

Rotherhithe Primary School Nursery

Long Term Plan 2026/2027

	Nursery Long Term Curriculum Map 2026-2027					
	Autumn 1	Autumn 2	Spring1	Spring 2	Summer 1	Summer 2
Theme	All About Me <i>Settling in</i>	How do we celebrate? <i>Seasons</i>	Traditional Tales <i>Building</i>	Transport <i>Animals</i>	How do things grow? <i>Growing</i>	What is out there? <i>Transition</i>
Understanding of the world: People, Culture and Communities The World Past and Present	○ Stay and Play sessions ○ Birthdays Talk about families, and who is important to them- start looking into their family history. Look at baby photos	○ Birthdays ○ Fireworks night ○ Halloween ○ Diwali ○ Eid-Ui-Fitr ○ Christmas Discuss and talk with the children about our different celebrations and why they celebrate them. Talk about why each celebration is special and ask the children to tell you what they and their families do on their celebration day.	○ Birthdays ○ New Years ○ Valentine's Day ○ Chinese New Year ○ Children's Mental Health Week ○ Pancake Day Talk about different environments – environments in traditional tales and weather Explore different materials – building houses for the three little pigs and castles for the giant. Explore different materials and talk about their properties.	○ Birthdays ○ Mother's Day ○ St. Patrick's Day ○ Science Week ○ Easter Talk about keeping safe, linking it to road safety (PSED) Look at and talk about the different modes of transportation. Do they move on land, sea or air? Explore how things work- provide mechanical equipment for children to play with: i.e. pegs and boards/pulleys etc. Animals?	○ Birthdays ○ St. George's Day ○ Ramadan & Eid Natural world - Understand growth and life cycles based on books – Jaspers Beanstalk and The Very Hungry Caterpillar (life cycle) Observing minibeasts, comparing, naming and identifying. Caterpillar eggs? Plant seeds and care for the growing plants.	○ Birthdays ○ Father's Day ○ Sports Day ○ International Day People: Know about places and people in their wider community talk about new people they will meet when transitioning.

Rotherhithe Primary School Nursery

Long Term Plan 2026/2027

Local outings and visits	○ <i>Settling in</i>	○ Park walks ○ Post Box ○	○ Park ○	○ Emergency Service Visitors ○ Nurse visit	○ Farm ○ Caterpillars ○ Frogs Spawn	○ Teddy Bears Picnic
Core books	Together we can By Caryl Hart Ruby Goes to Nursery I can do it! By Patricia Hegarty So much By Trish Booke Lulu's First Day by Anna McQuinn Maisie Goes to Nursery by Lucy Cousins Owl Babies by Martin Waddle Dear Zoo by Rod Campbell	Diwali By Hannah Elliot Christmas Stories Room on the Broom by Julia Donaldson Stick Man by Julia Donaldson Kippers' birthday By Mick Inkpen Where's Spot - Eric Hill Spots Birthday Party -Eric Hill Peace at last - Jill Murphy The Gruffalo - Julia Donaldson	<i>Traditional tales:</i> The Three Little Pigs Goldilocks Billy Goat's Gruff The Gingerbread Man Jack and the Beanstalk The little Red Hen	<i>Oh, dear by Rod Campbell</i> The Odd Egg by Emily Gravett Egg drop by Mini Grey We're going on a bear hunt by Micheal Rosen Am I Yours? By Alex Latimer The Naughty Bus by Jan and Jerry Oke The Train ride by June Crebbin Thin The journey home from Grandpas by Jemima Lumley Up Up by Susan Reid The boy who sailed the world by Julia Green	The Very hungry Caterpillar by Eric Carle The Bad-Tempered Ladybird by Eric Carle Lali's Feather by Farhana Zia Monkey Puzzle by Julia Donaldson Jaspers Beanstalk by Nick Butterworth and Mick Inkpen Plant the Tiny Seed by Christie Matheson Titch by Pat Hutchings	Walking Through the Jungle by Julie Lacome Whatever Next? By Jill Murphy Last Stop on Market Street by Matt de la Pena We're going on a Lion Hunt by David Axtell Sharing a seashell By Julia Donaldson Look up By Nathan Byronl Beegu by Alexis Deacon The Rainbow Fish by Marcus Pfister
PSED	○ Settling into routines and relationships ○ Children learn to separate from carers ○ To begin to recognize their own feelings ○ Talk about their family-who is in my	○ Select and use activities and resources with help ○ Focus on being kind and making the right choices-links to the bad characters in the Diwali story ○ What is special about me? ○ Learn about special customs	○ Tidying up-tidy up leaders ○ Develop a sense of responsibility ○ Building and showing confidence ○ Adults help children resolve small conflicts ○ Discuss what they are good at, use the 3rd little pig and his house	○ Practice self-regulation with adults' help-calming corner, breathing techniques, zones of regulation, music, etc. ○ Play with one or more other children, extending and	○ Increasingly following rules, understanding why they are important ○ Playing co-operatively in a group. Children work on projects in groups lead by their own interests.	○ How are you feeling about going to a new class? Talk to the children about moving to reception class. Lots of transition tasks. ○ Understanding that others may be feeling differently about the change.

