

Nursery Long Term Plan 2025-2026

Term	Autumn				Spring				Summer			
Topic Title	Ourselfs and Where We Live Colour Monster	Autumn and Harvest	Celebrations – Bonfire Night, Remembrance Day, Hanukkah, Diwali	Christmas	Winter and the North and South Pole	Traditional Tales	Space	Spring and Growing and Easter	Colour	Castles and Knights	Summer	Farms and Where Our Food Comes From
Focus Texts/Quality Texts	Colour Monster Only One You Monkey Puzzle Your Body, Your Senses Pete the Cat My New Shoes	Leaf Man What can you see in Autumn? After the Storms	Where the Poppies Once Grew Dipal's Diwali Hetty's Hanukkah	The nativity story The Jolly Christmas Postman Dear Santa	Lost and Found Winnie in Winter Stickman What Can You See in Winter	Goldilocks and the Three Bears The Gingerbread Man	How to Catch a Star Aliens Love Underpants Whatever Next	The Tiny Seed Seed to Sunflower Jack and the Beanstalk We are Going on an Easter Hunt	What Makes a Rainbow? Dot Elmer	The Dragon Who was Afraid to Fight Castles Zog What Were Castles For?	And the Summer Comes The Singing Mermaid	Wake Up Time on Bubble Farm Pete the Cat Old MacDonald Had a Farm Little Red Hen Food From Farms
Prime Areas												
Communication and Language	<p>Listening, Attention and Understanding Autumn Term – Settling, Listening and Understanding Familiar Language Children learn to:</p> <ul style="list-style-type: none"> Listen to adults and peers in small groups and during short carpet times Begin to pay attention to more than one thing at a time Respond to their name and familiar voices Understand simple daily routines and expectations Follow simple one-step instructions Show understanding through actions, gestures and responses <p>This is what it looks like:</p> <ul style="list-style-type: none"> Children turn to look when their name is called Follow instructions such as "Put your cup on the table" Join in with familiar songs, rhymes and repetitive stories Attend briefly during group times with adult support Show understanding by copying actions or responding physically <p>Main focus (Autumn): Building attention, confidence and understanding familiar language Aligned with Birth to 5 Matters emphasis on secure relationships, joint attention and understanding everyday language. Strong Foundations supports predictable routines and frequent back-and-forth interactions to build listening habits.</p> <p>Speaking Autumn Term – Confidence to Talk and Express Needs Children learn to:</p> <ul style="list-style-type: none"> Use words and short sentences to communicate needs and ideas Talk about familiar people, objects and experiences Join in with songs, rhymes and repeated story phrases Begin to use new vocabulary introduced by adults Attempt to communicate with peers during play <p>This is what it looks like:</p> <ul style="list-style-type: none"> Children asking for help using words Naming objects and people in the environment Repeating key phrases from familiar stories Using simple sentences such as "My turn" or "I doing it" Talking alongside others during play <p>Main focus (Autumn): Confidence to speak and early sentence use Aligned with Birth to 5 Matters focus on early expressive language and building vocabulary. Strong Foundations highlights responsive adult modelling and valuing every attempt at communication.</p>				<p>Listening, Attention and Understanding Spring Term – Developing Attention and Understanding Language Children learn to:</p> <ul style="list-style-type: none"> Listen with increasing attention during group and play-based activities Understand and follow simple two-step instructions Respond appropriately to simple questions and comments Demonstrate understanding of vocabulary linked to topics, routines and stories Maintain focus for longer with adult support <p>This is what it looks like:</p> <ul style="list-style-type: none"> Children following instructions such as "Put your coat on and line up" Listening to longer stories and responding to questions Showing understanding during role play and small-world play Beginning to answer simple "what" and "where" questions Sustaining attention during child-initiated play experiences <p>Main focus (Spring): Improving attention and understanding in learning contexts Aligned with Birth to 5 Matters focus on listening and responding in increasingly complex situations. Strong Foundations prioritises language comprehension, story talk and vocabulary embedded across provision.</p> <p>Speaking Spring Term – Developing Sentences and Conversation Children learn to:</p> <ul style="list-style-type: none"> Use longer sentences and connect ideas Engage in simple back-and-forth conversations Ask and answer simple questions Use talk to comment on what they are doing or making Use an increasing range of familiar and topic-related vocabulary <p>This is what it looks like:</p> <ul style="list-style-type: none"> Children explaining their play choices Responding verbally to adult questions Talking with peers during shared activities Using new vocabulary modelled by adults Retelling elements of familiar stories during play <p>Main focus (Spring): Conversation skills and vocabulary development Aligned with Birth to 5 Matters expectation for children to use longer sentences and engage in talk. Strong Foundations emphasises sustained shared thinking and high-quality dialogue.</p>				<p>Listening, Attention and Understanding Summer Term – Sustained Attention and Understanding Meaning Children learn to:</p> <ul style="list-style-type: none"> Sustain attention for longer periods, particularly in play Listen to peers as well as familiar adults Understand more complex language used during play and routines Show understanding by responding, recalling or acting on what they hear Begin to anticipate what might happen next in familiar routines or stories <p>This is what it looks like:</p> <ul style="list-style-type: none"> Children staying engaged in shared activities for longer Listening to others and waiting for a turn to respond Showing understanding by retelling parts of a story through play Responding appropriately to group discussions Following explanations linked to familiar experiences <p>Main focus (Summer): Sustained listening, understanding and readiness for Reception</p> <p>Speaking Summer Term – Confident Speaking and Sharing Ideas Children learn to:</p> <ul style="list-style-type: none"> Speak confidently in familiar groups Use simple sentences to organise ideas and experiences Explain what they are doing and why Use a wider range of vocabulary accurately Begin to adapt talk depending on the situation <p>This is what it looks like:</p> <ul style="list-style-type: none"> Children confidently sharing ideas during group times Explaining their thinking during play Using talk to negotiate, collaborate and problem-solve Telling simple stories linked to experiences Speaking clearly enough to be understood by others <p>Main focus (Summer): Confident communication and readiness for Reception Aligned with Birth to 5 Matters focus on confident self-expression. Strong Foundations supports talk for thinking, collaboration and transition readiness.</p> <p>End of Nursery – Communication & Language Impact Statement By the end of Nursery, children are confident communicators who listen with increasing attention, understand familiar and topic-related language, and use spoken language to share ideas, needs and experiences. They are well prepared to build on these skills in Reception through secure foundations in listening, understanding and speaking.</p>			

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<p>Physical Development</p>	<p>Gross Motor Skills Autumn Term – Confidence, Movement and Control Children learn to: Move freely and confidently in a range of spaces Begin to develop balance, coordination and body control Walk, run, climb and pedal with increasing confidence Start and stop movement in response to simple instructions Begin to understand spatial awareness</p> <p>This is what it looks like: Children exploring climbing equipment and steps Running, chasing and stopping during games Riding trikes and balance bikes Moving safely indoors and outdoors Responding to prompts such as “stop”, “go”, “wait”</p> <p>Main focus (Autumn): Building confidence and enjoyment in movement Aligned with Birth to 5 Matters focus on developing confidence in movement. Strong Foundations supports frequent opportunities for active play and movement to build physical security.</p> <p>Fine Motor Skills Autumn Term – Hand Strength and Early Control Children learn to: Develop strength in hands and fingers Use both hands together for play Begin to grasp tools with increasing control Explore mark making with a variety of tools Enjoy sensory and malleable activities</p> <p>This is what it looks like: Squeezing playdough and dough tools Threading large beads Drawing freely with crayons and chalks Pulling, twisting and posting objects Beginning to use spoons and tools independently</p> <p>Main focus (Autumn): Strengthening hands and exploring control Aligned with Birth to 5 Matters emphasis on building fine motor foundations. Strong Foundations recognises fine motor strength as essential for later writing.