

Brunel Nursery Long Term Plan 2025

	Autumn 1 How am I different?	Autumn 2 What can you see?	Spring 1 Why is it so cold?	Spring 2 What makes plants grow?	Summer 1 What's happening outside?	Summer 2 Where shall we go?
CORE TEXTS	 Traditional Tale: Goldilocks and the Three Bears 	 Traditional Tale: Little Red Riding Hood 	 Traditional Tale: The Gingerbread man 	 Traditional Tale: The Enormous Turnip 	 Traditional Tale: The three Billy Goats Gruff 	 Traditional Tale: The three little pigs 
CORE RHYMES & POETRY BASKET	Head, shoulders, knees and toes Hey Diddle Diddle Wind the bobbin up <i>Chop, chop Wise old owl A basket of apples Leaves are falling Cup of tea Breezy weather</i>	Twinkle twinkle little star Incy Wincy Spider I'm a little snowman <i>Pointy hat 5 little pumpkins Falling apples Who has seen the wind? Mice Shoes</i>	5 Little snowman Finger family Humpty Dumpty <i>I can build a snowman Carrot nose Let's put on our mittens A little house Furry, furry squirrel Popcorn</i>	Baa baa black sheep 5 little apples Old Mac Donald <i>Pancakes Spring wind Hungry birdies Stepping stones Mrs Bluebird A little Seed</i>	5 little speckle frogs Mary had a little lamb Here is the beehive <i>I have a little frog A little shell 5 little peas 5 little owls Under a stone If I were so very small</i>	The wheels on the bus Jack & Jill The Grand Old Duke of York <i>Dance Sliced bread The fox Monkey babies Thunderstorm Pitter patter</i>
ENRICHMENT & WOW DAYS	Starting Nursery Visit from police Bedtime stories Diwali Stay and Play	Christmas Sing-a-long Library visit Visit from firefighters Stay and Play	Starting Nursery Local Senses Walk Visit from school nurse Chinese New Year Valentine's Day Stay and Play	Plant a sunflower Pancake Day Eid party Mother's Day Stay and Play	Starting Nursery Tadpoles/ ladybirds/ chicks Farm visit Father's Day Stay and Play	Transition Graduation Teddy Bear's picnic Stay and Play

