Nursery Acorns Class 2 Year Long Term Plan 2026 - 2027

Burford Nursery Long Term Plan Nursery Year 1 2026-2027

At Burford Nursery, we use the children's interests to inform our planning which makes the learning and play as enjoyable and relevant to the children as possible. Whilst we will cover the developmental steps outlined below, the themes and texts are subject to change if the children are inspired by something else during the term. We have a display in the Nursery where parents can add their child's interests and fascinations which helps us to choose our topics. We will cover the developmental steps outlined below through whichever topics we base our work and play on.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Term 1 7 weeks 07.09.26- 23.10.26	Term 2 7 weeks 2.11.26 – 18.12.26	Term 3 6 weeks 04.01.27 – 12.02.27	Term 4 5 weeks 22.02.27 –25.03.27	Term 5 7 weeks 12.04.27 – 28.05.27	Term 6 7 weeks 08.06.27 – 21.07.27
Topic	I'm Special	Let's Celebrate	How do you feel?	On the Move	Amazing Animals	Ready, Steady Superheroes
High Stakes Project	All about me books	Nursery Christmas performance and party with parents.	Colour Monster display board	Class photograph album	Planting and gardening	Transition in Reception
Memorable Experience	Settling into new setting/ meeting new friends. Autumn treasure walk Making apple crumble	Forest School Watching Reception's Nativity. Celebrating class toy hedgehog's brthday Participation in World Nursery Rhyme Week. Halloween dress up day.	Playing in the snow with friends. Voting for stories each day that they would like to read the next day.	Easter egg hunts in Nursery garden STEM Week Making Mother's Day cards	Forest School Reception's ducklings. Making porridge Bear Hunt	Forest School Visits to Reception. Caterpillars. Big outdoor waterplay Participation in whole school creative week.
Key Texts/ Topics	Week 1 – Settling in Week 2 – Settling in Week 3 – Our Class Is Family	Week 1 – Room on the Broom Week 2 -Nursery Rhymes	Week 1 – Colour Monster Week 2 – Colour Monster	Week 1 – Animal Music	Week 1 – Elmer Week 2- The Gruffalo Week 3 – We're Going on a Bear Hunt	Week 1 – The Gingerbread Man Week 2 – The Gingerbread Man

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	Week 4 – This is our House Week 5 – Autumn Week 6 – Little Seasons – Hello Autumn Week 7 – Story based on children's interests to be decided	Week 3 – Nursery Rhymes Week 4 – Night Monkey, Day Monkey Week 5 – Kipper's Birthday Week 6 – Christmas/ The Nativity Week 7 – Christmas/ The Nativity	Week 3 – Little Seasons Hello Winter Week 4- Winter is Here Week 5 – The Day it Rained Hearts Week 6 – STEM week	Week 2 – Bucks Communication Week 2027 Week 3 – Voting for stories Daily Week 4 – You Can't Take an Elephant on the Bus Week 5 – We're Going on an Egg Hunt	Week 4 – Bears (non fiction) Week 6 – Animals of children's choice Week 7 - Story based on children's interests to be decided Week 8 - Story based on children's interests to be decided	Week 3 – The Hungry Caterpillar Week 4 – SuperWorm Week 5 – SuperTato Week 6 –10 Little Superheroes Week 7 – The Colour Monster Goes to School
Other Texts	Little Acorn Because of an Acorn Happy to be me Love makes a Family In Every House on Every Street Our Class is a Family Nursery Rhymes Tap the Magic Tree The Boy Who Loved Everybody Quiet! The Golden Acorn	We're going on a Pumpkin Hunt Dear Santa That's not my Santa Stick Man First Festivals Diwali The Nativity Room on The Broom Nursery Rhymes Spot's First Birthday	You Choose My Big Book of Feelings Tomorrow I'll Be Kind How Are You Feeling Today? Mini Monsters – Can I Play? Glad Monster, Sad Monster One Snowy Night Tap the Magic Tree	My Mummy is Magic Tip, Tip, Dig, Dig My Big Book of Transport Aeroplanes are Amazing Fire Engines are Fantastic. The Little Red Train.	Goldilocks and the three bears Where's my teddy? San Diego Zoo Wildlife Explorers website Gozzle Rumble in the Jungle Dear Zoo What the Ladybird Heard Monkey Puzzle The Gruffalo I want my Hat Back	Super Daisy 10 Little Superheroes Gozzle Superkid Real Superheroes Starting School The Colour Monster Goes to School Going to School Peppa Pig's 1st Day at School
Key Dates	7.9 New School Year Begins 31.10 Halloween Pants Talk October Black History Month	8.10 Diwali 05.11 Bonfire Night 11.11 Remembrance Day 11.11 National Nursery Rhyme Week	14.02 Valentines Day 6.02 Chinese New Year 9.02 Pancake Day	1.3 Buckinghamshire Communication Week 4.3 World Book Day 7.03 Mother's Day 9.03 Eid	22.4 Earth Day 20.5 National Bee Day	20.06 Father's Day Sports Day 21.7 End Of School Year

