



Nursery
Reception

	Autumn		Spring		Summer	
The Big Question!	<i>I wonder</i> Who am I?	<i>I wonder</i> How do we celebrate?	<i>I wonder</i> Who is afraid of...	<i>I wonder</i> Who made those footprints?	Come Outside <i>I wonder</i> Are plants alive?	<i>I wonder</i> What is it like to be beside the sea? Compare and contrast village life
Themes	All about me Healthy Me Homes and houses Families	Seasonal Change Christmas Bonfire Night	Africa Jungles and Savannahs	Dinosaurs Animals Jungles	Sowing and Growing	Seaside Under the Sea
Focus Texts (subject to change)	The Great Big Book of Families All Are Welcome Our Class is a Family The Colour Monster Enormous Turnip Suddenly Kindness is My Superpower Something Else The Same but Different too You Choose Tiger who came to Tea Dogger Peepo Once there were Giants Drawing Club will link with some key texts	Fireworks sense poems Owl Babies Leaf Man The Tree Little Glow Stickman (seasons) Jolly Christmas Postman And Tango makes Three Super-duper you (is a lovely story to celebrate individuals) The Christmas Story Drawing Club will link with some key texts	The Tree The Gruffalo Zog We're going on a Bear Hunt and We're going on a Lion Hunt Ruby's Worry Tinga Tinga Tales Anna hibiscus song full story Drawing Club will link with some key texts	The Tree Tyrannosaurus Drip Harry and his bucketful of dinosaurs Open very carefully on the way home Mary Anning - little people, big dreams Drawing Club will link with some key texts	The Tree Jasper's Beanstalk Jack and the beanstalk The tiny seed Sam plants a sunflower Ten seeds Errol's garden Daisy eat your peas! One Plastic bag Drawing Club will link with some key texts	Bear's Adventure The Storm Whale What the ladybird heard at the seaside Sharing a shell Clean Up! The Snail and The Whale Billy's bucket Me on the map A Squash and a Squeeze Mr Gumpy's outing Somebody swallowed Stanley Drawing Club will link with some key texts



Waterhouses CE Primary Academy and Nursery Long Term Planning for Nursery and Reception Cycle 1 2023 - 2024

Nursery

Reception

Communication and Language	<p>Starting to use talk with familiar adults and peers creating sentences in their play</p> <p>Following instructions</p> <p>Answering questions (what, who, where, when)</p>	<p>Use short sentences to explain</p> <p>Listen to stories and songs with interest and engagement</p> <p>Using a wide range of words appropriately and in context</p>	<p>Joining in with familiar stories and rhymes</p> <p>Using different vocabulary including scientific and linked to stories</p> <p>Starting to show understanding of 'why' questions</p>	<p>Respond appropriately when questioned</p> <p>Pose my own simple questions to find out more</p> <p>Develop vocabulary</p> <p>Join in and recall stories with repetition</p>	<p>Take turns to speak in a conversation</p> <p>Explore the use of conjunctions to connect ideas</p> <p>Use language to explain, retell, describe</p>	<p>Respond to a range of question types- particularly link to 'why' questions</p> <p>Express a point of view</p> <p>Develop a wide ranging vocabulary- scientific and descriptive</p>
	<p>Following instructions</p> <p>Turn Taking</p> <p>Share ideas and thoughts with adults and peers- using talk</p>	<p>Engage in story times</p> <p>Join in with songs and rhymes</p> <p>Listen to and talk about stories and rhymes</p>	<p>Give opinion and share ideas with confidence in different situations</p> <p>Explain what has happened</p>	<p>Respond and question</p> <p>Use full sentences</p>	<p>Discussion with others</p> <p>Predict what might happen</p>	<p>Use a full vocabulary including technical language</p> <p>Use conjunctions in sentences</p> <p>Use past, present and future forms</p>
Personal, Social and Emotional Development	<p>Rules and responsibilities linked to feelings</p> <p>Healthy lifestyles (inc teeth, food, exercise)</p>	<p>Friendships</p> <p>Working together and building play</p> <p>Developing sense of community</p>	<p>Building independence</p> <p>Select and use resources</p> <p>Showing more confidence in new social situations</p>	<p>Feelings</p> <p>Managing hygiene in terms of hand washing, toileting etc.</p>	<p>Develop understanding of others feelings</p> <p>Understand and follow rules</p>	<p>Maintaining relationships</p> <p>Developing ways to solve conflicts and rivalries</p>
	<p>Class Rules and responsibilities linked to feelings</p> <p>Building independence Me and My School</p>	<p>Friendships</p> <p>Me and My Safety</p>	<p>Healthy lifestyles (mental health focus) Happy Healthy me</p> <p>Online Safety</p>	<p>Feelings</p> <p>Me and My Relationships</p>	<p>Growing and changing</p> <p>Me in the World</p>	<p>Maintaining relationships</p> <p>Me and Other People</p>



