

Long Term Scheme of Learning

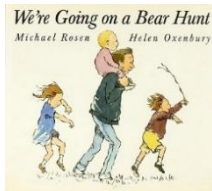
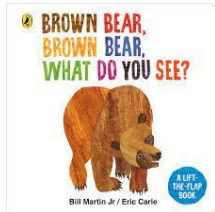
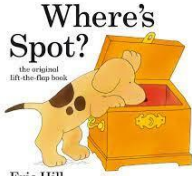
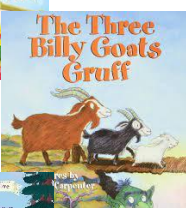
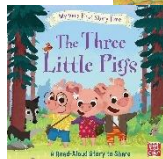
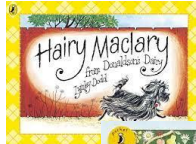
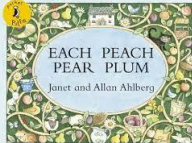
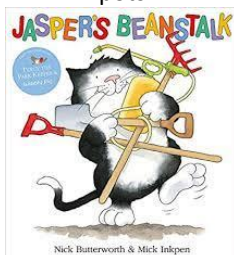
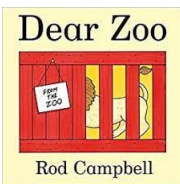
Early Years Nursery

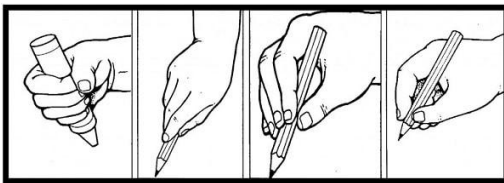
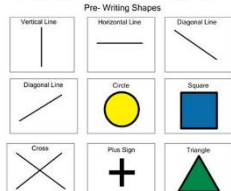
2025-26



Our nursery planning is guided by the statutory requirements of the **Early Years Foundation Stage (EYFS) Framework (DfE, 2024)**, which sets the standards for the learning, development, and care of children from birth to five years old in England.

Our planning ensures that the provision promotes each child's holistic development across the seven areas of learning and development, supports their health, safety, and wellbeing, and lays secure foundations for future learning and school readiness. Educational experiences are designed to be inclusive, play-based, and responsive to individual needs, reflecting the principles of the EYFS and statutory expectations for assessment, safeguarding, and equality of opportunity.

	Autumn Term	Spring Term	Summer Term			
	Read Familiar Stories – link to transition stories • The Blue Balloon • A Very Strange Creature • Peace at Last • The Train Ride  	Developing language skills. Verbally innovate to add more animals to the story.  Opportunity to play music alongside sharing stories. Possible visit to IB Leisure – Soft Play and Rhyme Time Changing words to Nursery Rhymes 	Mark-making for purpose e.g. signs for Three Little Pigs' houses, invitations for a teddy bears' picnic with the three bears  Building bridges and articulating a story   	 Each Peach Pear Plum – Link to Aspect 4 and Traditional Tales Hairy Maclary – Link to Aspect 4 Talk for writing – using photographs from the story to recite story Consider You Choose and Come on, Daisy  	Jasper's Beanstalk  Writing for purpose – making labels for plant pots  Hungry Caterpillar – Oral Retelling 	 Dear Zoo – learning a text and writing. Beginning to use story maps made by an adult to recite story. 

