Nursery LTP 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All about me	Conflict	Dinosaurs	Planet Earth	Plants	Britain
Focus Topics	Families Feelings Colours Toothbrushing	Seasons – signs of Autumn Types of houses	Types of dinosaurs Habitats Different types of diets Fossils Celebrations around the world	Seasons – signs of Spring Animals and habitats. Polar regions Changing states of matter - ice	Growing Looking after plants Where does our food come from? Healthy eating Plant lifecycles	Seasons – Signs of Summer British beach holidays past and present Lighthouses Seaside safety Boats Floating and sinking Picnic
Wow moments / key events	Harvest Tractor visit Visits from people that help us	Autumn walk Halloween Firework night Christmas Christmas dinner Nativity Play Fire engine visit	Pancake Day Making pancakes Chinese New Year Food tasting	Mother's Day Easter Easter Egg Hunt World Book Day Making Easter nests	Father's Day Growing beanstalks	Sports Day Beach trip Transition Making and testing boats Make a picnic lunch
Core Texts	Owl Babies *Brown Bear, Brown Bear*	The Three Little Pigs *Going on a Bear hunt*	Theres a dinosaur in your book. *Dear Zoo*	Lost and Found *Emperors egg* *Blue Penguin*	Jack and the beanstalk. *Jaspers Beanstalk*	Sharing a shell *Beep beep, vroom, vroom*
Talk 4 Writing	Thats not my..	Thats not my....	Thats not my...	Thats not my...	Thats not my...	Thats not my...
PSED: **Building Relationships,** **Managing Self & Self-Regulation**	Find ways to calm themselves, through being calmed and comforted by their key person. Find ways of managing transitions, for example from their parent to their key person.	Be increasingly able to talk about and manage their emotions. Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push	Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important.	Do not always need an adult to remind them of a rule. Begin to understand how others might be feeling.	Develop appropriate ways of being assertive. Begin to understand how others might be feeling.	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. Talk with others to solve conflicts

	Become more outgoing with unfamiliar people, in the safe context of their setting. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Express preferences and decisions.	their way to the front. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. 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.	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.			R: Build constructive and respectful relationships
PD: Gross Motor Skills	Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources.	Go up steps and stairs, or climb up apparatus, using alternate feet. Use large-muscle movements to wave flags and streamers, paint and make marks.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Skip, hop, stand on one leg and hold a pose for a game like musical statues.	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	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. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm

PD: Fine Motor Skills	Learn to use the toilet with help, and then independently Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks Explore different materials and tools	Use one-handed tools and equipment, for example, making snips in paper with scissors. 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 tools and equipment, for example, making snips in paper with scissors. Make healthy choices about food, drink, activity and toothbrushing	Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand.	Use a comfortable grip with good control when holding pens and pencils. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	Use a comfortable grip with good control when holding pens and pencils. R: Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
C&L: Speaking	Sing a large repertoire of songs	Know many rhymes, be able to talk about familiar books, and be able to tell a long story	Use longer sentences of four to six words Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver	Use longer sentences of four to six words Can start a conversation with an adult or a friend and continue it for many turns	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	Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’ May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ R: Develop social phrases.
C&L: Listening, Attention & Understanding	Listen to simple stories and understand what is happening, with the help of the pictures Understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’	Listen to simple stories and understand what is happening, with the help of the pictures Identify familiar objects and properties for practitioners when they are	Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door	Use a wider range of vocabulary	Use a wider range of vocabulary Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”	Use a wider range of vocabulary Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” R: Understand how to listen carefully and why listening is important

	Can find it difficult to pay attention to more than one thing at a time	described: for example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’ Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door				
UTW: People, Culture & Communities	Notice differences between people	Make connections between the features of their family and other families	Show interest in different occupations	Show interest in different occupations	Continue to develop positive attitudes about the differences between people R: Recognise that people have different beliefs and celebrate special times in different ways	Continue to develop positive attitudes about the differences between people R: Understand that some places are special to members of their community
UTW: The Natural World	Explore materials with different properties. Explore natural materials, indoors and outside Explore and respond to different natural phenomena in their setting and on trips	Explore materials with different properties. Explore natural materials, indoors and outside Explore and respond to different natural phenomena in their setting and on trips	Use all their senses in hands on exploration of natural materials Explore how things work	Talk about what they see, using a wide vocabulary Plant seeds and care for growing plants Understand the key features of the life cycle of a plant and an animal Begin to understand the need to respect and care for the natural	Talk about the differences between materials and changes they notice Explore collections of materials with similar and/or different properties	Explore and talk about different forces they can feel R: Explore the natural world around them R: Describe what they see, hear and feel whilst outside

