WHITMORE
PRIMARY SCHOOL AND NURSERY

Long Term Planning 2026 - 2027
Nursery

Glossary of terms and abbreviations	**COEL** – Characteristics Of Effective Learning **CLL** – Communication, Language and Literacy **PD** – Physical Development **PSED** – Personal, Social and Emotional Development **UW** – Understanding the World **EAD** – Expressive Arts and Design **LIT** – Literacy **M** – Maths **Phonics** – The way we teach children to read words using sounds (phonemes) assigned to letters or groups of letters (graphemes) **HFW** – High Frequency Words. The most common words in English – these are not always decodable using phonics. **EYFS** – Early Years Foundation Stage (Nursery and Reception) **National Curriculum** – The objectives and skills taught in years 1 to 6 **Tapestry** – computer software used by staff in Reception and Nursery to record children's development. Parents can access this.
Overview	COEL – Playing and Exploring/Active Learning/Creating and Thinking Critically are embedded in all areas of learning and recorded using Tapestry. Our Nursery Curriculum is based on our on-going knowledge about the community we serve. It is rooted in the key elements of learning that are essential for our children to be confident speakers; be able to read, write and understand mathematical concepts thus ensuring they are ready for their transition into Reception. Developing good Speaking and Listening skills are a priority within our Early Years Curriculum, which includes the early identification of concerns in this area. Our curriculum is mapped out over a year with a separate progression of skills document which builds on children's knowledge, skills and understanding term on term. The curriculum is as rich outdoors as it is indoors, ensuring that children have a wide range of indoor and outdoor experiences no matter the weather, utilising a large outdoor area to explore and learn in. The curriculum is underpinned by the use of fiction and non-fiction texts. Children at Whitmore are active participants in their learning, and teaching is adapted to take into account children's prior knowledge, skills, understanding and interests. Class teachers ensure all children make progress through identifying gaps in an individual's learning and putting next steps in place to close these. Parents are actively involved in their children's learning through regular parent's meetings, reading afternoons and Tapestry observations of their child's learning.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Events & Topics		**Welcoming new children and settling in** **Baseline** **Autumn Walk** **Seasonal Changes** **Families**	**Autumn Walk** **Bonfire Night** **Diwali** **Birthdays** **Christmas**	**Chinese New Year** **Mother's Day** **Easter** **Pancake Day** **Valentine's Day** **World Book Day**	**Easter** **Grow a beanstalk** **Mini beasts**	**Plant seeds** **Plant Sunflower seeds** **Grow vegetables**	**Duck eggs arrive** **Look after plants** **Father's Day** **Sports Day**
Prime Areas of Learning	**CLL**	*Understand action words, such as who's jumping?* *Enjoys listening to stories and remembers what happens*	*Use a wider range of vocabulary* *Understand a 2-part instruction*	*Understand why questions* *Sing a repertoire of songs* *Able to talk about familiar stories*	*Able to tell a long story* *Begin to use longer sentences of 4-6 words*	*Begins to turn take in conversations* *Uses talk to organise themselves and their play*	*Using a sentence of 4-6 words* *Using 'because' and 'and'* *Answer simple why questions* *Using past and future tenses*
	PD	*Uses large muscle movements to wave flags, paint and make marks*	*Able to skip, hop, stand on one leg* *Uses alternate feet when climbing develops balancing on a bike*	*Chooses the correct resources to complete a task, such as use a spade for the sand*	*Uses a tripod grip* *Makes snips with scissors in paper* *Uses one handed tools*	*Beginning to manage own zip, put own coat on and off, get dressed and undressed* *Takes part in a group game*	*Reliably dry during the day* *Independent in using the toilet, washing and drying hands*
