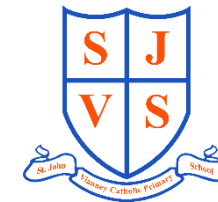
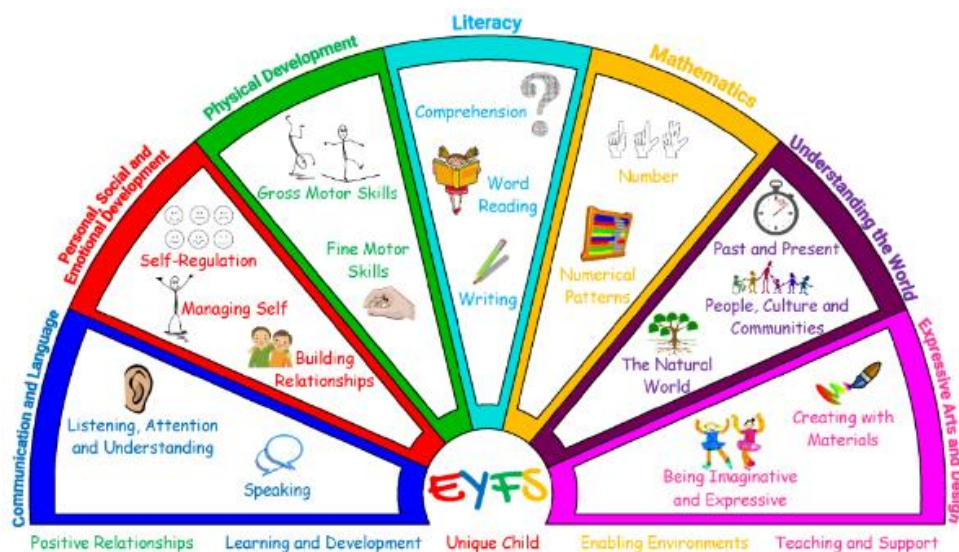


St John Vianney Catholic Primary School



Nursery Long Term Plan



The Foundation Stage at St John Vianney Catholic Primary School is a family working together to develop confident, happy, independent, respectful, and resilient learners. We value the uniqueness of each child and strive to ensure high levels of engagement and well-being are achieved as they learn through play. We believe that play is the vehicle for learning as it is essential for children's development and confidence building, as they learn to explore, problem solve and relate to others. Children learn by leading their own play, and by taking part in activities which are guided by adults. We recognise that active and creative play supports physical,

social and emotional development; strengthens concentration and enables self-regulation. It encourages children to become inventive, curious, and adaptive learners. The environment allows children to build meaningful and successful relationships with peers and adults through social interaction. Children are fully immersed in all opportunities to explore, think creatively and play imaginatively. We encourage our children to become robust and respectful learners who can thrive and flourish in different environments. Personal development of our pupils is weaved throughout our curriculum. We aim to develop our pupils as responsible, rounded members of society who are prepared for, and contribute to, life in modern Britain and have a clear understanding of fundamental British values.

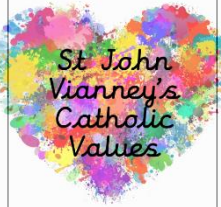
The experiences children have in our Foundation Stage will provide the foundations for life-long learning and ensure they reach their full potential.





Nursery Long Term Plan 2025/26



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 St John Vianney's Catholic Values	 Respect	 Generosity	 Honesty	 Forgiveness	 Compassion	 Patience
British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain that values community and celebrates diversity. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.	Mutual Respect  We are all unique. We respect differences between people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated. We will celebrate and learn about a range of celebrations from a range of faiths throughout the year, teaching respect for others and their beliefs. Each day a child selects a new 'Pupil of the Day' where we gather and share compliments from teachers and children in the class. These are then shared with parents at home who are invited to add compliments of their own to be shared in school. Mutual Tolerance  Everyone is valued, all cultures are celebrated, and we all share and respect the opinion of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. We will participate in a range of cultural and religious celebrations throughout the year to develop children's tolerance for others and encourage children to value difference regarding faith. Rule of Law  We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. We will introduce the children to the classroom rules and give them ownership by helping them to create classroom displays. We will use positive praise and classroom behaviour systems to encourage children's understanding of right and wrong.					



Nursery Long Term Plan 2025/26



These values will mirror the principles and values of our school.