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Nursery
Reception

Physical Development	<p>Revise and use fundamental movement skills e.g. run, jump hop</p> <p>Use core muscle strength to achieve good posture (start to develop handwriting posture)</p>	<p>Develop dominant hand for pencil control</p>	<p>Negotiate space and obstacles safely</p> <p>Use different movement styles to match situations e.g. crawling through tunnels etc.</p> <p>Use a range of tools effectively including pencils and scissors</p>	<p>Demonstrate strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc.</p>	<p>Demonstrate different ways of moving</p> <p>Use of large scale movements and balancing</p> <p>Using one handed tools and equipment</p>	<p>Use a range of small tools effectively- drawing with accuracy</p> <p>Develop the skills needed to get through the school day e.g. lining up</p> <p>Developing a comfortable pencil grip</p>
	<p>PE Complete P.E.</p> <p>Develop the skills needed to get through the school day e.g., lining up</p> <p>Revise and use fundamental movement skills</p> <p>Dough Disco Squiggle and wiggle Scarves</p>	<p>PE Complete P.E.</p> <p>Use core muscle strength to achieve good posture (start to develop handwriting posture)</p> <p>Dough Disco Squiggle and wiggle Scarves</p>	<p>PE Complete P.E.</p> <p>Negotiate space and obstacles safely</p> <p>Use a range of tools effectively including pencils and scissors</p> <p>Dough Disco Squiggle and wiggle Scarves</p>	<p>PE Complete P.E.</p> <p>Demonstrate strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc.</p> <p>Use a range of tools effectively including pencils and scissors</p> <p>Dough Disco Squiggle and wiggle</p>	<p>PE Complete P.E.</p> <p>Demonstrate different ways of moving</p> <p>Dough Disco Squiggle and wiggle</p>	<p>PE Complete P.E.</p> <p>Use a range of small tools effectively- drawing with accuracy</p> <p>Dough Disco Squiggle and wiggle</p>
Literacy	<p>Level 1 Phonics</p> <p>Developing mark making skills through gross motor movements</p> <p>Join in with stories, rhymes and songs</p>	<p>Level 1 Phonics</p> <p>Developing play linked to stories and retelling</p> <p>Sequencing and retelling stories</p>	<p>Level 1 Phonics</p> <p>Development of fine motor skills</p> <p>Starting to show interest in letters of</p>	<p>Level 1 Phonics</p> <p>Using story vocabulary in play</p> <p>Writing letters from name (not all)</p>	<p>Level 1- strong focus on segmenting and blending orally</p> <p>Initial sounds Rhyming</p> <p>Developing emergent writing</p>	<p>Level 1- strong focus on segmenting and blending orally</p> <p>Initial sounds Rhyming</p> <p>Developing emergent writing</p>



Waterhouses CE Primary Academy and Nursery Long Term Planning for Nursery and Reception Cycle 1 2023 - 2024

