

Nursery LTP Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	What makes me Marvellous?	What makes me Marvellous?	Which traditional tale is your favourite?	Which traditional tale is your favourite?	How can we travel?	How can we travel?
Text	Colour Monster(R) The way I feel (N) Super Duper You Marvellous Me	We are Family What makes me a me? This Is Me	The Gingerbread Man Goldilocks and the 3 Bears Jack and the Beanstalk	The 3 Little Pigs Little Red Hen Anansi and the Golden Pot	Astro Girl Journey Home from Grandpa's Naughty Bus	The Train Ride 100 Decker Bus Duck in a Truck
Enrichment	National Poetry Day Harvest Beat Box day experience Black History Diwali	Guy Fawkes Anti Bullying Week Remembrance Day Children In Need Christmas	Story Telling Week Mental Health week E- safety Chinese New Year Teddy Bears Hospital	World Book Day Science Day Ramadan Red Nose Day	Space Dome?	Refugee Week A Day of Action Whole school experience Teddy Bear Picnic

Communication and Language

At ages 3–4, children are rapidly developing their ability to listen, understand, and express themselves. This stage is critical for building the foundations of literacy, social interaction, and cognitive development. Practitioners play a vital role in creating a language-rich environment that nurtures these emerging skills through intentional interactions, play, and storytelling

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Skills	To sing a selection of nursery rhymes To be able to look at picture books To talk about a character To talk about themselves and their families	To sing a selection of nursery rhymes becoming familiar with words To talk about a character in different stories To talk about celebrations at home	Pay attention to more than one thing at a time To begin to answer questions To begin to use a wider range of vocabulary Learn and use new topic vocabulary	To talk about settings and key characters of stories To begin to talk in longer sentences To understand why questions Learn and use new topic vocabulary	To answer questions based on a range of stories To use talk to organise themselves and their play To use topic vocabulary related to transport To begin to use connectives when	To express a point of view in a group situation To use topic vocabulary related to transport To use connectives when talking to extend their sentences Ask a friend some questions related to an

Nursery LTP Cycle B

	Begin to develop communication that can be understood by others Learn and use new topic vocabulary	Begin to develop communication that can be understood by others Learn and use new topic vocabulary To listen and follow simple instructions	To listen to a selection of traditional stories and remember key facts To be able to talk about the structure of a story	To respond appropriately to questions	talking to extend their sentences	activity they are engaged in
Nursery Knowledge	To know a range of nursery rhymes To know the skills of looking at a book To know it is ok to talk about others To know what the new vocabulary is	To know the words for different rhymes To know how to describe a character To know celebrations and what they celebrate at home To know what an instruction is To know what the new vocabulary is	To know how to listen to others when engaged in a task To know what a question is To know what the new vocabulary is To know how to listen to different stories To know what a traditional story is	To know what a setting is and understand who the characters are To know how to extend sentences when talking To know what a question is To know new vocabulary To understand how to answer questions	To know what a question is To understand how to use communication to sort a game To know the names of different vehicles To know how to use a range of words to make sentences longer	To know how to express their own ideas confidently To know a range of vehicles To know how to use a range of words to make sentences longer To know how to ask a question

Key Vocabulary	Tier 1:	Talk, say, listen, copy, tell, look	Talk, say, listen, copy, tell, look	Talk, say, listen, copy, tell, look
	Tier 2:	Why, how, when, question, answer, who	Why, how, when, question, answer, who	Why, how, when, question, answer, who
	Tier 3:	Explain, describe, discuss	Explain, describe, discuss	Explain, describe, discuss

Nursery LTP Cycle B

Observation Checkpoint

Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?

Around the age of 4, is the child using sentences of four to six words – "I want to play with cars" or "What's that thing called?"?

Can the child use sentences joined up with words like 'because', 'or', 'and'?
For example: "I like ice cream because it makes my tongue shiver".

Is the child using the future and past tense: "I am going to the park" and "I went to the shop"?

Can the child answer simple 'why' questions?