<p>COMMUNICATION & LANGUAGE LISTENING, ATTENTION & UNDERSTANDING SPEAKING</p> <p>School Readiness</p>	<p>Listen to someone who is talking to me</p> <p>Understand single words in context and select familiar objects by name</p> <p>Listen to and follow simple instructions</p> <p>Know and use the words different, same, friends and nursery</p>	<p>Begin to talk in simple, correctly formed sentences</p> <p>Enjoy listening to familiar stories</p> <p>Join in and sing familiar nursery rhymes</p> <p>Know and use the words autumn, season, festival and hibernate</p>	<p>Listen to others when they share their ideas in play</p> <p>Begin to understand 2 part instructions</p> <p>Enjoy listening to longer stories and pay attention for most of the time</p> <p>To share ideas in play with a friend</p> <p>Know and use the words winter, senses, igloo and penguin</p>	<p>Begin to understand why and how questions</p> <p>Be able to join in with parts of a familiar story</p> <p>Know and use the words seed, roots, stem, leaves and petals</p> <p>SR: I understand questions or instructions that have two parts, such as "get your coats and wait at the door."</p> <p>SR: I use longer sentences of 4-6 words</p>	<p>Know and use the words life cycle, egg, hatch, grow and change</p> <p>Know how to use verbs and adjectives linked to the core texts</p> <p>SR: I am able to talk about rhymes and books that I am familiar with</p> <p>SR: I can listen attentively and respond to what I hear.</p>	<p>Know and use the words journey, travelling, adventure, route and home</p> <p>Enjoy listening to longer stories and be able to answer simple questions about the characters, setting and plot.</p> <p>SR: I use talk to organise my play and myself: "Let's go on a bus, you sit there, I will be the driver."</p>
<p>PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT SELF REGULATION MANAGING SELF BUILDING RELATIONSHIPS</p> <p>School Readiness</p>	<p>Build a positive relationship with a member of staff</p> <p>Cooperate with some of the daily routines</p> <p>Understand that things are shared in nursery</p>	<p>Build positive relationships with other children and start to engage in familiar play</p> <p>Enjoy choosing things to play with that interest them</p> <p>Begin to know that they need and sometimes wait for their turn</p>	<p>Confident to talk to and play with friends</p> <p>Starting to understand how others might be feeling (<i>linked to Little Red Riding Hood</i>)</p> <p>Follow rules without support</p>	<p>Able to put on own coat and shoes with support</p> <p>Share how they are feeling and take on others feelings</p> <p>Willing to try new foods</p> <p>SR: I can share and take turns in a group.</p> <p>SR: I can talk about my feelings using words like: happy, sad, angry, worried.</p>	<p>Develop a sense of community (<i>tidy up monitors</i>)</p> <p>Usually adapt my behaviour to new situations</p> <p>SR: I can talk about ways to keep myself healthy</p> <p>SR: I follow rules and can understand why they are important.</p>	<p>Talks with others to solve conflict</p> <p>SR: I play with at least one or more children, extending and elaborating my ideas.</p> <p>SR: I am independent when meeting my own care needs such as: teeth, toilet, feeding, washing hands.</p>
<p>PHYSICAL DEVELOPMENT GROSS MOTOR FINE MOTOR</p> <p>School Readiness</p>	<p>Be able to put their own coat on</p> <p>Join in with wake and shake activities on the carpet</p> <p>Be able to climb up the slide's steps independently</p>	<p>Balance along outdoor balancing equipment whilst holding the hand of an adult</p> <p>Confidently steer and ride the trikes around the track</p> <p>Kick/ throw a large ball into a net</p>	<p>Adjust speed and directions so as not to bump into obstacles</p> <p>Be able to pull up a zip that has been started by an adult</p> <p>Use a pincer grip to thread strings through holes or small items onto sticks</p>	<p>To collaborate with others to move and manage large items such as planks and tyres.</p> <p>Climb up the pirate ship and slide ladder without support</p> <p>SR: I can use fine motor skills with good control to make marks and use tools in my play.</p> <p>SR: I can put on my coat, shoes and apron.</p>	<p>Explore different ways of moving in relation to mini beasts/ creatures and link to associated verbs</p> <p>Catch/ throw/ kick a large ball with accuracy</p> <p>SR: I can demonstrate a range of physical skills such as balancing, riding, climbing and ball skills.</p>	<p>Use a tripod grip when writing /drawing with good control</p> <p>Know different ways to travel including skipping, hopping and jumping whilst landing on 2 feet</p> <p>Use scissors efficiently</p> <p>SR: I can do up my coat using a zip or poppers etc.</p>

