

Goldenhill Primary Academy
Long Term plan 2025-2026



YEAR Nursery	Autumn		Spring		Summer	
Topic	Exploring Autumn	Sparkle and Shine	Winter Wonderland	Signs of Spring	Let's Explore!	Sunshine and Sunflowers
	Topics are continually reviewed and children's own interests and ideas reflected on and responded to in planning on a weekly basis During each topic children are given opportunities to talk about what they would like to learn and teaching is based on children's own ideas. Mind maps are created to think about what we want to learn.					
Entry point	Autumn walk	What do we celebrate?	Winter Walk	Wellie Walk	Watch the bear hunt	Planting seeds
Communication and language	Good listening, good sitting, good thinking, good speaking. Learn weekly rhyme and join in with words and actions. To say good morning/ hello/ good afternoon. To respond appropriately. Follow instructions Ask questions Use verbal and non-verbal language to communicate	Good listening, good sitting, good thinking, good speaking. Learn weekly rhyme and join in with words and actions. To say good morning/ hello/ good afternoon. To respond appropriately. Follow instructions Ask questions Use verbal and non-verbal language to communicate. Talking about past events, birthdays, Christmas, Halloween, and Bonfire Night. Performing in the Nativity.	Good listening, good sitting, good thinking, good speaking. Learn weekly rhyme and join in with words and actions. To say good morning/ hello/ good afternoon. To respond appropriately. Follow instructions Ask questions Use verbal and non-verbal language to communicate. To report on observations.	Good listening, good sitting, good thinking, good speaking. Learn weekly rhyme and join in with words and actions. To say good morning/ hello/ good afternoon. To respond appropriately. Follow instructions Ask questions Use verbal and non-verbal language to communicate. Initiating conversations. Using past, present and future tenses when speaking.	Good listening, good sitting, good thinking, good speaking. Learn weekly rhyme and join in with words and actions. To say good morning/ hello/ good afternoon. To respond appropriately. Follow instructions Ask questions Use verbal and non-verbal language to communicate. Initiating conversations. Using past, present and future tenses when speaking.	Good listening, good sitting, good thinking, good speaking. Learn weekly rhyme and join in with words and actions. To say good morning/ hello/ good afternoon. To respond appropriately. Follow instructions Ask questions Use verbal and non-verbal language to communicate. Initiating conversations. Using past, present and future tenses when speaking.
Physical development	To react to stories, music and rhythm, copying gestures and movement. To use outdoor equipment appropriately.	Different ways of moving Changing body shape Changes in my body when I exercise Participating in Dough disco to develop the correct movements.	Use balance beam. Develop spatial awareness. Move at different speeds around objects, moving safely whilst running, jumping, etc.	Large apparatus travel under over, around, through. Move like different animals slither like a snake, crawl like a cat etc.	Obstacle courses on, under, over, through, around. Use tools for play dough. Staying Safe. Road Safety	Sports day, outside, general fitness and running. Fine motor skills using scissors, glue, threading. Pencil skills, holding pencil in tripod grip.

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	To develop fine motor skills developing the correct grip and strengthening fingers.	Using fine motor tools which include scissors and threading.	hopping, crawling, skipping etc. Moving in different ways on apparatus. Using chopsticks. Fine motor skills using scissors, glue, threading. Pencil skills, holding pencil in tripod grip,	How exercise affects our bodies. Fine motor skills using scissors, glue, threading. Pencil skills, holding pencil in tripod grip,.		
PSED	To separate from main carer To line up. To learn classroom and golden rules. To use manners To take turns and share To play alongside others To gain confidence and settle into Nursery. To use the toilets in Nursery, flushing and washing hands. To use tissues to blow noses. To hang up, fetch and put on own coats. To hang up and use aprons for painting and messy play. To access water bottles.	Class rules Kind hands What makes me happy/sad Talking about emotions Circle time talking about family How do we look after our pets? What are the needs of different kinds of animals? Working with Reception class for Nativity Confidence to perform To use the toilets in Nursery, flushing and washing hands. To use tissues to blow noses. To hang up, fetch and put on own coats. To hang up and use aprons for painting and messy play. To access water bottles. Healthy foods Staying safe on bonfire Night Staying safe at Halloween Using knife and fork and spoon to eat independently.	Class rules Having kind hands Helping each other, what can we do to help each other in Nursery? Naming and talking about emotions. When I feel happy ... etc. To use the toilets in Nursery, flushing and washing hands. To use tissues to blow noses. To hang up, fetch and put on own coats. To hang up and use aprons for painting and messy play. To access water bottles. Healthy foods Using knife and fork and spoon to eat independently	Class rules Why do we have Mother's Day? How do mums help us, what do they do for us? Looking after chicks, frogspawn, caterpillars Keeping healthy. Eating well Using knife and fork and spoon to eat independently	Class rules Continue to develop independence, sharing, taking turns, using kind hand and feet. To play cooperatively with others. Keeping ourselves clean. Staying safe in the sun.	Class rules Continue to develop independence, sharing, taking turns, using kind hand and feet. To play cooperatively with others. Staying safe in the sun. Staying Safe. Transition - Introduction to Reception
Literacy	Learn weekly Rhyme and join in.	Weekly Nursery rhyme focus. Making marks (writing)	Weekly Nursery rhyme focus.	Rhyming Alliteration	Rhyming Alliteration	Orally blending and segmenting CVC words. .