Phonics/Reading	Developing a listening culture in the classroom Sharing familiar stories and rhymes Introduction to phonics scheme Phase 1 Block 1 Phonics Environmental Sounds Instrumental Body Percussion Rhythm and Rhyme Voice Sounds Alliteration Oral Blending and Segmenting Crash  Aspect 1 - Environmental Sounds Ted  Aspect 2 - Instrumental Sounds Captain Stamp  Aspect 3 - Body Percussion Hoppy Bunny  Aspect 4 - Rhythm and Rhyme Dana Dinosaur  Aspect 5 - Alliteration Pam  Aspect 6 - Voice Sounds Robot Rick  Aspect 7 - Oral Blending and Segmenting	Developing a listening culture in the classroom Sharing familiar stories and nursery rhymes and joining in with key parts Recognising print in the environment  Phase 1 Block 2 Phonics Environmental Sounds Instrumental Body Percussion Rhythm and Rhyme Voice Sounds Alliteration Oral Blending and Segmenting	Developing a listening culture in the classroom Sharing familiar stories and nursery rhymes Singing action songs identifying and discriminating sounds in different positions Phase 1 Block 3 Phonics Environmental Body Percussion Rhyme Oral Blending and Segmenting Alliteration
	Writing	Mark-Making Progression  - Children will form recognisable letters, supported by the use of Twinkl. formation rhymes. - Children will begin to form pre-handwriting shapes. - Children will have opportunities to form pre-handwriting shapes in sensory materials. This tactile feedback helps children to develop visual memory. - Children will develop fine motor movement – opportunities to explore activities in the classroom and by taking part in workshops. - Children will develop gross motor movement – use of flipper flappers to develop should strength, bilateral movement and creating visual memory. - Children will make marks to represent their name.  1—1 1/2 years 2—3 years 3 1/2—4 years 4 1/2—7 years  (Making of these shapes is better success at letter formation)	

Number rhymes
Exploring 1 – 5
Representing amounts
Careful counting
Introduction of Numicon

Exploring the
continuous provision
inside and out.

**More than, fewer than,
same (Comparison 1)**
**Hear and say number
names (Counting 1)**
Number rhymes and
songs

- Introducing numicon



- Sorting and matching



- Compare size, mass & capacity

**Explore repeats
(Pattern 1)**

Making simple patterns

Sonar Tracker
Baseline
Assessment

**Begin to order number
names (Counting 2)**
**I see 1, 2, 3 (Subitising
1)**

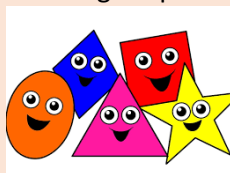
- Counting and recognising amounts
- Matching and sorting
- Comparing amounts

**Join in with repeats
(Pattern 2)**
**Explore own first
patterns (Pattern 3)**



**Explore and build with
shapes and objects
(SSM 1)**

Introducing Shape



**Show me 1, 2, 3
(Subitising 2)**
**Move and label 1, 2, 3
(Counting 3)**



- Read a variety of stories which include 3
- Number Rhymes and Songs
- Recognise and make representations of 1, 2, and 3



**Explore position
and space (SSM 2)**
**Explore position
and routes (SSM 3)**

- Shapes - Circles and triangles
- Positional language – routes and locations



**Take and give 1, 2, 3
(Counting 4)**
**Talk about dots
(Subitising 3)**

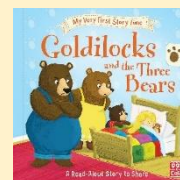


- Representing 1, 2 & 3
- Comparing 1, 2, & 3
- Composition of 1, 2 & 3



**Compare and sort
collection (Comparison
2)**

- Ordering by size, weight, height and length



**Match, talk, push and
pull (SSM 4)**
Start to puzzle (SSM 5)

- Spatial Awareness – Positional Language (position)



Show me 5 (Counting 5)
**Stop at 1, 2, 3, 4, 5
(Counting 6)**



- Exploring Four
- Exploring Five
- One More and One Less
- Shapes with 4 sides



**Match, sort, compare
(Comparison 3)**

- Time – sequencing daily events*



**Make games and
actions (Subitising 4)**

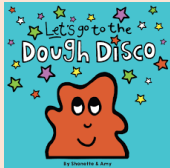
- Representing numbers to 5
- Counting to 10
- Exploring One More and one less
- Recognising and sequencing numbers to 10