</p>	<p>Gross Motor Skills Spring Term – Coordination, Strength and Purposeful Movement Children learn to: Move with increasing control and coordination Balance on one foot briefly and negotiate obstacles Use different ways of moving (jumping, crawling, rolling) Begin to show preference for using one side of the body Follow simple movement patterns and games</p> <p>This is what it looks like: Children jumping with two feet Completing simple obstacle courses Balancing while stepping over objects Joining in with movement games and action songs Coordinating arms and legs during climbing or riding</p> <p>Main focus (Spring): Developing coordination, balance and physical control Aligned with Birth to 5 Matters emphasis on improving coordination and confidence. Strong Foundations highlights development through repeated practice and guided physical challenge.</p> <p>Fine Motor Skills Spring Term – Control, Dexterity and Purposeful Mark Making Children learn to: Use tools with greater control and intent Begin to form recognisable marks Develop coordination between hand and eye Use one-handed tools (scissors, brushes) with support Show increased interest in drawing and making</p> <p>This is what it looks like: Snipping paper with scissors Drawing lines, circles and shapes Using paintbrushes with control Manipulating small construction materials Completing threading and peg activities</p> <p>Main focus (Spring): Improving control, coordination and intent Aligned with Birth to 5 Matters focus on developing fine motor precision. Strong Foundations supports repeated, meaningful opportunities rather than formal writing expectations.</p>	<p>Gross Motor Skills Summer Term – Control, Independence and Readiness for Reception Children learn to: Move with confidence, agility and control Show increasing stamina during active play Adapt movements in response to space, others and tasks Use gross motor skills to support play and learning Demonstrate awareness of safety and others</p> <p>This is what it looks like: Confident use of outdoor equipment Sustained energetic play Navigating busy spaces safely Adjusting movements to avoid others Showing pride in physical achievements</p> <p>Main focus (Summer): Fluency, independence and physical readiness for Reception Aligned with Birth to 5 Matters expectation for confident, controlled movement. Strong Foundations supports preparing children physically for longer learning sessions.</p> <p>Fine Motor Skills Summer Term – Refinement, Independence and Pre-Writing Readiness Children learn to: Show increasingly controlled fine motor movements Use tools independently and safely Maintain focus during fine motor tasks Create meaningful marks for a purpose Demonstrate readiness for more formal writing experiences</p> <p>This is what it looks like: Drawing people and objects with more detail Using scissors confidently Completing puzzles with small pieces Making marks during play with intention Sustaining focus at a task</p> <p>Main focus (Summer): Refinement, independence and readiness for Reception Aligned with Birth to 5 Matters expectation for confident fine motor control. Strong Foundations supports physical readiness for writing through independence and stamina.</p> <p>End of Nursery – Physical Development Impact Statement By the end of Nursery, children move with confidence and control, demonstrating developing coordination, balance and stamina. They use their hands with increasing strength and precision, enabling them to access mark making, tool use and play confidently and preparing them physically for the demands of Reception.</p>
	<p>Dough Disco PE Dancing and singing action songs Outdoor play – climbing, pedaling bikes, moving large equipment, moving in different ways – over, under, through/Forest School Fine motor activities – e.g. threading, scissor skills, tool use, tweezers, playdough Move 2 Write</p>	<p>Dough Disco PE Dancing and singing action songs Outdoor play– climbing, pedaling bikes, moving large equipment, moving in different ways – over, under, through /Forest School Fine motor activities e.g. threading, scissor skills, tool use, tweezers, playdough Correcting pencil grip Move 2 Write</p>	<p>Dough Disco PE Dancing and singing action songs Outdoor play– climbing, pedaling bikes, moving large equipment, moving in different ways – over, under, through /Forest School Fine motor activities e.g. threading, scissor skills, tool use, tweezers, playdough Correcting pencil grip Move 2 Write</p>
<p>Personal, Social and Emotional Development</p>	<p>Self-Regulation Autumn Term – Emotional Security and Early Regulation Children learn to: Begin to recognise and name basic feelings Accept comfort and support from familiar adults Respond to clear routines and predictable boundaries Begin to manage transitions with adult support Start to wait briefly for attention or a turn</p> <p>This is what it looks like: Children seeking adult reassurance when upset Using simple emotion words or visual supports Beginning to settle into nursery routines Accepting help to calm down Starting to wait for a short time with support</p> <p>Main focus (Autumn): Emotional security, reassurance and predictable routines Aligned with Birth to 5 Matters emphasis on emotional wellbeing and attachment. Strong Foundations prioritises consistent, nurturing adult responses to support calm and security.</p>	<p>Self Regulation Spring Term – Developing Emotional Awareness and Control Children learn to: Talk about how they feel using simple language Begin to use strategies to manage emotions with adult support Follow rules and expectations with increasing consistency Cope with small frustrations and changes Remain focused on activities for longer periods</p> <p>This is what it looks like: Children using calm-down strategies modelled by adults Beginning to label their feelings Recovering more quickly after upset Staying engaged in play despite minor challenges Responding positively to reminders</p> <p>Main focus (Spring): Developing emotional awareness and early self-control Aligned with Birth to 5 Matters expectations for managing feelings with support. Strong Foundations highlights teaching emotional regulation through modelling and shared language.</p>	<p>Self Regulation Summer Term – Increasing Independence and Emotional Readiness Children learn to: Manage emotions more independently Adapt behaviour to different situations Persist when learning feels challenging Use taught strategies to calm themselves Maintain focus during group and play activities</p> <p>This is what it looks like: Children recovering from setbacks with reassurance Using calming strategies independently Staying on task without immediate adult intervention Showing resilience during challenges Demonstrating self-control during routines</p> <p>Main focus (Summer): Independence, resilience and readiness for Reception Aligned with Birth to 5 Matters focus on growing self-regulation. Strong Foundations supports emotional readiness as essential for learning.</p>

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	<p>Managing Self Autumn Term – Settling and Early Independence Children learn to:</p> <ul style="list-style-type: none"> Separate from key adults with increasing confidence Follow daily routines with adult support Begin to manage personal care with help Make simple choices Understand basic boundaries and expectations <p>This is what it looks like: Children hanging up coats with support Beginning to wash hands with reminders Choosing resources with guidance Accepting help when needed Settling into predictable routines</p> <p>Main focus (Autumn): Security, routines and early independence Aligned with Birth to 5 Matters emphasis on managing basic self-care. Strong Foundations recognises routines as key to confidence.</p> <p>Building Relationships Autumn Term – Trust, Security and Early Social Skills Children learn to:</p> <ul style="list-style-type: none"> Form relationships with familiar adults Play alongside other children Begin to share and take turns with support Respond positively to others Begin to understand simple social expectations <p>This is what it looks like: Parallel play near peers Adult-supported sharing Seeking familiar adults for support Showing interest in others Joining in simple group games</p> <p>Main focus (Autumn): Security, trust and early social interaction Aligned with Birth to 5 Matters emphasis on forming secure relationships. Strong Foundations supports positive adult-child relationships as the basis for learning.</p>	<p>Managing Self Spring Term – Growing Independence and Confidence Children learn to:</p> <ul style="list-style-type: none"> Manage personal care tasks with less support Take responsibility for belongings Show confidence in trying new activities Make choices and explain them Begin to understand the importance of healthy routines <p>This is what it looks like: Using the toilet with minimal support Attempting tasks before asking for help Putting on coats and shoes independently Talking about healthy food or habits Showing confidence in daily routines</p> <p>Main focus (Spring): Increasing independence and self-confidence Aligned with Birth to 5 Matters focus on self-confidence and independence. Strong Foundations supports enabling children to “have a go”.