Each half term topic related vocabulary will be introduced. The vocabulary will be used daily so children can familiarise themselves with it and begin to use it in their play. The words will be displayed alongside an image for children to recognise.

Nursery LTP Cycle B

Personal, Social and Emotional Development Children's personal, social and emotional development is crucial for children to lead a healthy and happy life. Children who feel safe, valued and confident are more likely to engage in learning. PSED helps build that emotional security and readiness. By forming positive relationships and understanding how to work cooperatively teaches children a skill that is essential for both school and life. It also helps children understand and manage their emotions, develop resilience, and build self-esteem. These are key for navigating challenges and transitions. Through PSED, children learn about rules, routines, and acceptable behaviour, which helps them function well in group settings. Children also learn how to look after their bodies, including healthy eating, and manage own personal skills independently.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Skills	To separate from main carer and learn to adapt to new environment To select and use activities and resources with some support To use the toilet independently and be able to wash own hands To learn daily routines To begin to understand the importance of healthy eating	To learn rules and use correct vocabulary associated with Southwold Primary School To develop their sense of responsibility To show an awareness of oral hygiene by brushing teeth daily To put on own jumper and coat, with support if required	To learn how to share resources and play in small groups. To look after all resources within the unit Find solutions to conflicts that might appear during play To understand the importance of healthy eating	To become more outgoing with unfamiliar people, in the safe context of their setting Show more confidence in social situations To approach an adult if required Talk to others to solve conflicts	To initiate play and extend ideas. Be more confident when accessing all areas of provision and do so independently	To be fully confident when talking to all adults and peers To be able to be assertive to others where necessary To be independent when meeting own needs and understand why it is important
Nursery Knowledge	To know that all adults can be approached should they require support	To know how to adapt their behaviour to suit different routines. To know how to be responsible for different jobs To know oral hygiene is important and understand why	To know what sharing means and understand they will still have a turn To understand we must respect resources and tidy away correctly using vocabulary 'Choose It, Use It, Put It Away'	To know how to develop confidence and to understand they can trust all adults in school To know how to confidently talk to others explaining their emotions	To know how to initiate play To know all areas of the EYFS unit are available to access daily	To know how to talk to adults appropriately To know it is ok to challenge others but they must always be kind and polite To know others also have feelings and can

Nursery LTP Cycle B

		To know why it is important to develop independent self help skills	To know they can manage their emotions and tell peers how they feel			show emotions in different ways
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Key Vocabulary	Tier 1:	Happy, sad, wash, clean, love, cry	Happy, sad, wash, clean, love, cry	Happy, sad, wash, clean, love, cry
	Tier 2:	Feelings, angry, cross, excited, share, healthy, fair, upset, germs, cheerful,	Feelings, angry, cross, excited, share, healthy, fair, upset, germs, cheerful,	Feelings, angry, cross, excited, share, healthy, fair, upset, germs, cheerful,
	Tier 3:	Emotions, frustrated, worried, confused, exercise, respect, emotional	Emotions, frustrated, worried, confused, exercise, respect, emotional	Emotions, frustrated, worried, confused, exercise, respect, emotional

Observation Checkpoints

Around the age of 3 Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while? Around the age of 4 Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy'?) Does the child take part in other pretend play with different roles – being the Gruffalo, for example? Can the child generally negotiate solutions to conflicts in their play? Note: watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different. You will need to work closely with parents and other agencies to find out more about these developmental difficulties.

Look out for children who appear to be overweight or to have poor dental health, where this has not been picked up and acted on at an earlier health check. Discuss this sensitively with parents and involve the child's health visitor. Adapt activities to suit their particular needs, so all children feel confident to move and take part in physical play.

Most, but not all, children are reliably dry during the day by the age of 4. Support children who are struggling with toilet training, in partnership with their parents. Seek medical advice, if necessary, from a health visitor or GP.

