



Nursery

Reception



'Let your light shine!'

Make your light shine, so others will see the good you do and will praise your Father in heaven. Matt 5 v 16

	Autumn		Spring		Summer	
The Big Question!	<i>I wonder</i> Who is a Superhero?	<i>I wonder</i> Who is afraid of the Big Bad Wolf?	<i>I wonder</i> What would it be like if the world was frozen?	<i>I wonder</i> Is there anything above the clouds?	<i>I wonder</i> Are Minibeasts like me?	<i>I wonder</i> Where would I bury my treasure?
Themes	All about me Superheroes People who help us	Traditional Tales Christmas	Frozen Planet	Light and Dark Space Transport and Travel	Minibeasts Growing and Changing Farming	Treasure island
Focus Texts (subject to change)	Elmer Elmer day! Elephant Me! Zog and the flying doctors Supertato stories Oliver's Vegetables Oliver's Fruit Salad Handa's Surprise The Smartest giant Drawing Club will link with some key texts	Trad Tales Three Little Pigs Three little wolves and the big bad pig Beware of the storybook wolves Red Riding Hood The Jolly Christmas Postman The Christmas Story Drawing Club will link with some key texts	Frozen The Emperor's Egg Lost and Found Owl's Winter Rescue The Bear Cuddly Dudley Little Polar Bear Drawing Club will link with some key texts	The Darkest Dark Roaring Rockets Whatever Next! Look Up! The Way Back Home Aliens wear underpants Drawing Club will link with some key texts	Superworm What the Ladybird Heard The Very Hungry Caterpillar Oi Frog Drawing Club will link with some key texts	The Night Pirates Pirates wear underpants My Granny is a pirate Ten little pirates Drawing Club will link with some key texts



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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>Asking and answering questions</p>	<p>Use a full vocabulary including technical language</p> <p>Use conjunctions in sentences</p> <p>Use past, present and future forms</p>
	<p>Rules and responsibilities</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>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>



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<p>Personal, Social and Emotional Development</p>	<p><u>Self regulation: My feelings:</u></p> <p>Children will explore and understand feelings and emotions.</p> <p>Class Rules and responsibilities linked to feelings</p> <p>Building independence</p>	<p><u>Building relationships: Special relationships:</u></p> <p>Children will explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.</p>	<p><u>Managing self: Taking on challenges:</u></p> <p>Children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience</p>	<p><u>Self-regulation: Listening and following Instructions:</u></p> <p>Children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.</p>	<p><u>Building relationships: My family and friends:</u></p> <p>Children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.</p>	<p><u>Managing self: My wellbeing:</u></p> <p>Children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.</p>
<p>Physical Development</p>	<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</p> <p>Complete P.E.</p> <p>Develop the skills needed to get through the school day e.g., lining up</p>	<p>PE</p> <p>Complete P.E.</p> <p>Use core muscle strength to achieve good posture (start to develop handwriting posture)</p>	<p>PE</p> <p>Complete P.E.</p> <p>Negotiate space and obstacles safely</p>	<p>PE</p> <p>Complete P.E.</p> <p>Demonstrate strength, balance and co-ordination and experiment and use different ways of</p>	<p>PE</p> <p>Complete P.E.</p> <p>Demonstrate different ways of moving</p>	<p>PE</p> <p>Complete P.E.</p> <p>Use a range of small tools effectively-drawing with accuracy</p>



