The Grove Primary School EYFS

Nursery Long Term Plan 2026-2027

	Autumn Term		Spring Term		Summer Term	
Number of weeks 2026-2027	**8 Weeks**	**6 Weeks**	**7 weeks**	**4 Weeks**	**7weeks**	**7 weeks**
Nursery Topics	**My story**	**Nature's treasures**	**Big, small and everything in between**	**Big, small and everything in between**	**Stories that last forever**	**Adventure awaits**
Themes	All About Me Healthy Me Our Bodies My Family Harvest-Farm to food Seasonal Change - Autumn	Bonfire Night Remembrance Day Diwali Children in Need Nativity Christmas Seasonal Change -Winter	Looking at animals big and small, from local to far away.	Seasonal Change - Spring Sowing and Growing – Plants and flowers Bugs and minibeasts Life Cycles	Traditional tales- listening to tasles that have been retold for many years.	Different modes of transport. What adventures have we been on and seen along the way. Seasonal Change - Summer
Important Dates and Celebrations	Nursery Rhyme Week Harvest Festial	Halloween Bonfire Night Remembrance Day Diwali Christmas	New Year's Day National Story Telling Week Chinese New Year Pancake Day	St Patrick's Day British Science Week Mother's Day Ramadan Begins Easter	Eid-al-Fitr Mental Health Awareness Week Earth Day	World Ocean Day Father's Day Eid-al-Adha Sports Day Nursery Graduation

Visits/Visitors *Enrichments*	Autumn walk Farmer visit/animals about town Halloween disco	Whole School Christmas Fayre (date TBC) Christmas cooking		Adventure valley/Tanfield Railway		Family beach visit- South Shields The Great Get together
Key Vocabulary	family, school, teacher, body parts, health, home, town, hobbies, interests Harvest, farm, food	Birthday, cake, candle, party, card, present, sing, dance, clap,light, open, eat, decoration, special, colourful, lantern, costume.	Animal, pet, farm, , jungle, ocean, Forest, Insect, bird, fish. Big small, tiny, giant, tall, short, long, little, tail, wings, legs, feet, paws, beak, fur, feathers, scales, shell, horns, trunk, walk, run, hop, jump, crawl, slither, fly, swim, waddle, climb	Stem,Leaf ,Soil,Water ,Sunlight,Grow,Sprout Shoot ,Seedling, Blossom,Fruit, Life cycle. Frogspawn,Egg,Tadpole Tail,Legs,Gills,Froglet Adult frog,Pond, Hatch,Grow,Change, chick, chicken, rooster	Story, Book, Character, Setting, Beginning, Middle, End, Once upon a time, Happily ever after, adventure, Castle, Cottage Forest ,Woods Bridge, River, Garden , Tower House, Village	Car, Bus, Train,Tram, Bicycle, Scooter, Motorbike, Van, Lorry Tractor Boat Ferry Ship, Aeroplane, Helicopter Airport, Train station Bus station, beach, town, city, countryside.
Core Texts	Owl Babies The Large Family Can't you sleep little bear I like myself All are Welcome Little Red Hen makes a pizza	We're Going on a Leaf Hunt Maisie's suprise birthday party My day with Panye Binnie's Diwali The Jolly Christmas Postman	Giraffes can't dance The snail and the whale Town mouse and country mouse The mixed up chameleon Brown Bear, Brown Bear Mama do you love me? What can you see in Winter?	How does seed grow? How does a tadpole grow? How does an egg hatch? What can you see in Spring?	Cinderella The three Billy goats gruff Goldilocks and the three bears Hansel and Gretal Snow white Pinochio Anansi and Mr Drybones	The train ride The naughty bus The big red balloon The singing mermaid Tiddler Nanook and Pryce gone fishing What can you see in Summer?

Core Rhymes and Poems **(BBC Nursery Rhymes)**	Head, shoulders, knees and toes You are my sunshine If you're happy and you know it Incy Wincy Spider	Twinkle Twinkle, Brush your Teeth It's raining, it's pouring Wind the bobbin up	Humpty Dumpty Cobbler, Cobbler fix my shoe The Grand Old Duke of York 5 Little Ducks	Down at the station The wheels on the bus We're driving in our car Old MacDonald had a farm	Baa baa black sheep The Bear went over .. 5 Little Speckled frogs	Row, row, row your boat The big ship sails 1,2,3,4,5, once I caught.. A sailor went to ..
C+L	• Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story.		• Understand a question or instruction that has two parts. • Understand 'why' questions. • Develop their communication, but may continue to have problems with irregular tenses and plurals, • Develop their pronunciation but may have problems saying; some sounds: r, j, th, ch, and sh; multi-syllabic words.		• Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play	
PSED	• 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. • Increasingly follow rules, and begin to understand why they are important. • Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children, extending and elaborating play ideas. • Be increasingly confident independent in meeting their own needs e.g. brushing teeth, using		• Follow a rule with an adult reminder. • Develop appropriate ways of being assertive. • Show more confidence in social situations. • Does the child take part in other pretend play with different roles – being the Gruffalo, for example? • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.		• Develop their sense of responsibility and membership of a community. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Begin to understand how others might be feeling. • Do not always need an adult to remind them of a rule. Increasingly follow rules, understanding why they are important.	