Nursery LTP Cycle B

Physical Development						
Physical development is essential for nursery-aged children because it lays the groundwork for their overall growth and learning. Through activities like running, climbing, and playing, children strengthen their muscles and improve coordination, which supports both gross and fine motor skills. These movements also stimulate brain development, enhancing cognitive abilities such as memory, focus, and problem-solving. Physical play fosters emotional resilience and builds confidence as children master new skills, while group activities encourage social interaction, cooperation, and communication. Additionally, staying active promotes long-term health and helps children develop positive habits early on. Altogether, physical development in early childhood is not just about movement—it's a powerful catalyst for intellectual, emotional, and social growth						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Skills	To go up steps and stairs, or climb apparatus, using alternate feet To climb apparatus safely Begin to use one handed tools	To put on their coats, with some support with zips and buttons To develop movement, balancing, riding (scooters, trikes and bikes) To use mark making resources with increasing independence	To use large muscle movements to wave flags and streamers, paint and make marks Move in different ways to develop gross motor skills running, hopping, skipping, jumping Be able to use and remember sequences and patterns of movements which are related to music and rhythm To begin to develop fine motor skills for threading, cutting, using tools, mark making, dough disco	Match developing physical skills to different tasks, for example, decide whether to crawl, walk or run Choose the right resource to carry out own plan To begin to develop correct pencil grip	To hold pencil and begin to form some taught letters correctly To develop scissor skills To run skilfully avoiding all obstacles and negotiate space	To be secure in holding pencil, forming some letters correctly To be able to write all or part of their name To use scissors confidently to make straight or zig zag lines To be independent when getting dressed Collaborate with others when moving large items, such as moving a long plank safely
Nursery Knowledge	To be able to use alternate feet to safely climb up and down steps or apparatus To know how to use one handed tools	To know how to put on their coat and self-dress To know how to use different things for moving	To know how to use flags and streamers To know how to move in different ways	To know what they can do independently To know what resources are available to use	To know the letter rhymes taught in phonics sessions To know how to hold scissors accurately	To know the letter rhymes taught in phonics sessions To know the letters that are in their name and

Nursery LTP Cycle B

		To know how to use mark-making resources effectively	To know what a sequence is To know the different resources that are available and begin to independently access them	To know what the tripod grip is	To know how to avoid obstacles and understand the danger if not	use letter formation rhymes to write it To know how to use scissors for cutting To know how to get dressed independently To know how to collaborate with a partner to discuss safety rules
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Key Vocabulary	Tier 1:	Walk, run, jog, jump, ride	Walk, run, jog, jump, ride	Walk, run, jog, jump, ride
	Tier 2:	Climb, throw, catch, roll, high, low, hop, skip, crawl	Climb, throw, catch, roll, high, low, hop, skip, crawl	Climb, throw, catch, roll, high, low, hop, skip, crawl
	Tier 3:	Balance, grip, bounce, sweat, determined	Balance, grip, bounce, sweat, determined	Balance, grip, bounce, sweat, determined

Literacy

Literacy in nursery is essential because it lays the groundwork for a child's overall development and future learning. At this early stage, children begin to build vocabulary, understand sounds, and develop the ability to express themselves through speech, drawing, and early writing. Engaging with stories, songs, and rhymes not only nurtures their imagination and curiosity but also helps them form emotional connections and understand different perspectives. These shared literacy experiences foster social skills like listening, turn-taking, and empathy. Moreover, early literacy supports cognitive growth and prepares children for the structure and expectations of formal education. When children associate reading and storytelling with joy, they're more likely to become confident, lifelong learners.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Skills	To be able to make marks and begin to say what their mark is To begin to learn that print has meaning Begin to develop phonological awareness	To recognise familiar logos and labels in the environment To talk about a range of stories To name the different parts of a book sequencing To develop early writing	To join in with repetitive refrains in stories To learn that we read from left to right To continue with early writing skills	Engage in extended conversations about books using new vocabulary To give meanings to marks they make and describe their work with confidence	Use print and letter knowledge in early writing To recognise some words with the same initial sound To form some letters accurately	Use print and letter knowledge in early writing To recognise words with the same initial sound To continue to form letters accurately To write some or all of their name
Nursery Knowledge	To know how to hold mark making tool To know what print is and understand that it has meaning To know that things rhyme and begin to spot rhyming words when listening to stories	To know text can be used to form identification To know how to listen to a story and how to discuss it To know stories, have a sequence of beginning, middle and end	To know which part of the story is repetitive To understand which side of the paper is the left To know how to make marks and that marks can represent meaning	To know a range of new vocabulary To know how to describe their work	To know taught RWI sounds can be applied in writing skills To know where to look for the initial sound and how to match	To know taught RWI sounds can be applied in writing skills To know where to look for the initial sound and how to match