Individual Liberty



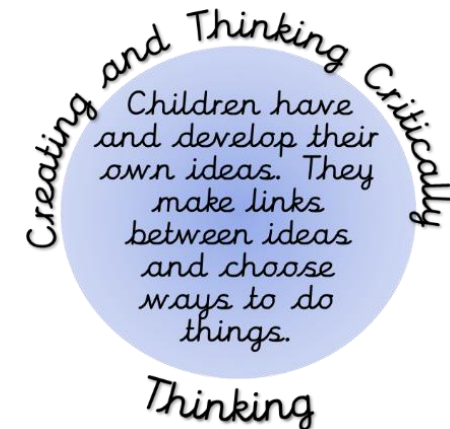
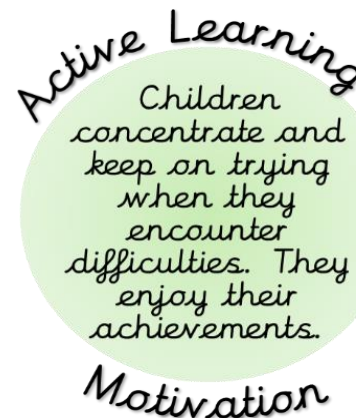
We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different. Our first topic is 'Marvellous Me!' where we will celebrate our differences, what makes us individually special and promotes respect for our differences.

Democracy



We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others. Each day the children will vote for a class story and the story with the most votes will be read at the end of each day.

Characteristics of Effective Learning





Nursery Long Term Plan 2025/26



Principles of the Early Years Foundation Stage	Unique Child Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. Positive Relationships Children learn to be strong and independent through positive relationships. Enabling Environments Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and / or carers. Learning and Development Children develop and learn at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities (SEND).					
Parental Partnerships	- Parents Welcome Meeting - Transition - Stay and Play - Parents Evening	- Nativity Performance - Maths Workshop - Stay and Play	- Parents Evening - Stay and Play - Phonics Workshop	- Stay and Play - Writing Workshop	- Stay and Play - School Trip?	- Sports Day - School Trip? - Graduation



Nursery Long Term Plan 2025/26



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
St John Vianney's Catholic Values	Respect	Generosity	Honesty	Forgiveness	Compassion	Patience
Overarching Themes	 Marvellous Me!	 Let's Celebrate!	 All Around the World	 We Love Books!	 Growth and Lifecycles	 In the Summertime
Possible Interests and Enquiry	Starting School Feelings and Emotions Marvellous Me Difference and Individuality My Body My Family My Home People who Help Us (Doctors, nurses, opticians, dentists) Autumn Harvest	Autumn Seasonal Changes Halloween Bonfire Night Diwali The Nativity Christmas Around the World - Celebrations People who Help Us (firefighters, postal workers, police) Planting Spring Bulbs	Winter Seasonal Changes Arctic - Polar Regions Freezing and Melting Polar Bears/Penguins Chinese New Year Familiar Countries	Traditional Tales Author Focus Class Favourites Easter World Book Day Dark/Light & Night/Day Space Superheroes	Minibeasts Habitats Planting Seeds/Growth Baby Animals Life Cycles People who Help Us	Summer Seaside Under the Sea Pirates People who Help Us (paramedics, lifeguards)
Possible Texts to Support Learning	Brown Bear, Brown Bear You Choose This is Me Life is a Rainbow	Room on the Broom Stickman The Gruffalo The Gruffalo's Child Oliver's wood	Here We Are Little penguin Say hello to the snowy animals Polar Bear, Polar Bear	My Mum is Great I Love You This much... Gingerbread Man Goldilocks and the Three Bears Three Little Pigs	The Hungry Caterpillar Sunflower Story Monkey Puzzle Oliver's vegetables The very lazy ladybird The busy spider	Dear Zoo We love animals We're going on a bear hunt Pirates love underpants A squash and a squeeze Lazy Ozzy



