



Winnington Park CP & Nursery Primary School Early Years Foundation Stage **Nursery Long Term Plan 2025-2026**

Our planning is flexible to allow us to follow the interests and enthusiasms of our children.

		Autumn Term		Spring Term		Summer Term	
Curriculum Areas	Key Vocabulary (Including but not limited to)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/ Focus story		All About Me	Nursery Rhymes	'Peace At last'	'Little Red Riding Hood'	'Jack and the Bean stalk'	'Who's in the Shed?'
Communication & Language Listening, Attention & Understanding Speaking	listen speak talk tell share take turns	Listen to others.	Listen to others.	Listen to and talk about stories in story groups.	Begin to ask questions.	Ask relevant questions.	Ask questions to check understanding.
	(New vocabulary from shared fiction and non-fiction texts) Social phrases (e.g. hello, good morning, afternoon, how are you? please, thank you, excuse me please).	Talk to others 1:1 in the classroom with support if appropriate. Join in with rhymes and songs. Retell rhymes as direct repetition. Engage in story groups. Develop social phrases with modelling and support.	Talk to friends and adults in the classroom in small groups. Take turns to talk and listen. Join in with rhymes and songs and 'Talk 4 writing' retelling of rhymes and simple stories as direct repetition.	Begin to answer simple questions. Learn and use new vocabulary. Retell stories in their own words and talk about stories. Offer their own ideas.	Respond to others appropriately. Follow instructions independently. Retell and talk about stories. Use recently introduced vocabulary appropriately. Offer their own ideas.	Follow instructions independently. Respond to others appropriately. Retell and talk about stories. Offer their own ideas.	Follow instructions independently. Express their ideas and feelings about their experiences. Retell stories remembering most of the key points.
Personal, Social & Emotional Self-Regulation Managing Self Building Relationships	Social phrases (e.g. hello, good morning, afternoon, how are you? please, thank you, excuse me please). Language of feelings – sad, happy, cross,	Develop independence with self-help skills– going to the toilet washing hands, putting on a coat. Share toys and activities. Wait for my turn.	Develop independence with self-help skills. Develop skills to share toys and activities. Wait for my turn.	What do I know about my friends/family? Identify how I am feeling and how to manage my feelings. Be confident to try new activities.	Be a good friend. Working with others. Understand the importance of brushing our teeth. Remember rules.	Consider the needs and feelings of others. Working with others. Be increasingly independent. Have a go at something new.	Develop independence in my choices. Start to develop resilience and perseverance. Working with others.

	angry, worried, hurt. share polite manners healthy take turns friend feelings kind safe calm quiet wait listen sorry	Make friends. Be confident to try new activities. All about me – what do I like/what am I good at? How am I feeling?	Engage with others.	Be more independent. Respond and begin to follow routines and rules.	Understand about healthy food choices.	Talk about healthy food choices.	
Physical Development Gross Motor	run roll jump land skip climb crawl stop start throw catch kick move fast slow positional language – on, in front, in between, under directional language – forwards, backwards, sideways together friends group team	Sticky Kids Rolling, kicking, and throwing large balls, rolling hoops. Practise: rolling crawling walking jumping running hopping skipping climbing Walk, run, jump and climb and start to use the stairs independently.	Sticky Kids Practise: rolling crawling walking jumping running hopping skipping climbing Rolling, kicking, throwing and catching large balls, rolling hoops. Skip, hop, stand on one leg and hold a pose	Sticky Kids Practice ball skills. Develop their movement, balancing, using the balance bikes and climbing equipment. Use equipment with others. Roll tyres. Move to music.	Sticky Kids Use a range of large and small apparatus indoors and outside with increasing confidence. Develop control a large ball, kick to another person. Stop ball before kicking back. Move to music.	Sticky Kids Develop their overall body strength, coordination and balance. Use the Trim Trail and tyre park. Develop good control of balls in different sizes. Take part in Sports Day.	Sticky Kids Develop their overall body strength, coordination and balance. Use the Trim Trail and tyre park. Develop good control of balls in different sizes. Roll tyres. Move to music and rhythm.
Physical Development Fine Motor	draw write up down across round top bottom letter formation phrases	Dough Disco, Finger Freeze, Funky Fingers, Sticky Kids Gross motor activities to develop cross body and hand/eye coordination. Finger gym. Use scissors to make snips in paper.	Dough Disco, Finger Freeze, Funky Fingers, Sticky Kids Gross motor activities to develop cross body and hand/eye coordination. Finger gym. Use scissors to make snips in paper.	Dough Disco, Finger Freeze, Funky Fingers, Sticky Kids Develop a comfortable grip when holding pens and pencils. Model a tripod grip. Gross motor activities to develop cross	Dough Disco, Finger Freeze, Funky Fingers, Sticky Kids Develop a comfortable grip when holding pens and pencils. Gross motor activities to develop cross body and hand/eye coordination.	Dough Disco, Finger Freeze, Funky Fingers, Sticky Kids Finger gym. Develop their small motor skills so that they can use one-handed tools and equipment. Model a tripod grip.	Dough Disco, Finger Freeze, Funky Fingers, Sticky Kids Finger gym. Develop a tripod grip when holding pens and pencils. Use a range of mark making tools. Letter formation linked to the letters in their name.