	PSED	*Starts to enjoy the company of peers* *Forms relationships with new adults*	*Selects and uses activities with help* *Shows increasing confidence in new surroundings*	*Plays with more than one friend* *Helps to suggest solutions to conflicts*	*Ability to follow the rules* *Becoming more outgoing with unfamiliar people*	*Begins to understand how others feel* *Has developed ways of being assertive*	*Takes part in pretend play* *Able to settle at an activity for a while*

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Specific Areas of Learning	**UW**	*Begins to make sense of own life story*	*Explores their environment* *Talks about what they explore*	*Talks about changes in melting, heating and cooling materials*	*Explores how things work* *Explores forces they can feel*	*Know there are different countries and able to talk about the differences*	*Developed a positive attitude about the differences in people*
	EAD	*Take part in pretend play* *Explore materials* *Listen to sounds*	*Develop complex stories in small world play* *Explore materials*	*Make own small world* *Join materials in different ways* *Remember and sing entire songs*	*Select own materials to use* *Sing the melodic shape*	*Draw a face using a circle and include other details* *Mixing colour* *Create own songs*	*Show emotions in their drawings sad, happy, fear* *Play instruments with increasing control*
	LIT	*Make marks on their pictures* *Turn pages in a book*	*Write a pretend shopping list* *Enjoy sharing a book with an adult*	*Clap syllables* *Recognise words with the same initial sound* *Say what they have written*	*Write some or all of their name* *Write some letters* *Talk about stories* *New vocabulary*	*Write their name* *Point out familiar letters when reading*	*Understands the five concepts of print – has meaning, a purpose, read form left to right, page sequencing, parts of the book*
	M	*Subitise to 3* *Explore 2-D and 3D shapes* *Compare quantities more, fewer*	*Count objects in order to 5* *Recite numbers past 5* *Investigate properties of shapes* *Recognises patterns*	*Show finger numbers up to 5* *Compare by size* *Experiments with recording using own marks* *Creates ABAB patterns*	*Match numerals and amounts to 5* *Position – under, on top, etc.* *Compare by weight* *Corrects an error in a pattern*	*Select appropriate shapes for building* *Compare by length* *Solves real world problems to 5* *Uses first, next, then*	*Combine shapes to make new ones* *Compare by capacity* *Understands position*

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics *(Little Wandle Scheme of Phonics)*	**Progression of sounds**	*Phase 1* *Aspects 4-7* *Rhythm & rhyme* *Alliteration* *Voice sounds* *Oral blending & segmenting*	*s a t p i n*	*m d g o c k e*	*u r h b f l j*	*v w y z qu ch*	*ck x sh th ng nk*
	Phonemic awareness focus		*Teach children to hear the same initial sound for words and names of objects*	*Teach children to identify initial sounds of words and names of objects* *Teach children to distinguish different sounds*	*Teach children to identify initial sounds of words and names of objects* *Teach children to articulate sounds correctly – including playing with voice sounds*	*Teach children to identify initial sounds of words and objects*	*Teach children to identify the final sounds of words and objects*
	Oral blending focus		*Teach children to blend CVC words using oral blending and objects*	*Teach children to blend a wider range of CVC words using oral blending*	*Teach children to blend a wider range of words using oral blending*	*Teach children to blend a wider range of words using oral blending*	*Teach children to blend a wide range of words using oral blending*
	Recognising their name		*Teach children to find their name using their picture*	*Teach children to recognise the initial sound of their name*	*Teach children to recognise the capital letter that starts their name*	*Teach children to match their name to their picture*	*Teach children to match their name to their picture*