</p> <p>Building Relationships Spring Term – Cooperation and Friendships Children learn to:</p> <ul style="list-style-type: none"> Play cooperatively with peers Take turns more independently Begin to respond to others’ feelings Negotiate during play with adult support Develop early friendships <p>This is what it looks like: Small-group cooperative play Waiting for turns with reminders Checking if a peer is OK Using words instead of physical responses Sustaining shared play for longer</p> <p>Main focus (Spring): Cooperation, empathy and friendship skills Aligned with Birth to 5 Matters focus on social interaction. Strong Foundations prioritises shared play and communication.</p>	<p>Managing Self Summer Term – Responsibility and Readiness for Reception Children learn to:</p> <ul style="list-style-type: none"> Manage self-care routines independently Show pride in achievements Approach challenges positively Follow routines with minimal support Begin to prepare for Reception expectations <p>This is what it looks like: Children organising themselves for learning Completing self-care routines confidently Talking positively about what they can do Showing confidence and persistence Taking pride in independence</p> <p>Main focus (Summer): Responsibility, confidence and transition readiness Aligned with Birth to 5 Matters expectations for independence. Strong Foundations supports readiness through self-belief.</p> <p>Building Relationships Summer Term – Collaborative Play and Social Confidence Children learn to:</p> <ul style="list-style-type: none"> Sustain cooperative play Resolve minor disagreements with support Show kindness and empathy Communicate needs clearly to others Build positive relationships with peers and adults <p>This is what it looks like: Extended role play with peers Talking through small conflicts Including others in play Showing care and empathy Confident interactions with adults and children</p> <p>Main focus (Summer): Collaboration, empathy and readiness for Reception Aligned with Birth to 5 Matters expectation for positive relationships. Strong Foundations supports social confidence as a foundation for learning.</p> <p>End of Nursery – PSED Impact Statement By the end of Nursery, children demonstrate emotional security, growing independence and positive relationships. They are able to recognise and manage emotions with support, take increasing responsibility for themselves and play cooperatively with others, providing a strong personal, social and emotional foundation for Reception.</p>			
	<p>Super Me – Twinkl Planning My Treasure Chest Our Class Puzzle What is your Superpower? Wellbeing Warriors</p> <p>Online Safety – Self Image and Identity</p>	<p>How I Feel – Twinkl Planning Loose Parts Feelings Faces Regulating Reggie My Magic Box My Opinions</p> <p>Online Safety – Health, Well-being and Lifestyle</p>	<p>Twinkl Planning Look What I Can Do – Our Class Tidy Up Checklist Respecting Rules Which Way Should I Go? Me and My Clothes</p> <p>Online Safety – Managing Online Information Online Reputation</p>	<p>Positive Relationships – I Love Them Because Let’s Be Friends Friendship Recipe My Solution Wheel</p> <p>Online Safety – Online Relationships</p>	<p>Working Together – How Might They Be Feeling? Show and Share My Turn-Taking Wand Island Rescue</p> <p>Online Safety – Online Bullying</p>	<p>My Body – Healthy Habits Germ Hunt A Balance Diet A Healthy Smile Dental Hygiene</p> <p>Online Safety – Privacy and Security and Copyright and Ownership</p>
Specific Areas						
Literacy	<p>Comprehension Autumn Term – Enjoying Stories and Shared Attention Children learn to:</p> <ul style="list-style-type: none"> Enjoy listening to stories, songs and rhymes Attend briefly during shared story times Recognise and respond to familiar stories Join in with repeated phrases, actions and sounds Show interest in books and illustrations <p>This is what it looks like: Children choosing books independently Joining in with repeated refrains or actions Turning pages and pointing to pictures Listening to short stories with adult support Talking about familiar characters or objects</p> <p>Main focus (Autumn): Enjoyment of stories and shared book experiences Aligned with Birth to 5 Matters emphasis on engagement with books. Strong Foundations prioritises frequent story sharing, talk and interaction to build comprehension.</p>	<p>Comprehension Spring Term – Understanding and Talking About Stories Children learn to:</p> <ul style="list-style-type: none"> Listen to longer stories with increasing attention Answer simple questions about stories and events Talk about characters and settings Begin to sequence simple events in familiar stories Use story language during play <p>This is what it looks like: Children responding to “What happened?” Talking about favourite characters Acting out stories in role play or small world Showing understanding through drawings or talk Using words from stories in play</p> <p>Main focus (Spring): Developing understanding and story talk Aligned with Birth to 5 Matters focus on understanding narratives. Strong Foundations supports comprehension through discussion, repetition and play.</p>	<p>Comprehension Summer Term – Retelling and Making Meaning Children learn to:</p> <ul style="list-style-type: none"> Retell simple stories using pictures or props Talk about events in stories in order Begin to predict what might happen next Use their own words to talk about stories Show deeper involvement in story experiences <p>This is what it looks like: Children retelling stories using puppets Sequencing picture cards Talking confidently about stories Using books as inspiration in play Making links between stories and real life</p> <p>Main focus (Summer): Retelling, sequencing and deeper understanding Aligned with Birth to 5 Matters expectation for early narrative skills. Strong Foundations recognises comprehension as the foundation of later reading success.</p>			

	<p>Word Reading Autumn Term – Sound Awareness and Listening Children learn to: Enjoy rhymes, songs and sound play Notice and talk about sounds in the environment Begin to recognise familiar environmental sounds Show interest in rhythm, rhyme and alliteration</p> <p>This is what it looks like: Children joining in with rhymes and songs Copying sounds made by adults Listening to environmental sound games Clapping and tapping to rhythm Talking about what they can hear</p> <p>Main focus (Autumn): Developing listening skills and sound awareness Aligned with Birth to 5 Matters focus on phonological awareness. Strong Foundations highlights sound sensitivity before formal phonics.</p> <p>Writing Autumn Term – Exploring Mark Making Children learn to: Enjoy making marks in a variety of ways Explore tools and materials freely Give meaning to their marks Use large movements to create marks Develop hand strength and coordination</p> <p>This is what it looks like: Scribbling with crayons, chalks or paint Making marks in sand, mud or paint Talking about what their marks represent Using whole-arm movements Mark making during child-initiated play</p> <p>Main focus (Autumn): Enjoyment of mark making and early control Aligned with Birth to 5 Matters emphasis on exploratory mark making. Strong Foundations stresses physical readiness over letter formation.</p>	<p>Word Reading Spring Term – Developing Phonological Awareness Children learn to: Join in with familiar rhymes and songs Distinguish between different sounds Show awareness of rhythm and rhyme Begin to notice initial sounds in words Enjoy sound-based games</p> <p>This is what it looks like: Children completing missing words in rhymes Identifying sounds during games Talking about sounds at the beginning of words Playing with alliteration and sound repetition Showing enjoyment during sound activities</p> <p>Main focus (Spring): Strengthening listening and phonological awareness Aligned with Birth to 5 Matters guidance on preparing for phonics. Strong Foundations supports oral sound discrimination and playful sound exploration.</p> <p>Writing Spring Term – Purposeful Mark Making Children learn to: Make marks with increasing control Begin to draw shapes and lines Use mark making to represent ideas Hold tools with greater confidence Show interest in drawing and writing in play</p> <p>This is what it looks like: Drawing lines, circles and shapes Making marks to label or represent objects Using crayons and brushes with more control Talking about what they are drawing Mark making during role play</p> <p>Main focus (Spring): Control, intent and meaning in marks Aligned with Birth to 5 Matters expectation for purposeful marks. Strong Foundations supports fine motor development through repeated play-based opportunities.