	the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing.		
PD	**Fine motor skills** ○ Provide a range of resources/equipment/tools with the provision and encourage correct grip e.g. tripod grip for pencils and to develop manipulation and control. Resources to be larger scale initially and progress to finer manipulatives. ○ Teach tripod grip. ○ Reinforce the use of a dominant hand. ○ Encourage pupils to explore different materials and tools. ○ Show children how to use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. **Movement and balance [gross]** • Provide opportunities for pupils to climb small scale [e.g. half own height] reinforcing using alternate feet. • Provide opportunities for pupils to ride/move a range of vehicles. Encourage pupils to hold on with both hands and walk safely behind. • Model strategies to support the development of balance and	**Fine motor skills** • Continue to insist on tripod grip for use in dominant hand. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Encourage pupils to explore different materials and tools. • Show children how to use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. **Movement and balance [gross]** • Provide opportunities for pupils to climb reinforcing using alternate feet e.g. climbing frames/trees. • Continue to develop their movement, balancing, riding (scooters, trikes and bikes), providing a range of progressional resources.	**Fine motor skills** • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • To select their own equipment/resources/tools. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Use one-handed scissors independently. • To fasten zips. • To pick up small items with appropriate grip. **Movement and balance [gross]** • Encourage the children to move in different ways • Encourage the children to climb higher and jump from increasing heights • Build up movements into sequences. • Provide children with more open areas to develop their skills.

	movement e.g. skipping, hopping, stand on one leg and hold a pose **Game skills** • Modelling kicking, throwing and catching balls. Resources to be larger scale initially and progress to smaller manipulatives. **Expressive** • Introduce a range of music and provide a range of tuned and untuned instruments to explore. • Prompt children to express themselves and move whilst listening to music. **Health and Safety** • Introduce the need for rules when using certain equipment and tools within the provision to keep safe.		**Game skills** • Continue to develop ball skills, providing a range of progressional resources • Start taking part in some group activities, which they make up for themselves, or in teams. • Play games that include different balances and movements: Skip, hop, stand on one leg and hold a pose for a game like musical statues. **Expressive** • Listen to range of music and explore a range of tuned and untuned instruments • Prompt children to express themselves and move whilst listening to music, model clapping and use of body percussion in time with the rhythm. • Are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm. **Health and Safety** • To know the rules for keeping safe when using equipment and tools.		**Game skills** • To aim for the basket with a ball -To attempt to kick a ball • To climb above own head height on climbing frame • To collaborate in games **Expressive** • Prompt children to express themselves and move whilst listening to music, model clapping and use of body percussion in time with the rhythm. • Are increasingly able to use and remember sequences and patterns of movements, which are related to music and rhythm. **Health and Safety** • Understand how to keep safe when handling tools and moving equipment/materials. • Follow safety rules	
Literacy	• Notices some print, such as the first letter of their name, a bus or door	• Understand the five key concepts about print: - print has meaning	• Develop their phonological awareness, so that they can:	• Engage in extended conversations about stories, learning new vocabulary.	• Use some of their print and letter knowledge in their early writing. For	• Write some letters accurately. • Write some or all of their name.

	number, or a familiar logo. • Enjoys drawing freely. • Add some marks to their drawings, which they give meaning to. • Uses large-muscle movements to wave flags and streamers, paint and make marks.	- print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book page sequencing • Show a preference for a dominant hand.	- spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Know many rhymes, be able to talk about familiar books and be able to tell a long story	• Enjoy listening to longer stories and can remember much of what happens. • Use a comfortable grip with good control when holding pens and pencils.	example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	

Mathematics	**Comparison** • Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' **Counting** • Begins to say numbers in order, some of which are in the right order (ordinality) **Cardinality** • In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) • Beginning to count on their fingers.	**Comparison** • Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! **Cardinality** • Subitises one, two and three objects (without counting) • Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) **Composition** • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Beginning to use understanding of number to solve practical problems in play and meaningful activities • Compare quantities using language: 'more than', 'fewer than'.	**Counting** • May enjoy counting verbally as far as they can go • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. • Uses some number names and number language within play, and may show fascination with large numbers • Begin to recognise numerals 0 to 10 **Cardinality** • Links numerals with amounts up to 5 and maybe beyond • Explores using a range of their own marks and signs to which they ascribe mathematical meanings • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. **Composition** • Beginning to recognise that each counting number is one more than the one before • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same
UTW	**Links to Science**		
	• Begin to talk about myself • Name different stages in development e.g. baby, toddler • Name facial body parts • Describe simple needs e.g. warmth food, sleep, water • Describe changes in weather and plants - Name some seasons and seasonal fruits	• Talk about Winter in greater detail i.e. the changes with the environment and plants • Talk about Spring in greater detail i.e. the changes with the environment and plants • Know appropriate clothing for better insulating in winter • Name plants that we eat	• Know animals that live inside and outside • Know animals grow from babies/eggs • Name basic features of animals • Identify invertebrates in immediate environment • Learn how we might show care for animals