				environment and all living things		
UTW: Past & Present	Repeat actions that have an effect Begin to make sense of their own life-story and family's history	Repeat actions that have an effect Begin to make sense of their own life-story and family's history	Begin to make sense of their own life-story and family's history	Begin to make sense of their own life-story and family's history	Begin to make sense of their own life-story and family's history R: Name and describe people who are familiar to them	Begin to make sense of their own life-story and family's history R: Name and describe people who are familiar to them
EAD: Being Imaginative & Expressive	Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star' Explore a range of sound makers and instruments and play them in different ways Join in with songs and rhymes, making some sounds Explore their voices and enjoy making sounds Move and dance to music	Remember and sing entire songs Listen with increased attention to sounds	Respond to what they have heard, expressing their thoughts and feelings	Sing the pitch of a tone sung by another person ('pitch match').	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs	Play instruments with increasing control to express their feelings and ideas Create their own songs, or improvise a song around one they know R: Develop storylines in their pretend play
EAD: Creating with Materials	Start to make marks intentionally Explore paint, using fingers and other parts of their bodies	Express ideas and feelings through making marks, and sometimes give a	Take part in simple pretend play, using an object to represent something else	Develop their own ideas and then decide which materials to use to express them	Show different emotions in their drawings and paintings, like happiness, sadness, fear etc	Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc Make imaginative and complex 'small worlds' with

	as well as brushes and other tools Explore different materials freely, in order to develop their ideas about how to use them and what to make	meaning to the marks they make Make simple models which express their ideas Join different materials and explore different textures Explore colour and colour mixing	even though they are not similar Create closed shapes with continuous lines, and begin to use these shapes to represent objects	Draw with increasing complexity and detail, such as representing a face with a circle and including details		blocks and construction kits, such as a city with different buildings and a park Use drawing to represent ideas like movement or loud noises R: Explore, use and refine a variety of artistic effects to express their ideas and feelings
Literacy: Reading	Enjoy songs and rhymes, tuning in and paying attention. Say some of the words in songs and rhymes. Enjoy sharing books with an adult.	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Copy finger movements and other gestures. Enjoy sharing books with an adult.	Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Develop play around favourite stories using props.	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Pay attention and responds to the pictures or the words. Ask questions about the book. Makes comments and shares their own ideas.	Understand the five key concepts about print: - print has meaning - 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. Engage in extended conversations about stories, learning new vocabulary.	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. R: Read individual letters by saying the sounds for them
Literacy: Writing	Enjoy drawing freely.	Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”	Add some marks to their drawings, which they give meaning to. For example: “That says mummy.”	Make marks on their picture to stand for their name	Write some or all of their name.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. Write some letters accurately.

						R: Form lower-case and capital letters correctly
Maths: Number & Numerical Pattern	Combine objects like stacking blocks and cups. Put objects inside others and take them out again. Take part in finger rhymes with numbers. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.	React to changes of amount in a group of up to three items. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.'	Compare amounts, saying 'lots', 'more' or 'same' Fast recognition of up to 3 objects, without having to count them individually ('subitising').	Compare quantities using language: 'more than', 'fewer than' Recite numbers past 5.	Say one number for each item in order: 1,2,3,4,5. Show 'finger numbers' up to 5.	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. R: Count objects, actions and sounds
Maths: SSM	Climb and squeezing selves into different types of spaces. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.	Notice patterns and arrange things in patterns. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Make comparisons between objects relating to size, length, weight and capacity.	Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Combine shapes to make new ones - an arch, a bigger triangle etc. Use informal language like 'pointy', 'spotty', 'blobs' etc.. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'	Understand position through words alone – for example, "The bag is under the table," – with no pointing. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.	Discuss routes and locations, using words like 'in front of' and 'behind'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	Describe a familiar route. R: Continue, copy and create repeating patterns