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	Revise and use fundamental movement skills		Use a range of tools effectively including pencils and scissors	moving- bikes/ scooters etc.		
English	<p>Phase 1 Phonics</p> <p>Developing mark making skills through gross motor movements</p> <p>Join in with stories, rhymes and songs</p>	<p>Phase 1 Phonics</p> <p>Developing play linked to stories and retelling</p> <p>Sequencing and retelling stories</p> <p>Developing print knowledge</p>	<p>Phase 1 Phonics</p> <p>Development of fine motor skills</p> <p>Starting to show interest in letters of their name and familiar others e.g. m for mum</p>	<p>Phase 1 Phonics</p> <p>Using story vocabulary in play</p> <p>Writing letters from name (not all)</p> <p>Fine Motor Skills linked to mark making</p>	<p>Phase 1- strong focus on segmenting and blending orally</p> <p>Initial sounds</p> <p>Rhyming</p> <p>Developing emergent writing</p> <p>Acquiring and using new vocabulary</p>	<p>Phase 1- strong focus on segmenting and blending orally</p> <p>Initial sounds</p> <p>Rhyming</p> <p>Developing emergent writing- write own name</p> <p>Sequence and retell events and stories</p>
	<p>Revisit Phase 1 skills</p> <p>Oral blending and segmenting</p> <p>Listening</p> <p>Discrimination of sounds</p> <p>Initial sounds</p> <p>Phase 2 phonics</p> <p>s a t p i n m d g o c c e</p> <p>u r h b f l</p> <p>Tricky words:</p> <p>is I the</p> <p>Mark Making and name writing</p> <p>Fine motor- pencil control</p> <p>Listen to stories and retell</p>	<p>Phase 2 phonics</p> <p>ff ll ss j v w x y z zz qu</p> <p>ch sh th ng n</p> <p>words with -s /s/ added at the end (hats sits)</p> <p>• words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)</p> <p>Tricky words:</p> <p>put* pull* full* as and has his her go no to into she push* he of we me be</p> <p>Letter formation</p> <p>Writing initial sounds and basic CVC labels</p>	<p>Phase 3 phonics</p> <p>ai ee igh oa oo oo ar or ur ow oi ear air er</p> <p>words with double letters</p> <p>longer words</p> <p>Tricky words:</p> <p>was you they my by all are sure pure</p> <p>Letter formation</p> <p>Initial sounds and CVC labels (extend to captions)</p>	<p>Phase 2 & 3 phonics</p> <p>Review Phase 3 words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words</p> <p>words with s /z/ in the middle</p> <p>words with -s /s/ /z/ at the end</p> <p>• words with -es /z/ at the end</p> <p>Tricky words:</p> <p>Review all tricky words taught so far</p> <p>Labels and captions</p> <p>Short sentences- finger spaces, full</p>	<p>Phase 4 phonics</p> <p>Short vowels with adjacent consonants</p> <p>CVCC CCVC CCVCC</p> <p>CCCVC CCCVCC</p> <p>onger words and compound words</p> <p>words ending in suf xes:-ing, -ed /t/, -ed /id/ /ed/, -ed /d/, -est</p> <p>Tricky words:</p> <p>said so have li e some come love do were here little</p> <p>says there when what one out today</p> <p>Captions and sentences</p> <p>Use and understand new vocabulary from</p>	<p>Phase 4 phonics</p> <p>Phase 3 long vowel graphemes with adjacent consonants</p> <p>CVCC CCVC CCCVC CCVCC</p> <p>words ending in suf xes:-ing, -ed /t/, -ed /id/ /ed/, -ed /d/, -er, -est</p> <p>longer words</p> <p>Tricky words:</p> <p>Review all tricky words taught so far</p> <p>Sentences- finger spaces, caps letter, full stops</p> <p>Use and understand new vocabulary from songs and stories</p>



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		Retell stories through small world and role play Describe events in familiar stories and predict events (join in)	Sequence and retell stories	stops and capital letters Draw vocabulary and knowledge from non-fiction and use throughout the day in different contexts	stories, poems and non-fiction Discuss what they know/ have found out	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 properties e.g. flat sides for stacking Spot patterns and talk about them e.g. stripes on a scarf	Experiment with their own symbols and marks Link numerals and amounts to 3 Count to 3 Use shapes for building thinking about their properties e.g. flat sides for stacking Describe familiar routes Discuss routes and locations- positional language	Make comparisons between objects related to size, height and length Capacity Make comparisons between quantities Say one number name for each item 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	Patterns- use patterned story The Train Ride- easy retelling Patterns Create and extend ABAB patterns Combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc. Show 'finger' numbers to 5	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 vocab e.g. sides, straight, round, flat)	Solve real world problems More and fewer Experiment with own symbols and marks Identify, explain, continue and create patterns Sequence events using time language e.g. first, next, then
	Matching and comparing amounts Representing, comparing and composition of numbers to 3 including subitising	Representation of numbers to 5 Look closely at the composition of numbers to 5 (including subitising)	Numbers 6, 7, ,8 Comparing numbers to 5- 10 Combining two groups Numbers 9 and 10	Number bonds to 10 Starting to count beyond 10 Patterns and number relationships	Building numbers beyond 10 Adding more and taking away Doubling and sharing	Deepening understanding Patterns and relationships Spatial awareness



