



Waterhouses CE Primary Academy and Nursery Long Term Planning for Nursery and Reception Cycle 1 2025 - 2026

Nursery

Reception

	Autumn		Spring		Summer	
The Big Question!	I wonder Who am I?	I wonder How do we celebrate?	I wonder Who is afraid of...	I wonder Who made those footprints?	Come Outside I wonder Are plants alive?	I wonder 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 Black History Month	Africa Jungles and Savannahs	Dinosaurs Animals	Sowing and Growing	Seaside Under the Sea
Focus Texts (subject to change)	The Colour Monster The Great Big Book of Families All Are Welcome This is Our House Our Class is a Family The Colour Monster 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 We are also sharing The Bear Trilogy by	Fireworks sense poems Owl Babies Leaf Man Leaf The Leaf Thief The Oak Tree Little Glow Stickman (seasons) Jolly Christmas Postman Super-duper you (is a lovely story to celebrate individuals) The Christmas Story	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	Tyrannosaurus Drip Harry and his bucketful of dinosaurs Open very carefully on the way home Mary Anning - little people, big dreams	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	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



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



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	Building independence Me and My School		Online Safety	Me and My Relationships		
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>Independence with self-care, helping each other</p>	<p>Develop dominant hand for pencil control</p> <p>Independence with self-care, helping each other</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>Independence with self-care, helping each other</p>	<p>Demonstrate strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc.</p> <p>Independence with self-care, helping each other</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>Independence with self-care, helping each other</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>Independence with self-care, helping each other</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>Gross and fine motor skills for handwriting</p> <p>Dough Disco</p>	<p>PE Complete P.E.</p> <p>Use core muscle strength to achieve good posture (start to develop handwriting posture)</p> <p>Gross and fine motor skills for handwriting</p> <p>Dough Disco</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>Gross and fine motor skills for handwriting</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>PE Complete P.E.</p> <p>Demonstrate different ways of moving</p>	<p>PE Complete P.E.</p> <p>Use a range of small tools effectively- drawing with accuracy</p>



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	Squiggle and wiggle Scarves	Squiggle and wiggle Scarves				
Literacy	<p>Phase 1 Phonics Focus on Rhyme Time which includes:</p> <ul style="list-style-type: none"> • Listening • Syllables • Rhyming • Alliteration • Sound knowledge. <p>Developing mark making skills through gross motor movements</p> <p>Join in with stories, rhymes and songs</p>	<p>Phase 1 Phonics Tuning into sounds: The smallest units within words are the individual sounds. Children need to be able to hear these sounds so they can match them to letters when they start phonics in Reception (no letter recognition in Nursery)</p> <p>s a t p i n m</p> <p>Developing play linked to stories and retelling</p> <p>Sequencing and retelling stories Developing print knowledge</p>	<p>Phase 1 Phonics Tuning into sounds: The smallest units within words are the individual sounds. Children need to be able to hear these sounds so they can match them to letters when they start phonics in Reception (no letter recognition in Nursery)</p> <p>d g o c k e</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 Tuning into sounds: The smallest units within words are the individual sounds. Children need to be able to hear these sounds so they can match them to letters when they start phonics in Reception (no letter recognition in Nursery)</p> <p>u r h b f l</p> <p>Using story vocabulary in play</p> <p>Writing letters from name (not all) Fine Motor Skills linked to mark making</p>	<p>Phase 1- strong focus on segmenting and blending orally Initial sounds Tuning into sounds: The smallest units within words are the individual sounds. Children need to be able to hear these sounds so they can match them to letters when they start phonics in Reception (no letter recognition in Nursery)</p> <p>j v w y z qu ch</p> <p>Developing emergent writing Acquiring and using new vocabulary</p>	<p>Phase 1- strong focus on segmenting and blending orally Initial sounds Tuning into sounds: The smallest units within words are the individual sounds. Children need to be able to hear these sounds so they can match them to letters when they start phonics in Reception (no letter recognition in Nursery)</p> <p>ck x sh th ng nk</p> <p>Developing emergent writing Sequence and retell events and stories</p> <p>Write own name</p>
	<p>Phase 2 phonics</p> <p>Graphemes: s a t p i n m d g o c c e u r h b f l</p>	<p>Phase 2 phonics</p> <p>Graphemes: ff ll ss j v w x y z zz qu ch sh th ng n</p>	<p>Phase 3 phonics</p> <p>Graphemes: ai ee igh oa oo or ar or ur ow oi ear air er</p>	<p>Phase 3 phonics Review Phase 3</p> <p>Graphemes: words with double letters, longer words,</p>	<p>Phase 4 phonics</p> <p>Short vowels with adjacent consonants</p>	<p>Phase 4 phonics</p> <p>Phase 3 long vowel graphemes with adjacent consonants</p>



