



Brownhills West Primary School

EYFS Nursery LTP 2026-27

	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (7 weeks)	Summer 2 (7 weeks)
Topics	<u>All About Me</u> Marvellous Me/Baseline (2) My Pets (1) Houses & Homes (1) Harvest (1) People Who Help Us (2) Diwali (1)	<u>Celebrations</u> Autumn (2) Farming (2) Toys (1) Christmas / The Nativity (2)	<u>Wonderful Winter</u> Winter (2) Polar Regions (1) Chinese New Year (1) Keeping Healthy (1) Valentine's Day (1)	<u>Let's Grow</u> In the garden (mini- beasts & plants) (2) Animals (2) Easter (1)	<u>Once Upon a Time</u> Dinosaurs (2) Space and Aliens (2) Fairy & Traditional Tales (2) Transport and Travel (1)	<u>On the Beach</u> Under the Sea: the seaside & sea creatures (1) Pirates and Mermaids (1) Summer (2) Holidays (1) Transition / Moving On (2)
Key Dates	(5 th Oct) Harvest (4 th - 10 th Oct) Space Week (31 st Oct) Halloween	(5 th Nov) Bonfire Night (8 th Nov) Diwali (11 th Nov) Remembrance Day (11 th - 15 th Nov) Nursery Rhyme Week	(6 th Feb) Chinese New Year (9 th Feb) Internet Safety (9 th Feb) Pancake Day (14 th Feb) Valentine's Day	(4 th Mar) World Book Day (7 th Mar) Mothers' Day (28 th Mar) Easter	Sports Day	(20 th June) Father's Day
Memorable Moments and Experiences	Police and Ambulance visit Halloween Disco World Space Week Discovery Hub: Communication and Language	Autumn Walk The Nativity Performance Show and Tell: Toys Santa Visit Discovery Hub: Christmas	Winter Walk Valentines Disco Chinese New Year (food tasting, dragon dancing) Discovery Hub: Literacy	Planting Sunflowers Making Pancakes World Book Day Easter Egg Hunt Discovery Hub: Easter	Helicopter Stories School Trip - Farm Sports Day Discovery Hub: Maths	Teddy Bears Picnic Seaside at School Airport Role Play Discovery Hub: Topic
Key Texts	<u>Topic</u> Maisy Goes to Nursery You are Brilliant! The Great Pet Sale Two Homes Little Red Hen Emergency Non-fiction - Doctors Dipal's Diwali (Twinkl)	<u>Topic</u> Percy's Hut after the Storm Squirrel's Busy Day Oh Dear! Supertato The Paper Dolls Dear Santa... The Nativity story	<u>Topic</u> Polar Bear, Polar Bear, What did you hear? Gruffalo's Child Lost and Found Chinese New Year (Twinkl) Oliver's Vegetables Love Monster	<u>Topic</u> Non-fiction - Minibeasts Jasper's Beanstalk The Great Pet Sale Dear Zoo Easter Story (non-fiction)	<u>Topic</u> That's Not my Dinosaur Mad about Dinosaurs! Aliens Love underpants Whatever Next! Goldilocks and the Three Bears Little Red Riding Hood	<u>Topic</u> Sally and the Limpet Pirate Pete Slip, Slap, Slop Sandcastles Topsy and Tim go on an aeroplane Maisie Goes on Holiday Topsy and Tim go to School



Communication and Language	* I can sing a large repertoire of songs * I can develop my pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' * I can develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. * I can a wider range of vocabulary. * I can pay attention to more than one thing at a time, which can be difficult.					
	*I can talk to organise myself and my play: "Let's go on a bus... you sit there... I'll be the driver."	* I can understand a question or instruction that has two parts, such as "Get your coat and wait at the door".	*I can start a conversation with an adult or a friend and continue it for many turns.	* I can use longer sentences of four to six words. *I know many rhymes, be able to talk about familiar books, and be able to tell a long story.	*I can understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	* I enjoy listening to longer stories and can remember much of what happens. *I am 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.
Personal, Social and Emotional Development	*I can 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. *I can find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. *I can remember rules without needing an adult to remind them. *I talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.					
	* I can select and use activities and resources, with help when needed.	*I will become more outgoing with unfamiliar people, in the safe context of their setting. *I can increasingly follow rules, understanding why they are important.	* I will be increasingly independent in meeting my own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. * I can make healthy choices about food, drink, activity and tooth brushing.	* I can show more confidence in new social situations. *I can play with one or more other children, extending and elaborating play ideas.	* I can develop their sense of responsibility and membership of a community. *I can talk with others to solve conflicts.	* I can understand gradually how others might be feeling. *I can develop appropriate ways of being assertive.
	My Happy Mind Unit - Meet your brain	My Happy Mind Unit - Celebrate	My Happy Mind Unit - Appreciate	My Happy Mind Unit - Relate	My Happy Mind Unit - Engage	My Happy Mind Unit - Body, Relationships & World



