



Downs Barn and Germander Park Nursery Long Term Plan 2025-2026

The Early Years at Downs Barn is primarily planned towards children's interests and learning needs, below is a broad plan of topics for the year. We will follow the children's interests so topics may change or be adapted throughout the year. Children's interests may typically include dinosaurs, pirates, princesses, transport and characters from popular television shows.

We teach children across the 7 areas of the Early Years Foundation Stage and the characteristics of effective teaching and learning which are:

1. Communication and Language
 2. Personal, Social and Emotional Development
 3. Physical Development
 4. Literacy
 5. Mathematics
 6. Understanding the World
 7. Expressive Arts and Design
- Playing and exploring
 - Active learning
 - Creating and thinking critically

In Nursery, learning is primarily child initiated and the rest is adult led. Each day children will participate in group times at the beginning and end of the day. Group times include PE, music, early phonics, reading, show and tell, 'dough disco' and 'scrimbling'. Within continuous provision children will learn and recall a range of texts, develop their vocabulary, make relationships with others, develop their gross and fine motor skills, learn about past, present and the world around them and develop their creativity.

	Autumn 1 3.9.25-23.10.25	Autumn 2 3.11.25-19.12.25	Spring 1 6.1.25- 13.2.26	Spring 2 23.2.26-27.3.26	Summer 1 13.4.25-22.5.25	Summer 2 1.6.25-17.7.25
Topics/themes	<ul style="list-style-type: none"> • Learning all about ourselves, our families, bodies and feelings. • Learning the new routines of Nursery. 	<ul style="list-style-type: none"> • Festivals, events and celebrations <ul style="list-style-type: none"> • Bonfire Night 5th November 2025 	<ul style="list-style-type: none"> • Winter and seasonal changes. • Traditional stories- focusing 	<ul style="list-style-type: none"> • World book day 5th March 2026 • Spring and new life. 	<ul style="list-style-type: none"> • Jungle • Minibeasts • Growing 	<ul style="list-style-type: none"> • Growing and preparing for change • Transition into our new class.

	<ul style="list-style-type: none"> • Learning about the season of Autumn and Harvest • Diwali 20th October 	<ul style="list-style-type: none"> • Remembrance Day 11th November 2025 • world Nursery Rhyme week 10-14th November 2025 • Children in Need 15th November 2025 • Christmas throughout Dec 2025 	<p>on retelling and features of a story such as characters.</p>	<ul style="list-style-type: none"> • Eid 19th/20th March 2026 • Mothers day 15th March 2026 		<ul style="list-style-type: none"> • Under the sea • Summer and seasonal changes. <p>Fathers day 21st June 2026</p>
Communication and language	<ul style="list-style-type: none"> • Follow and understand a simple instruction. • Curricular goal 7 first milestone <i>Children use gesture and body language to communicate with others.</i> 	<ul style="list-style-type: none"> • Listens and understands more complex sentences. • Curricular goal 7 second milestone <i>Children communicate their basic needs in a sensory way.</i> 	<ul style="list-style-type: none"> • Listens to known adults. • Curricular goal 7 third milestone <i>Children are able to engage in intensive interaction alongside an adult.</i> • Can learn a repertoire of stories and songs. (learning traditional stories) 	<ul style="list-style-type: none"> • Listens one to one and in small groups. • Follow a two step instruction. • Curricular goal 7 forth milestone <i>Children copy speech sounds modelled by an adult.</i> 	<ul style="list-style-type: none"> • Can listen attentively in group times. • Curricular goal 7 fifth milestone <i>Children use single words and phrases in English.</i> • Understand who, what, where, when questions and begin to understand why and how questions. 	<ul style="list-style-type: none"> • Can listen to a non fiction text understanding it tells us about something- (learning about foods.) • Use more complex sentences.