Nursery Long Term Plan 2025/26



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes						
Seasonal Events and Celebrations	Signs of Autumn 23 rd Sept - British sign language day 29 th Sept - Food loss and waste day Oct - Harvest: Giving Thanks 3 rd Oct - World Smile Day 10 th Oct - Mental Health Day 15 th Oct - Handwashing Day 21 st Oct - Diwali	31 st Oct - Halloween 5 th Nov - Bonfire Night 10 th Nov World Nursery Rhyme Week 11 th Nov - Remembrance Day 13 th Nov - World Kindness Day 14 th Nov - Children in Need 16 th Nov - Road Safety week 30 th Nov - St Andrews Day 25 th Dec - Christmas	Signs of Winter 23 rd Jan - National Handwriting Day 25 th Jan - Burns Night 27 th Jan - National Storytelling Week 29 th Jan - Chinese New Year 2 nd Feb - Candlemas 14 th Feb - Valentine's Day	Signs of Spring 17 th Feb - First day of Ramadan 17 th Feb - Shrove Tuesday 18 th Feb - Ash Wednesday 1 st Mar - St David's Day 5 th Mar - World Book Day 15 th Mar - Mother's Day 17 th Mar - St Patrick's Day 19 th Mar - Eid 5 th Apr - Easter Sunday	23 rd Apr - St George's Day 23 rd Apr - Spanish Language Day 29 th Apr - International Dance Day	Signs of Summer 8 th Jun - World Ocean Day 20 th Jun - Refugee Day 21 st Jun - Father's Day 23 rd June - National writing day 1 st Jul - International joke day 15 th July - Give something away day
Wow Moments	Stay and Play	Stay and Play Nursery Rhyme Performance Nativity Performance	Stay and Play Parents Sharing Stories Chinese New Year	Stay and Play World Book Day Reading cafe Mother's Day Assembly	Stay and Play Caterpillar delivery Ducks/chicks	Stay and Play Father's Day event School Trip Sports Day



Nursery Long Term Plan 2025/26



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes						
Communication and Language 	The development of children's spoken language underpins all seven areas of learning and development. Children's back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Daily story time C&L is developed throughout the year through high quality interactions, daily group discussions, circle time, PSHE times, stories, singing, poetry baskets, SALT interventions, Literacy - oracy, show and tell, role-play, EYFS productions, assemblies and interventions.	Learn rhymes, poems and songs. Sharing stories. Children talking about experiences that are familiar to them. Sharing feelings, views, ideas. Model talk routines through play. Making new friends.	Learn rhymes, poems and songs. Listening and responding to stories. Following instructions. Taking part in discussions. Begin to pay attention to more than one thing at a time. Develop vocabulary. Performing in the Nativity.	Learn rhymes, poems and songs. Retelling stories. Use talk to organise themselves and their play. Use new vocabulary. Understand how to listen carefully and why listening is important. Performing in the Nursery Rhyme performance	Learn rhymes, poems and songs. Enjoy listening to longer stories and can remember much of what happens. Use longer sentences of four to six words. Performing in the Mather's Day assembly	Learn rhymes, poems and songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Use a wider range of vocabulary. Performing in the Father's Day event	Learn rhymes, poems and songs. Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions. Sing a large repertoire of songs. Transition to Reception



Nursery Long Term Plan 2025/26



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes						
Personal, Social and Emotional Development 	Children's personal, social and emotional development (PSED) is <i>crucial for children to lead healthy and happy lives</i>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm supportive relationships with adults enable children to learn how to <i>understand their own feelings and those of others</i>. Children should be supported to <i>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary</i>. Through adult modelling and guidance, they will learn <i>how to look after their bodies, including healthy eating</i>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <i>children can achieve at school and in later life</i>.					
Self-Regulation Managing Self Building Relationships	Transition to Nursery Making friends Likes and dislikes. Select and use resources with help if needed. Adult support in managing their own needs. Hand washing, toileting. Learn why we have rules and why they are important. Talk about their thoughts and feelings. What makes them happy, sad, angry or worried.	Increasingly follow rules. Play with one or more other children. Express their feelings and begin to understand the feelings of others. Children in Need Anti-Bullying Week	Links to Online Safety Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people and show confidence in new social situations. Welcoming our new starters Remember rules without needing an adult to remind them.	. Express their feelings and consider the feelings of others through stories. Manage their own needs.	Being kind to living creatures. Taking care of animals (frogs, butterflies, chicks). Become more outgoing with unfamiliar people and show confidence in new social situations. Welcoming our new starters Remember rules without needing an adult to remind them.	Find solutions to conflicts and rivalries and suggest other ideas. Develop appropriate ways of being assertive. Transition to Reception.