</p>	<p>Word Reading Summer Term – Early Sound Discrimination and Readiness for Reception Children learn to: Recognise and repeat rhythm and rhyme confidently Talk about sounds they hear in words Begin to notice changes in sounds Show readiness for more structured listening activities</p> <p>This is what it looks like: Children confidently joining in sound games Identifying familiar sounds Talking about word sounds during play Maintaining attention during sound activities Showing enthusiasm for rhymes</p> <p>Main focus (Summer): Sound awareness and readiness for Reception phonics Aligned with Birth to 5 Matters expectation for sound awareness. Strong Foundations explicitly states formal phonics should begin in Reception, not Nursery.</p> <p>Writing Summer Term – Meaningful Marks and Writing Readiness Children learn to: Create recognisable pictures and marks Represent ideas, experiences and stories Show increasing control and stamina Make marks for a purpose Demonstrate physical readiness for Reception writing</p> <p>This is what it looks like: Drawing people and objects with detail Making marks to record ideas Mark making maintained for longer periods Talking about their drawings and marks Increasing confidence in mark making</p> <p>Main focus (Summer): Meaningful mark making and readiness for Reception Aligned with Birth to 5 Matters expectation for confident early writers. Strong Foundations emphasises readiness, not formal writing.</p> <p>End of Nursery – Literacy Impact Statement By the end of Nursery, children enjoy stories, songs and books, understand and talk about familiar narratives, show developing phonological awareness and create meaningful marks to represent ideas and experiences. They are well prepared to access Reception literacy through strong foundations in comprehension, sound awareness and mark making.</p>
	<p>RWI Phonics Autumn Term – Listening, Attention and Sound Awareness Children learn to: Tune into and enjoy listening to sounds Distinguish between environmental sounds Join in with familiar songs, rhymes and sound games Listen and respond to adult-led sound activities Begin to develop speech sounds through talk and play</p> <p>This is what it looks like: Children listening to environmental sound games (e.g. listening walks) Joining in with action rhymes and songs Copying sounds made by adults Enjoying noisy and quiet games Responding to sound cues during routines</p> <p>Main focus (Autumn): Developing listening skills and attention to sounds RWI alignment: Laying foundations for sound discrimination No letter sounds taught Focus on listening before speaking and blending</p> <p>Strong Foundations / Birth to 5 Matters link: Emphasises early listening skills, attention and enjoyment of language as the basis for later reading success.</p>	<p>RWI Phonics Spring Term – Developing Phonological Awareness Children learn to: Hear and identify different sounds Enjoy and join in with rhymes and rhythmic language Copy and play with sounds in words Begin to notice similarities and differences in sounds Develop clearer speech through talk, songs and stories</p> <p>This is what it looks like: Children predicting missing words in rhymes Joining in with repetitive sound patterns Playing sound-based games (e.g. animal, vehicle sounds) Exploring alliteration through playful talk Listening carefully to short sound sequences</p> <p>Main focus (Spring): Developing rhythm, rhyme and sound discrimination RWI alignment: Developing auditory discrimination Building foundations for oral blending later Continued focus on listening and speaking</p> <p>Strong Foundations / Birth to 5 Matters link: Supports phonological awareness through playful, adult-led interactions rather than formal instruction.</p>	<p>RWI Phonics Summer Term – Early Blending Awareness and Readiness for Reception Children learn to: Confidently join in with familiar rhymes and songs Begin to notice initial sounds in words through play and in phonic lessons Listen carefully to simple sound patterns Explore sound play linked to stories and routines Show readiness for more structured phonics in Reception Recognise the Set 1 letter sounds and mnemonics</p> <p>This is what it looks like: Children confidently chanting and singing rhymes Talking about sounds they can hear in words Listening and responding to sound games Sustaining attention during short listening activities Showing enthusiasm for song, rhyme and sound play Saying the sound for each Set 1 letter</p> <p>Main focus (Summer): Sound awareness and readiness for Reception phonics RWI alignment: Preparation for Set 1 sounds in Reception Emphasis on attention, listening and talk</p> <p>Strong Foundations / Birth to 5 Matters link: Ensures children are phonics-ready, not phonics-taught, supporting smooth transition into formal RWI teaching.</p> <p>End of Nursery (3–4) – RWI Phonics Impact Statement By the end of Nursery, children demonstrate strong listening skills, enjoyment of rhyme and rhythm, and growing awareness of sounds in their environment and spoken language. They are well prepared</p>

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								to begin the Read Write Inc. phonics programme confidently in Reception.															
Mathematics				Counting and 1 More				Early Calculations and Patterns															
Matching and Sorting		Counting to 5		Counting and 1 More		Early Calculations and Patterns		Composition and Subitising		Reception Readiness													
<p>Understanding the World</p> <p>Past and Present</p> <p>Autumn Term – Familiar Experiences and Daily Routines</p> <p>Children learn to:</p> <ul style="list-style-type: none"> Talk about familiar people and events in their lives Recognise simple routines and sequences Begin to understand “now” and “then” in everyday contexts Show interest in personal photographs and objects Begin to notice changes over short periods of time <p>This is what it looks like:</p> <ul style="list-style-type: none"> Children talking about their family or special events Sharing experiences such as birthdays or holidays Looking at photos of themselves and naming people Talking about what happens first and next in the day Noticing changes in the classroom or outdoor area <p>Main focus (Autumn):</p> <p>Understanding familiar experiences and routines</p> <p>Aligned with Birth to 5 Matters focus on children’s own lived experiences. Strong Foundations highlights meaningful talk about real life as the starting point for learning about time.</p> <p>People, Culture and Communities</p> <p>Autumn Term – Me, My Family and My Community</p> <p>Children learn to:</p> <ul style="list-style-type: none"> Talk about people who are important to them Recognise familiar routines and places Begin to understand that families are different Show interest in their immediate environment Respond positively to others’ experiences <p>This is what it looks like:</p> <ul style="list-style-type: none"> Children talking about their family members Sharing experiences from home Recognising familiar adults in nursery Talking about where they live Listening to stories about different families <p>Main focus (Autumn):</p> <p>Developing a sense of belonging and self</p> <p>Aligned with Birth to 5 Matters focus on family and community. Strong Foundations prioritises children feeling secure and valued.</p> <p>The Natural World</p> <p>Autumn Term – Exploring the Immediate Environment</p> <p>Children learn to:</p> <ul style="list-style-type: none"> Explore natural environments using their senses Notice changes in weather and seasons Begin to talk about plants, animals and materials Show curiosity about natural objects Begin to care for the environment <p>This is what it looks like:</p> <ul style="list-style-type: none"> Collecting leaves or natural objects Talking about rain, wind or sunshine Exploring textures, smells and sounds outdoors Observing animals or minibests Helping to tidy outdoor areas <p>Main focus (Autumn):</p> <p>Exploration and sensory experience of the natural world</p> <p>Aligned with Birth to 5 Matters emphasis on curiosity. Strong Foundations supports hands-on exploration and vocabulary development.</p>				<p>Past and Present</p> <p>Spring Term – Talking About Change Over Time</p> <p>Children learn to:</p> <ul style="list-style-type: none"> Begin to compare now and before in simple ways Talk about changes they notice in people or environments Sequence events in familiar stories or routines Use simple time language such as “before” and “after” Show curiosity about how things change <p>This is what it looks like:</p> <ul style="list-style-type: none"> Children comparing themselves as babies and now Talking about how the weather has changed Sequencing familiar stories or daily routines Noticing growth in plants or changes over seasons Discussing events that have happened <p>Main focus (Spring):</p> <p>Noticing change and developing early time awareness</p> <p>Aligned with Birth to 5 Matters guidance on early understanding of change. Strong Foundations supports using stories, photos and experiences to build this concept.