

St. Oswald's Catholic Primary School



EYFS Long term planning- Nursery 2025-2026

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|--|---|--|---|
| Key question/learning focus | Myself and My Family and Settling in What makes me different? Who are your family? | Celebrations and Traditions What and why do we celebrate? What are some of your family traditions? | Nursery Rhymes and Traditional Tales Which rhyming words can we hear in our favourite nursery rhymes? Who are the characters in the stories? | Down on the Farm What is a farm? Who and what will you see at the farm? | Bears Can you tell us about your favourite teddy bear? | Health and Fitness, and Changes How do we keep healthy? How have we changed over time? |
| During this unit the children will be learning : | During the topic 'Myself and My Family' children will be settling into the new nursery year and getting to know new friends and staff members in our school. They will talk about themselves and their families and differences between each other. We will establish our nursery rules together and settle in to our routines. Children will have the opportunity to talk about who is in their family. They will draw pictures and talk about who is important to them. They may bring photos in and staff will share photos of their families. The children will also have the opportunity to talk about pets. During October we will also learn about Black History Month. | Within the topic 'Celebrations and Traditions' children will learn about some of the things celebrated by people around the world and also in our own country. We will explore celebrations and traditions such as Diwali, Hanukkah, Bonfire Night, Remembrance Day and Christmas. We will talk about Jesus' birthday as well as the children's own birthdays and birthdays within their families. We will also explore baptisms, weddings and other celebrations and traditions within our nursery community. We will take part in celebrations at nursery and we will talk about how we celebrate in our homes with our families. We will encourage our families to send photos of family celebrations in for us to look at and talk about together. | Within this topic children will further explore a range of nursery rhymes. Within this topic we will also explore materials. Linked to Baa Baa Black Sheep, we will find out what people can do with bags of wool. Linked to Humpty Dumpty we will explore what we can make with eggs. We will also recreate nursery rhymes using small world characters and by making puppets. Children will develop their understanding of traditional tales during this half term. They will explore stories such as The Three Little Pigs, The Three Billy Goats Gruff and Little Red Riding Hood. They will sequence stories verbally and join in with repeated refrain. They will be able to talk about characters from their favourite stories. During this half term we will also learn about lunar new year. | This topic provides the children with the opportunity to learn about farms. They will learn about the different animals that live on farms. We will find out about the Farmer and what his/her job involves. The children will explore where some of our food comes from and will learn about crops that may be grown on the farm. Children will explore the changes that occur in the lifecycle of hatching animals. In dance children will explore movements and actions through songs such as "dingle dangle scarecrow". | During this topic we will explore stories and rhymes about teddy bears. We will also find out about real bears, making comparisons between where they live and where we live. The children will experience mini topics relating to familiar stories and rhymes with bears in. Such as Goldilocks and the three bears, Whatever Next, Peace at Last, Teddy Bear, Teddy Bear, and Teddy Bears Picnic. Children will be helped to plan a teddy bears picnic and will have the opportunity to bring in their own bears from home to join in with this. | Within this topic we will look at how we grow and change. Children will have the opportunity to look at how they have grown and changed and will sequence pictures and events. Children will talk about what a baby can do and compare it to what they can do now. Children will have opportunities to reflect and also look forward to transition. We will also consider the features of a healthy lifestyle such as dental health, exercise, healthy eating, sleep and bedtime routines. This topic will include some cooking/making and tasting a range of healthy foods. |