Nursery Long Term Plan 2025/26



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes						
Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore, and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Fine Motor	Threading, cutting, weaving, playdough, Funky Finger activities. Encourage children to draw freely. Draw lines and circles using gross motor movements. Experience a variety of one-handed tools and equipment learning how to hold and use them correctly.	Threading, cutting, weaving, playdough, Funky Finger activities. Encourage children to draw freely. Continue to develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Begin to show preference for a dominant hand.	Threading, cutting, weaving, playdough, Funky Finger activities. Encourage children to draw freely. Handle tools, objects, construction, and malleable materials with increasing control.	Threading, cutting, weaving, playdough, Funky Finger activities. Encourage children to draw freely. Begin to hold a pencil effectively with comfortable grip. Begin to form recognisable letters. Develop accuracy and safety using scissors to cut.	Threading, cutting, weaving, playdough, Funky Finger activities. Encourage children to draw freely. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors.	Threading, cutting, weaving, playdough, Funky Finger activities. Encourage children to draw freely. Form some letters correctly. Begin to draw diagonal lines, like in a triangle. Draw with increased accuracy and care/ Start to draw pictures that are recognisable.



Nursery Long Term Plan 2025/26



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes						
PE	Introduction to PE Unit 1	Fundamentals Unit 1	Dance Unit 1	Gymnastics Unit 1	Ball Skills Unit 1	Games Unit 1
Gross Motor Daily opportunities, outdoor learning and weekly PE sessions 	Children will be introduced to Physical Education and structured movement. learning basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. They will take part in activities which will develop fundamental movement skills such as running, jumping, skipping.	Children will develop their fundamental movement skills. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, follow rules and instructions and work independently and with a partner.	Children will develop their expressive movement. Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions. They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback.	Children will develop their basic gymnastic skills through the topic of 'animals and their habitats'. Children explore creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus. They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing.	Children will develop their ball skills. Children will develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Children will be able to develop their fine and gross motor skills through a range of game play using a variety of equipment. Children will be given opportunities to work independently and with a partner.	Children will develop their understanding of playing games through the topic of 'transport'. Children will practise and further develop fundamental movement skills through games. They will also learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.



Nursery Long Term Plan 2025/26



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes	 Marvellous Me!	 Let's Celebrate!	 All Around the World	 We Love Books!	 Growth and Lifecycles	 In the Summertime
Literacy 	It is crucial to develop a <i>life-long love of reading</i>. Reading consists of two dimensions: <i>language comprehension</i> and <i>word reading</i>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (fiction and non-fiction) they read with them and <i>enjoy rhymes and songs together</i>. Skilled word reading, taught later, involves both the <i>speedy working out of the pronunciation of unfamiliar printed words (decoding)</i> and the <i>speedy recognition of familiar printed words</i>. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech before writing).					



Nursery Long Term Plan 2025/26



Comprehension Word Reading RWI  	Listen to and join in with stories and rhymes and show an interest in those with repeated refrains. Show an interest in the marks they make giving meaning to their drawings and paintings Show an interest in environmental print. Begin to show an interest in their own name	Sing favourite song/rhymes. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories. Begin to understand the five key concepts about print: has meaning, has different purposes, we read English from left to right/ top to bottom, names of the different parts of a book. Begin to develop their phonological awareness so that they can: -Spot and suggest rhymes/ -count or clap syllables in words. -recognise words with the same initial sound. Begin to recognise their own name. and other print in the environment Attempt to write their name using lines, circles and curves.	Stories from other cultures and traditions. Engage in extended conversations about stories learning new vocabulary. Begin to read individual letters by saying the sounds for them. Begin to hear and say the initial sounds in words. Recognise their own name and other print in the environment. Begin to write their own name from memory.	World Book Day Re-read books to build up their confidence, understanding and enjoyment of stories. Begin to be aware of the way stories are structured and retell stories in their own words. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Act out stories in role-play. Continue to read individual letters by saying the sounds for them. Write their own name and begin to form some of the letters correctly.	Retell a story/poem with actions and/or picture prompts. Begin to use story language. Begin to explain the main events of a story and draw pictures of main characters, events and the setting. Make predictions. Read individual letters by saying the sounds for them. Begin to blend sounds into words so that they can read short words made up of known letter-sound correspondences. Write their own name from memory and form some of the letters correctly.	Understand the way stories are structured and begin to make up and tell their own stories using story language. Use magnetic letters to spell a word ending like 'at'. Encourage children to put other letters in front of it to make rhyming words like 'hat' and 'cat' Write some or all of their name forming some letters correctly
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Nursery Long Term Plan 2025/26