</p> <p>People, Culture and Communities</p> <p>Spring Term – Recognising Similarities and Differences</p> <p>Children learn to:</p> <ul style="list-style-type: none"> Talk about similarities and differences between people Begin to explore different celebrations and traditions Show curiosity about different ways of life Use respectful language when talking about differences Begin to understand simple cultural experiences <p>This is what it looks like:</p> <ul style="list-style-type: none"> Children learning about celebrations Talking about foods, clothes or routines Sharing family traditions Listening to stories from different cultures Showing interest in how others live <p>Main focus (Spring):</p> <p>Understanding diversity and shared experiences</p> <p>Aligned with Birth to 5 Matters emphasis on respecting differences. Strong Foundations supports learning through stories, talk and exploration.</p> <p>The Natural World</p> <p>Spring Term – Observing Growth and Change</p> <p>Children learn to:</p> <ul style="list-style-type: none"> Observe changes in plants and animals Begin to understand simple life cycles Talk about what living things need Notice changes in weather and seasons Ask questions about the natural world <p>This is what it looks like:</p> <ul style="list-style-type: none"> Planting seeds and watching them grow Talking about what plants need Observing minibests Noticing longer days or warmer weather Predicting what might happen next <p>Main focus (Spring):</p> <p>Understanding growth, change and living things</p> <p>Aligned with Birth to 5 Matters focus on observing life cycles. Strong Foundations supports knowledge building through real experiences.</p>				<p>Past and Present</p> <p>Summer Term – Making Simple Comparisons Over Time</p> <p>Children learn to:</p> <ul style="list-style-type: none"> Talk about how things have changed over time Recall and talk about past events Begin to use time language more confidently Make simple comparisons between past and present Show interest in timelines of their own experiences <p>This is what it looks like:</p> <ul style="list-style-type: none"> Children talking about what they have done earlier in the year Comparing seasons (winter/summer) Using words like “yesterday” or “a long time ago” Looking at photos taken at different times Talking about growth and change <p>Main focus (Summer):</p> <p>Making sense of the past and present</p> <p>Aligned with Birth to 5 Matters expectation that children begin to compare changes. Strong Foundations emphasises talk and reflection to strengthen understanding.</p> <p>People, Culture and Communities</p> <p>Summer Term – Understanding the Wider Community</p> <p>Children learn to:</p> <ul style="list-style-type: none"> Talk about people and communities beyond their own Compare familiar experiences with those of others Show curiosity and respect for differences Begin to recognise roles people play in the community Talk positively about similarities and differences <p>This is what it looks like:</p> <ul style="list-style-type: none"> Talking about helpers in the community Exploring different homes or environments Discussing how people help each other Asking questions about unfamiliar experiences Inclusive play with peers <p>Main focus (Summer):</p> <p>Broadening understanding of the wider world</p> <p>Aligned with Birth to 5 Matters guidance on understanding communities. Strong Foundations highlights widening children’s experiences thoughtfully.</p> <p>The Natural World</p> <p>Summer Term – Caring, Comparing and Exploring Outdoors</p> <p>Children learn to:</p> <ul style="list-style-type: none"> Talk confidently about the natural world Compare different environments Understand the importance of caring for living things Use new vocabulary to describe what they observe Show sustained interest in outdoor exploration <p>This is what it looks like:</p> <ul style="list-style-type: none"> Caring for plants or animals Talking about differences between environments Exploring water, sand and outdoor materials Using language such as “hot”, “dry”, “growing” Showing responsibility in outdoor spaces <p>Main focus (Summer):</p> <p>Care, comparison and environmental awareness</p> <p>Aligned with Birth to 5 Matters expectation for caring for the natural world. Strong Foundations supports developing understanding through exploration and talk.</p> <p>End of Nursery – Understanding the World Impact Statement</p> <p>By the end of Nursery, children are curious and engaged learners who can talk about their own experiences, recognise similarities and differences between people and communities, and explore the natural world with interest and care. They are well prepared to extend this understanding in Reception through deeper enquiry and language-rich learning.</p>															
				<p>Past and Present</p> <p>Talk about themselves and people who are important to them</p> <p>Share familiar experiences (home, nursery, routines)</p>		<p>Past and Present</p> <p>Begin to notice changes in their environment</p> <p>Talk about what is happening now compared to before</p>		<p>Past and Present</p> <p>Talk about special events they have experienced</p> <p>Begin to understand that some events happen every year</p>		<p>Past and Present:</p> <p>Sharing photos of: Last Christmas / family celebrations</p> <p>What do you do at Christmas?</p>		<p>Past and Present</p> <p>What did you do at Christmas?”</p> <p>What is happening now in winter? “Before it was Christmas, now it is</p>		<p>Past and Present</p> <p>Sequence 3-picture story cards (beginning, middle, end)</p> <p>Join in with repeated phrases (“Once upon a time...”)</p>		<p>Past and Present:</p> <p>Talk about space travel “long ago” vs now</p> <p>Look at pictures of old rockets vs modern rockets</p>		<p>Past and Present</p> <p>Talk about how plants grow over time (seed → plant)</p> <p>Sequence simple plant life cycle pictures</p> <p>Use time words: first,</p>		<p>Past and Present</p> <p>Talk about favourite colours now and previously</p> <p>Compare colours in old vs new objects (toys, clothes)</p>		<p>Past and Present:</p> <p>Talk about castles being from “long ago”</p> <p>Compare castles to modern homes</p> <p>Sequence simple story events (castle story or</p>	

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<p>Begin to understand simple daily sequences Show interest in photographs of themselves and their family Children talk about their name, age, and what they like Family photos: sharing and talking about photos from home Mirror play: noticing changes (hair, eyes, clothes)</p> <p>People, Culture and Communities Recognise people they know and trust Talk about their family and home Begin to notice similarities and differences between families Develop a sense of belonging to Nursery Become familiar with key adults and places Who is in my family? simple discussions and picture sorting</p> <p>The Natural World Explore the Nursery indoor and outdoor environment Use senses to investigate natural materials Notice seasonal changes linked to early Autumn Begin to talk about weather and the world around them Develop early care and respect for their environment Nursery environment walk: exploring classrooms, garden and key spaces Outdoor sensory play: touching leaves, bark, mud, stones Weather talk: noticing rain, wind, sunshine and temperature Seasonal collections: gathering leaves or natural objects Caring for our space: tidying, watering plants, noticing changes</p>	<p>Recognise simple seasonal changes linked to Autumn Begin to understand that food is grown and collected Seasonal walks: noticing fallen leaves, cooler weather and shorter days Photo comparisons: looking at the outdoor area now and earlier in the term Harvest time talk: talking about collecting food (fruit, vegetables, seeds)</p> <p>People, Culture and Communities Talk about experiences related to food and meals Begin to understand that people work together to grow and collect food Share personal experiences of food, farms or gardens Recognise that different families celebrate seasons in different ways Develop early awareness of community activities Food sharing conversations: talking about favourite fruits and vegetables People who help us: farmers, growers, shopkeepers Simple harvest celebrations: sharing food, songs or stories Local links: talking about farms or gardens near where we live</p> <p>The Natural World Explore the natural environment using all senses Notice seasonal changes linked to Autumn Talk about leaves, trees, weather and natural materials Begin to understand that plants grow and produce food Develop care and respect for the natural environment Autumn walks: collecting leaves, conkers and natural objects Leaf investigations: sorting leaves by colour, size or shape Weather observations: noticing rain, wind and changing temperatures</p>	<p>Notice that celebrations involve remembering, coming together or marking something special Begin to talk about events that have already happened Bonfire Night talk: children share what they saw or heard (fireworks, lights, noises) Sequence talk: what happened before, during and after Bonfire Night Remembrance Day: talking gently about remembering people (e.g. "We stop and think quietly") Repetition: linking celebrations to "this happens every year" Photo stories: using simple pictures to talk about events</p> <p>People, Culture and Communities Talk about celebrations they recognise Begin to understand that families and communities celebrate differently Show curiosity and respect for unfamiliar celebrations Recognise that celebrations often bring people together Diwali & Hanukkah stories: sharing simple, child-friendly stories about light Comparing celebrations: noticing similarities (lights, sharing food, family) Role play: celebration scenes (family meals, parties, lighting candles) Artefacts/photos: diya lamps, candles, poppies (handled sensitively)</p> <p>The Natural World Explore light and darkness Notice sensory changes in the environment (loud/quiet, bright/dim) Talk about materials and effects (dark sky, sparks, candlelight) Begin to use descriptive language linked to light and sound Light play: torches, light boxes, reflective materials Firework art:</p>	<p>Wrapping presents, decorating a tree Talking about events in a Christmas story (e.g. Stick Man, Nativity story) First we put up the tree, then we decorate it</p> <p>People, Culture and Communities Sharing family traditions: Food, decorations, visitors, routines Simple comparison discussions: Some people celebrate Christmas, some people don't Nativity story Simple books about different winter celebrations Talking about how different families celebrate</p> <p>The Natural World Outdoor exploration: Frost, ice, cold weather Seasonal discussion: It gets dark earlier Ice melting Cold vs warm Evergreen trees (Christmas trees) Fake snow, ice trays, water play Talking about how animals cope in winter</p>	<p>winter Stories about polar animals (e.g. Lost and Found) Exploring journeys (travelling to the North Pole) Have you ever seen snow People, Communities and Culture Looking at maps/globes (very simple – This is where it is cold) Snow, ice, igloos, polar landscapes How people keep warm Arctic explorers Dressing up in warm clothes It is much colder than where we live? We wear coats. People there wear very thick coats too</p> <p>The Natural World Explore winter weather in more depth Learn about animals living in cold environments Begin to understand how animals adapt Ice, snow, freezing and melting Explore materials and change Notice changes in: Weather, daylight, temperature Melting ice Freezing water Ice trays, fake snow, cold water Penguins, polar bears, seals Animals to habitats Frost, cold air, winter walks "Ice melts when it gets warmer"</p>	<p>Talk about stories being from "long ago" Compare old-style homes (cottages) to modern homes Role-play baking "like in the past" (Gingerbread Man) Talk about favourite stories from home Use "first, next, then" when retelling stories Class timeline of stories read each week</p> <p>People, Culture and Communities Small world play with characters (bears, pigs, goats, wolf) Role-play in Bear House / cottage / castle Discuss right and wrong (e.g. Goldilocks choices) Share favourite bedtime stories from home Taste porridge and talk about family food Match story jobs to real jobs (builder, baker) Look at different versions of the same story Create simple class "rules" for role play house</p> <p>The Natural World Explore materials (straw, sticks, bricks) Build and test houses (Three Little Pigs) Sort animals by habitat (woodland, farm, river) Go on a nature walk to collect items for small world play Match animals to footprints Make dens/caves (bears) Plant beans (Jack and the Beanstalk link) Explore mixing ingredients (gingerbread dough)</p>	<p>Sequence a simple rocket launch (countdown → blast off → in space) Use time words: first, next, then during play Retell simple space stories (e.g. rocket journey) Talk about what astronauts used in the past Create a class "space journey" timeline Discuss changes in technology (early vs modern space equipment)</p> <p>People, Culture and Communities Role-play astronauts in a space station Dress up as astronauts and space explorers Talk about who helps us (astronauts, scientists) Share what children already know about space Create simple "team rules" for a space mission Discuss working together in a spaceship Look at space images from around the world Talk about differences between Earth and space life</p> <p>The Natural World Explore day and night (light/dark play) Look at pictures of the sun, moon and stars Sort objects: things on Earth vs things in space Explore materials to build rockets Create craters in sand with "meteor drops" Observe shadows (linked to light and sun) Go on a "night sky" walk or pretend observation</p>	<p>next, then when planting seeds Compare baby animals and adult animals Talk about what happens "before" and "after" planting Share experiences of planting or gardening at home Create a simple class growth timeline (watch seeds grow) Talk about past events (Easter celebrations, egg hunts)</p> <p>People, Culture and Communities Talk about Easter celebrations (simple understanding) Join in an Easter egg hunt Role-play shops (buying/selling Easter eggs) Share family traditions (food, celebrations) Discuss caring for living things (plants, animals) Take part in planting together as a class Talk about how people look after gardens/farms Work together to care for plants in the classroom</p> <p>The Natural World Plant seeds and water them regularly Observe changes as plants grow Explore parts of a plant (root, stem, leaf – child-friendly language) Learn what plants need (sun, water, soil) Go on a spring walk to look for signs of spring Observe changes in weather (warmer, sunnier) Look at baby animals (lambs, chicks) Explore soil, compost, and natural materials</p>	<p>Sequence simple colour changes (e.g. mixing blue + yellow → green) Use time language: first, next, then when mixing colours Talk about how colours change over time (day/night, seasons) Retell simple colour-themed stories Create a class chart of favourite colours Notice how colours look different in light/dark</p> <p>People, Culture and Communities Talk about favourite colours with friends Sort children's preferences (same/different colours) Explore colours in clothing from different cultures Share colour choices in art and play Work together on group colour art (e.g. rainbow picture) Role-play shops (buying coloured items) Discuss how colours are used in celebrations (e.g. Easter eggs, festivals) Talk about similarities and differences in choices</p> <p>The Natural World Go on colour hunts indoors and outdoors Sort natural objects by colour (leaves, flowers, stones) Observe colours in spring flowers and plants Mix paints to make new colours Explore light and dark colours (shades) Notice colours in the weather (sky, rainbows) Explore colour changes when wet/dry Match colours to objects in the environment</p>	<p>knight adventure) Use time language: first, next, then in role play Look at pictures of old castles vs buildings today Retell simple castle stories Talk about what people wore "in the past" (knights, kings, queens) Create a simple "long ago" display board</p> <p>People, Culture and Communities Role-play castle life (king, queen, knight) Talk about jobs (guard, cook, builder) Discuss working together in a castle community Share ideas about homes and who lives in them Create simple class rules for castle role play Explore stories about knights and dragons Talk about protecting and helping others (knight role) Work together to build a castle in groups</p> <p>The Natural World Build castles using different materials Explore strong and weak materials (link to walls/towers) Create moats using water and explore floating/sinking Use sand to build castle shapes and towers Explore textures (stone, wood, fabric) Investigate how to make structures stable Observe changes when building (what falls/what stays) Go on a walk to look at real buildings and structures.</p>	<p>winter vs summer Sequence a simple "day" in summer (morning–afternoon–evening) Use time language: first, next, then during daily routines Talk about past summer experiences (holidays, trips) Retell simple stories about summer and holidays Compare photos of the environment across seasons Create a class chart of "what we do in summer"</p> <p>People, Culture and Communities Talk about holidays and trips children go on Role-play a beach, campsite or picnic Share family traditions (holidays, BBQs, days out) Discuss how people stay safe in the sun Explore different ways people spend summer Work together to plan a pretend picnic Talk about jobs linked to summer (lifeguard, farmer) Share experiences of time spent with family and friends</p> <p>The Natural World Explore signs of summer (sunshine, flowers, insects) Go on a nature walk to observe seasonal changes Look for and observe minibeasts Explore water play (pouring, floating, sinking) Grow and care for plants outdoors Talk about what plants need in warmer weather Observe changes in weather (hot, sunny, longer days) Notice shadows and how they change in the sun</p>	<p>bread) Use time words: first, next, then when making food Compare old and modern farming (simple images/tools) Retell simple farm stories (e.g. Little Red Hen) Talk about what happens "before" and "after" food is made Share experiences of visiting farms or shops Create a simple "farm to fork" timeline</p> <p>People, Culture and Communities Role-play a farm (farmer, shopkeeper, customer) Talk about jobs on a farm (farmer, tractor driver) Discuss who helps to provide food Set up a farm shop role play Share favourite foods from home Talk about where food is bought (shops, markets) Work together to prepare simple food (e.g. sandwiches) Discuss how people care for animals</p> <p>The Natural World Explore farm animals and their babies Match animals to the food they produce (cow–milk, chicken–eggs) Grow simple vegetables or herbs Observe how plants grow in warmer weather Explore textures (hay, soil, water, grain) Investigate how food changes (mixing, cooking) Go on a farm-related walk or use small world play Sort foods into groups (fruit, vegetables, animal products)</p>