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		words with -s /s/ added at the end (hats sits) words ending in s /z/ (his) and with -s /z/ added at the end (bags sings)	words with double letters longer words	words with two or more digraphs, words ending in -ing, compound words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the end	CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes:-ing, -ed /t/, - ed /id/ /ed/, -ed /d/ - er, -est	CVCC CCVC CCCVC CCV CCVCC words ending in suffixes:-ing, -ed /t/, - ed /id/ /ed/, -ed /d/ - er, -est longer words
	Tricky words: is I the	Tricky words: put* pull* full* as and has his her go no to into she push* he of we me be	Tricky words: was you they my by all are sure pure	Tricky words: Review all tricky words taught so far	Tricky words: said so have li e some come love do were here little says there when what one out today	Tricky words: Review all tricky words taught so far
	Mark Making					
	Name writing					
	Fine motor- pencil control	Fine motor- pencil control	Letter formation	Letter formation	Letter formation	Letter formation
	Gross and fine motor skills for handwriting	Gross and fine motor skills for handwriting	Initial sounds and CVC labels (extend to captions)	Labels and captions Short sentences- finger spaces, full stops and capital letters	Captions and sentences Use and understand new vocabulary from stories, poems and non- fiction	Sentences- finger spaces, caps letter, full stops
	Letter formation	Letter formation Writing initial sounds and basic CVC labels	Sequence and retell stories	Draw vocabulary and knowledge from non- fiction and use throughout the day in different contexts	Discuss what they know/ have found out	Use and understand new vocabulary from songs and stories
	Listen to stories and retell	Retell stories through small world and role play				Sequence and retell stories
		Describe events in familiar stories and predict events (join in)		Draw vocabulary and knowledge from non-		Adapt narratives



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				fiction books and stories		
Maths	<p>Subitise up to 2</p> <p>Recite numbers past 5</p> <p>Make comparisons between objects- size, length, weight and capacity</p> <p>Use shapes for building thinking about their properties e.g. flat sides for stacking</p> <p>Spot patterns and talk about them e.g. stripes on a scarf</p>	<p>Experiment with their own symbols and marks</p> <p>Link numerals and amounts to 3</p> <p>Count to 3</p> <p>Use shapes for building thinking about their properties e.g. flat sides for stacking</p> <p>Describe familiar routes</p> <p>Discuss routes and locations- positional language</p>	<p>Make comparisons between objects related to size, height and length</p> <p>Capacity</p> <p>Make comparisons between quantities</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>Patterns- use patterned story The Train Ride- easy retelling</p> <p>Patterns</p> <p>Create and extend ABAB patterns</p> <p>Combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc.</p> <p>Show 'finger' numbers to 5</p>	<p>Count, order, recognise and use numbers to 5</p> <p>Subitise up to 3 objects (recognise up to 3 objects quickly without counting)</p> <p>Comparisons between objects- 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)</p>	<p>Solve real world problems</p> <p>More and fewer</p> <p>Experiment with own symbols and marks</p> <p>Identify, explain, continue and create patterns</p> <p>Sequence events using time language e.g. first, next, then</p>



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	<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>Understanding the World</p> <p>Science</p> <p>History</p> <p>Geography</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>Talk about what they see using a wide vocabulary</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>Know that there are different countries in and talk about photos or their experiences</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>Use all their senses in hands on exploration of natural materials</p> <p>Explore how things work</p>
	<p>Discussion about families and their similarities and differences- link to books about families</p>	<p>How Christmas is different around the world</p>	<p>Africa- animals and their habitats linked to climate and landscape</p> <p>Know some similarities and differences</p>	<p>Explorers- develop understanding of characters from the past</p>	<p>Make observations of plants and animals and explore the natural world</p> <p>Living things- plants</p>	<p>Compare the local environment and the seaside</p>