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Oracy Skills Taught		**Physical** *I can turn my body towards the speaker for an appropriate amount of time* **Linguistic** *I can use talk in play to practice new vocabulary* **Cognitive** *I can use 'and' to link my ideas* **Social and Emotional** *I can listen to others* **Talk tactics** *Encourage* *Suggest*	**Physical** *I can turn my body towards the speaker for an appropriate amount of time* **Linguistic** *I can use talk in play to practice new vocabulary* **Cognitive** *I can use 'and' to link my ideas* **Social and Emotional** *I can listen to others* **Talk tactics** *Encourage* *Suggest*	**Physical** *I can speak loud enough to be heard clearly by others* **Linguistic** *I can use talk in play to practice new vocabulary* **Cognitive** *I can use 'and' to link my ideas* **Social and Emotional** *I can take turns to speak with the support of an adult* **Talk tactics** *Encourage* *Suggest* *Speculate* *Instigate*	**Physical** *I can speak loud enough to be heard clearly by others* **Linguistic** *I can use talk in play to practice new vocabulary* **Cognitive** *I can use 'and' to link my ideas* **Social and Emotional** *I can take turns to speak with the support of an adult* **Talk tactics** *Encourage* *Suggest* *Speculate* *Instigate*	**Physical** *I can speak loud enough to be heard clearly by others* **Linguistic** *I can join phrases with words such as 'if', 'because' 'so' 'could' 'but'* **Cognitive** *I can begin to understand 'how' and 'why' questions* **Social and Emotional** *I can describe events currently happening and what might happen next* *I can take turns to speak* **Talk tactics** *Encourage* *Suggest* *Speculate* *Instigate* *Stretch*	**Physical** *I can speak loud enough to be heard clearly by others* **Linguistic** *I can join phrases with words such as 'if', 'because' 'so' 'could' 'but'* **Cognitive** *I can begin to understand 'how' and 'why' questions* **Social and Emotional** *I can describe events currently happening and what might happen next* *I can take turns to speak* **Talk tactics** *Encourage* *Suggest* *Speculate* *Instigate* *Stretch*
Books studied in class	**Fiction**	**Pirate Pete, I'm Starting Nursery** *Amanda Li* **Lulu Loves Nursery** *Camilla Reid* **Monkey Puzzle** *Julia Donaldson* **This is Our House** *Michael Rosen* **Families** *Pat-a-Cake and Louise Forshaw* **Giraffe's Can't Dance** *Giles Andreae* **We're Going to the Dentist** *Campbell Books* **Pumpkin Soup** *Helen Cooper*	**The Best Diwali Ever** *Sonali Shah* **Peter Rabbit's Birthday** *Beatrix Potter* **Elmer's Birthday** *David McKee* **Poppy and the Blooms** *Fiona Woodcock* **The Scarecrow's Wedding** *Julia Donaldson* **The Jolly Christmas Postman** *Allan Ahlberg and Janet Ahlberg* **The Very Hungry Caterpillar's Christmas Eve** *Eric Carle* **The Very Hungry Caterpillar and Father Christmas** *Eric Carle*	**The Tiger Who Came to Tea** *Judith Kerr* **Brown Bear, Brown Bear, What Do You See?** *Bill Martin, Jr* **Dear Zoo** *Rod Campbell* **Polar Bear, Polar Bear, What Do You Hear?** *Bill Martin, Jr and Eric Carle* **Where the Wild Things Are** *Maurice Sendak* **Silly Dizzy Dinosaur!** *Jack Tickle* **Aliens Love Underpants** *Claire Freedman*	**Each Peach Pear Plum** *Allan Ahlberg and Janet Ahlberg* **Cinderella** *Ailie Busby* **Chicken Lickin** *Mandy Ross* **The Magic Porridge Pot** *Alan Macdonald* **The Elves and the Shoemaker** *Lorna Read* **Princess and the Pea** *Campbell*	**Sam Plants a Sunflower** *Axel Scheffler and Kate Perry* **Jasper's Beanstalk** *Nick Butterworth* **Handa's Surprise** *Eileen Browne* **On the Farm** *Axel Scheffler*	**What the Ladybird Heard** *Julia Donaldson* **Avocado Baby** *John Burningham* **Sharing a Shell** *Julia Donaldson* **The Duck Who Thought He Was a Chicken** *Andi Cann* **Come On, Baby Duck!** *Nick Ward* **Duck Duck Goose** *Tad Hills* **Owl Babies** *Martin Waddell*
	Non-Fiction	**What Can You See in Autumn?** *Sian Smith*	**Mum Tell me about Diwali** *Amy Singh* **What Can You See in Winter?** *Sian Smith*	**Welcome to the Artic** *Honor Head* **Change Starts with Us** *Sophie Beer*	**Castles** *Maggie Freeman* **What Can You See in Spring?** *Sian Smith*	**A Fruit is a Suitcase for Seeds** *Jean Richards* **My Terrific Tractor Book** *DK Children* **Animal Babies on the Farm** *Kingfisher Books*	**Duckling (Watch Me Grow)** *Lisa Magloff* **What Can You See in Summer?** *Sian Smith*

