



Raleigh Infant and Admirals Academy
Year Group Long Term Plan
Nursery
2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	3 rd September – 22 nd October (7.5 weeks)	2 nd November – 18 th December (7 weeks)	5 th January – 12 th February (6 weeks)	22 nd February – 25 th March (5 weeks)	13 th April – 28 th May (7 weeks)	7 th June – 21 st July (6.5 weeks)
Understanding the World						
PKC Learning Theme	All About Me	Journeys	Dinosaurs	Growing and Changing	Animals and their babies	Heroes and Adventures
Experiences	Engage: People who help us visit AND sharing baby photos Other events: Phonics workshop, Black History Month, World Mental Health Day	Engage: Walking journey around school AND sharing home travelling experiences Other events: Road safety talk, Children in Need, Remembrance Day, World Science Day, Nativity, Christmas craft afternoon, Christmas Disco, Anti-bullying week	Engage: Dinosaur virtual tours AND dinosaur dance performance Other events: Children's Mental Health Week, Safer Internet Day, Rock Kidz, Valentine's Day	Engage: Planting seeds and eating grown vegetables Other events: Easter craft afternoon, Sports Relief, World Book Day, World Poetry Day, National Science week	Engage: Growing and releasing butterflies Other events: Earth Day, Music week, St George's Day	Engage: Litter picking AND Hero dress-up day Other events: Sports Day, Transition, Summer Fete
History (Past and Present) (PKC)	- Changes over time (human growth – baby photos) - Family History	- Transport from the past and present - Key people from the past – Ernest Shackleton, Charles Burrell, George Stevenson	- Life on Earth in the past (timelines and chronology) – Jurassic Period - Creatures from the past (dinosaurs)	- Changes over time (plant growth and human growth)	- Changes over time (animal growth and human growth) - Aging of trees and forests	- Astronaut experiences in space - Moon landings - Key people from the past – Ernest Shackleton, Valentina Tereshkova, Sir Edmund Hillary, Tenzing Norgay, Malala Yousafzai

Geography (People, Culture and Communities) (PKC)	- Our school - Our community - Careers - Maps (local area)	- Different modes of transport - Transport around the world - Journeys in our local area - Road safety - Antarctica - Locating Antarctica	- Earth (our world) - Continents (dinosaurs lived on all continents)	- Food and farming in other countries/climates	- Animals around the world - North and South poles	- The Earth – human geography - Locating the UK - Locating Russia - Locating Kazakhstan - Locating Antarctica - Locating Mount Everest - Maps
Science (The Natural World) (PKC)	- Our bodies - Growth - Seasons (Autumn)	- Seasons (Winter) - Weather/cold climates - Sinking and floating (boats)	- Fossils and remains (dinosaur bones) - Palaeontologists - Making observations of the natural world (magnifying glasses)	- Seasons (Spring) - Growth - Food and farming - Plants - Lifecycles	- Animals - Lifecycles - Weather - Habitats - Protecting the environment – Littering	- Seasons (Summer) - Planets - Astronauts – Valentina Tereshkova - Parachutes - Weather/cold climates
Literacy						
Phonics (Little Wandle)	Listening and attention activities Oral blending CVC	s a t p i n Oral blending CVC Hear the same initial sound for words and names of objects	m d g o c k e Oral blending CVC Identify initial sounds Distinguish different sounds	u r h b f l j Oral blending wide range of words Identify initial sounds Articulate sounds correctly including playing with voice sounds	v w y z q u c h Oral blending wide range of words Identify initial sounds	ck x sh th ng nk Oral blending wide range of words Identify final sounds
	Rhyme time: Baa, Baa, Black Sheep Humpty Dumpty Extra: Miss Molly Had a Dolly	Rhyme time: 1, 2, 3, 4, 5, Once I Caught a Fish Alive A Sailor Went to Sea Extra: Row, Row, Row Your Boat	Rhyme time: Down at the Station The Wheels on the Bus Extra: One, Two, Buckle My Shoe	Rhyme time: Round and Round the Garden Wind the Bobbin Up Extra: Ring-a-ring-a-roses	Rhyme time: Mary, Mary, Quite Contrary Incy Wincy Spider Extra: Hickory, Dickory, Dock	Rhyme time: Twinkle, Twinkle Little Star The Grand Old Duke of York Extra: Jack and Jill
Writing	Key Texts: <i>The Three Little Pigs</i> – Mara Alperin <i>Goldilocks and the Three Bears</i> – Mike and Carl Gordon <i>A Squash and a Squeeze</i> – Julia Donaldson	Key Texts: <i>We're Going on a Bear Hunt</i> – Michael Rosen <i>The Little Red Hen</i> – Ronne Randall <i>Lost and Found</i> – Oliver Jeffers <i>Dear Santa</i> – Rod Campbell	Key Texts: <i>The Three Billy Goats Gruff</i> – Mara Alperin <i>Harry and the Bucketful of Dinosaurs</i> – Ian Whybrow <i>The Gruffalo</i> – Julia Donaldson	Key Texts: <i>Shhh!</i> – Sally Grindley <i>The Very Hungry Caterpillar</i> – Eric Carle <i>Wild</i> – Emily Hughes	Key Texts: <i>Dear Zoo</i> – Rod Campbell <i>Handa's Hen</i> – Eileen Browne <i>Monkey Puzzle</i> – Julia Donaldson	Key Texts: <i>Supertato</i> – Sue Hendra & Paul Linnet <i>Whatever Next</i> – Jill Murphey <i>The Lion Inside</i> – Rachel Bright