Physical Development	<ul style="list-style-type: none"> ● Curricular goal 12 first milestone Children are aware of the movements their bodies make. ● Use balance bikes/trikes and practise simple ball skills. ● Begin to use some small tools such as scissors. 	<ul style="list-style-type: none"> ● Curricular goal 12 second milestone Children begin to develop their gross motor movement. ● Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 	<ul style="list-style-type: none"> ● Use one-handed tools and equipment. ● Can dress with help. ● Curricular goal 12 third milestone <small>Children begin to develop their gross motor skills</small> 	<ul style="list-style-type: none"> ● Creates lines and circles pivoting from the shoulder and elbow. ● Be increasingly independent as they get dressed and undressed, ● Curricular goal 12 third milestone Children can scoot along on the trikes. ● 	<ul style="list-style-type: none"> ● Begin to make letter shapes such as circles, loops. Straight and wavy lines. ● Begin to show some competence when using large scale equipment such as climbing equipment. 	<ul style="list-style-type: none"> ● Use a comfortable grip with good control when holding pens and pencils. ● Use a range of large and small movements. ● Use scissors confidently cutting along a line.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> ● Access some resources independently or with others. ● Curricular goal 1 and 6 first milestone Children are able to separate from their main caregiver. ● Begin to follow the Nursery routine. 	<ul style="list-style-type: none"> ● Talk about their feelings such as happy, sad and angry. ● Curricular goal 1 second milestone Children build positive relationships with adults and other children. ● Curricular goal 1 third milestone Children begin to understand and tolerate others in their space, ● Curricular goal 2 first milestone Children begin to communicate their basic needs. 	<ul style="list-style-type: none"> ● Curricular goal 6 second milestone Adults model basic self-help skills which Children copy with support. ● Curricular goal 8 first milestone Children begin to follow some social expectations. 	<ul style="list-style-type: none"> ● Can dress with help for example pulling up zip. ● Begin to understand how others are feeling. ● Curricular goal 8 second milestone Children begin to 	<ul style="list-style-type: none"> ● Be increasingly independent in meeting their own care needs. ● Plays with other children sharing resources. ● Curricular goal 8 second milestone Children are introduced to 	<ul style="list-style-type: none"> ● Curricular goal 2 Children begin to understand how to keep healthy e.g. foods, dental hygiene, self-care, sleep routines and fitness. ● Curricular goal 8 third milestone Children learn the reasons for rules and know right from wrong.

		<ul style="list-style-type: none"> ● Curricular goal 9 first milestone Children are exposed to and respond to visual prompts and objects of reference 	<ul style="list-style-type: none"> ● Curricular goal 2 second milestone Children begin to meet their own basic needs. ● Curricular goal 9 second milestone Children are able to follow now and next routines 	follow some social expectations.	the school values.	
Literacy	<ul style="list-style-type: none"> ● Curricular goal 10 first milestone Children show an awareness of books, sensory stories and literature ● Curricular goal 11 first milestone Children explore in a sensory way to develop marks. ● Listen to different environmental sounds. 	<ul style="list-style-type: none"> ● Curricular goal 10 second milestone Children experience stories. ● Curricular goal 11 second milestone Children experience and explore different mark making tools. ● Listen to different musical instruments. 	<ul style="list-style-type: none"> ● Curricular goal 11 third milestone Children can use muscles in their hands and arms to make big movements and bring together hand/eye coordination. ● Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. ● Claps or taps the syllables in words. 	<ul style="list-style-type: none"> ● Recognises familiar words and signs such as own name, advertising logos and screen icons. ● Curricular goal 10 third milestone Children get involved in storytelling through acting stories out and repetitive phrases. ● Shows awareness of 	<ul style="list-style-type: none"> ● Curricular goal 11 third milestone Children can make random marks with their fingers and a selection of tools. ● Begin to orally hear initial sounds and can find the matching pictures/objects. 	<ul style="list-style-type: none"> ● Talks about events and principal characters within a story. ● Curricular goal 10 fifth milestone Children begin to develop their phonological awareness. ● Make marks for a purpose including beginning to write letters within name.