<p style="text-align: center;">LITERACY COMPRENSION WORD READING WRITING</p> <p style="text-align: center;">School Readiness</p>	<p>Twinkl Level 1 phonics</p> <p>Join in with a range of nursery rhymes during carpet time by singing and copying actions</p> <p>Learn new words from text and use them in play</p> <p>Join in during Write Dance and make marks.</p>	<p>Twinkl Level 1 phonics</p> <p>Tell a teacher what I have drawn/painted</p> <p>Join in with repeated refrain in familiar books</p> <p>Know a selection of poems linked to Poetry Basket and recite them off by heart</p> <p>Recognise my own name</p>	<p>Twinkl Level 1 phonics</p> <p>Use voice/ body/ environmental sounds to add sound effects to stories/ play</p> <p>Hear what sound my name starts with and be able to find other's names that start with the same sound. Eg Zain and Zaynab</p> <p>To understand that print has meaning when learning facts about winter animals</p> <p>Be able to clap out the syllables in my own name</p>	<p>Twinkl Level 1 phonics</p> <p>Learn and use new vocabulary</p> <p>Orally blend simple cvc words and match them to their picture</p> <p>SR: I can count or clap syllables in a word.</p> <p>SR: I can engage in extended conversations about stories, learning new vocabulary.</p>	<p>Twinkl Level 1 phonics</p> <p>With accuracy, draw a picture using good control and is recognisable by my teacher</p> <p>Hear rhyming words and find their pair</p> <p>SR: I can suggest the missing word in a Nursery Rhyme. e.g. Hickory, Dickory, Dock the mouse ran up the...</p> <p>SR: I can recognise words with the same initial sound, such as money and mother.</p>	<p>Twinkl Level 1-2 phonics</p> <p>Be able to re-tell the story of the 3 Little Pigs</p> <p>Write some or all of my name</p> <p>Write some letter accurately</p> <p>SR: I can use print and letter knowledge in my early writing e.g. writing a pretend shopping list that starts at the top of the page</p>
<p style="text-align: center;">MATHS NUMBER NUMERICAL PATTERNS</p> <p style="text-align: center;">School Readiness</p>	<p>Identify basic colours</p> <p>Matching patterns, shapes & colours</p> <p>Sorting by colour, size and shape</p> <p>Noticing differences between 2 items and identifying the rule.</p>	<p>Subitising, 1:1 counting and recognition of numbers 1 & 2</p> <p>Extending an AB pattern: colour, outdoors and movement</p> <p>Fixing patterns</p> <p>Extending ABC patterns: colour and outdoor</p>	<p>Subitising, 1:1 counting and recognition of numbers 3, 4 & 5</p> <p>Identifying triangles, squares & pentagons</p> <p>Composition of 4 and 5</p>	<p>Recognition of number 6</p> <p>Height and length – tall/ short, long/ short</p> <p>Exploring mass</p> <p>Exploring capacity</p> <p>SR: I know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle).</p>	<p>Sequencing</p> <p>Positional language</p> <p>More than/ fewer than</p> <p>2D shape revisit from Autumn 1</p> <p>Pattern revisit from Autumn 2</p> <p>SR: I can make comparisons to objects relating to size, length, weight and capacity</p>	<p>Number composition 1-5</p> <p>What comes after/ before</p> <p>Numbers to 5</p> <p>SR: I can solve real world mathematical problems with numbers up to 5.</p>
<p style="text-align: center;">UNDERSTANDING OF THE WORLD PAST & PRESENT PEOPLE, CULTURE & COMMUNITIES THE NATURAL WORLD</p> <p style="text-align: center;">School Readiness</p>	<p>To talk about myself and my family and know what makes me special</p> <p>To explore the different areas of nursery and talk about what I notice/ what interests me</p> <p>Name basic body parts / facial features and begin to describe them and know what they are used for.</p>	<p>To talk about the changes I have seen in Autumn</p> <p>To learn and talk about different celebrations that I have experienced</p> <p>To start to understand the importance of people who help us, such as police and firefighters</p>	<p>To talk about the changes I have noticed in Winter and understand the differences from Autumn</p> <p>To explore and talk about the differences between materials (freezing and melting)</p> <p>Understand the meaning of the words today, tomorrow and yesterday</p> <p>Use their senses to explore outdoors and talk about what they found</p>	<p>Know what plants need and how to care for them.</p> <p>Be able to talk about the lifecycle of a sunflower</p> <p>Use the vocabulary they have learnt to talk about what they can see outdoors</p>	<p>To know and talk about the life cycle of a chicken/ caterpillar/ frog</p> <p>To be able to identify and name baby farm animals with their mothers</p> <p>To know where to find living creatures, how to care for them and how to create simple habitats</p> <p>SR: I understand the need to respect and care for the natural environment and all living things.</p>	<p>Know that there are different places with the local area and talk about what they have experienced</p> <p>Know that people/ animals live in different ways and talk about some of these.</p> <p>Talk about how I have changed since starting nursery and what I am looking forward to in Reception</p> <p>SR: I can talk about my family, community and wider experiences.</p>

<p>EXPRESSIVE ARTS & DESIGN CREATING WITH MATERIALS BEING IMAGINATIVE & EXPRESSIVE</p> <p>School Readiness</p>	<p>To draw a representation of a face using circles and straight lines</p> <p>To take on a role in my play using real life experience. Eg making a cup of tea.</p> <p>Explore ways of applying colour when painting/ creating</p>	<p>To take on a role in my play using real life experiences. Eg birthdays/ celebrations</p> <p>Engage with music and move my body / play musical instruments in time</p> <p>Use large and small scale construction to build simple models</p>	<p>To take part in simple pretend play with small word equipment</p> <p>Explore colour mixing</p> <p>Begin to paint/ print/ collage independently</p>	<p>Create closed shapes with continuous lines and begin to use these shapes to represent objects. Eg sunflowers</p> <p>Know about the artist Van Gogh and use his paintings as a stimulus for developing their own</p> <p>SR: I know and can sing a few nursery rhymes and/or songs.</p>	<p>Draw with increasing complexity and detail. EG features of animals</p> <p>Know about the artist Matisse and use 'The Snail' as a stimulus for creating art work on mini beasts</p> <p>SR: I can explore different materials freely, in order to develop my ideas about how to use them and the different creations I can make.</p>	<p>Be confident to perform a selection of poems/ nursery rhymes that they are familiar with in small groups or independently</p> <p>Create complex models using small and large construction and extend their imaginative play with them</p>
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