewer than, same • Explore and build with shapes	Pattern 1, Counting 1, Counting 2, Subitising 1 • Explore repeats • Hear and say number names • Begin to order number names • I see 1,2 and 3	Pattern 2, Shape, space and measure 2, Subitising 2, Counting 3 • Join in with repeats • Explore position and space • Show me 1,2, 3 • Move and label 1,2, 3	Shape, space and measure 3, Pattern 3, Counting 4, Shape, space and measure 4 • Explore position and routes • Explore first patterns • Take and give 1,2,3 • Match, talk, push and pull	Subitising 3, Comparison 2, Pattern 4, Shape, space and measure 5, Pattern 5 • Talk about dots • Compare and sort collections • Lead on own repeats • Start to puzzle • Making patterns together	Subitising 4, Counting 5, Pattern 6, Counting 6, Comparison 3 • Make games and actions • Show me 5 • My own pattern • Stop at 1,2,3,4,5 • Match, sort and compare
Understanding of the world: People, Culture and Communities The World Past and Present	**Special Events:** Birthdays Talk about families, home lives and who is important to them – begin to make sense of their family history Look at baby photos	**Special Events:** Birthdays Christmas Bonfire Night Halloween Diwali Eid Chanukah Talk about different environments – environments in traditional tales and weather	**Special Events:** Birthdays Valentine's day Chinese New Year Pancake day Learn about real life helpers as well as superheroes, such as police, teachers etc	**Special Events:** Birthdays Mothers Day St Patricks Day World Book Day Easter Natural world – understand growth and life cycles based on books – Jack and Beanstalk and Hungry Caterpillar (life cycle)	**Special Events:** Birthdays Ramadan Talk about keeping safe and link it to road safety (PSED) Pirates – use simple maps and symbols Talk about past pirates	**Special Events:** Birthdays Father's Day Natural World: Know that different animals live in different places. Explore how things work – provide mechanical equipment for children to

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		Explore different materials – building house for three little pigs. Explore materials and talk about their properties		Talk about their own growth and what they see – use a wide vocabulary Plant seeds and care for growing plants		play with (suggestions are pegs and boards/pulleys) People: Know about places and people in their wider community talk about new people they will meet when transitioning
Expressive Arts and Design (art, music and role play)	Start to develop present play, pretending that one represents another. Explore colour and colour mixing Use drawings to represent ideas Explore different materials and resources freely	Listen with increased attention to sounds Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials	Respond to what they have heard, expressing their thoughts and feelings Make simple models which express their ideas – superhero world? Join materials and explore different textures	Remember and sing entire songs Take part in simple pretend play, using an object to represent something else even though they are not similar Draw with complexity and detail Using paintings and drawing to represent emotions	Begin to develop complex stories using small world equipment, such as pirates going to steal the treasure Sing the melodic shape (moving melody, such as up and down) of familiar songs Sing the pitch of a tone sung by another person (pitch match) Show different emotions in their drawings and paintings	Make imaginative and complex 'small worlds' around animals, such as a zoo Play instruments with increasing control to express their feelings and ideas Create their own songs or improvise a song around one they know

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Local outings and visits		Reading cafe Pantomime	Reading cafe World Book Day Drama Workshop	Horniman: Butterflies Caterpillars Chicks Reading cafe	Reading cafe Cafe	Reading cafe Lettsom Gardens: Teddy Bear's Picnic