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		<p>Planting: bulbs or simple seeds to observe growth over time</p>	<p>exploring dark and light colours Sound play: loud/quiet noises linked to fireworks (without real fireworks) Autumn evenings: noticing darker afternoons Shadow play: observing how light creates shadows</p>									
	<p>Technology Exploring Technology and Developing Awareness Children are learning to: Show interest in technology in the environment and during play Explore simple technological toys and devices Begin to understand that technology has a purpose Use simple equipment with adult support Follow basic expectations when using technology</p> <p>Birth to Five Matters Shows interest in technological toys with knobs, buttons or flaps Knows that information can be retrieved from devices (emerging) Operates simple equipment with support</p> <p>What this looks like in practice: Pressing buttons on cause-and-effect toys Using tablets or interactive boards with adult guidance Taking part in simple digital games Observing adults using technology Engaging in role play using phones, keyboards or cameras</p> <p>Main focus: Awareness, exploration and cause-and-effect</p>			<p>Technology Using Technology with Increasing Independence Children are learning to: Use a range of technological devices with increasing independence Begin to select technology for a purpose in play Understand that technology is used in everyday life Follow simple rules for using equipment safely Explore simple programs or applications</p> <p>Birth to Five Matters Uses a range of technology for a purpose (emerging) Selects and uses technology to support play and learning Shows increasing control when using equipment</p> <p>What this looks like in practice: Using tablets to play simple games or complete tasks Taking photos or recordings with support Using interactive whiteboard activities Beginning to talk about technology at home and school Following simple expectations (taking turns, careful handling)</p> <p>Main focus: Independence, choice and purposeful use</p>			<p>Technology Using Technology Purposefully and Safely Children are learning to: Use technology confidently as part of their play and learning Choose appropriate technology for simple tasks Begin to understand simple online safety concepts Use technology creatively to represent ideas Talk about how technology is used in everyday life</p> <p>Birth to Five Matters Uses technology for a purpose Shows awareness of safe use of technology (with support) Understands that information can be retrieved from digital devices</p> <p>What this looks like in practice: Using simple programs independently (e.g. Purple Mash) Taking photos or creating simple digital content Demonstrating safe behaviours with support (asking permission, using trusted adults) Using technology within role play contexts Talking about technology they use at home</p> <p>Main focus: Confidence, independence and early safety awareness</p>					
<p>Expressive Art and Design</p>	<p>Creating with Materials Autumn Term – Exploring Materials and Making Choices Children learn to: Explore and use a variety of materials and tools Use senses to investigate colour, texture and shape Begin to choose materials independently Show interest in creating and making Begin to talk about what they are doing</p> <p>This is what it looks like: Children accessing creative areas freely Exploring paint, collage, malleable materials and junk modelling Using tools such as brushes, rollers and glue spreaders Talking about their creations Showing curiosity and willingness to try</p> <p>Main focus (Autumn): Exploration, sensory experience and confidence to create Aligned with Birth to 5 Matters focus on open-ended exploration. Strong Foundations supports creativity through freedom, modelling and adult language.</p> <p>Being Imaginative and Expressive Autumn Term – Exploring Sound, Movement and Pretend Play Children learn to: Join in with familiar songs, rhymes and music Use movement to express ideas and feelings Explore sound using instruments and voices Engage in simple pretend play Copy actions and expressions</p> <p>This is what it looks like: Singing action songs Exploring instruments freely Moving to music Role play based on real experiences Using voices and movements expressively</p> <p>Main focus (Autumn): Confidence in expression through sound, movement and play Aligned with Birth to 5 Matters focus on sensory and imaginative experience. Strong Foundations values expressive freedom.</p>			<p>Creating with Materials Spring Term – Developing Control and Purpose Children learn to: Combine materials to create simple representations Use tools with increasing control Begin to plan what they want to make Adapt ideas during the creative process Talk about choices they have made</p> <p>This is what it looks like: Children selecting appropriate materials independently Combining collage, paint and construction materials Revisiting and developing creations Using talk to explain ideas Showing pride in their work</p> <p>Main focus (Spring): Control, purpose and developing ideas Aligned with Birth to 5 Matters emphasis on intentional creativity. Strong Foundations highlights adult questioning to extend thinking.</p> <p>Being Imaginative and Expressive Spring Term – Developing Imagination and Shared Play Children learn to: Develop simple storylines during play Use voice, movement and gesture to express ideas Take on different roles in pretend play Respond creatively to music and stories Begin to collaborate in imaginative play</p> <p>This is what it looks like: Small-world and role play with peers Acting out familiar stories Singing with expression Pretend play with roles Talking about characters and scenarios</p> <p>Main focus (Spring): Imaginative development and collaborative play Aligned with Birth to 5 Matters emphasis on shared imaginative play. Strong Foundations supports storytelling through talk and play.</p>			<p>Creating with Materials Summer Term – Refinement and Confidence in Creating Children learn to: Create with greater detail and confidence Use materials and tools independently Persevere with creative activities Represent experiences and ideas creatively Talk confidently about their creations</p> <p>This is what it looks like: Children sustaining focus during creative tasks Creating detailed artwork and models Making decisions independently Explaining the process and outcome Taking pride in finished creations</p> <p>Main focus (Summer): Independence, refinement and readiness for Reception Aligned with Birth to 5 Matters expectation for confident creation. Strong Foundations supports resilience and pride in learning.</p> <p>Being Imaginative and Expressive Summer Term – Confident Expression and Performance Children learn to: Use imagination to create extended play scenarios Express feelings and ideas through music and movement Adapt expression in response to others Perform songs or play scenarios confidently Sustain imaginative play with others</p> <p>This is what it looks like: Extended role play scenarios Confident singing and dancing Performing to others Collaborative imaginative play Talking about ideas and emotions</p> <p>Main focus (Summer): Confidence, collaboration and expressive readiness for Reception Aligned with Birth to 5 Matters expectation for imaginative confidence. Strong Foundations highlights performance and expression as key learning tools.</p> <p>End of Nursery – Expressive Arts and Design Impact Statement By the end of Nursery, children confidently explore materials, tools and media, express ideas</p>					

												through movement, music and imaginative play, and show pride in their creative achievements. They are ready to build on these skills in Reception through increasingly purposeful and collaborative creative experiences.
