

# St Anne's Catholic Primary School   Nursery Long Term Plan

	<b>Autumn 1</b>  <b>Marvellous Me</b> 	<b>Autumn 2</b>  <b>Into the woods</b> 	<b>Spring 1</b>  <b>Animals in Cold Climates</b> 	<b>Spring 2</b>  <b>Animals in Hot Climates</b> 	<b>Summer 1</b>  <b>How does your Garden Grow?</b> 	<b>Summer 2</b>  <b>Journeys</b> 
<b>Communication &amp; Language</b>	<p>Communication and Language is woven throughout our curriculum to develop children's speaking, listening and understanding. Through storytelling, role play, singing, discussion and adult-led modelling, children are supported to use new vocabulary, express ideas, follow instructions, and engage confidently with others. These opportunities thread across every topic, ensuring children build the language skills needed for learning, social development and self-expression.</p>					
<b>Literacy</b>	<b>Happy to be Me</b> By Emma Dodd  <b>Pete the Cat</b> by Eric Litwin, James Dean, and Kimberly Dean  Children learn how books and print work and develop a love of reading through stories, rhymes and songs. They begin to recognise their name, familiar logos and understand that text is read from left to right.  Children develop early writing and communication skills through mark making, early writing patterns and talk. They use new vocabulary, begin to form simple sentences, develop pencil control, and start to write the initial letter of their name.	<b>Wow, Said the Owl</b> Tim Hopgood  <b>Percy the Park Keeper: Hide &amp; Seek</b> By Nick Butterworth  Children learn how books and print work, including holding books correctly, recognising text and pictures, and understanding that text is read from left to right. They enjoy stories, rhymes, songs and non-fiction texts, develop a love of books, and begin to recognise their name and familiar logos.  Children develop early writing and communication skills through talk and mark making. They use new vocabulary, begin to form simple captions or sentences, practise early writing patterns, develop pencil control, and begin to write the initial letter of their name.	<b>I Can Fly</b> By Fifi Quo  <b>The Bear Snores On</b> By Karma Wilson  Children develop a secure understanding of how books and print work. They handle books carefully, recognise text and pictures, understand that print carries meaning, follow text from left to right, and begin to talk about words, letters and parts of a book.  Children develop confidence and enjoyment in reading through stories, rhymes and songs. They listen to longer texts, join in with familiar refrains, answer simple questions, predict what might happen next, and retell familiar stories through talk, play and actions.  Children develop early writing and communication skills by using new vocabulary, orally rehearsing sentences, dictating ideas to adults, and writing for	<b>Daisy and the Egg</b> By Jane Simmons  <b>Monkey &amp; Me</b> By Emily Gravett  Children develop a secure understanding of how books and print work. They handle books carefully, recognise text and illustrations, understand that print carries meaning, follow text from left to right, and begin to talk about words, letters and the parts of a book.  Children build confidence and enjoyment in reading through stories, rhymes and songs. They listen to longer texts, join in with repeated phrases, answer simple questions, make predictions, and retell familiar stories through talk, actions and play.  Children develop early writing and communication skills by using familiar and new vocabulary, orally rehearsing ideas, dictating	<b>Jasper's Beanstalk</b> by Mike Inkpen  <b>It's Mine</b> By Emma Yarlett  Children consolidate secure understanding of how books and print work. They handle books confidently, recognise text and illustrations, understand that print carries meaning for different purposes, follow print from left to right and top to bottom, and begin to talk about words, letters, order and the parts of a book.	<b>Monkey and Me</b> By Emily Gravett  <b>Oh! Look, a Boat!</b> By Andrew J. Ross  Children consolidate their understanding of books and print. They handle books confidently, recognise text and illustrations, understand that print has meaning, follow print from left to right and top to bottom, and begin to talk about words, letters, order and the parts of a book.  Children develop enjoyment and confidence in reading through stories, rhymes and non-fiction texts. They listen to longer texts, join in with repeated language and rhymes, answer and discuss questions, make predictions, sequence stories, and retell familiar stories with growing detail. They recognise their name, letters from their name, and familiar logos in different contexts.