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	Begin to make marks on paper and say what marks mean. Identify own name. Take part in book sharing activities, listening to stories with interest. Choosing to look at books in the book corner. Handles books carefully, turning pages and looking at pictures.	Identify own name. Little Wandle Foundations for Phonics. Take part in book sharing activities, listening to stories with interest. Choosing to look at books in the book corner. Handles books carefully, turning pages and looking at pictures.	Identify own name. Mark making Little Wandle Foundations for Phonics.	Hearing initial sounds in words Little Wandle Foundations for Phonics.	Orally blending and segmenting CVC words. Writing for a purpose Little Wandle Foundations for Phonics.	Writing for a purpose Sequencing stories. Little Wandle Foundations for Phonics.
Maths	Join in with number rhymes and songs. Begin to match similar objects by colour, shape, size. Aware of routines and passage of time.	Join in with number rhymes and songs. Begin to use some number names accurately in play. To reliably count two objects with 1:1 correspondence. Subitising two. Recognising numerals 0 1 2 3 Show an interest in shape and space, constructing models, arranging objects, threading beads etc. Awareness of repeating patterns Aware of routines and passage of time.	Join in with number rhymes and songs. To reliably count five objects with 1:1 correspondence. To know the composition of numbers to five To subitise to three. Awareness of 2D shapes Circle, triangle, square, rectangle, pentagon. Aware of routines and passage of time.	Join in with number rhymes and songs. Awareness of ten frame To reliably count six objects with 1:1 correspondence. To know the composition of numbers to six To subitise to three To know language of height and length (long, tall, short) and be able to compare To know the language of mass (heavy, light) and be able to compare To know the language of capacity (full, empty, half full) and be able to compare Aware of routines and passage of time.	Join in with number rhymes and songs. Aware of routines and passage of time. To be able to sequence events To use positional language (in, on , under, next to , behind, in front, above, below, between, through) To be able to identify more than/ fewer To identify and be aware of the properties of 2D shapes Circle, triangle, square, rectangle, pentagon. To identify and be aware of the properties of 3D shapes Cylinders, spheres, cubes and cuboids. To be able to continue an ABAB pattern	Join in with number rhymes and songs. Number composition 1-5. Numbers before and after +/- 1 To reliably count six objects with 1:1 correspondence. Consolidation

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Understanding the World	Show curiosity and interest by exploring their surroundings. Plays with materials e.g. sand and water. Shows curiosity about living things. Recognises familiar places and people. Begin to talk about home and family.	Understanding traditions - bonfire night, Diwali, Christmas.	Changing seasons weather Traditions - Chinese New Year Freezing and melting, snow and ice. The role of the police man. The role of the chef.	Changing seasons, Spring. Planting seeds Celebrating Easter. Life cycles	The role of the explorer Changing seasons spring to summer. Use of maps Our local area.	Show curiosity and interest by exploring their surroundings. Planting seeds Harvesting
Expressive Arts and Design	Home corner role play Imitate family roles in the "kitchen" Explores different media and responds to a variety of sensory experiences. Engages in representational play. Explores colour and texture. Explores play dough and clay. Junk modelling. Joins in with songs dancing and ring games. Imitates in role play area. Plays musical instruments.	Home corner role play Explores different media and responds to a variety of sensory experiences. Engages in representational play. Explores colour and texture. Explores play dough and clay. Junk modelling. Joins in with songs dancing and ring games. Imitates in role play area. Plays musical instruments.	Explores different media and responds to a variety of sensory experiences. Engages in representational play. Explores colour and texture. Explores play dough and clay. Junk modelling. Joins in with songs dancing and ring games. Imitates in role play area. Plays musical instruments.	Explores different media and responds to a variety of sensory experiences. Engages in representational play. Explores colour and texture. Explores play dough and clay. Junk modelling. Joins in with songs dancing and ring games. Imitates in role play area. Plays musical instruments.	Explores different media and responds to a variety of sensory experiences. Engages in representational play. Explores colour and texture. Explores play dough and clay. Junk modelling. Joins in with songs dancing and ring games. Imitates in role play area. Plays musical instruments.	Explores different media and responds to a variety of sensory experiences. Engages in representational play. Explores colour and texture. Explores play dough and clay. Junk modelling. Joins in with songs dancing and ring games. Imitates in role play area. Plays musical instruments