		Use a range of mark making tools. Develop good posture for sitting at a table in an appropriate position for handwriting. Hand dominance Form shapes and marks.	Use knives, forks and spoons. Develop good posture for sitting at a table. Hand dominance Form shapes and marks. Use a range of mark making tools.	body and hand/eye coordination. Finger gym. Hand dominance Develop their small motor skills so that they can use one-handed tools and equipment. Letter formation linked to the letters in their name. Use a range of mark making tools. Use scissors to cut on a line.	Finger gym. Hand dominance Develop their small motor skills so that they can use one-handed tools and equipment. Model a tripod grip. Letter formation linked to the letters in their name. Use a range of mark making tools. Use scissors to cut on a line.	Use a range of mark making tools. Letter formation linked to the letters in their name. Use scissors to cut out a shape. Hand dominance	Use scissors to cut out a shape. Develop their small motor skills so that they can use one-handed tools and equipment. Hand dominance
Literacy Comprehension	understand listen speak talk tell question answer turn	Develop an interest in stories. Listen to and join in with simple rhymes and number songs. Identify who/what is in the rhyme/song.	Develop an interest in stories and rhymes. Listen to and join in with simple rhymes and number songs. Make comments about what they have heard. Understand how books work.	Develop an interest in stories, have favourites. Listen to and join in with simple rhymes and number songs. Identify what happened first, next, finally. Develop play around favourite stories Answer simple questions about the stories and	Develop an interest in stories. Listen to and join in with simple rhymes and number songs. Identify what happened first, next, finally. Repeat words and phrases from familiar stories. Hold conversations with others.	Develop an interest in stories. Listen to and join in with simple rhymes and number songs. Identify what happened first, next, finally. Hold conversations with others. Respond to what they hear with relevant comments.	Develop an interest in stories. Listen to and join in with simple rhymes and number songs. Identify what happened first, next, finally. Respond to what they hear with relevant comments. Ask questions.