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes						
Mathematics 	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to confidently develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding such as using manipulatives, including small pebbles and tens frames for organising counting, children will develop a secure base of knowledge and vocabulary from which mastery mathematics is built. In addition, it is important the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, identify connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Master the curriculum 	Baseline - (2 weeks) Explore colour and colour mixing Make comparisons between objects relating to size Complete inset puzzles Compare sizes using gestures and language: 'bigger/little/small' Talk about and explore 2D shapes using informal and mathematical language sides, corners, straight,	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Say one number for each item in order: 1, 2, 3, 4, 5. Know that the last number reached when counting a small set of objects tells you how many there are in total Show 'finger numbers' up to 5.	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Show 'finger numbers' up to 5 Say one number for each item in order: 1, 2, 3, 4, 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').	Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, Make comparisons between objects	Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Understand position through words alone for example, "The bag is under the table," with no pointing. Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D	Explore the composition of numbers to 10 Recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5



Nursery Long Term Plan 2025/26



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes	 Marvellous Me!	 Let's Celebrate!	 All Around the World	 We Love Books!	 Growth and Lifecycles	 In the Summertime
	flat	Extend and create ABAB patterns - stick, leaf, stick, leaf. Notice and correct an error	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols and marks as well as numerals. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides',	relating to size, length, weight and capacity.	shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'	Solve real-world mathematical problems with numbers up to 5



Nursery Long Term Plan 2025/26



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes						
Understanding the World 	Understanding the world involves guiding children to <i>make sense of their physical world and their community</i> . The frequency and range of children's <i>personal experiences increases their knowledge and sense of the world around them</i> - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to broad selection of stories, non-fiction, rhymes and poems will <i>foster their understanding of our culturally, socially, technologically, ecologically diverse world</i> . As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
People, Culture and Communities Children will develop a positive sense of self and others and they learn to develop respectful relationships. They begin to understand and value the differences of individuals and groups within	Begin to make sense of their own life story and family's history. Identifying their family, commenting on photos of their family, naming who they can see and what relation they are. Can talk about what they do with their family and places they have been with them. Can draw similarities and make comparisons between other families. Name and	Begin to understand that some places are special to members of their community. Talk about special places they go with their family - places of worship visited by children. Begin to recognise that people have different beliefs and celebrate special times. Develop a knowledge and awareness of other festivals - Diwali, Bonfire, Christmas Introduce children to different occupations and how they do their jobs.	Know that there are different countries in the world. Recognise that people have different beliefs and celebrate special times in different ways - Chinese New Year. Recognise and explain some similarities and differences between life in this country and in other countries.	Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction, texts and where appropriate, maps.	Know that there are different countries in the world and talk about the differences they have seen or experienced. Create displays about children's families from around the world and holidays they have been on.



Nursery Long Term Plan 2025/26



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
St John Vianney's Catholic Values	Respect	Generosity	Honesty	Forgiveness	Compassion	Patience
Overarching Themes	Marvellous Me!	Let's Celebrate!	All Around the World	We Love Books!	Growth and Lifecycles	In the Summertime
their own community. Children begin to develop their emerging moral and cultural awareness.	describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. People in their local / school community. Develop an awareness of celebrations - harvest. Introduce children to different occupations and how they do their jobs.	Stranger danger - talking about occupations and how to identify strangers that can help them when they are in need. Link to Police visit.		times in different ways - Easter. Recognise some similarities and differences between life in this country and in other countries - Easter.		
	Harvest	Diwali Bonfire Night Christmas	Chinese New Year Shrove Tuesday	Mother's Day Easter		Father's Day