				rhyme and alliteration.		
Mathematics	<ul style="list-style-type: none"> ● Curricular goal 4- first milestone- Children are exposed to a number rich environment and listen to well known number songs. ● Curricular goal 5 first milestone Children are exposed to shape and space 	<ul style="list-style-type: none"> ● Recite some numbers ● Compare quantities using language such as: 'more than and 'fewer than'. ● Curricular goal 5 second milestone Children begin to explore these using resources in the environment. 	<ul style="list-style-type: none"> ● Enjoy counting verbally. ● Say one number for each item in order: 1,2,3,4,5. ● Curricular goal 4-second milestone- Children begin to show an awareness of numbers by saying number names. ● Curricular goal 5 second milestone Children construct with building materials and start to recognise different sized shapes ● Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then... 	<ul style="list-style-type: none"> ● .Begin to count using their fingers ● Can take or give two or three objects from a group. ● Curricular goal 4 third milestone Children begin to join in with number songs and recite some number names correctly. . ● Talk about and identify the patterns around them. ● Curricular goal 5 second milestone recognise different sized shapes and how they fit into different spaces. 	<ul style="list-style-type: none"> ● Curricular goal 4- fourth milestone- Children sing number songs independently and begin to count objects to 5. ● Can show finger numbers up to 5 to show how many are there/left. ● Begin to explore composition of numbers. ● Begin to problem solve in relation to length, weight or capacity. 	<ul style="list-style-type: none"> ● Subitises one, two and three objects ● Know that the last number reached when counting a small set of objects tells you how many there are in total. ● May recognise numbers 0-10. ● Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers. ● Children begin to develop an understanding of mathematical language

				<ul style="list-style-type: none"> • Children begin to understand positional language. 		
Understanding the World	<ul style="list-style-type: none"> • Curricular goal 3- first milestone- Children begin to explore their environment using their senses • Curricular goal 13 first milestone Children are exposed to multicultural resouCurricular goal 14 first milestone- Children visit other areas within the school. 	<ul style="list-style-type: none"> • Curricular goal 3- second milestone- Children recognise their families. • Shows some understanding of seasonal changes. • Curricular goal 14 second milestoneChildren are exposed to songs and stories about places we visit. 	<ul style="list-style-type: none"> • Curricular goal 14 third milestone Children learn about the place they are going to visit using photographs, maps and the internet. • Explore how things work, for example wind up toys. • Begin to show understanding of places that are special. • Begin to talk about characters from stories and begin to compare them to the past. 	<ul style="list-style-type: none"> • Curricular goal 3- third milestone- Children make observations about their immediate environment. (through touch, gesture and senses) • Explore and talk about different forces they can feel. • Curricular goal 13 second milestone Children begin to learn that everyone is unique • Can talk about how household 	<ul style="list-style-type: none"> • Can tell you information from a map- e.g road, grass etc • Plant seeds and care for growing plants. • Show interest in different occupations. • Curricular goal 9 fourth milestone Children can talk about their age and how they develop. Children can talk about their friends and family. 	<ul style="list-style-type: none"> • Talk about the differences between materials and changes they notice. • Begin to understand the need to respect and care for the natural environment and all living things • Curricular goal 13 forth milestone Children begin to learn about cultures and celebrations which are important to themselves and their families.

				<p>objects, clothes and other objects that children are familiar with today show children how they used to look in the past.</p> <ul style="list-style-type: none"> • Curricular goal 14 third milestone- Children learn to line up and walk together safely and why we do this. 		
Expressive Arts and Design	<ul style="list-style-type: none"> • Curricular goal 16 first milestone Children are exposed to and explore a variety of materials through their senses • Take part in role play. • Plays musical instruments. 	<ul style="list-style-type: none"> • Curricular goal 16 second milestone Children are exposed to a range of media including drawing, painting, printing, sculpture and textile; they use their senses to explore • Pretend that one object stands for another e.g brick is a phone. • Curricular goal 15 first milestone Children listen to nursery rhymes and can 	<ul style="list-style-type: none"> • Curricular goal 16 second milestone Children are exposed to a range of media including drawing, painting, printing, sculpture and textile; they use their senses to explore 	<ul style="list-style-type: none"> • Draw with more details • Explore colour mixing. • Curricular goal 15 second milestone They join in with actions to go with the 	<ul style="list-style-type: none"> • Curricular goal 16 second milestone Children begin to use tools to create. Children learn about how to use them safely and with good control. • Curricular goal 15 third 	<ul style="list-style-type: none"> • Use drawing to represent abstract things • Respond to what they have heard, expressing their thoughts and feelings. • Create their own songs or improvise a song from a tune they already know.

		recognise familiar tunes, turning their head to listen.	<ul style="list-style-type: none">• Play instruments with increasing control to express their feelings and ideas.• Use small world to create stories around particular characters.• Curricular goal 15 second milestone Children recognise and join in with nursery rhymes and familiar stories.	rhymes and stories.	milestone Children recognise and join in with nursery rhymes and familiar stories.	
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