Gross Motor Skills Fine Motor Skills	- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Start taking part in some group activities which they make up for themselves, or in teams. - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. - 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. - Use one-handed tools and equipment, for example, making snips in paper with scissors. - Use a comfortable grip with good control when holding pens and pencils. - Show a preference for a dominant hand. - Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.					
PE (Get Set 4 PE)	Introduction to PE – Unit 1	Dance – Unit 1	Fundamentals – Unit 1	Gymnastics – Unit 1	Ball Skills – Unit 1	Games – Unit 1
Art (EAD)						
Creating with Materials Being Imaginative and Expressive	- Take part in simple pretend play, using an object to represent something else even though they are not similar. - Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. - Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. - Explore different materials freely, to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. - 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. - Use drawing to represent ideas like movement or loud noises. - Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. - Explore colour and colour mixing. - Show different emotions in their drawings – happiness, sadness, fear, etc. - Listen with increased attention to sounds. - Respond to what they have heard, expressing their thoughts and feelings. - Remember and sing entire songs. - 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. - Create their own songs or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas.					
Key Art/Artist	Picasso (portraits) 	William Turner (movement) 	Jackson Pollock (abstract) 	Monet (landscapes) 	Rousseau (animals) 	Mark Richards (sculpture) 

Nursery Rhymes	Heads, shoulders, knees, and toes Humpty Dumpty Incy wincy spider Open, Shut them If You’re Happy and You Know It One Finger, one thumb Wind the bobbin up Tommy thumb	The Wheels on the Bus Down by station Flyer saucer Row, Row, Row Your Boat A Sailor went to Sea, Sea, Sea The Grand old Duke of York	Hickory Dickory Dock I had a little turtle. I’m a Little Teapot Little Miss Muffet Sing a Song of Sixpence Incy wincy – snow version	The Tiny Caterpillar song Little Peter Rabbit London Bridge Diddle, Diddle Dumpling Jack be Nimble. Here We Go Round the Mulberry Bush	Baa, Baa, Black Sheep Old McDonald Little Bo Peep Alice the Camel Old Mother Hubbard Jack and Jill 5 Little Monkey’s Swinging in a Tree	1, 2, buckle my shoe Hey diddle diddle Twinkle Twinkle Zoom, Zoom, Zoom, We’re Going to the Moon I Hear Thunder It’s Raining, It’s Pouring
PSED						
	- 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. - Develop their sense of responsibility and membership of a community. - Become more outgoing with unfamiliar people, in the safe context of their setting. - Show more confidence in new social situations. - Play with one or more other children, extending and elaborating play ideas. - Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. - Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Develop appropriate ways of being assertive. - Talk with others to solve conflicts. - Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. - Understand gradually how others might be feeling. - Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. - Make healthy choices about food, drink, activity and toothbrushing.					
RE (DiscoveryRE)	Special People	Christmas	Celebrations	Easter	Story Time	Special Places
PSHE (Jigsaw)	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Communication and Language						
	- Enjoy listening to longer stories and can remember much of what happens. - Pay attention to more than one thing at a time, which can be difficult. - Use a wider range of vocabulary. - Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. - Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. - Develop their pronunciation but may have problems saying: some sounds (r, j, th, ch, and sh), multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. - Use longer sentences of four to six words - 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. - Start a conversation with an adult or a friend and continue it for many turns. - Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”					
Computing						
	E-safety and sequencing To know the SMART safety rules To know what to do if I see something on the internet that makes me feel ‘funny in my tummy’		Algorithms To create an algorithm – coding BeeBots Data and information – Sorting To sort objects into groups – creating tally charts		Computing systems and networks To follow instructions to use simple digital equipment (e.g. torches, recording devices and walkie talkies) Programming	

	Digital Literacy To read an ebook Computing systems and networks To follow instructions to use simple programmes and tools on iPads (e.g. camera functions), SMART board (e.g. paint), and CD player (e.g. playing music)	Data and information – Handling data To keep records and display information (e.g. mark making the results from stop watches)	To move a digital BeeBot around the screen using an algorithm			