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			<p>a purpose. They strengthen pencil control, begin to write their name using recognisable letters, and use marks, symbols and early letters to give meaning to their writing.</p>	<p>sentences to adults, and writing for a purpose. They strengthen pencil control, begin to write their name using recognisable letters, and use marks, symbols and early letters to give meaning to their writing.</p>	<p>contexts.</p> <p>Children develop early writing and communication skills by using familiar and new vocabulary, orally rehearsing and dictating ideas, and writing for a purpose. They strengthen fine motor control, confidently mark make, form early shapes and patterns, and write their name using recognisable letters, focusing on direction, letter sequence, and formation.</p>	<p>Children continue to develop early writing and communication skills by orally rehearsing and dictating ideas, mark making, and writing for a purpose. They strengthen pencil control, form early shapes and patterns, and write their name with recognisable letters, focusing on direction, letter sequence, and formation.</p>
<p><b>Religious Education</b> <b>To Know You More Clearly</b></p>	<p><b>RED –</b> <b><u>Branch 1 – Creation &amp; Covenant</u></b> All about me, I am unique, God's family  <b><u>Branch 6 – Dialogue and Encounter</u></b> Introduce Judaism and Jewish customs.</p> <p><b>Core Theme:</b> All about me – I am unique; God's family. Children learn that God made them special and that everyone belongs to God's family. They explore themselves, their friends, and family, noticing what makes each person unique.</p> <p><b>Branch 6 – Dialogue and Encounter:</b> Introduce Judaism and Jewish customs. Children begin to understand that different families have special ways of living and celebrating faith, including simple stories, artefacts, or rituals.</p>	<p><b>RED –</b> <b><u>Branch 2 – Prophecy &amp; Promise</u></b> Christmas stories, the Nativity, celebrating in other cultures  <b><u>Branch 6 – Dialogue and Encounter</u></b> How other religions celebrate St Anne's Feast Day</p> <p><b>Core Theme:</b> Christmas stories, the Nativity, celebrating in other cultures. Children hear the story of Jesus' birth, explore Advent as a time of waiting and joy, and learn about giving, sharing, and caring.</p> <p><b>Branch 6 – Dialogue and Encounter:</b> Learn how other religions celebrate, and explore St Anne's Feast Day. Children compare celebrations, try related songs, crafts, or story retelling, and notice ways different communities show joy and faith.</p>	<p><b>RED –</b> <b><u>Branch 3 – Galilee to Jerusalem</u></b> Jesus loves everyone, How we can follow our Mission Statement  <b><u>Branch 6 – Dialogue and Encounter</u></b> Chinese New Year</p> <p><b>Core Theme:</b> Jesus loves everyone; How we can follow our Mission Statement. Children hear stories about Jesus' life, teaching, and acts of love. They explore kindness, helping others, sharing, and welcoming everyone.</p> <p><b>Branch 6 – Dialogue and Encounter:</b> Explore Chinese New Year. Children learn about traditions, decorations, family celebrations, and compare similarities and differences with their own experiences.</p>	<p><b>RED –</b> <b><u>Branch 4 – Desert to Garden</u></b> Season of Lent, Holy week, How different cultures celebrate Easter.  <b><u>Branch 6 – Dialogue and Encounter</u></b> Holi Spring festival, Eid-al-Fitr, Earth day</p> <p><b>Core Theme:</b> Season of Lent, Holy Week, how different cultures celebrate Easter. Children explore stories of Jesus' journey to the cross and the joy of Easter. They reflect on new life, hope, forgiveness, and kindness.</p> <p><b>Branch 6 – Dialogue and Encounter:</b> Learn about Holi Spring Festival, Eid-al-Fitr, and Earth Day. Children explore joy, colours, reflection, gratitude, and caring for the Earth through hands-on activities, songs, crafts, and play.</p>	<p><b>RED –</b> <b><u>Branch 5 – To the Ends of the Earth</u></b> The Good News – Jesus promised a special friend. How/why our parish family meet to celebrate.  <b><u>Branch 6 – Dialogue and Encounter</u></b> May month of Mary Buddah's birth (WESAK)</p> <p><b>Core Theme:</b> The Good News – Jesus promised a special friend; how and why our parish family meets to celebrate. Children learn about the spread of Jesus' message, the importance of community, and ways Christians celebrate together.</p> <p><b>Branch 6 – Dialogue and Encounter:</b> Explore May – Month of Mary and Buddha's Birthday (WESAK). Children notice different forms of celebration, prayer, meditation, and festival traditions through stories, crafts, or songs.</p>	<p><b>RED –</b> <b><u>Branch 6 – Dialogue and Encounter</u></b> God's wonderful World, Know differences and similarities between life in this country and life in other countries,  St Agnes Feast Day</p> <p><b>Core Theme:</b> God's Wonderful World; know differences and similarities between life in this country and life in other countries; <b>St Agnes Feast Day.</b> Children reflect on God's creation and learn about the diversity of people, cultures, and communities around the world. They compare ways of life, traditions, and celebrations while developing respect, empathy, and understanding through play, stories, and discussions.</p>