Physical Development	* I can continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. * I can go up steps and stairs, or climb up apparatus, using alternate feet. * I can match my developing physical skills to tasks and activities in the setting. For example, I will decide whether to crawl, walk or run across a plank, depending on its length and width. * I can use one-handed tools and equipment, for example, making snips in paper with scissors.					
	*I can match my developing physical skills to tasks and activities in the setting.	*I can use large-muscle movements to wave flags and streamers, paint and make marks. *I can collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	* I can skip, hop, stand on one leg and hold a pose for a game like musical statues. *I can be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	*I will be increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	*I can 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. *I can use a comfortable grip with good control when holding pens and pencils. *I can have a preference for a dominant hand	*I can start taking part in some group activities which they make up for themselves, or in teams
	Get Set 4 PE - Introduction Unit (Listening and spatial awareness games)	Get Set 4 PE - Fundamentals Unit	Get Set 4 PE - Dance Unit	Get Set 4 PE - Gymnastics Unit	Get Set 4 PE - Ball Skills Unit	Get Set 4 PE - Games Unit
Literacy	*I can understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing. *I can develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother •					
	*I know print has meaning.	*I can read English text from left to right and from top to bottom.	*I can understand the names of the different parts of a book - page sequencing.	*I can use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. •	*I can engage in extended conversations about stories, learning new vocabulary. *I can write some or all of my name.	*I can write some letters accurately.



Maths	*I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Make comparisons between objects relating to size, length, weight and capacity. *I can talk about and identifies the patterns around me. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.					
	*I can compare quantities using language: 'more than', 'fewer than'. *I can recite numbers past 5. *I can talk about and identifies the patterns around me.	*I can develop fast recognition of up to 3 objects, without having to count them individually ('subitising') *I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	*I can link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. *I can understand position through words alone - for example, "The bag is under the table," - with no pointing.	*I can say one number for each item in order: 1,2,3,4,5 *I can show 'finger numbers' up to 5. *I can combine shapes to make new ones - an arch, a bigger triangle etc. *I can extend and create ABAB patterns - stick, leaf, stick, leaf. *I can notice and correct an error in a repeating pattern.	*I can solve real world mathematical problems with numbers up to 5 *I can describe a familiar route. *I can discuss routes and locations, using words like 'in front of' and 'behind' *I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.	*I can experiment with my own symbols and marks as well as numerals. *I can begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
Understanding of the World	*I can use all their senses in hands-on exploration of natural materials. *I can talk about what I see, using a wide vocabulary. *I can explore how things work. *I can continue developing positive attitudes about the differences between people					
	*I can show interest in different occupations.	*I can begin to make sense of my own life-story and family's history.	*I can talk about the differences between materials and changes they notice.	*I can plant seeds and care for growing plants. • *I can understand the key features of the life cycle of a plant and an animal. *I can begin to	*I can explore collections of materials with similar and/or different properties. *I can explore and talk about different forces I can feel.	*I know that there are different countries in the world and talk about the differences.



				understand the need to respect and care for the natural environment and all living things		
Expressive Arts and Design	*I can take part in simple pretend play, using an object to represent something else even though they are not similar. *I can join different materials and explore different textures. *I can show different emotions in their drawings and paintings, like happiness, sadness, fear etc.					
	*I can explore different materials freely, to develop their ideas about how to use them and what to make. *I can explore colour and colour-mixing. *I can listen with increased attention to sounds.	*I can sing the pitch of a tone sung by another person ('pitch match'). *I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	*I can develop their own ideas and then decide which materials to use to express them. *I can respond to what they have heard, expressing their thoughts and feelings. *I can remember and sing entire songs.	*I can begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. *I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.	*I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. *I can 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.	*I can create their own songs or improvise a song around one they know. *I can play instruments with increasing control to express their feelings and ideas.
	Sing Up Let's Be Friends	Sing Up Travel and Movement	Sing Up This is me	Sing Up Animal Tea Party	Sing Up I've got Feelings	Sing Up Let's Jam