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	Harvest	13.11 Children in Need 25.12 Christmas Day 12.12 Hannukah		20.3 World Oral Health Day 28.03 Easter		
Parent Interaction	Tapestry interactions. Providing pictures for All about me books. Parents Evening	Tapestry interactions. Forest School Christmas party	Tapestry interactions.	Tapestry interactions. Parent's Evening	Tapestry interactions. Forest School	Tapestry interactions. Forest School N2 - End of year reports N1 – Parents evening

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Burford Nursery Long Term Plan Nursery Year 2 2027-2028

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The first term in every year follows the same themes and books with adaptions made to suit individual children and class's interests as well as developmental stage.					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	I'm Special	Let's Celebrate	How Do You feel?	Let's Talk!	All About Stories	Minibeast Explorers
High Stakes Project	All about me books	Nursery Christmas performance and party with parents.	Colour Monster display board	Class photograph album	Planting and gardening	Visits into Reception
Memorable Experiences	Settling into new setting/ meeting new friends. Autumn treasure walk Making apple crumble	Forest School Watching Reception's Nativity. Visit from vicar to hear Nativity story. Participation in World Nursery Rhyme Week.	Meeting new friends. Making cornflour snow. Playing in the snow with friends?	Easter egg hunts in Nursery garden Participation in whole school STEM week – planetarium Communication Week World Book Day	Forest School Large outdoor waterplay. Outdoor role play based on stories – 3 Little Pigs using houses, Billy Goats gruff using climbing frame.	Forest School Visits to Reception. Caterpillars. Big outdoor waterplay Participation in whole school creative day.

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		Halloween dress up day		Reception's ducklings.	Picnics	
Key Texts/ Topics	Week 1 – Settling into new setting Week 2 – Settling into new setting. Week 3 – Because of an Acorn Week 4 – This is our House Week 5 – Autumn Week 6 – Little Seasons - Autumn	Week 1 – Room on the Broom Week 2 -Night Monkey, Day Monkey Week 3 – Nursery Rhymes Week 4 - Nursery Rhymes Week 5 – Kipper's Birthday Week 6 – The Nativity Week 7 – The Nativity	Week 1 – One Snowy Night Week 2 – Colour Monster Week 3 – The Snappy Shark Week 4 – The Boy Who Loved Everyone Week 5 – Elmer Week 6 – Oi Frog!	Week 1 – Harry and the Bucket Full of Dinosaurs/ Questions and Answers About Dinosaurs Week 2 – Buckinghamshire Communication Week (theme to be decided) Week 3 – A story a day – voted for by the children Week 4 – We're Going On An Egg Hunt Week 5 – STEM Week	Week 1 – The Gruffalo Week 2 – The 3 Little Pigs Week 3 – The Billy Goats Gruff Week 4 – Brown Bear, Brown Bear What Do You See? Week 5 – Dear Zoo Week 6 – Hairy Maclary From Donaldson's Dairy	Week 1 – Mad About Minibeasts Week 2 – What The Worm Saw Week 3 – The Very Hungry Caterpillar Week 4 – Betsy Buglove Saves The Bees Week 5 – Snail Trail Week 6 – Little Seasons Summer Week 7 – The Colour Monster Goes To School Week 8 – Sharing favourite stories
Other Texts	Little Acorn Because of an Acorn Happy to be me Love makes a Family In Every House on Every Street	We're going on a Pumpkin Hunt Dear Santa That's not my Santa Stick Man	Little Seasons Winter The Colour Monster Goes to School The Feelings Book Our Class is a family This is Our House	Harry and the Bucket Full of Dinosaurs Collection 1,2,3 Do the Dinosaur My Best Dinosaur Fact Book	A Book of Bears We're Going on a Bear Hunt Goldilocks Rumble in the Jungle Giraffes Can't Dance	Super Worm The Snail and the Whale What the Ladybird Heard

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	Our Class is a Family Nursery Rhymes Tap the Magic Tree The Boy Who Loved Everybody Quiet!	First Festivals Diwali The Nativity Room on The Broom Nursery Rhymes Spot's First Birthday	Oi Frog! Collection	Spot's Easter Basket Books as chosen by the children during the voting week.	Oi Frog! Collection	Norman the Slug With the Silly Shell Sunny Day Little Seasons Starting School Harry and the Dinosaurs go to School
Key Dates – to be updated Summer 2026	Diwali Halloween Pants Talk Black History Month Harvest	Bonfire Remembrance Day National Nursery Rhyme Week Children in Need Christmas Day Hannukah	Children's Mental Health Week Valentines Day Pancake Day	Bucks Communication Week Reception Ducklings Arrive STEM Week	Forest School resumes	Father's Day School Year Ends
Parent Interaction	Tapestry interactions. Providing pictures for All about me books. Parents Evening	Tapestry interactions. Forest School Christmas party	Tapestry interactions. Parent's Evening	Tapestry interactions. Nursery Parent and Child Stay and Play	Tapestry interactions. Forest School	Tapestry interactions. Forest School N2 - End of year reports N1 – Parents evening

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Nursery – Communication and Language

Nursery 1 are working on green steps. Nursery 2 are working on blue steps. All children are working on the same steps in the Autumn term as no children repeat A1 and A2.