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RE	<p>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>The Tree - Non-Fiction text about seasonal change</p> <p>Autumn walk</p> <p>Remembrance Day</p> <p>Anti - Bullying week</p> <p>Christmas- changes linked to toys</p> <p>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>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>Living things- animals (bones, fossils, etc.)</p> <p>The Tree - Non-Fiction text about seasonal change</p> <p>Spring walk</p>	<p>Describe the local environment and wildlife</p> <p>Contrasting environments</p> <p>The Tree - Non-Fiction text about seasonal change</p>	<p>Link to work on Africa and sea sides in other countries</p> <p>Contrasting environments</p> <p>Summer walk</p> <p>Look at life in the past e.g., grandparent's holidays- photos, books, etc.</p> <p>A Squash and a Squeeze</p> <p>Magic grandad video clips</p> <p>World Environment Day</p>
Expressive Arts and Design	<p>Explore the use of colour and design</p> <p>Explore tools and their uses</p>	<p>Invent and adapt stories through their role play and small world play</p> <p>Singing, dancing, acting</p> <p>Music - Nativity singing</p> <p>Performing</p>	<p>Make use of props and materials in the role play area to re-create well known stories</p> <p>Perform songs and stories</p>	<p>Develop own designs and select materials</p> <p>Create and adapt designs</p>	<p>Perform and create poems, songs and stories and play instruments</p> <p>Invent, adapt stories- imaginative play</p>	<p>Explore the use of a range of tools</p> <p>Develop pencil and tool control to create complex and detailed picture</p>



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DT		Remember and sing entire songs				
	Explore the use of colour and design Explore tools and their uses Creating with Materials Explore different materials freely, develop their ideas about how to use them and what to make (Loose parts). Music - singing Rhythm Singing nursery rhymes	Invent and adapt stories through their role play and small world play Creating with Materials Draw with increasing complexity and detail (Seasonal Trees). Explore use and refine artistic effects to express their ideas and feelings -pencil drawing/paint/textiles Junk modelling/collage. Leaf printing. Creating art using natural materials. Wassily Kandinsky (artist study) links with maths	Make use of props and materials in the role play area to re-create well known stories Creating with Materials Create collaboratively sharing ideas, resources and skills. Join different materials and explore different textures. Explore use and refine artistic effects to express their ideas and feelings collage, stamping, Junk modelling	Develop own designs and select materials Creating with Materials Return to and build on their previous learning, refining ideas and developing their ability to represent them. Explore use and refine artistic effects to express their ideas and feelings sculpture, design drawing/modelling printing.	Perform and create poems, songs and stories and play instruments Invent and adapt stories through their role play and small world play Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Flowers - Georgia O'Keefe (artist study)	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 Self-portraits (baseline) Printing - handprints	Primary colours Colour mixing with intent Firework Art (paint effects) Remembrance Day	Drawing with accuracy Selecting tools for a purpose Painting a Winter	Exploring the use of textures Easter art Drawing a Spring poster	Joining materials together Share their creations, explaining the process	Consolidation and depth Father's Day craft. Simple Symmetry.



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		art Christmas craft. Autumn leaf art. Making for a purpose - Diwali - clay work Christmas cards, calendars etc	picture. Drawing a Winter Chinese lanterns	Mother's Day Drawing a Spring tree. Bark rubbing. Repeating patterns	they have used; - Make use of props and materials when role playing characters in narratives and stories.	
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RE	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>CREATION/GOD</p> <p><u>Unit 1</u> Why is the word God so important to Christians? (Creation)</p> <p>Festivals from a range of faiths: <u>Harvest, Sukkot</u></p>	<p>INCARNATION</p> <p><u>Unit 2</u> Why do Christians perform nativity plays at Christmas?</p> <p>Festivals from a range of faiths: <u>Diwali and Christmas.</u></p>	<p>Where do we belong?</p> <p><u>Unit 3</u> Being special: where do we belong? (Thematic)</p> <p>Festivals from a range of faiths: <u>Chinese New Year / Lent</u></p>	<p>SALVATION</p> <p><u>Unit 4</u> 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><u>Unit 5</u> Which places are special and why? (Thematic)</p> <p>Festivals from a range of faiths: <u>Ramadan</u></p>	<p><u>Unit 6</u> Which stories are special and why? (Thematic)</p> <p>Festivals from a range of faiths: <u>Eid</u></p>