Nursery Long Term Plan 2025/26



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
St John Vianney's Catholic Values	Respect	Generosity	Honesty	Forgiveness	Compassion	Patience
Overarching Themes	Marvelous Me!	Let's Celebrate!	All Around the World	We Love Books!	Growth and Lifecycles	In the Summertime
Religious Education	Branch 1 Creation and Covenant	Branch 2 Prophecy and Promise	Branch 3 Galilee to Jerusalem	Branch 4 Desert to Garden	Branch 5 To the Ends of the Earth	Branch 6 Dialogue & Encounter
Past and Present Children begin to explore History by first starting with their own experiences and exploring high quality texts.	Talk about members of their immediate family and community. Begin to make sense of their own life-story and family history. Begin to comment on images of familiar situations in the past. When Mum was younger...	Children to comment on familiar situations linked to celebrations in the past - Bonfire Night / Diwali/ Christmas. Can children talk about what they have done with their families during past celebrations? Show photos of how Christmas used to be celebrated in the past. Begin to identify similarities and differences. Family history - Christmas focus. What was life like for children's parents/grandparents when they were 4-5 years old? What is same / different? Toys? Celebrations? Traditions?	Comment on images of familiar situation in the past. Think about a time it snowed/was frosty - what did you do? Same/different about experiences now? How? Why? Listening to stories and placing events in chronological order.	Listening to stories and placing events in chronological order - link to Literacy. Talk about people that they have come across in their community eg, police, doctors, teachers. Listen to what children say about their own past experiences with the people in their community. Talk about the lives of the people around them and their roles in society.	Listening to stories and placing events in chronological order - link to Literacy. Changes in living things. Think about life-cycles and place in order events showed overtime. Additionally, link to seasonal change over the year - 'now/then'. Talk about people that they have come across in their community eg, police, doctors, teachers. Listen to what children say about their own past experiences with the people in their community.	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in their past and now, drawing on their experiences and what has been read. Understand the past through settings, characters and events in books read in class and storytelling. Class assembly - celebrate the learning journey over the year. What did we learn about Sept-July. Parents to attend.



Nursery Long Term Plan 2025/26



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
St John Vianney's Catholic Values	Respect	Generosity	Honesty	Forgiveness	Compassion	Patience
Overarching Themes	Marvelous Me!	Let's Celebrate!	All Around the World	We Love Books!	Growth and Lifecycles	In the Summertime
	Family History	What are our favourite celebrations each year?	Why do we wear different clothes at different times?	Comparing Different Nursery Rhymes	How have we changed since I was a baby?	Class assembly celebrating our learning journey.
The Natural World We encourage interactions with the outdoors to foster curiosity and explore the world through their senses.	Navigate around the classroom and outdoor areas. Create treasure hunts to find places/objects within our learning environment. Know about seasonal change: signs of Autumn. Collect natural objects to sort. Make observations. Talk about what they do with their family and places they have been with their family. Discuss what their home is like. Show	After close observation, draw pictures of the natural world including animals and plants linked to seasonal change - Autumn. Explore light and dark and link to nocturnal animals. Making sense of different environments and habitats. Look at them in the school grounds. Road safety - explore using painted road on playground and follow up with a walk in the community. Create a map, take photographs.	Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Know about seasonal change - signs of Winter. Collect natural objects to sort. Make observations. Explore any snow, ice, frost. Watch it melt and explore/describe it. Freezing/melting experiment. Know about the North and South Pole as contrasting climate. What is the landscape	Change in living things. Changes in leaves, weather, seasons, life cycles. Know about seasonal change - signs of Spring. Collect natural objects to sort. Make observations. Children to record weather. Observe immediate environment, introduce and model vocabulary. Plant seeds/plants and look at habitats in the natural world (minibeasts), baby animals and how they live and grow in nature.	Looking after the caterpillars and planting seeds. Understand the key features of a life cycle and begin to understand the need to respect and care for the natural environment and all living things. Create opportunities to discuss how we can take care of our natural world. Encourage discussions, describing and commenting on things they have observed whilst outside	Talk about what they see using a wide vocabulary. Look at the environment land / under the sea. Compare and contrast. Look at similarities /differences between England/Spain. Encourage children to make simple comparison, comment on weather, climate, culture, clothing, housing. Explore materials with similar or different properties.: floating and sinking,