				rhymes they have heard.	Respond to what they hear with relevant comments.	Ask questions.	
Literacy Word reading Little Wandle- Foundations for phonics: Tuning into sounds.	sound letter word blend segment	Sound discrimination, what sounds can you hear/what does it sound like? Join in with a range of songs and rhymes, tuning in and paying attention.	s a t p i n Teach children to hear the same initial sound for words and name objects. Teach children to blend CVC words using oral blending and objects. Teach children to find their name using their picture.	m d g o c k e Teach children to identify initial sounds of words and name objects. Teach children to distinguish different sounds. Teach children to blend a wider range of CVC words using oral blending. Teach children to recognise the initial sound of their name.	u r h b f l j Teach children to identify the same initial sounds for words and name objects. Teach children to articulate sounds correctly. Teach children to blend a wider range of words using oral blending. Teach children to recognise the capital letter that starts their name.	v w y z q u c h Teach children to identify initial sounds for words and objects. Teach children to blend a wider range of words using oral blending. Teach children to match their name to their picture.	c k x s h t h n g n k Teach children to identify the final sounds of words and objects. Teach children to blend a wider range of words using oral blending.
Literacy Writing	write sound letter word blend segment read full stop capital letter	Make marks, shapes and letters in a variety of media. Mark making in role play and on the writing table using various writing tools. Attempt to write the initial letter of their name. Draw their family. Recording who they live with.	Write some of the letters their name. Start to add the initial letter of their name independently to their work. Begin to learn phrases to form letters correctly- Little Wandle. Make marks, shapes and letters in a variety of media.	Learn phrases to form letters correctly- Little Wandle. Begin to make story maps. Write speech bubbles for the owls/Baby bear. Write some or all of their name. Mark making in role play and on the writing table using various writing tools.	Learn phrases to form letters correctly- Little Wandle. Make story maps, what happened first, next? Who is in the story? Write some or all of their name. Sequence story pictures and label. Speech bubbles for the characters.	Learn phrases to form letters correctly- Little Wandle. Make story maps, what happened first, next at the end? Speech bubbles for the characters. Recording who is helping to pull up their watermelon. Draw and label healthy foods/their favourite foods.	Learn phrases to form letters correctly- Little Wandle. Make story maps, what happened first, next at the end? Speech bubbles. Write some or all of their name. Recording their favourite pet. What did the zoo send you?

			Mark making in role play and on the writing table using various writing tools. Sequence nursery rhyme pictures.	Make marks, shapes and letters in a variety of media. Drawing their mummy. Add a message.	Mark making in role play and on the writing table using various writing tools. Make marks, shapes and letters in a variety of media. Recording who is helping them. How do we help others?	Write some or all of their name. Mark making in role play and on the writing table using various writing tools. Make marks, shapes and letters in a variety of media.	Recording what they saw when we visited the Safari Park/Zoo. Mark making in role play and on the writing table using various writing tools. Make marks, shapes and letters in a variety of media. Write labels for boxes.
Mathematics Number/Numerical Patterns White Rose	number names next before after more fewer most fewest in front behind in between on in, under, first second third forwards backwards up down across equal double pattern repeat set group number names line more less odd even	Comparison More than, fewer than, same Shape, space & measure Explore & build with shapes & objects Pattern Explore repeats Counting Hear & say number names Counting Begin to order number names Subitising I see 1, 2, 3	Pattern Join in with repeats Shape, space & measure Explore position & space Subitising Show me 1, 2, 3 Counting Move & label 1, 2, 3 Shape, space & measure Explore position & routes Pattern Explore patterns	Comparison More than, fewer than, same Shape, space & measure Explore & build with shapes & objects Pattern Explore repeats Counting Hear & say number names Counting Begin to order number names Subitising I see 1, 2, 3	Pattern Join in with repeats Shape, space & measure Explore position & space Subitising Show me 1, 2, 3 Counting Move & label 1, 2, 3 Shape, space & measure Explore position & routes Pattern Explore patterns	Counting Take & give 1, 2, 3 Shape, space & measure Match, talk, push & pull Subitising Talk about dots Comparison Compare & sort collections Pattern Lead on own repeats Shape, space & measure Start to puzzle	Pattern Making patterns together Subitising Make games & actions Counting Show me 5 Pattern My own pattern Counting Stop at 1, 2, 3, 4, 5 Comparison Match, sort, compare
Understanding the World Past and Present	today yesterday a long time ago tomorrow family same different change lives	Me, my parents/carers, my grandparents, other family members important to me.	Favourite nursery rhymes. Sequencing events in rhymes.	My family. Who do I live with?	How do we make bread? What is bread used for?	Sequencing events.	Sequencing events. Baby animals. Sizes of animals.