Rotherhithe Primary School Nursery

Long Term Plan 2026/2027

	family –create a family wall display ○ Help children with learning to share and how we tidy up and why. ○ Understand everyone is different families'/hair/skin tone ○ Play name games ○ Learn areas of the classroom and school routines ○ Create a class Charter ○ Setting rules and routines; expectations and boundaries Discuss class promises and agree on them as a whole class. ○ Help children with toileting if needed – let them know that adults are here to help.	and beliefs and why they are special to us. ○ Similarities and differences and how we show respect to each other ○ Children are confident in expressing likes and dislikes ○ Talk about how the characters feel-showing empathy for others ○ Cope with short waiting times (use timers) ○ Encourage the children to try and use the toilet independently ○ Eat independently ○ Take off and put on coat independently Introduce brain breaks and quiet/calm times. Introduce and teach Rainbow mindfulness at morning carpet time.	of bricks as an example ○ Fairy tales: ○ -explore characters and their actions. Eg Goldilocks and the big bad wolf. ○ -think of stories from other perspectives on how the Giant might feel? ○ Negotiate turn taking and roles ○ Seek help when needed ○ Using the toilet independently ○ Learn about oral hygiene and brushing our teeth Termly Review; my proudest moments from this term	elaborating play ideas ○ More independent at self-care ○ i.e. using the toilet ○ Talk about our feelings-discuss when did they feel happy, sad, angry etc. ○ What makes a great friend: know that words have an impact on others ○ How to help one another and what to do if you need help. ○ Road safety Termly Review; my proudest moments from this term	○ Children build confidence to share their proud moments ○ Remember some rules without needing an adult to remind them ○ 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? ○ Learn about how to keep healthy food and exercise Termly Review; my proudest moments from this term	○ Practice independence-hanging coats up/going to the toilet/filling up their water bottle ○ Proud moments from the year ○ Keeping healthy food and exercise ○ Transition to Reception ○ Look back at the year and what they have all achieved
--	--	--	---	--	--	--

Rotherhithe Primary School Nursery

Long Term Plan 2026/2027

	Termly Review; my proudest moments from this term	Termly Review; my proudest moments from this term				
Physical Development (Fine and gross motor skills)	Gross motor Fundamental Movement ○ Experiments with different ways of moving. ○ Begin to negotiate space successfully when walking, running and hopping. ○ Children to learn how to ride bikes and scooters	Gross motor climbing and 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. ○ Learning to ride scooters, tricycles and other wheeled toys	Gross motor Jumping Practice ○ Practice pushing feet down into the ground to jump with increased height and distance. ○ Wheeled toys ○ Bikes, scooters, and other wheeled toys.	Gross motor Throwing and catching ○ Develop hand-eye coordination to propel objects further with increased accuracy and catch fast moving objects. ○ Wheeled toys ○ Bikes, scooters, and other wheeled toys.	Gross motor Kicking and batting ○ Develop co-ordination and eye tracking to kick small and large balls and 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.

Rotherhithe Primary School Nursery

Long Term Plan 2026/2027

	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 ○ Begin to turn pages in a book	Fine motor ○ Use paintbrushes to explore creating dots, lines, circular strokes: develop wrist action. Snips with scissors: i.e. creating paper snowflakes ○ Manipulate clay to create ○ diva lamps ○ Use different shape sized cutters for making biscuits ○ Use utensils for cooking in small groups ○ Give meaning to the marks that the children are making/drawing	Fine motor ○ Copies circular, vertical, horizontal strokes and lines with mark making tools ○ Construction with a variety of small materials and tools ○ Beginning to make marks that stand for their name ○ Turn pages of books independently	Fine motor ○ Trace shapes and lines with mark making tools ○ Use windup toys and buttons to make things move and go ○ Turn pages of books independently	Fine motor ○ Planting seeds ○ Begin to form some letters in your name ○ Begin to form some letters learnt in phonics ○ Manipulate playdough to make snakes, and small balls ○ Begin to hold mark making tools with tripod grasp	Fine motor ○ To continue practicing writing your name ○ Begin to form some letters in learnt phonics ○ Use scissors to cut shapes and lines ○ Paint and draw and represent some detail
	Learn daily routines and handwashing Use the toilet independently and/or ask for help if needed Eat and use utensils with greater independence	Eat independently Take on and off winter clothes independently Assess risk and use resources and equipment in school safely	Learn about oral hygiene and brushing teeth Try and taste different foods Develop breath control for brain breaks	Assess risk and be safe at home and in school; is it safe? Road Safety Talk about the body and name of body parts.	Healthy eating and food Learn about growth and change in humans and animals	Learn how to look after our bodies in the hot weather Talk about ways to keep healthy