<p><b>RSE</b> <b>Journey in Love</b></p>	<p> <b>Autumn 1 — "This Is Me"</b> I have a name and identity. I am special and different in my own way. God loves me just as I am.</p>	<p> <b>Autumn 2 — "My Feelings"</b> Feelings can change. Everyone has feelings. I can express feelings safely.</p>	<p> <b>Spring 1 — "Being Kind"</b> Kindness makes people feel happy. I can help others. I can say sorry and thank you.</p>	<p> <b>Spring 2 — "Belonging in Our Classroom"</b> Our class is a community. Everyone belongs. Rules help us stay safe and happy.</p>	<p> <b>Summer 1 — "My Wonderful Body"</b> My body can do wonderful things. I can name simple body parts. God made my body.</p>	<p> <b>Summer 2 — "Looking After Myself"</b> I can take care of my body. Healthy habits keep me safe. God wants us to care for ourselves.</p>

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Maths	<b>Colours</b> Identifying, naming, and matching colours Exploring colours in the environment Sorting by colour Using colour language in play	<b>Match &amp; Sort</b> Matching identical objects Matching by one criterion: colour, shape, size, pattern Sorting by a chosen or given rule. Comparing groups informally	<b>Numbers 1, 2 &amp; 3</b> Deep understanding of 1, 2, 3 Subitising Composition, Counting with 1:1 correspondence Comparing quantities Exploring shapes and their properties naturally within number work	<b>Numbers 4,5 &amp; 6</b> Number recognition (4–6) Counting objects to 5 and beyond Composition of 4 and 5 Ordering numbers Comparing groups Exploring shapes and their properties naturally within number work Recognising 2D shapes and exploring their properties using informal language (sides, corners)	<b>Length, Height, Mass and Capacity</b> Comparing length and height Using everyday language: long/short/tall Exploring mass: heavy/light Understanding capacity: full/empty/nearly full/nearly empty Applying previous skills: counting, comparing groups, sorting, shape recognition	<b>Sequencing, Position, Ordering &amp; 3D shapes</b> Sequencing events (first, next, last) Positional language: in, under, behind, beside, next to Ordering using before/after Comparing groups: more than/fewer than Exploring 3D shapes Embedding prior learning: numbers, shapes, sorting, comparison, measurement
Phonics Phase 1 Letters & Sounds	<b>Aspects 1 - 3</b> Developing listening skills and awareness of sounds in the environment, to experience and develop awareness of sounds made with instruments and noise makers. To develop awareness of sounds and rhythms. Begin to hear initial phoneme in own name Begin to hear initial phonemes in words linked to daily routine / focus text e.g. snack, toe, hand, butterfly	<b>Aspects 4-6</b> To experience and appreciate rhythm & rhyme and to develop awareness of rhythm and rhyme in speech. To develop understanding of alliteration. To distinguish between the differences in vocal sounds including oral blending and segmenting. To develop awareness of sounds and rhythms. To experience and appreciate rhythm & rhyme and to develop awareness of rhythm and rhyme in speech.	<b>Aspects 1-4</b> Developing listening skills and awareness of sounds in the environment, to experience and develop awareness of sounds made with instruments and noise makers. To develop awareness of sounds and rhythms. To experience and appreciate rhythm & rhyme and to develop awareness of rhythm and rhyme in speech.	<b>Aspects 5-7</b> To develop understanding of alliteration. To distinguish between the differences in vocal sounds including oral blending and segmenting. To develop oral blending and segmenting of sounds in words.	<b>Aspects 1-5</b> Developing listening skills and awareness of sounds in the environment, to experience and develop awareness of sounds made with instruments and noise makers. To develop awareness of sounds and rhythms. To experience and appreciate rhythm & rhyme and to develop awareness of rhythm and rhyme in speech. To develop an understanding of alliteration.	<b>Aspects 4-7</b> To experience and appreciate rhythm & rhyme and to develop awareness of rhythm and rhyme in speech. To develop understanding of alliteration. To distinguish between the differences in vocal sounds including oral blending and segmenting. To develop oral blending and segmenting of sounds in words.
Physical Development	Physical Development is actively woven through our play-based curriculum to support children's fine and gross motor skills, coordination, and spatial awareness. Children engage in daily opportunities for active play, outdoor exploration, creative movement, and handling tools and resources with increasing control. Through planned and continuous provision, children develop strength, balance, dexterity, and confidence in using their bodies, while also learning to manage risks, follow instructions, and collaborate with peers. These experiences ensure that Physical Development underpins all learning, promoting health, wellbeing, and readiness for future stages of education.					