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Maths	Wk 1	2 days Begin to say how many are left – from singing number rhymes (five speckled frogs)	4 days Begin to make arrangements of shapes and build with shapes Show an interest in shapes in the environment	Review numbers 1/2/3 Know that numbers identify how many in a set	Begin to find 1 more/1less than 4/5 Begin to find an interest in number problems	Begins to select the correct numeral for numbers 1-5 Begins to order numbers to 5	Makes arrangements with shapes Goes on a shape hunt
	Wk 2	Begin to realise there is an order to counting Begin to assign 1 counting word to each object 1-3	Counting to … and recognising the numeral	Represent numbers 1/2/3/4/5 using fingers Square shape – 4 sides	Begin to count 3/4 objects saying 1 number for each item Sing number rhymes and understand how many are left – 5 little ducks went swimming….	Use shapes appropriately for tasks – a cone for the top of a castle etc Talk about the shapes of everyday objects Select a particular named shape	Begins to use words bigger/smaller when comparing numbers on a number line to 5 Begins to recognise numerals 1-5 in and out of order
	Wk 3	Begin to understand that the last number counted is how many are in a set	Begins to notice patterns in the environment Begins to make simple patterns – leaf/conker/leaf etc	Compare objects and learn the vocabulary – big/little/small etc Develop an understanding of size – big/little/small/large etc	Copies a pattern ABABAB using everyday objects pine cones/leaves etc Continues a pattern ABABAB Corrects an error in a pattern	Counts 5 objects in an irregular arrangement Begins to subitise numbers within 5 – able to make …. in different ways using dice/numicon/objects etc on own	Uses the language of weight – heavy/light
	Wk 4	Investigate that a group of objects changes when an object is added or taken away	Give 1/2/3 spoons to each teddy	Give me 1/2/3 objects from a larger group Begin to match numeral and quantity	Recite numbers to 4/5 Begin to separate a grp of 4 objects in different ways	4 days Begins to count beyond 5 saying 1 number for each item Able to complete a simple puzzle	Solves some real world problems to 5 – there are four of you but there are not enough chairs…?
	Wk 5	Sorting – objects and categorise objects identifying those that are the same/sort a group 2 different objects/sort & match objects/sort by size/colour Colours – rec/name/match	Select 1/2/3 object from a group – pls give me 1…..	Explore patterns using body actions Able to name the pattern – leaf/twig/leaf/twig etc Begins to make own repeated patterns	4 days Develops an understanding of measuring using a range of objects – ribbons/cubes etc Records using own marks – adult to model recording when adult led activity or playing games inside and outside Use language of same and different when comparing 2 dice rolled at the same time for example	Develops an understanding of capacity and vocab – pouring/filling/full/empty/half	Continues to develop an understanding of tall/short and compare objects
	Wk 6	Find the odd one out of a group Use language of same/different when matching	Begin to represent numbers using fingers – show me 1/2/3 fingers	Subitising 1 and 2 – fast recognition of up to 3 objects without counting them, look there are 2 objects!		Positional language – follow instructions using positional language – behind/infront/next to etc Begins to use puzzles	Children record in their own way – how many balls they can throw into a hoop?
	Wk 7	Begin to talk about shapes Describe shapes in own way and learn some shape properties and the vocab for this	Circle shape – has 1 curved side a triangle has 3 sides			3 days Begins to count backwards from 5	3 days Solve number patterns, 1212 what comes next?
	Wk 8	Begin to recite numbers in order to 5 – by singing songs/rhymes/counting objects/counting steps etc Counting to … and recognising the numeral					