Rotherhithe Primary School Nursery

Long Term Plan 2026/2027

Communication & Language	Listening	Listening	Listening	Listening	Listening	Listening
	Aspect 1: General sound discrimination – environmental sounds Children listen to familiar adults during routines and play. Adults model listening with visual prompts around lanyards. Short circle time games: learning each other's names and likes and dislikes, i.e. "What's your name?" Encourage children to ask each other and adults simple questions e.g. can I play? Understanding Children begin to follow simple instructions linked to routines and familiar people Visual timetable to help children understand what will happen next Speaking Children use single words moving into short	Aspect 2: General sound discrimination-instrumental sounds Aspect 3: General sound discrimination-body percussion Read simple repetitive stories to tune into rhythm and sound Children listen to stories and join in repeated phrases Teach story refrains ("There's no such thing as a Gruffalo"). Understanding Children understand simple "how/what/where" questions. Ask questions while retelling a story "Who lives in a den?" Speaking Children retell simple events from stories using short sentences. Encourage children to retell using props.	Aspect 4: Rhythm and Rhyme Children to listen to peers during role play (e.g. acting out Three little pigs' story) Sequence and retell stories; first, then, now Understanding Introduce 2 step instructions Speaking Use a wider range of vocabulary-focusing on key words above and from books Talking about sounds (developing vocabulary and language comprehension)	Aspect 5: Alliteration Children listen to transport stories and learn about different types of transport. What sounds they make and how they move (Land, sea etc.) Understanding Understand 'why' questions, such as; why does? Speaking Sing a large repertoire of songs, including Nursery Rhymes, counting songs 5 current buns 1,2,3,4,5 Once I caught a fish ... - Twinkle Twinkle London Bridge is falling down Can children talk about their own experiences? i.e.: when they are travelling on a mode of transport	Aspect 6: Voice sounds Can children listen to clues and two-part questions/instructions Understanding Show an understanding of how to retell a story from beginning to end. Are they able to use the correct vocabulary to sequence the story (First, then, after that, finally) Speaking	Aspect 7: Oral blending and segmenting Understanding Speaking Children talk about and share what they have enjoyed over the year and what they are excited about when transitioning to Reception Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions Use talk to organise themselves and their play Develop communication and pronunciation Use language related to time; today, tomorrow, yesterday with greater accuracy

Rotherhithe Primary School Nursery

Long Term Plan 2026/2027

	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 about your favourite toy/food					
Writing	○ Notice some print, such as the first letter of their name, a door number, bus number or a familiar logo ○ Enjoy drawing freely and making marks ○ Enjoy sharing a book with an	○ Give meaning to the marks that they are making/drawing ○ Listen, repeat and join in with repeated refrains from familiar stories- the Gruffalo/ Room on the broom ○ Recognise familiar words in	○ 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	○ Using initial sounds ○ Form/Write some or all their names ○ Extended conversations about stories ○ Consolidation of phonological awareness related to rhyme	○ Write some letters accurately ○ Write some or all their names ○ Oral segmenting and blending- developing