Understanding the World	<b>Our Families Where we live</b> To be able to talk about their body parts and what the function is of each part. To be able to identify similarities and differences between themselves and peers. To know about family structures and be able to talk about who is part of their family.	<b>Exploring Autumn, Night and Day Celebrations around the world</b> To know that everyone has a birthday and they are usually celebrated in a similar manner around the world. To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, Hanukkah is celebrated by Jewish people and Christmas is celebrated by Christians.	<b>Exploring Winter People Who Help Us</b> To learn about different modes of transportation and who operates them, how they travel to school, local area and natural environment. To explore the different jobs that people in our families do. How do these people help us? (paramedics/nurses/doctors/fire fighters/postman/shop assistant etc).	<b>New Life &amp; Spring, Easter, Animals</b> To learn about Easter. To use senses to explore the world around them. To learn about Animals and their young. To know that every living being has a life cycle and they change in shape and size as they grow. To know that living beings follow a similar growth pattern and make comparisons.	<b>Exploring Summer Animals and Growing</b> To listen to a variety of fiction and non-fiction texts and talk about plants. Plant their own seeds and check how tall the plants grow. Make comparisons between habitats of farm animals and wild animals. Talk about the life cycle of a plant and animals. Make habitats using a range of resources.	<b>Experiences from travel, transport, preparing for Reception.</b> To develop understanding about different modes of transportation for a variety of journeys both local and around the globe and who operates them. To know similarities and differences between modes of transportation. To begin understand the importance of looking after our environment and all living things' and where we can collect natural resources from

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		<p>To know the difference between farm animals and wild animals.</p> <p>To be able to categorise animals by their characteristics.</p> <p>To learn about the different stories related to festivals in Autumn.</p>	<p>To observe and comment on changes in Seasons from Autumn to Winter</p> <p>To know that adults do a variety of jobs and that they are not all the same.</p> <p>To show an awareness of the emergency services and how they can help us.</p>	<p>To know about who celebrates Easter and what its significance is.</p> <p>To begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from.</p>	<p>To use senses to explore the world around them.</p> <p>To know that different creatures live in different places based on their characteristics, e.g. farm animals can live around people, however wild animals can be dangerous so we have to be careful.</p> <p>Wild animals live in forests/jungles/ safari and sometimes zoo's or aquariums.</p> <p>To begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from.</p>	
<b>Expressive Arts and Design</b>	<p> <b>"Me, Music and Making Marks!"</b> Draw self-portraits. Use and name a range of colours, Begin to identify a range of instruments. Move to a variety of music.</p>	<p> <b>"Colour Magic, Culture Crafts and Musical Moments!"</b> To learn about art &amp; crafts from different cultures. Sing familiar &amp; unfamiliar nursery rhymes. Using print to create simple patterns Explore what happens when colours are mixed. To begin to act out different scenarios using props to enhance imaginative play.</p>	<p> <b>"Black, White and Snips of Delight!"</b> Explore what happens when black &amp; white are introduced in painting. To begin to use scissors effectively – making snips in paper. Sing familiar songs or make up own songs. To play instruments with increasing control.</p>	<p> <b>"Textures, Tales and Tiny Tools!"</b> To learn about different textures and talk about them. Feely bag activities with different objects for children to feel and describe. To engage in role play by making stick puppets of different story characters. Sing familiar songs or make up songs. Realise tools can be used for a purpose. To create closed shapes with continuous lines which represent objects that can be spoken about or identified.</p>	<p> <b>"Once Upon a Playtime!"</b> To use puppets and props to act out different traditional stories. To make masks for role play. Sing familiar songs in the correct tone and change the melody if appropriate. Uses available resources to create props to support role-play. To use available props to develop stories and make imaginative play more purposeful. To show different emotions in pictures clearly. To draw with increasing control, representing features and detail clearly.</p>	<p> <b>"Rhythm Makers and Summer Shakers!"</b> Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm. To listen to music and create movements to the different beats. Explore different materials freely, using them with a purpose. To know that body movements can be changed depending on the rhythm to achieve a desired effect. To show confidence in the choice of media when creating a model or picture.</p>
<b>PSED</b>	<p><b>Settling in</b> <b>Making new friends</b> <b>School Rules</b>  Develop confidence in the new setting Form relationships with peers and adults Understand and follow simple classroom rules</p>	<p><b>Road Safety</b> <b>Growing confidence in new situations</b>  Recognise basic road safety rules Manage feelings in new situations Build confidence to explore new activities</p>	<p><b>Keeping ourselves and other safe</b> <b>Keeping Healthy</b>  Identify safe and unsafe situations Understand the importance of hygiene and healthy routines Begin to make healthy choices</p>	<p><b>Caring for others and other living things</b>  Show empathy and concern for others Care for living things and the environment Develop cooperative skills</p>	<p><b>Explore how to solve conflict</b>  Understand conflict and ways to resolve it Develop strategies for turn-taking and negotiation Recognise and express emotions constructively</p>	<p><b>Sun safety</b> <b>Getting ready for Reception</b>  Understand sun safety rules Prepare emotionally for transition to Reception Reflect on achievements and friendships</p>

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