	<p>Percussion Role Play: Home Self-portraits using mirrors "My face" collage Handprint/footprint art for a "This is Me" display Family/home photo frames Junk-model houses (boxes/tubes) with doors, windows, roofs Build a class street Texture rubbings of "where we live" Paint "my bedroom / my house" pictures Clay/playdough faces Colour mixing linked to "me" Loose parts art: "my home" pictures using stones, buttons, sticks Large-scale collaborative mural: Small world "my house / my street" set-up "Going to school" role play Puppet play: "Who lives in my house?" Make simple "house rules" and act them out Movement: "travel around our village/town" Music/sound play: "sounds at home" Make and use story props (keys, maps, labels) in play</p>	<p>Percussion Role Play: Home Leaf printing and rubbing Use real leaves with paint/crayons to explore texture and pattern Vegetable printing (harvest theme) Stamp with potatoes, carrots, apples to make marks Natural collage tray Leaves, conkers, acorns, sticks → free arrangement (transient art) Pumpkin/pumkin flesh exploration painting Mix paint with pumpkin seeds/pulp for sensory art Colour exploration – autumn palette Red, orange, yellow mixing through finger painting Mud/harvest kitchen mark making Use flour, oats, soil to create patterns Autumn songs and rhymes e.g. leaves falling, harvest songs Movement with scarves/leaves Exploring falling, swirling actions Sound exploration Crunching leaves, tapping sticks, shakers made from seeds</p>	<p>Singing Role Play: Home Firework painting (Bonfire Night) Forks, sponges, splatter painting → mark-making and movement Rangoli pattern exploration (Diwali) Coloured sand, rice, powder → simple shapes and patterns Poppy collage (Remembrance Day) Tissue paper sticking, tearing, simple shapes Menorah mark making (Hanukkah) Finger painting candle shapes Light and dark colour exploration Black paper + chalks, metallic paints Transient art using loose parts Stones, beads, natural objects arranged into patterns Sparkle and texture tray Glitter, foil, sequins for open-ended play Bonfire Night role-play Toy fireworks, pretend bonfire (safe small world) Celebration dancing Moving like fireworks, spinning, jumping Simple Diwali story retell (Rama and Sita) Using puppets or props Light exploration songs Songs about light/dark, candles Remembrance reflection through music Quiet listening, calming movements Celebration small world trays Lamps, candles, people → early storytelling Instrument exploration Loud/quiet sounds (fireworks vs calm remembrance)</p>	<p>Singing Role Play: Post Office Explore colour mixing using red, green, gold, silver (paint, glitter, collage) Use hands, fingers and tools to create Christmas marks (e.g. stamping baubles, snow patterns) Join materials with support (gluing pom-poms, ribbons, sequins) Create simple representations: Christmas trees using paint or collage Snowmen using circles and cotton wool Explore sensory materials (e.g. scented playdough, glitter, pinecones) [teachearlyyears.com] Begin to talk about what they have made Join in with Christmas songs and rhymes (actions, repetition) Move rhythmically to festive music Begin simple role play: Decorating a Christmas tree Wrapping presents Use props to explore familiar ideas (Santa hat, bells, tinsel) Engage in sensory imaginative play (e.g. "making gingerbread")</p>	<p>Body Percussion Role Play: Ice Rink Explore ice painting (large brushes, coloured water on outdoor surfaces) Stick cotton wool for snow and simple collage pictures (snow, polar bears) Make fingerprint or handprint penguins Use white paint on dark paper to create snowstorm pictures Explore textures: shaving foam, flour, crushed ice (sensory snow play) Small world play with polar animals in snow/ice trays Pretend to be animals moving in snow (waddling penguins, crawling bears) Use simple puppets to act out animal movements and sounds Sing winter songs What happens when ice melts?" (sensory exploration rather than explanation) Cold vs warm materials Hard (ice) and soft</p>	<p>Body Percussion Role Play: Home Create character faces using collage (e.g. wolf, pig, bear) Explore printing (sponges/blocks to make house textures – straw, sticks, bricks) Use playdough to make simple story objects (cakes, houses, animals) Paint large-scale story scenes (forest, castle, cottage) Decorate masks (Red Riding Hood, wolf) "Run, run as fast as you can!" (Gingerbread Man) Knocking on doors (Three Little Pigs) Join in with repeated phrases from stories Use puppets to retell simple parts of stories Pretend to be characters through movement: Tiptoe (Goldilocks) Stomp like a giant</p>	<p>Body Percussion Role Play: Space Ship Paint planet pictures using circular printing (sponges, balloons) Use black paper + chalk/paint to create stars and night sky marks Make simple rockets using paper shapes and stickers Explore foil collage (shiny textures for space) Use playdough to make: Planets Rockets "Aliens" Pretend to be astronauts floating in space Act out: "Blast off!" countdowns Rockets, astronauts, moon rocks "I am going to the moon!"</p>	<p>Body Percussion Role Play: Garden Centre Explore printing with natural objects: Leaves, flowers, vegetables (e.g. potato prints for patterns) Create fingerprint chicks or lambs Collage: Flowers using tissue paper / petals Easter egg decorating (stickers, colours, simple patterns) Paint: Grass strokes using brushes Bright spring colours (yellow, green, pink) Playdough: Make simple flowers, eggs, nests Spring/Easter songs with actions</p>	<p>Boom whackers Role Play: Art gallery Kandinsky Explore Kandinsky-inspired circles: Large painted circles using brushes, sponges or hands Colour mixing (red + yellow, blue + yellow) Simple circle paintings Printing: Use cups/lids to stamp circular shapes "What happens when colours mix?" Explore: Bright vs dull colours Begin to recognise: Circles and repeating patterns Talk about colours: "This is a happy colour" Use colour links: "This is like a rainbow / sun / sky" Begin to describe: "big circle", "small circle"</p>	<p>Boom whackers Role Play: Castle Build simple castle structures: Blocks, boxes, Duplo Create: Shields using paper plates (colour + simple patterns) Crowns and helmets Junk modelling: Towers, walls, gates, castles Paint and draw: Simple castle shapes (tall, square, towers) Make stones, towers, "dragon eggs" Explore: Shape and structure (tall/short towers) Use different tools: Sticking, stacking, joining What makes a castle strong?</p>	<p>Singing Role Play: Tent Explore: Sand, water, natural materials (stones, shells) Create: Simple beach pictures (sun, sea, sand) Ice cream collages (shapes, colours) Paint: Bright summer colours (yellow, blue, orange) Print: Shells, feet, hands (linked to sand/water) Playdough: Ice creams, sea creatures Experiment with: Wet/dry materials (sand, water mixing) Explore: Texture (rough sand, smooth shells) Notice change: Water movement, melting ice Talk about experiences: Holidays, picnics, beach</p>	<p>Singing Role Play: Farm Shop (Money) Create: Simple farm animals (paper plates, collage, paint) Tractors, barns using shapes Junk modelling: Simple farm structures (barns, fences) Use natural materials: Twigs, straw, leaves to make farm scenes Paint and draw: Familiar animals (cow, pig, sheep) Playdough: Farm animals, crops (carrots, potatoes) Farm activities at this stage often include sensory materials like straw, soil and loose parts, encouraging creativity through arrangement and making [ovivio.com] ✳️ Exploring Media and Materials Explore textures: Straw, mud, water, grain Experiment: Building fences, animal homes Use tools: Sticking, cutting, joining Talk about farm experiences (animals, food)</p>
Curriculum Enhancements	Walk around Storth	Local Walk Harvest Festival	Walk to Storth Cenotaph on Remembrance Day	Nativity Play Visit local church						Sponsored walk Education Life Bus Visit	Sports Day	Farm visit School Play