Rotherhithe Primary School Nursery

Long Term Plan 2026/2027

Reading	adult 1:1, in a small group or whole class ○ Pay attention to pictures and words ○ Identify favourite books Aspect 1: General sound discrimination-environmental sounds ○ Tuning into sound (auditory discrimination) ○ Listening and remembering sounds (auditory memory and sequencing) ○ Talking about sounds and developing vocabulary and language comprehension)	environment and own name ○ Talk about and ask questions about illustrations in books Aspect 2: General sound discrimination-instrumental sounds Aspect 3: General sound discrimination-body percussion ○ Tuning into sounds (auditory discrimination) ○ Listening and remembering sounds (auditory memory and sequencing) ○ Talking about sounds (developing) vocabulary and language comprehension	Aspect 4: Rhythm and rhyme ○ Tuning into sounds (auditory) ○ Listening and remembering sounds (auditory memory and sequencing) ○ Talking about sounds (developing vocabulary and language comprehension)	○ The names of the different parts of a book ○ Page sequencing Aspect 5: Alliteration ○ Tuning into sounds (auditory discrimination) ○ Listening and remembering sounds (auditory memory and sequencing) ○ Talking about sounds (developing vocabulary and language comprehension)	and alliteration (spot and suggest rhyme, count or clap syllables in a word, recognize words with the same initial sound) ○ Developing Aspect 6 (Phase 1 Learning with sounds document) ○ -Voice sounds Aspect 6: Voice sounds ○ Tuning into sounds (auditory discrimination) ○ Listening and remembering sounds (auditory memory and sequencing) ○ Talking about sounds (developing vocabulary and language comprehension)	Aspect 7: Oral blending and segmenting Introducing Fred ready for reception
---------	---	---	--	---	---	--

Rotherhithe Primary School Nursery

Long Term Plan 2026/2027

Key Vocabulary	New Vocabulary:	New Vocabulary:	New Vocabulary:	New Vocabulary:	New Vocabulary:	New Vocabulary:
	- Happy - Sad - Angry - Scared - Full - Empty - Under - Over - Diwali - Festival - rangoli	- Rocket - Moon - Bear - Owl - Christmas - Tinsel - Baby - Floating - sinking	- Mix - Bake - Knead - House - Run - Forest - Big - Small - Hot - cold	- Fast - Slow - Quiet - Loud - Big - Small - Journey - Map - Easter - Egg - Church - Eid - Ramadan	- Grow - Eat - Egg - Climb - Big - Small - Up - Down - Caterpillar - butterfly	- Tiger - Snake - Frog - Jump - Cat - Rhyme - Memories - Investigate - Push - pull
Maths	- Learning the words and actions to number songs and rhymes - Notice numbers in their environment - Exploring numbers 1-5 in different ways e.g. counting on fingers - Explore buildings with shapes and	- Reciting number names in order from 1- 10; using counting songs e.g. 1,2,3,4,5, once I caught a fish alive..... - Begin to count objects to five using 1:1 correspondence; e.g. fireworks and candles - Matching numerals and quantities of objects up to 5 - Begin to subitize (up to 3 objects)	- Begin to recognise and name numerals from 1-10 - Using 1:1 correspondence to count up to 5 objects accurately - Separates a group of three or four objects and can see that the total stays the same - Comparing size: use Goldilocks and the three bears	- Begin to represent quantities using fingers, marks, objects and movements - Begin to recognise and name numerals from 1-10 - Matching a numeral to a quantity (up to 5) - To know that a quantity changes if one object is taken away or	- Children to recognise numerals to 10 and begin to recite them in order - Matching the correct number of objects to the corresponding numeral and making links - Comparing quantities using the vocabulary 'more than' 'fewer than' 'same' - Representing quantities using	- Children to recognise numerals to 10 and begin to recite them in order - To match a numeral to a quantity (to 5 and beyond) - Estimating how many objects they can see and check by counting them 1:1

Rotherhithe Primary School Nursery

Long Term Plan 2026/2027

	noticing them in our environment			added (one more/one less) Count steps, claps, jumps etc. (take children on a journey around the playground using different movements to travel)	fingers, marks, objects	- Create ABAB patterns using colours or objects, i.e. red cube, blue cube, red cube, blue cube..... - Notice and correct an error in a repeating pattern
Expressive Arts and Design (art, music and role play)	- Explore colour and colour mixing - Use drawing to represent ideas - Explore different materials and resources freely - Start to develop present play, pretending that one represents another - Find our singing voices, explore vocal sounds	- Listen with increased attention to sounds - Explore different materials, using their senses to investigate them. Manipulate and play with different materials. - Using their imagination as they consider what they can do with different materials.	- Join Materials and explore different textures - Experiment with materials to make simple models which express their ideas- homes and buildings - Respond to what they have heard, expressing their thoughts and feelings	- 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 - Remember and sing entire songs	- Begin to develop complex stories using small world equipment, such as dinosaurs, vehicles, figurines - Sing the melodic shape (moving melody, such as up and down0 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 Sealife, such as creatures of the Ocean - Play instruments with increasing control to express their feelings and ideas - Create their own songs around one they know

Rotherhithe Primary School Nursery

Long Term Plan 2026/2027

	through singing, instruments and the environmental sounds					
--	---	--	--	--	--	--