



Waterhouses CE Primary Academy and Nursery

"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

Core Christian Values: Love, Trust, Hope, Respect

Waterhouses CE Primary Academy and Nursery Long Term Planning for Nursery and Reception Cycle 2 2026 – 2027

Nursery

Reception

	Autumn		Spring		Summer	
The Big Question!	I wonder Who is a Superhero?	I wonder Who is afraid of the Big Bad Wolf?	I wonder What would it be like if the world was frozen?	I wonder Is there anything above the clouds?	I wonder Are Minibeasts like me?	I wonder 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 Holidays and transition



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Nursery

Focus Texts (subject to change)	Whole school text: Flotsam by David Wiesner Elmer Elmer day! Elephant Me! Zog and the flying doctors Supertato stories Handa's Surprise The Smartest giant	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	Frozen The Emperor's Egg Lost and Found Owl's Winter Rescue The Bear Cuddly Dudley Little Polar Bear Lost and found	The Darkest Dark Roaring Rockets Whatever Next! Look Up! The Way Back Home Aliens wear underpants	Superworm What the Ladybird Heard The Very Hungry Caterpillar Oi Frog	The Night Pirates Pirates wear underpants My Granny is a pirate Ten little pirates
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Nursery

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
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	Following instructions	Engage in story times	Give opinion and share ideas with confidence in different situations	Respond and question	Discussion with others	Use a full vocabulary including technical language
	Turn Taking	Join in with songs and rhymes	Explain what has happened	Use full sentences	Predict what might happen	Use conjunctions in sentences
	Share ideas and thoughts with adults and peers- using talk	Listen to and talk about stories and rhymes			Asking and answering questions	Use past, present and future forms
Personal, Social and Emotional Development	Rules and responsibilities	Friendships	Building independence	Feelings	Develop understanding of others feelings	Maintaining relationships
	Healthy lifestyles (inc teeth, food, exercise)	Working together and building play	Select and use resources	Managing hygiene in terms of hand washing, toileting etc.	Understand and follow rules	Developing ways to solve conflicts and rivalries
		Developing sense of community	Confidence in new social situations			



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	<u>Self – regulation: My feelings</u> Understanding feelings and emotions by recognising specific emotions, expressing them appropriately and managing strong feelings effectively. The children identify their own and others' emotions and learn strategies to respond positively.	<u>Building relationships: Special relationships</u> Learning about families, friendships and positive relationships by exploring the importance of special people in the children's lives. They consider the value of sharing, learn strategies for sharing fairly and recognise their own	<u>Managing self: Taking on challenges</u> Considering the value of perseverance in facing challenges, the children learn to communicate effectively with others, recognise the importance of rules and practise simple coping strategies. Healthy lifestyles (mental health focus) Happy Healthy me	<u>Self-regulation: Listening and following instructions</u> Developing listening and communication skills through stories and games that encourage careful attention to spoken language. The children explore how information can change as it is passed from person to person and how rumours spread.	<u>Building relationships: My family and friends</u> Developing an understanding of sharing, turn-taking and positive relationships. The children consider the qualities of a good friend, recognise how kind words affect others and work collaboratively to develop teamwork skills. Growing and changing	<u>Managing self: My wellbeing</u> Identifying why exercise is important for physical and mental health, the children discuss ways to take care of themselves, learn how to be safe pedestrians and consider the importance of a balanced diet. Maintaining relationships Me and Other People
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Nursery

			Online Safety			Transition
Physical	Revise and use fundamental movement skills e.g. run, jump hop Use core muscle strength to achieve good posture (start to develop handwriting posture)	Develop dominant hand for pencil control	Negotiate space and obstacles safely Use different movement styles to match situations e.g. Crawling through tunnels etc.	Demonstrate strength, balance and coordination and experiment and use different ways of moving- bikes/ scooters etc.	Demonstrate different ways of moving Use of large-scale movements and balancing Using one handed tools and equipment	Use a range of small tools effectively- drawing with accuracy Develop the skills needed to get through the school day e.g. lining up Developing a comfortable pencil grip



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Nursery

Reception

Physical Development			Use a range of tools effectively including pencils and scissors			
	PE Complete P.E. Develop the skills needed to get through the school day e.g., lining up Revise and use fundamental movement skills	PE Complete P.E. Use core muscle strength to achieve good posture (start to develop handwriting posture)	PE Complete P.E. Negotiate space and obstacles safely Use a range of tools effectively including pencils and scissors	PE Complete P.E. Demonstrate strength, balance and coordination and experiment and use different ways of moving- bikes/ scooters etc.	PE Complete P.E. Demonstrate different ways of moving	PE Complete P.E. Use a range of small tools effectively- drawing with accuracy



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Nursery

Literacy	Phase 1 Phonics Focus on Rhyme Time which includes: Listening Syllables Rhyming Alliteration Sound knowledge. Developing mark making skills through gross motor movements Join in with stories, rhymes and songs	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) s a t p i n m Developing play linked to stories and retelling	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) d g o c k e Development of fine motor skills	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) u r h b f l Using story vocabulary in play	Phase 1- strong focus on segmenting and blending orally Initial sounds j v w y z q u c h Developing emergent writing	Phase 1- strong focus on segmenting and blending orally Initial sounds ck x sh th ng nk Developing emergent writing
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Nursery