	object old new past now then	Parents and Grandparents to visit school.	Halloween Harvest Bonfire Night	People in our school & local community. What do they do?	Explore farm animals. Plant seeds	Traditional/non- traditional nursery rhymes. Plant seeds Sports Day	My favourite animal. Pets we have/would like.
Understanding the World People, Cultures and Communities	God Jesus Christianity nativity Christmas Easter Harvest special place church prayer believe right wrong belong Place house home bungalow flats school street path building shop beach traffic lights bridge zebra crossing tunnel roundabout map left right town village	What do I look like? My family? Where do I live/what does my house look like?	Remembrance Day Advent Christmas Visit to a local Church. Pantomime visit. Celebrations in my family.	How do they help us? Chinese New Year 29.1.25 Valentine's Day	Who helps me? Being a good friend. How can I help others? Share the story 'Handa's Hen' Easter activities. Mother's Day	My favourite fruits/food. What do I eat and when? Where do certain fruits come from? Father's day	Explore similarities and differences between different animals. Where do they live?
<i>No Outsiders</i>	family friend different same love care respect	The Family Book	Mummy, Mama and Me	The Worrysaurus	Blue Chameleon	Red Rockets and Rainbow Jelly	You Choose
<i>RE Cheshire West Agreed Syllabus 2024 EYFS Guidance</i>	Christmas, Easter, God, church, Bible, Nativity, Christians, Christianity, Diwali, Eid.	<u>Special Stories;</u> what is the Bible? How do Hindus celebrate Diwali?	<u>Special Times;</u> Why do people perform Nativity plays at Christmas? Why do people give and receive presents?	<u>Special People;</u> Why do Christians believe Jesus is special?	<u>Special Times;</u> Why is Easter a sad and a happy time?	<u>Special Places;</u> What happens in a Church?	<u>Special Stories;</u> What do Christians believe about God? How do Muslims celebrate Eid?
Understanding the World The Natural World	Petals Roots Stem Leaf / leaves Flower Plant Tree Seed / bulb Animal	Explore the season of Autumn. Describe what they see. Identify what is changing.	Explore the season of Winter. Describe what they see.	Explore the season of Spring. Describe what they see. Identify what is changing.	Plant seeds. Observe growth/change. What a plant needs to grow.	Explore the season of Summer. Describe what they see.	Where do animals live? What do they eat?

	Fish Birds See Hear Touch Taste Smell Hard Soft Day Night Sun Moon	Collect leaves. Leaf printing. What is in my garden?	Identify what is changing. Observe ice-melting, re-freezing	Animals Take Over visit into school – owls focus. Draw pictures of owls. Describe owls.	Make observations and draw pictures of plants. Make bread/chocolate Easter nests. Explore garden area- Forrest Schools	Identify what is changing. Make observations and draw pictures of fruits and vegetables. Taste new fruits.	Matching baby animals to adults. Make observations and draw pictures of animals, birds and plants. Zoo/Safari Park/Farm visit
Expressive Arts and Design Creating with Materials	Pencil paper draw painting paint build make print collage model pattern join plan likes dislikes Names of equipment	What do I look like? Use a mirror to draw their face. Draw my family. Draw/paint my house.	Draw and paint nursery rhyme characters. Explore shapes and patterns Make a Christmas card. Build a wall for Humpty Dumpty/a spout for Incy Wincy.	Draw owls/bears Collage owls. Make a rocket using recycled materials.	Explore the colour red, colour mixing. Draw the animals from the story. Make an Easter card. Easter craft activities. Make a Mother's Day card	Make fruit kebabs. Observational drawings of fruits, including cross sections. Printing with fruit. Make a Father's day card	Drawings of animals. Patterns on animal skins. Make a box for an animal using recycled materials.
Expressive Arts and Design Being Imaginative and Expressive	play pretend sounds music tempo volume rhythm perform	Home corner Role play linked to theme. Harvest sing and play for parents Music and movement activities. Use instruments to accompany songs/rhymes.	Home corner Nativity sing and play for parents Role play linked to theme. Music and movement activities. Use instruments to accompany songs/rhymes.	Home corner Role play linked to theme. Music and movement activities. Use instruments to accompany songs/rhymes.	Home corner Role play linked to theme. Easter sing and play for parents. Cambridge University Brass Band into school. Music and movement activities. Use instruments to accompany songs/rhymes.	Home corner Role play linked to theme. Music and movement activities. Use instruments to accompany songs/rhymes.	Home corner Role play linked to theme. Music and movement activities. Use instruments to accompany songs/rhymes.

--	--	--	--	--	--	--	--