Listening and Attention	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	To listen to simple stories. To understand longer sentences.	To enjoy listening to longer stories and remember much of what happened. To understand a question or instruction with two parts.	To understand simple instructions. To spend time at an activity of their choosing. To begin to pay attention to more than 1 thing at a time. To understand why questions.	To listen to simple stories with the help of the pictures. To learn new vocabulary. To sing a large repertoire of songs.	To understand and act on longer sentences. To use a wider range of vocabulary. To be able to talk about books. To engage in non-fiction books.	To begin to understand who, what and where questions. To listen carefully and understand why this is important. To continue to learn rhymes and songs.

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Speaking	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	To sing a repertoire of songs. To continue to develop their pronunciation. To talk about books and tell stories.	To learn and use new vocabulary. To begin to join in with familiar songs and rhymes. To talk to friends and familiar adults.	To continue to learn and use new vocabulary. To use words and noises in their play. To tell a short story. To express a point of view. To continue to develop their pronunciation and use of tenses. To use talk in their play.	To continue to learn and use new vocabulary. To continue to develop their pronunciation. To start a conversation with a friend or adult and continue it for several turns. To use longer sentences.	To continue to learn and use new vocabulary. To continue to develop their pronunciation. To sing a large repertoire of songs. To know many rhymes. To talk about familiar books.	To continue to learn and use new vocabulary. To continue to develop their pronunciation. To be able to tell a long story. To use talk to organise their play. To ask questions.

<u>Nursery – Personal, Social and Emotional Development</u>

Self-Regulation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	To grow in independence	To express their feelings.	To begin to manage their emotions. To talk about their feelings using words such as happy, sad, angry or worried.	To explore their own and character's emotions through stories and play. To develop ways of being assertive.	To explore their own and character's emotions through stories and play. To see themselves as a valuable individual.	To talk about how they are feeling. To consider the feelings of others. To talk about their feelings, using

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						vocabulary including when and because.
Managing Self	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	To become more independent with toilet and hand washing. To manage transitions. To find ways to calm themselves.	To begin to show effortful control, including taking turns and not taking just toys off other children. To be able to find own belongings. To be aware of the class routines.	To become more independent with toilet and hand washing. To select and use activities and resources with help when needed. To begin to be aware of rules. To be independent with toilet and hand washing.	To become more independent with toilet and hand washing. To express preferences. To spend time at a chosen activity until they have completed what they set out to do. To follow simple class rules.	To become more independent with toilet and hand washing. To be able to find own belongings. To follow class rules and understand why they are important. To become more resilient in the face of challenges.	To become more independent with toilet and hand washing. To begin to understand the importance of healthy food choices. To understand the importance of tooth brushing. To take turns sometimes needing adult support.

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Building Relationships	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	To feel happy and safe in new setting. To play with or alongside other children. To talk to and be comforted by familiar adults.	To notice differences and similarities between people. To develop their sense of membership to the class. To show more confidence in new situations.	To play with increasing confidence, knowing that familiar adults are nearby. To begin to form friendships. To begin to find ways to solve conflicts.	To enjoy playing alongside or with other children. To become more independent in solving conflicts. To play with one or more children, extending and elaborating play ideas.	To continue to develop relationships with other children and familiar adults. To talk with others to solve conflicts. To have friendships and enjoy spending time with other children.	To develop friendships and play with other children. To play with other children, usually taking turns and using talk to solve any conflicts.

Nursery – Physical Development

Gross Motor Skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	To enjoy kicking throwing, and trying to catch balls. To build independently with a range of resources To clap and stamp in response to music.	To continue to develop movements including riding scooters and trikes. To develop their balance. To use large scale muscle movements. To match their developing physical skills to tasks and	To run, jump and climb. To build independently with a range of resources. To go up steps, stairs and climbing equipment using alternative feet. To move in response to music and rhyme.	To explore different ways of moving around. To experiment with trikes, bikes and scooters. To use and remember sequences of movements which are relates to movement and rhythm.	To fit into spaces and move around in them. To try to throw and kick balls. To use large scale movements to do things independently. To skip, hop and stand on one leg.	To spin, roll and use ropes and swings. To talk part in and create group activities and games. To collaborate with others to manage and move large items.

		activities in the setting.		To choose the right resource to carry out their own plan.	To play games such as musical statues. To start taking part in group and team activities.	

Fine Motor Skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	To use large and small motor things to do things independently, for example pouring water. To become more independent with dressing including helping with zips.	To become more independent with eating. To begin to use a knife and fork. To use scissors to make snips in paper.	To explore different materials and tools. To experiment with different mark making tools. To show a preference for a dominant hand.	To explore different materials and tools. To use a comfortable grip when holding pens and pencils. To experiment with pencils, paintbrushes, scissors, knives, forks and spoons.	To become more independent with dressing. To use good control when mark making, To match their developing fine motor skills to tasks in the setting.	Tio develop more control during fine motor activities. To use a comfortable grip with good control when holding pens and pencils