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	<p>Circles and triangles</p> <p>Compare mass, length and capacity</p> <p>Exploring pattern</p>	<p>Squares and rectangles</p> <p>Positional language</p>	<p>Finding pairs</p> <p>Compare mass and capacity</p> <p>Length and height</p>	<p>3D shapes</p> <p>Time</p>	<p>Even and odd</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>Understanding the World</p> <p>Science</p> <p>History</p> <p>Geography</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>Talk about what they see using a wide vocabulary</p> <p>Use all their senses in hands on exploration of natural materials</p>	<p>Know that there are different countries in the world and talk about photos or their experiences</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p>Use all their senses in hands on exploration of natural materials</p>	<p>Explore how things work</p> <p>Talk about what they see using a wide vocabulary</p>	<p>Understand the key features of the life cycle of an animal</p> <p>Use all their senses in hands on exploration of natural materials</p>	<p>Talk about what they see using a wide vocabulary</p> <p>Continue to develop positive attitudes about the differences between people</p> <p>Know that there are different countries in the world and talk about photos or their experiences</p>
	<p>Discussion about themselves and their similarities and differences- highlight diversity between people</p> <p>Talk about familiar and special people</p> <p>Describe the local environment, using all their senses to explore</p>	<p>Christmas- changes linked to toys. Comment on images of Christmas in the past</p> <p>Look at maps linked to fairy tale places- link to stories such as Goldilocks and Red Riding Hood</p> <p>Remembrance Day</p> <p>Anti - Bullying week</p>	<p>Antarctica- animals and their habitats linked to climate and landscape</p> <p>Know some similarities and differences between the world around them and contrasting environments</p> <p>Describe other environments</p>	<p>Space Travel- Moon Landings linked to Neil Armstrong</p> <p>Look at Helen Sharman- astronaut</p> <p>Use as a way of developing understanding of significant events in the past.</p> <p>Getting around- using cars, planes, boats,</p>	<p>Make observations of plants and animals</p> <p>- Explore the natural world around them and make observations and draw pictures</p> <p>Understand some of the processes in the natural world- life cycles</p>	<p>Compare the local environment and the seaside</p> <p>Describe other environments</p> <p>Use and understand simple maps</p> <p>Look at life in the past e.g., grandparent's holidays- photos, books, etc.</p>



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	the natural and urban world Harvest	Autumn Walk	Changing states of matter- melting and freezing Explorers- develop understanding of characters from the past Winter Walk Internet Safety Day	rockets- cultural differences Looking at natural and man-made materials and cause and effect Spring Walk Where do we live in the UK?		Summer Walk World Environment Day
Expressive Arts and Design	Explore the use of colour and design Explore tools and their uses	Make use of props and materials in the role play area to re-create well known stories	Invent and adapt stories through their role play and small world play Perform songs and stories	Develop own designs and select materials Create and adapt designs	Perform poems, songs and stories 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	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 poems, songs and stories 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
	Colour identification Colour mixing	Drawing with accuracy Selecting tools for a purpose	Primary colours Colour mixing with intent	Joining materials together	Exploring the use of textures	Consolidation and depth

RE	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
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<p>Reception</p>	<p>Creation Why is the word God so important to Christians?</p> <p>Festivals from a range of faiths: <u>Harvest, Sukkot</u></p>	<p>Incarnation Unit 2 Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians)</p> <p>Festivals from a range of faiths: <u>Diwali and Christmas.</u></p>	<p>Unit 3 Being special: where do we belong? (Thematic)</p> <p>Festivals from a range of faiths: <u>Chinese New Year / Lent / Shrovetide</u></p>	<p>Salvation Why do Christians put a cross on their Easter Garden? (Why is Easter special to Christians?)</p> <p>Festivals from a range of faiths: <u>Holi</u></p>	<p>Which places are special and why? (Thematic)</p> <p>Festivals from a range of faiths: <u>Ramadan</u></p>	<p>Which stories are special and why? (Thematic)</p> <p>Festivals from a range of faiths: <u>Eid</u></p>
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