Nursery
Reception

		Developing print knowledge	their name and familiar others e.g. m for mum	Fine Motor Skills linked to mark making	Acquiring and using new vocabulary	Sequence and retell events and stories Write own name
	Revisit Level 1 skills Oral blending and segmenting Mark Making Name writing Fine motor- pencil control Listen to stories and retell	Level 2 phonics Letter formation Writing initial sounds and basic CVC labels Retell stories through small world and role play Describe events in familiar stories and predict events (join in)	Level 3 phonics Letter formation Initial sounds and CVC labels (extend to captions) Sequence and retell stories	Level 3 phonics Labels and captions Short sentences- finger spaces, full stops and capital letters Draw vocabulary and knowledge from non-fiction and use throughout the day in different contexts Draw vocabulary and knowledge from non-fiction books and stories	Level 4 phonics Captions and sentences Use and understand new vocabulary from stories, poems and non-fiction Discuss what they know/ have found out	Level 4 phonics Sentences- finger spaces, caps letter, full stops Use and understand new vocabulary from songs and stories Sequence and retell stories Adapt narratives
Maths	Subitise up to 2 Recite numbers past 5 Make comparisons between objects- size, length, weight and capacity Use shapes for building thinking about their	Experiment with their own symbols and marks Link numerals and amounts to 3 Count to 3 Use shapes for building thinking about their	Make comparisons between objects related to size, height and length Capacity Make comparisons between quantities	Patterns- use patterned story The Train Ride- easy retelling Patterns Create and extend ABAB patterns Combine shapes to make new ones e.g. a	Count, order, recognise and use numbers to 5 Subitise up to 3 objects (recognise up to 3 objects quickly without counting) Comparisons between objects- 2D and 3D shapes (using informal	Solve real world problems More and fewer Experiment with own symbols and marks Identify, explain, continue and create patterns



Waterhouses CE Primary Academy and Nursery Long Term Planning for Nursery and Reception Cycle 1 2023 - 2024

Nursery
Reception

	<p>properties e.g. flat sides for stacking</p> <p>Spot patterns and talk about them e.g. stripes on a scarf</p>	<p>properties e.g. flat sides for stacking</p> <p>Describe familiar routes</p> <p>Discuss routes and locations- positional language</p>	<p>Say one number name for each item</p> <p>See 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting</p>	<p>bridge/ arch, bigger square, etc.</p> <p>Show 'finger' numbers to 5</p>	<p>vocab e.g. sides, straight, round, flat)</p>	<p>Sequence events using time language e.g. first, next, then</p>
	<p>Matching and comparing amounts</p> <p>Representing, comparing and composition of numbers to 3 including subitising</p> <p>Circles and triangles</p> <p>Compare mass, length and capacity</p> <p>Exploring pattern</p>	<p>Representation of numbers to 5</p> <p>Look closely at the composition of numbers to 5 (including subitising)</p> <p>Squares and rectangles</p> <p>Positional language</p>	<p>Numbers 6, 7, ,8</p> <p>Comparing numbers to 5- 10</p> <p>Combining two groups</p> <p>Numbers 9 and 10</p> <p>Finding pairs</p> <p>Compare mass and capacity</p> <p>Length and height</p>	<p>Number bonds to 10</p> <p>Starting to count beyond 10</p> <p>Patterns and number relationships</p> <p>3D shapes</p> <p>Time</p>	<p>Building numbers beyond 10</p> <p>Adding more and taking away</p> <p>Doubling and sharing</p> <p>Even and odd</p> <p>Spatial Awareness</p>	<p>Deepening understanding</p> <p>Patterns and relationships</p> <p>Spatial awareness</p> <p>Consolidation</p>
	<p>Seasonal Change</p> <p>Understanding of community, cultures and people through diverse books and stories</p>					
	<p>Begin to make sense of their own life story</p> <p>Show interest in different occupations</p>	<p>Continue to develop positive attitudes about the differences between people</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things</p>	<p>Understand the key features of the life cycle of an animal</p>	<p>Plant seeds and care for growing plants</p> <p>Understand the key features of the life cycle of a plant</p>	<p>Use all their senses in hands on exploration of natural materials</p> <p>Explore how things work</p>



