Mount Pleasant Primary School Nursery Long Term Plan 2026-2027

Topic	Autumn 1 All about me	Autumn 2 Traditional tales	Spring 1 Light and Dark	Spring 2 Transport	Summer 1 Minibeast	Summer 2 At the beach
Hooks:	All about me and my family - Family photo albums	Holodeck	Owl visit	Minibus exploration	Butterflies in Nursery Chicks	Cannon Hall Beach Day
PSED— Think Equal Early Years Programme This is based on 30 different stories; this is a valuable process that can be used to bring about positive change in the lives of children. The programme focuses on the individual level and then as a result of individual changes, moves to collective level building on social cohesion. One Session a week	• Positive sense of self-identity, self-confidence and esteem. • Celebrate individuality and uniqueness • Recognise and value similarities and differences.	• Friendship and kindness • Mindfulness and breathing techniques • Name emotions and connection emotion word to feelings	• Celebrate diversity, accept and understand others • Kind behaviour • Demonstrate a sense of empowerment • Personal boundaries	• All jobs can be done by men and women • No one should be excluded • Feelings of empathy • Associate head for thinking and heart with emotion and hand action	• Know that we all have a brain and what the brain can do. • Learn to apologies and forgive others • Gratitude	• All people deserve shelter • Homes look different • Feelings of excitement and frustration • Looking after the Earth • Depending upon others • Kindness and sharing • Being kind to animals • Positive actions can have a positive effect on others • Celebrate diversity • Gener equality • All families are different
Phonics	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1	Phase 1
Literacy Key Texts: NELI (1 Book over 2 Weeks)	• Neon Leon • Toby and the tricky things • When a dragon goes to school • The boy and the bear	• The three little pigs • Cinderella • Little red riding hood • Jack and the beanstalk	• Star dust • Pip and Posy the bedtime frog • Nothing can frighten a bear	• Don’t wake up tiger • How to look after your dinosaur • Dinosaur rocket	• Firefly home • Look and say what you can see in the countryside • Franklin frog	• The knight who said no • Pip and Posy and the new friend • Copy cat
Focus	Joins in with nursery rhymes or songs. Tries to join in with stories using actions or vocalisations. Listens to the sounds adults make when they read. Sometimes ascribes meanings to some mark that they make or see. When holding crayons, chalks etc, makes connections between their movement and the marks they make.	Joins in with nursery rhymes or songs. Tries to join in with stories using actions or vocalisations. Listens to the sounds adults make when they read. Sometimes ascribes meanings to some mark that they make or see. When holding crayons, chalks etc, makes connections between their movement and the marks they make.	Has favourite stories Joins in with nursery rhymes and songs. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. Joins in with repeated refrains and key words. Enjoys listening to stories in small groups.	Has favourite stories Joins in with nursery rhymes and songs. Fills in some missing words in familiar rhymes/stories. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. Joins in with repeated refrains and key words. Enjoys listening to stories in small groups.	Listens to others in one-to-one or small groups, when conversation interests them. Listens to familiar stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to show a preference for a dominant hand. May begin to move away from a full hand grasp.	Listens to others in one-to-one or small groups, when conversation interests them. Listens to familiar stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Beginning to show a preference for a dominant hand. May begin to move away from a full hand grasp.

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	Enjoys exploring mark making in a sensory way.	Enjoys exploring mark making in a sensory way.	Sometimes ascribes meanings to some mark that they make or see. Makes a connection between their movements and mark.	Sometimes ascribes meanings to some mark that they make or see. Makes a connection between their movements and mark.	May begin to form some letters of their name.	Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right. Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.
Maths	• Says some counting names • Uses the language of size • Beginning to recite some numbers or takes part in counting-like behaviour (pointing) • Gives one or two objects from a small group • Starts to recognise or be interested in some shapes.	• Makes comparisons between quantities • Uses some number names accurately, recites some numbers. • Empties and fills containers and begins to use the language of full and empty. • Makes arrangements with shapes/construction.	• Length—long/short + or • Recites to 5 • Separates some groups of objects • Compares and uses language more and less • Recognises some numerals • Understands and sometimes sequences familiar events.	• Notices patterns—continues simple pattern • Shows an interest in numerals • Recognises some numerals • Recites to 7 • Weight—heavy/light + or	• Recites to 10 • Recognises numerals within 5 • Counts back from 3 • Subitises 1/2 • Counts 1:1 to 5—knows last number is the total • Composition of numbers to 5 • Links numerals and amounts	• Recites to 10 • Recognises numerals to 5 • Counts back from 3/5 • Subitises to 2 • Counts 1:1 to 5—knows last number is the total • Shapes • Everyday language for time • Composition of number to 5 • Links numerals and amounts
Understanding the World **People and communities** **Past and Present**	Families—who am I? Interested in photos Senses	In pretend play acts out things they have seen/experienced Christmas—Celebrations, past experiences.	Begins to have own friends. Understands similarities and differences between themselves and friends. Chinese New Year—exploring differences	People that help us. Transport that I have seen.	Talks about their home life and events that have happened in more detail.	Ramadan and Eid—different religions and celebrations Sharing past events
UTW—The Natural World	Exploring the nursery environment.	Talks about the weather and changes from day to day. Knows there are different types of weather.	Night and day time—basics	Eggs and chicks Talking about things they have observed	Lifecycles Exploring seasons—outdoor learning Talking about things they have observed	Sea creatures Planting
EAD	Transporting objects Matching objects Exploring making marks Exploring colour	Transporting objects Matching objects Exploring making marks Exploring colour Joining in with action, songs and rhythms songs	Explore colour mixing with block paints Acting out things they have seen/experienced Performing and joining in with action, songs and rhythms songs Using prit sticks to join	Explore colour mixing with ready mix paint Performing and joining in with action, songs and rhythms songs Acting out things they have seen/experienced Using prit sticks to join	Explore colour mixing with powder paint Ascribing meaning to marks Exploring materials Make snips using scissors	Explore colour mixing with powder paint Ascribing meaning to marks Exploring materials Starting to cut along straight lines

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			Making patterns Manipulating playdough into different shapes Emptying and filling Exploring loose parts	Making patterns Manipulating playdough into different shapes Exploring familiar transport scenes Enjoying and filling	Retell memorable experiences in the home corner Performing and joining in with action, songs and rhythms songs Acting out ice cream shop scenes Using PVA to join Exploring loose parts Manipulating playdough using tools, cutters etc	Retell memorable experiences in the home corner Performing and joining in with action, songs and rhythms songs Using PVA to join Exploring loose parts Manipulating playdough using tools, cutters etc Exploring a range of malleable materials
Key celebrations/Event	Black History Halloween Diwali	Diwali Children in Need Anti-Bullying Road Safety Bonfire night Remembrance Day Christmas	Chinese New Year Valentine's Day	Pancake Day Mother's Day World Book Day World Poetry Day	Father's Day Queen's Birthday Walk to School Week Ramadan/Eid	Ramadan/Eid World Ocean Day Healthy Eating Week