		Sequencing and retelling stories Developing print knowledge Can add marks to pictures giving meaning to them Can add marks to show my name Begins to enjoy making marks and showing them to others. Talks about what they've drawn, even if adults can't yet see it.	Starting to show interest in letters of their name and familiar others e.g. m for mum Can write the first letter of my name	Writing letters from name (not all) Fine Motor Skills linked to mark making Begins to describe what their marks mean. Shows awareness that writing can communicate.	Acquiring and using new vocabulary Can attempt to write own name with increasing accuracy. Recognises that names have meaning and can identify their own.	Sequence and retell events and stories Support with daily name recognition (self-registration, labelling work). Provide tracing and free-writing opportunities using name cards. Continue to model adult writing with clear links between talk, sound, and mark making. Offer opportunities for children to share
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Nursery

		Can hold a pencil, crayon, or marker more effectively and shows greater control. Begins to draw people or objects with recognisable features (e.g., a head with legs).				and display their writing.
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Nursery

	Phase 2 phonics Graphemes: s a t p i n m d g o c c e u r h b f l Tricky words: is I the Mark Making Name writing	Phase 2 phonics Graphemes: ff ll ss j v w x y z zz qu ch sh th ng n 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) Tricky words: put* pull* full* as and has his her go no to into she push* he of we me be	Phase 3 phonics Graphemes: ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters longer words Tricky words: was you they my by all are sure pure	Phase 3 phonics Review Phase 3 Graphemes: 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 Tricky words: Review all tricky words taught so far	Phase 4 phonics Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes:–ing, –ed /t/, –ed /id/ /ed/, –est Tricky words: said so have li e some come love do were here little says there when what one out today	Phase 4 phonics Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCCVC CCV CCVCC words ending in suffixes:–ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est longer words Tricky words: Review all tricky words taught so far
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Nursery

	Gross and fine motor skills for handwriting Letter formation Listen to stories and retell	Fine motor- pencil control Gross and fine motor skills for handwriting 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)	Letter formation Initial sounds and CVC labels (extend to captions) Sequence and retell stories	Letter formation 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	Letter formation Captions and sentences Use and understand new vocabulary from stories, poems and non-fiction Discuss what they know/ have found out	Letter formation Sentences- finger spaces, caps letter, full stops Use and understand new vocabulary from songs and stories Sequence and retell stories Adapt narratives
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Nursery

	Listen to stories and retell	Describe events in familiar stories and predict events (join in)		fiction and use throughout the day in different contexts		Sequence and retell stories Adapt narratives
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Nursery

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
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	Matching and comparing amounts Representing, comparing and composition of numbers to 3 including subitising Circles and triangles	Representation of numbers to 5 Look closely at the composition of numbers to 5 (including subitising) Squares and rectangles	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 3D shapes	Building numbers beyond 10 Adding more and taking away Doubling and sharing Even and odd	Deepening understanding Patterns and relationships Spatial awareness Consolidation
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Reception

	Compare mass, length and capacity Exploring pattern	Positional language	Finding pairs Compare mass and capacity Length and height	Time	Spatial Awareness	
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Understanding the	Seasonal Change Understanding of community, cultures and people through diverse books and stories					
	Begin to make sense of their own life story	Continue to develop positive attitudes about the differences between people	Know that there are different countries in the world and talk about photos or their experiences	Explore how things work	Understand the key features of the life cycle of an animal	Talk about what they see using a wide vocabulary
	Show interest in different occupations	Talk about what they see using a wide vocabulary	Begin to understand the need to respect and care for the natural environment and all living things	Talk about what they see using a wide vocabulary	Use all their senses in hands on exploration of natural materials	Continue to develop positive attitudes about the differences between people
		Use all their senses in hands on exploration of natural materials	Use all their senses in hands on			Know that there are different countries in the world and talk about photos or their experiences



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Nursery

World Science History Geography			exploration of natural materials			
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Nursery

	Discussion about themselves and their similarities and differences- highlight diversity between people Talk about familiar and special people Describe the local environment, using all	Christmas- changes linked to toys. Comment on images of Christmas in the past Look at maps linked to fairy tale places- link to stories such as Goldilocks and Red Riding Hood	Antarctica- animals and their habitats linked to climate and landscape Know some similarities and differences between the world around them and contrasting environments	Space Travel- Moon Landings linked to Neil Armstrong Look at Helen Sharman- astronaut Use as a way of developing understanding of significant events in the past.	Make observations of plants and animals -Explore the natural world around them and make observations and draw pictures Understand some of the processes in the natural world- life cycles	Compare the local environment and the seaside Describe other environments Use and understand simple maps Look at life in the past e.g., grandparent's
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Nursery

	their senses to explore the natural and urban world Harvest	Remembrance Day Anti – Bullying week Autumn Walk	Describe other environments Changing states of matter- melting and freezing Explorers- develop understanding of characters from the past Winter Walk Internet Safety Day	Getting around- using cars, planes, boats, rockets- cultural differences Looking at natural and man-made materials and cause and effect Spring Walk Where do we live in the UK?		holidays- photos, books, etc. 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



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Nursery

Art and Design based Skills						and explain my use of materials 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	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



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Nursery
Reception

RE	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Reception (Nursery)	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>	Where do we belong? <u>Unit 3</u> Being special: where do we belong? (Thematic) Festivals from a range of faiths: <u>Chinese New Year / Lent</u> Open the book Festivals from a range of faiths: <u>Chinese New Year /</u> Year / Lent	SALVATION Why do Christians put a cross in the Easter garden? Festivals from a range of faiths: Holi	Which places are special and why?	<u>Unit 6</u> Which stories are special and why? (Thematic) Festivals from a range of faiths: Eid