| PE | <u>Introduction to PE Unit 2</u> | <u>Fundamentals Unit 1</u> | <u>Ball Skills Unit 1</u> | <u>Dance Unit 1</u> | <u>Games Unit 1</u> | <u>Introduction to PE Unit 2</u> |
|----|--|--|---|--|--|--|
| | <p>I am beginning to negotiate space safely. I am beginning to take turns with others. I can explore movement skills. I can make guided choices. I follow instructions with support. I understand the rules of the game</p> | <p>I am beginning to negotiate space safely. I am beginning to take turns with others. I am building my confidence to try new challenges. I can explore movement skills, beginning to demonstrate balance and co-ordination when playing games. I follow instructions with support. I play games honestly guided by rules with support</p> | <p>I am beginning to explore a range of ball skills. I am beginning to negotiate space safely. I am beginning to take turns with others. I can make guided choices. I persevere with support when trying new challenges. I play ball games guided by the rules with support.</p> | <p>I am beginning to negotiate space safely. I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm. I am building my confidence to try new challenges and perform in front of others. I can explore movement skills. I follow instructions with support. I show respect towards others.</p> | <p>I am beginning to explore a range of ball skills. I am beginning to negotiate space safely. I am beginning to take turns with others. I am beginning to understand how I feel in different situations. I can explore movement skills. I follow instructions with support. I play games honestly guided by the rules with support.</p> | <p>I am beginning to negotiate space safely. I am beginning to take turns with others. I can explore movement skills. I can make guided choices. I follow instructions with support. I understand the rules of the game</p> |
| RE | <p>Branch 1 Creation and covenant HEAR God made our beautiful world and everything in it. God made me. BELIEVE God made me. God loves me. God loves everyone. God made the wonderful world. CELEBRATE The words and actions of the sign of the cross: 'In the name of the Father, and of the Son and of the Holy Spirit. Amen'. Give thanks for God's wonderful world LIVE Look after me. Look after God's world.</p> | <p>Branch 2 Prophecy and promise HEAR Mary was going to have a baby. His name will be Jesus (Lk 1:26-31, 38). Jesus was born in Bethlehem (Lk 2:4-7). Shepherds hurried to see Mary and Joseph and baby Jesus (Lk 2:8-20). BELIEVE Mary had a baby called Jesus. Mary was chosen by God to give birth to his Son. Jesus was born in a stable and laid in a manger. Shepherds were told by angels to visit him. CELEBRATE Advent wreath. The tradition of the crib. Nativity celebration. LIVE Celebrate Advent, it is a time to get ready for Christmas. God sent Jesus to love us all.</p> | <p>Branch 3 Galilee to Jerusalem HEAR The Wise Men visit Jesus (Matt 2:1-12). Jesus welcomes the little children (Mk 10:v16). Jesus blesses the little children (story retold). BELIEVE Jesus was born for everyone. The Magi visited Jesus with gifts. Jesus is God's Son and came for everyone. Jesus' birth is celebrated at Christmas. Jesus came to show God's love and welcomes everyone. CELEBRATE Jesus takes care of everyone.</p> | <p>Branch 4 Desert to garden HEAR Lent is a time to care for others. Jesus died on a cross. It is a sad time. Jesus was given new life by God his Father. Jesus rose and everyone celebrates. Love God and love everyone (great commandment). BELIEVE Caring for others in Lent. Jesus died on a cross. Jesus rose and we celebrate. CELEBRATE Simple signs of Lent – colour purple, seeds, growing. LIVE Simple signs of Easter – colour white, growth, Easter Garden.</p> | <p>Branch 5 To the ends of the Earth HEAR Jesus went back to his Father He sent a special friend, the Holy Spirit, to look after us BELIEVE The Holy Spirit is our friend. The Holy Spirit looks after us. CELEBRATE The parish church is a special place where we meet our friends. We sing and say prayers LIVE The parish church. We gather with friends at church, especially on Sunday</p> | <p>Branch 6 Dialogue and encounter Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day). Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus. Explore a range of pictures of Jesus from a non-European tradition Invite someone into the class from the local area or a school community member to talk about their local (faith) community and why it matters to them. Develop opportunities to engage children in a broad sensory curriculum about the music, food, smells, tastes, and specific clothing worn, to enrich understanding</p> |

| | | | |
|------|---|---|--|
| RSHE | <p>Lesson 1 - Journey in Love: The Wonder of being special and unique (Social and Emotional)</p> <p><i>Complete M1U1 Story Sessions: Handmade with Love</i></p> <p>Lesson 2 - M2U1 Session 1: Role Model</p> <p>Lesson 3 - M2U2 Session 1: Who's Who?</p> <p>Lesson 4 - Anti Bullying Week</p> <p>Lesson 5 - Road Safety Week</p> <p>Lesson 6 - M2U2 Session 2: You've Got A Friend in Me</p> <p>Lesson 7 - M2U2 Session 3: Forever friends</p> <p><u>Additional PSHE elements</u></p> <p>Class Charter, School Council, Black History Month, Bonfire Safety</p> | <p>Lesson 1 - Journey in Love: The Wonder of being special and unique (Physical)</p> <p>Lesson 2 - M2U3 Session 1: What is the Internet?</p> <p>Lesson 3 - Children's Mental Health Week</p> <p>Lesson 4 - M2U3 Session 2: Playing Online</p> <p>Lesson 5 - M2U4 Session 1: Safe Inside and Out</p> <p>Lesson 6 - M2U4 Session 2: My Body, My Rules</p> <p><u>Additional PSHE elements</u></p> <p>Internet Safety Day, Chinese New Year, Blue for Bobby</p> | <p>Lesson 1 - Journey in Love: The Wonder of being special and unique (Spiritual)</p> <p>Lesson 2 - M2U4 Session 3: Feeling Poorly</p> <p>Lesson 3 - M2U4 Session 4: People Who Help Us</p> <p>Lesson 4 - M3U1 Session 1: God is Love</p> <p>Lesson 5 - My Money Week</p> <p>Lesson 6 - M3U1 Session 2: Loving God, Loving Others</p> <p>Lesson 7 - M3U2 Session 1: Me, You, Us</p> <p><u>Additional PSHE elements</u></p> <p>Sports and Health Week, Transition</p> |
|------|---|---|--|

During the academic year, year-group planning will also include the children's interests.

PLODs (Possible Lines Of Development) - ideas about how staff can move children's learning and development forward from things that we have observed them doing, will also be used and recorded in short term planning.