Key Vocabulary	Tier 1:	Story, book, pen, pencil, paper, write	Story, book, pen, pencil, paper, write	Story, book, pen, pencil, paper, write
	Tier 2:	Page, rhyme, turn, sound, print	Page, rhyme, turn, sound, print	Page, rhyme, turn, sound, print
	Tier 3:	Fiction, information, non-fiction, sentence, fact, question	Fiction, information, non-fiction, sentence, fact, question	Fiction, information, non-fiction, sentence, fact, question

Nursery LTP Cycle B

Yearly overview

The yearly overview provides an at-a-glance progression of the mathematical areas and concepts throughout the nursery scheme. The 24 blocks can be accessed at any stage of children starting nursery. Timings are flexible to allow you to start the progression where developmentally appropriate as well as with children starting nursery in different intakes through the year or longer.

Comparison 1	Shape, space and measure 1	Pattern 1	Counting 1	Counting 2	Subitising 1
More than, fewer than, same	Explore and build with shapes and objects	Explore repeats	Hear and say number names	Begin to order number names	I see 1, 2, 3
Pattern 2	Shape, space and measure 2	Subitising 2	Counting 3	Shape, space and measure 3	Pattern 3
Join in with repeats	Explore position and space	Show me 1, 2, 3	Move and label 1, 2, 3	Explore position and routes	Explore patterns
Counting 4	Shape, space and measure 4	Subitising 3	Comparison 2	Pattern 4	Shape, space and measure 5
Take and give 1, 2, 3	Match, talk, push and pull	Talk about dots	Compare and sort collections	Lead on own repeats	Start to puzzle
Pattern 5	Subitising 4	Counting 5	Pattern 6	Counting 6	Comparison 3
Making patterns together	Make games and actions	Show me 5	My own pattern	Stop at 1, 2, 3, 4, 5	Match, sort, compare

Nursery LTP Cycle B

Understand the World

Understanding the world is important for nursery-aged children because it helps them make sense of their surroundings and begin to build a foundation for lifelong learning. At this stage, children are naturally curious—they want to know how things work, why people behave the way they do, and what their place is in the wider world. By exploring nature, learning about different cultures, observing everyday routines, and asking endless “why” questions, they start to develop critical thinking, empathy, and a sense of identity. These experiences also support language development and social skills, as children learn to express ideas, listen to others, and engage in meaningful conversations. Ultimately, helping nursery children understand the world nurtures their confidence, curiosity, and ability to connect with others—skills that will serve them well throughout their lives.

Science/ Geography/ History/ RE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Skills	To talk about body parts and be able to name them Talk about what humans need to be healthy Identify similarities and differences between themselves and peers Begin to make sense of their own life story To explain what makes people special To learn about seasonal change	Develop positive attitudes about the differences between people To learn about different festivals and why they are important To learn about the different senses Explore how things work To use senses to explore natural materials Explore collection of materials with similar and/or different properties	To plant seeds and care for growing plants Learn about different countries in the world Learn about the need to respect and care for the environment and living things To recognise people, celebrate in different ways To learn about seasonal change	To recognise that some countries are different to our own To recognise that people celebrate their own festivals Talk about the differences between materials and changes they notice	To learn key features of a life cycle To learn about seasonal change Begin to make sense of their family's history To recognise that information can be learnt from stories	Show interest in different occupations To recognise some places are special To explore and talk about different forces