		• Begin to know how we care for plants	• To have an understanding of the changes in a lifecycle e.g. butterfly, frog
	Links to Geography		
	Locational and place knowledge • To know the inside environment differs from the outside • To know that people live in different houses **Geography skills and fieldwork** • To know that people travel to school in different ways. • Observe and record what they see. **Human and physical** • To know that outside environments can differ e.g. the school yard is different to the field • To know that environments change (natural and manmade).	**Locational and place knowledge** • To know different places can be near or far Geography skills and fieldwork **Geography skills and fieldwork** • To visit the local environment and name different types of transport they see. • To know that transport is used to get places. **Human and physical** • To know that environments change (wider context). • To know that plants change over time and with seasons • To know that plants need to be cared for to grow and stay healthy.	**Locational and place knowledge** • To know that different places can be near or far **Geography skills and fieldwork** • To know that animals are found in different places in the environment • To locate different animals in the immediate environment and to think about how we need to care for creatures in the environment. **Human and physical** • To know environments around them change depending on weather
	Links to History		
	• To know significant people in their own family and how families differ. • To know key events that are celebrated by families and why they are significant. • To know symbols and items people have when celebrating.	• To know that families have similar special events and occur at specific times – Chinese New Year /Pancake Day • To know that significant events happen over time and that this creates history – look at Nursery timeline and how we have changed since September. • To know that significant events and celebrations are different for different cultures.	• To know that memories that create history can change in and between a period of time • To name a significant artist from the past e.g. Georges Seurat – Pontilism (insects) • To know the significance of special events that occur throughout the year- Nursery Graduation
EAD	**Links to Art and Design**		
	LINE, SHAPE, FORM	**LINE, SHAPE, FORM**	**LINE, SHAPE, FORM**

	• To begin creating lines, shapes/forms i.e. drawing a circle for a face. • To create drawings that show their emotions **COLOUR** • To be introduced to the mixing of primary colours to understand that colours change when mixed. • To notice that white paint when added will lighten colours. • To describe why they are selecting colours [for purpose]. **USE OF TOOLS** • To select materials from a range provided Artist of the term; Jackson Pollock-American Artist	• To create lines and simple shapes to create more recognisable forms e.g. vehicles/homes **COLOUR** • To use materials and colours to represent different parts of the form. -To mix primary colours -To know materials have different textures -To identify and use different patterns and textures are combined for purpose **USE OF TOOLS** • To select materials for design purposes [to represent specific items] Artist of the term; Imi KNOEBEL-German Artist	• To create lines and simple shapes to create more recognisable forms e.g. bodies **COLOUR** • To mix colours for different purposes • To know how to hold scissors and use appropriately • To join materials using different methods **USE OF TOOLS** • To select materials for design purposes [to represent specific items], beginning to use finer manipulative Artist of the term; Alma Thomas-American Artist
	Links to Design and Technology		
	DESIGN • To select ingredients **MAKE** • To transform materials • To mix ingredients using bowl and spoon **TECHNICAL KNOWLEDGE** • To describe product made using technical vocabulary e.g. sweet, sour **EVALUATE** • To observe changes in ingredients when mixed	**DESIGN** • Choose colours and shapes to make objects **MAKE** • Make 2D and 3D models • Use a range of joining materials **TECHNICAL KNOWLEDGE** • To know properties of different joining materials **EVALUATE** • Describe if they are happy with their product	**DESIGN** • To plan the shape of finished item **MAKE** • Add colour to mouldable materials • Use tools to sculpt **TECHNICAL KNOWLEDGE** • Know some materials can be moulded **EVALUATE** • Describe if they are happy with their product

	Links to Music		
	Listen and respond • Listen to sounds in the local school environment **Perform** • Join in with familiar songs • Perform in assemblies and celebrations e.g. Harvest, Nativity **Explore and create/compose** • Use voice to create different sounds • Gain sounds from untuned percussions instruments	**Listen and respond** • Listen to sounds in the local school environment **Perform** • Join in with familiar songs • Perform in assemblies and celebrations **Explore and create/compose** • Use voice to create different sounds • Use unturned percussion to keep a rhythm • Used tuned percussion to produce sounds and keep a beat • Use signals to start and stop	**Listen and respond** • Listen to sounds in the local school environment • Sing familiar songs from memory • Know the names of some percussion instruments. **Perform** • Perform in assemblies and celebrations **Explore and create/compose** • Use voice to create sounds and rhythms • Use untuned and tuned percussion to keep rhythm
R.E	• Let's find out about Harvest • Let's find out about Diwali • Let's find out about the Christms story	• Let's find out about the bible • Let's hear some stories about Jesus (Jesus and Zacchaeus, Jesus calming the storm) • Let's find out about the Easter story	• Let's find out about Christian Baptism • Let's find out about Raksha Bandhan.