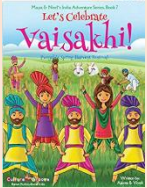
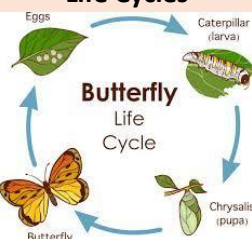


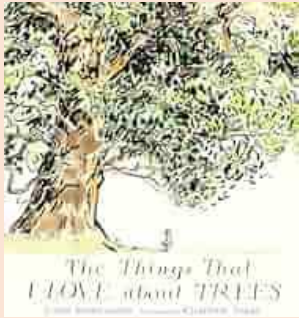
**Making patterns
together (Pattern 5)**
**My own pattern
(Pattern 6)**

- Repeating Patterns
- Exploring Length
- Sequence familiar events real and from stories

Sonar Tracker
Summative Assessment

Fine Motor Skills	Sensory Play Dough Disco Squiggle While You Wiggle Flipper Flappers Baseline Assessment – Explore name writing and pencil grip. Children will be grouped into fine motor groups 	Introduction to pre-handwriting shapes  l – o Continuation of sensory play to explore pre-handwriting shapes Weekly fine motor groups Scissor skills – cutting (making snips in various materials/Learning how to hold scissors correctly).	Introduction to pre-handwriting shapes / + \ Developing pencil grip – using paintbrush tips and broken crayons to explore tripod grip Controlled cutting activities – templates, lines Name writing interventions sent home	Introduction to pre-handwriting shapes x △ □ Developing pencil grip – using paintbrush tips and broken crayons to explore tripod grip Cutlery skills – preparing for lunchtime stay (cutting fruit etc.) 	Name writing interventions in school Developing Letter Formation Cutlery skills – preparing for lunchtime stay (cutting fruit etc.) 	Developing Letter Formation Continuation of name writing interventions. Developing letter and number formation
PE and Gross Motor	 Fundamental Movements Link to Fine Motor – Developing Shoulder Strength Balance, Agility and Coordination – Outdoor equipment Apparatus	Parachute Games 	Fundamental Movements Gymnastics Core Strength Activities e.g. Opportunities to practise high kneeling whilst mark-making in preparation for sitting at a table to mark-make 	Movement and dance – inspired by 	Outdoor activities Accessing physical equipment e.g. bats and balls 	

Past and Present	Getting to know you/ Settling in to Nursery Starting Nursery - celebrating current achievements	Looking at photographs of celebrations and significant events. Looking at family photographs – children, parents, grandparents 	My First Experiences Looking at old texts and comparing to present day copies – look at the clothes they are wearing, the toys they are playing with, technology they are using etc.	Ongoing - Talking about memories – children will be encouraged to talk about recent events and recall past experiences Look at photographs from half-term and encourage children to reflect. Use observations	Ongoing - Talking about memories – children will be encouraged to talk about recent events and recall past experiences Exploring different occupations 	Looking at learning journey and reflecting on time in Nursery. Comparing photographs from start of nursery to end of nursery.
People Culture and Communities	Getting to know you Settling in to Nursery Use All About Me document as a way of gathering evidence about different cultures – plan opportunities to celebrate different backgrounds.  Nursery Halloween Celebrations – Funny Bones	Let's Celebrate! Children in Need  Bonfire Night  Diwali  What is Christmas? 	Let's Celebrate! Pancake Day  Chinese/Lunar New Year  Valentine's Day  Red Nose Day 	Let's Celebrate! Easter  Vaissakhi  Mother's Day 	Let's Celebrate! Father's Day  People who help us 	All around the World! Celebrating Me! 
Natural World	Seasonal Changes  Exploring different textures outdoors	 Seasonal Change	 Changing Foods Making and baking – porridge, cakes etc	Life Cycles 	Minibeasts  How things grow!	 Seasonal Changes