Nursery LTP Cycle B

Nursery Knowledge	To know the different parts of a body	To know it is important to accept differences in people	To know how to plant seeds and how to help them grow	To know the name of some countries	To understand what a life cycle is	To know what an occupation is
	To understand the importance of being healthy	To know people, celebrate different festivals	To know the name of some other countries	To know the names of different festivals	To know what a season is	To know some places are special
	To know how they are different to their peers	To know the different senses	Understand the importance of caring for living things	To know different types of materials	To understand event that have happened in their family	To know what a force is
	To know their own life story To understand the word special and what it means	To know how to use an Ipad or laptop	To know people celebrate in different ways		To know what a religious story is	

Key Vocabulary	Tier 1:	Body, arm, leg, head, hand, foot	Grow, plant, seed	Doctor, police, fire, story
	Tier 2:	Family, different, elbow, shin, thigh season, Autumn, Winter, Spring, Summer, senses	change, root, season, Autumn, Winter, Spring, Summer, world	season, Autumn, Winter, Spring, Summer, Lifecycle, caterpillar, butterfly
	Tier 3:	Special, festival,	Chrysalis, cocoon, country, environment	Chrysalis, cocoon, special

Nursery LTP Cycle B

Expressive Art & Design

Expressive art and design in nursery settings are essential for nurturing a child's holistic development. These activities fuel cognitive growth as children learn to observe, plan, and problem-solve while engaging with different materials. They foster language development by encouraging children to describe their artwork, helping them articulate thoughts and emotions. Through tasks like painting, drawing, and sculpting, children refine their fine motor skills and build hand-eye coordination. Art also offers a safe and meaningful way for children to express feelings they may not yet have words for, promoting emotional resilience. Social interactions thrive as little ones share materials, collaborate on creative projects, and learn to respect others' ideas. Above all, expressive art opens the door to imagination, letting children explore their inner worlds and tell stories that are uniquely theirs.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Skills	Listen to and join in with nursery rhymes Play instruments to tap out a simple rhythm To learn about art and music for Black History Month Use a variety of construction materials	Listen to and join in with nursery rhymes Take part in simple pretend play, using objects to represent something else even though they are not similar Use different colours to create Rangoli Patterns Join different materials and explore different textures Show different emotions in their drawings	Listen to and join in with nursery rhymes Begin to develop complex stories using small world equipment Explore different materials freely Listen with increased attention to sounds To act out different scenarios using props to enhance imaginative play Explore colour and colour mixing	Listen to and join in with nursery rhymes Make imaginative and complex small worlds with blocks and construction kits Respond to what they have heard, expressing their thoughts and feelings	Listen to and join in with nursery rhymes Remember and sing entire songs Draw with increasing complexity and detail Play instruments with increasing control to express their feelings and ideas	Listen to and join in with nursery rhymes Create their own songs, or improvise a song around one they know Create closed shapes with continuous lines, and begin to use these shapes to represent them
Nursery Knowledge	To know what a nursery rhyme is	To know the names of different objects To know how to create using different colours	To know what a nursery rhyme is	To know what a nursery rhyme is To know the construction kits	To know what a nursery rhyme is	To know what a nursery rhyme is

Nursery LTP Cycle B

	To know different instruments make different sounds To know certain art and music belong to different cultures To be able to construct with a purpose in mind	To know different ways to join materials and what to use to do so	To know which small world to choose for a purpose To know there is a range of materials available for a purpose To know the names of colours and understand you can create new ones if you mix them together	available to use and build with a purpose in mind Know how to express thoughts and feelings	To know a range of songs To know how to look for careful detail To know the names of different instruments	To know how to create own songs and skills required to do so To know how to draw different shapes
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Key Vocabulary	Tier 1:	Sing, music, mix, paint	Mix, paint sing, paint	Sing, music, mix, paint
	Tier 2:	colour	colour	colour
	Tier 3:	Instrument, rhythm,	Instrument, rhythm,	Instrument, rhythm,