Nursery Long Term Plan 2025/26



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
St John Vianney's Catholic Values	Respect	Generosity	Honesty	Forgiveness	Compassion	Patience
Overarching Themes	Marvellous Me!	Let's Celebrate!	All Around the World	We Love Books!	Growth and Lifecycles	In the Summertime
	photographs of homes and make comparisons. Environments. Features of local environment. Introduce the children to the concept of recycling and how it can take care of our world. Look at what the rubbish can do to our environment		like? What lives there? (animal focus) Discuss weather. Look at similarities /differences between familiar countries. Make simple comparison, comment on weather, climate, culture, clothing, housing.	Encourage discussions, describing and commenting on things they have observed whilst outside including plants and animals.	including plants and animals.	Possible trip to Farmer Teds., discuss what we see.
	Seasonal Change - Signs of Autumn	Seasonal Change - Autumn	Seasonal Change - Signs of Winter Winter Study	Seasonal Change - Signs of Spring	Seasonal Change - Spring	Seasonal Change - Signs of Summer



Nursery Long Term Plan 2025/26



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes						
Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Creating with Materials Painting, 3D modelling, messy play, collage, cutting, drama, role-play, threading, clay sculptures. Lots of links to fine motor skills.	Beginning to mix colours, join in with role play games and use resources available for props, build models using construction equipment. Self-portraits, junk modelling, take pictures of children's creations and record them explaining what they did. Paint family portraits - display in home role-play area. Provide opportunities to work together to develop and realise creative ideas.	Collage owls / hedgehogs. Celebration artwork - firework pictures/large scale firework art, Diya lamps, Rangoli Patterns, Mehndi Patterns, Christmas cards/decorations/crafts. Colour mixing - large scale Begin to use closed shapes with continuous lines, and begin to use these shapes to represent objects.	Children will be encouraged to select the tools and techniques they need to assemble materials that they are using eg, creating penguins. Make Chinese lanterns, writing, puppet making. Different joining techniques for materials - tape, glue, elastic band etc. Home Corner Role-Play	Use different textures and materials to make houses for the Three Little Pigs. Make different textures; make patterns using different colours, materials. Pastel drawings, printing patterns - Easter eggs / crafts. Mother's Day crafts/cards Draw with increasing complexity and detail.	Junk modelling, houses, bridges, boats, transport. Retelling familiar stories: role-play, small world, drawing, junk modelling, puppets. Puppet shows. Provide a range of props for play to encourage imagination. Home Corner Role-Play Life-cycles. Symmetrical butterflies. Flowers / Sunflowers Use drawing to represent ideas like movement and loud noises	Explore different textures - beach day Colour mixing - animals, habitats, under the sea. Father's Day crafts / cards Home Corner Role-Play Show different emotions in their drawings and paintings



Nursery Long Term Plan 2025/26



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes						
KAPOW Art and DT	Structures: Junk Modelling	Drawing: Marvellous Marks	Textiles: Bookmarks	Painting and mixed media: Paint my world	Structures: Boats	Sculpture and 3D: Creation station
Being Imaginative and Expressive Children will have opportunities to learn and perform songs, nursery rhymes, and poetry. Move to music, follow musical patterns with instruments.	Learn to sing nursery rhymes and action songs: Listen to sounds, responding to what they have heard, Choose resources for their own imaginative purposes Create representations of people, objects and experiences. Take part in simple pretend play Share and perform the learning that has taken place.	Nativity Performance Continue to sing nursery rhymes and action songs: Listen with increasing attention to sounds, responding to what they have heard, expressing their thoughts and feelings. Play alongside others building role play ideas. Begin to develop stories using small world equipment, Share and perform the learning that has taken place.	Nursery Rhyme Week Remember and sing entire songs Begin to experiment with musical instruments playing along to familiar songs and rhymes. Make imaginative and complex small world scenes and develop complex stories using the equipment. Share and perform the learning that has taken place.	Mother's Day assembly Sing the pitch of a tone sung by another person Learn how different instruments can be played and how to make different sounds. Match the beat to familiar songs and rhymes. Introduce a storyline or narrative into play Share and perform the learning that has taken place.	Father's Day event Sing the melodic shape of familiar songs Play instruments with increasing control. Begin to play cooperatively as part of a group acting out imaginary ideas. Share and perform the learning that has taken place.	End of year celebration Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas Play cooperatively as part of a group to create, develop and act out imaginary ideas and narratives. Share and perform the learning that has taken place.





Nursery Long Term Plan 2025/26



Early Learning Goals - For the End of The EYFS - Holistic/Best Fit Judgement

Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	ELG: Self-Regulation Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.	ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate - where appropriate - key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	ELG: Number Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music.