	Messy play (links to sensory mark-making)	Opportunities to experiment with ice, snow etc. Introduction to forest school and respecting the natural world	opportunities to observe change Link to Goldilocks and the Three Bears Seasonal Changes 	Seasonal Changes 	 Planting and developing awareness of how to care for plants	Investigating Forces  Opportunities to experiment – magnets, floating and sinking
Forest School	Outdoor Exploration – observing seasonal change	 Collecting natural treasures – exploring natural materials Outdoor Exploration	Looking at, and discussing, natural resources  Den Building – Link to Three Little Pigs Outdoor Exploration	Outdoor Exploration	The Very Hungry Caterpillar  Minibeast hunt, bug hotels Caring for plants – link to Jasper's Beanstalk 	Outdoor Exploration 
Creating with Materials	Explore different textures – sensory play Painting – adding marks to represent name on picture. Opportunities to print on paper Learning to leave space on the paper rather than covering with paint.	Explore different textures – sensory play – forming pre-handwriting shapes in sensory trays Mirror play (link to phonics aspects) Little Blue and Little Yellow Introduce colour mixing (link to PD)	Different surfaces to work on – developing mark-making opportunities across areas Drawing Painting Mark-making skills Choosing colour for a purpose	Different surfaces to work on – developing mark-making opportunities across areas	Different surfaces to work on – developing mark-making opportunities across areas Representing self – exploring feelings and movement in images	Different surfaces to work on – developing mark-making opportunities across areas Building and construction – junk modelling e.g. making boats following floating and sinking experiment

	Join different materials – glue sticks Different surfaces to work on – developing mark-making opportunities across areas Representing self – drawing marks to represent people Mirror play	Show how colours can be changed in different ways Encourage colour mixing during independent play 	Building and construction Join different materials – masking tape Representing self – drawing features on faces, body parts (links to flipper flappers and awareness of body parts)			
	Junk Modelling  Using scissors to snip Joining skills different materials – glue sticks  Woodwork Bench Introduction to woodwork – using workbench area for fine motor activities without real tools e.g tap-a-shape.	Junk Modelling  Using scissors to snip Joining skills different materials – PVA glue  Woodwork bench Introduce hammer – tapping golf tees etc.  Loose parts play and construction	Junk Modelling  Using scissors to follow lines Joining skills - Join different materials – masking tape  Loose parts play and construction Building and Construction play Woodwork – exploring cutting skills	Junk Modelling  Using scissors to follow lines Joining skills - Join different materials – Sellotape Loose parts play and construction 	Junk Modelling  Using scissors to create paper models Joining skills – different materials – string  Large Parts Construction Play	Junk Modelling  Using scissors to create paper models Building and construction – junk modelling e.g. making boats following floating and sinking experiment  Large Parts Construction Play – wooden bricks

Being Imaginative and Expressive



Nursery Rhymes

Introducing Nursery Rhymes

Explore adding actions to familiar songs and rhymes

Squiggle while you Wiggle
Activities

Nursery Rhymes
Sing a range of familiar Nursery Rhymes and Christmas Songs

Music and Movement

MUSIC & MOVEMENT



Tuning into sounds and rhythm - moving different body parts accordingly
(Link to PD)

Clapping /stamping and tapping along with a beat



Imagine Me drama workshop linked to Traditional Tales topic

Nursery Rhymes

Sing and Perform a range of Nursery Rhymes

Action Rhymes and Songs
Singing familiar songs and beginning to sign some words

Shakers



Making musical instruments and creating sound

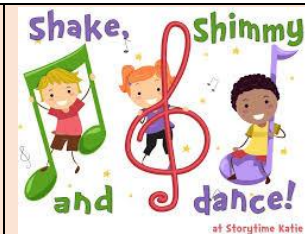
Accompany music using shakers

Action Rhymes and Songs
Singing familiar songs and beginning to sign some words

Beaters



Making musical instruments and creating sound



Shake, Shimmy and Dance

Clapping /stamping and tapping along with a beat

Animal movement and music – tuning into sounds.

Making masks and props to support play.