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<p>Understanding the World</p> <p>Science History Geography RE</p>	<p>Talk about what they see using a wide vocabulary</p>		<p>Know that there are different countries in and talk about photos or their experiences</p>		<p>Use all their senses in hands on exploration of natural materials</p>	
	<p>Discussion about families and their similarities and differences- link to books about families from the past e.g. Peepo, Once there were Giants etc.</p> <p>Materials and their properties</p> <p>Describe and explore local environment - link to maps of the local area</p> <p>Harvest</p>	<p>How Christmas is different around the world</p> <p>The Tree - Non-Fiction text about seasonal change</p> <p>Autumn walk</p> <p>Remembrance Day Anti - Bullying week</p> <p>Christmas- changes linked to toys Compare my old toys to toys of today</p> <p>Magic grandad video clips</p> <p>Know some similarities and differences between religious and cultural communities- look at different celebrations e.g. Christmas, Bonfire Night, Diwali, etc.</p>	<p>Africa- animals and their habitats linked to climate and landscape</p> <p>Know some similarities and differences between the world around them and contrasting environments by describing them</p> <p>The Tree - Non-Fiction text about seasonal change</p> <p>Winter walk</p> <p>Make observations of plants and animals</p> <p>Internet Safety Day</p>	<p>Explorers- develop understanding of characters from the past</p> <p>Living things- animals (bones, fossils, etc.)</p> <p>The Tree - Non-Fiction text about seasonal change</p> <p>Spring walk</p>	<p>Make observations of plants and animals and explore the natural world</p> <p>Living things- plants</p> <p>Describe the local environment and wildlife</p> <p>Contrasting environments</p> <p>The Tree - Non-Fiction text about seasonal change</p>	<p>Compare the local environment and the seaside</p> <p>Link to work on Africa and sea sides in other countries Contrasting environments</p> <p>Summer walk</p> <p>Look at life in the past e.g., grandparent's holidays- photos, books, etc. A Squash and a Squeeze</p> <p>Magic grandad video clips</p> <p>World Environment Day</p>



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Expressive Arts and Design	Explore the use of colour and design Explore tools and their uses	Invent and adapt stories through their role play and small world play Remember and sing entire songs	Make use of props and materials in the role play area to re-create well known stories Perform songs and stories	Develop own designs and select materials Create and adapt designs	Perform and create poems, songs and stories and play instruments Invent, adapt stories-imaginative play	Explore the use of a range of tools Develop pencil and tool control to create complex and detailed picture
	Explore the use of colour and design Explore tools and their uses	Invent and adapt stories through their role play and small world play	Make use of props and materials in the role play area to re-create well known stories Perform songs and stories	Develop own designs and select materials Create and adapt designs	Perform and create poems, songs and stories and play instruments Invent and adapt stories through their role play and small world play	Explore the use of a range of tools Have preferences for forms of expression and explain my use of materials and design
Art and Design based Skills	Colour identification Colour mixing	Primary colours Colour mixing with intent	Drawing with accuracy Selecting tools for a purpose	Joining materials together	Exploring the use of textures	Consolidation and depth

RE	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	CREATION/GOD Why is the word God so important to Christians? Festivals from a range of faiths: <u>Harvest, Sukkot</u>	INCARNATION Why do Christians perform nativity plays at Christmas? Festivals from a range of faiths: <u>Diwali and Christmas.</u>	Which stories are special and why? (Godly play Open the book) Festivals from a range of faiths: <u>Chinese New Year / Lent</u>	SALVATION Why do Christians put a cross in the Easter garden? Festivals from a range of faiths: <u>Holi</u>	Which places are special and why?	Where do we belong? Festivals from a range of faiths: <u>Eid</u>



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