



Nursery – Long Term Plan 2025-2026

At Seaham Trinity Primary School our vision for the Early Years Foundation Stage is to create meaningful learning experiences to enable children to thrive, develop a sense of self and unlock a natural curiosity about their world. Through a play-based approach to learning, linked to children's interests, community and developmental stage, we provide enriched opportunities and experiences to set the foundations for their learning journey, encouraging them to release their full social and educational potential so they can become confident, valuable and caring members of society. We embrace and embed the following Overarching Principles and Characteristics of Effective Learning within our Early Years practice and provision.

Overarching Principles

Unique Child – Every child is unique and has the ability to be resilient, confident, capable and self-assured. Every child is encouraged to

Positive Relationships – Children thrive through warm, nurturing, positive relationships with parents, carers and staff. Developing these relationships through the EYFS encourages children to be independent and strong.

Enabling Environments – Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development – Children learn at different rates. We must be aware of this to ensure each child receives the support and guidance they need. We must also use this to identify where children may need greater support than others.

Characteristics of Effective Learning

Playing and Exploring – Children investigate and are naturally curious about the world and environment around them. experience things, and 'have a go' developing resilience and readiness for learning.

Active Learning – Children concentrate and keep on trying if they encounter difficulties. To become lifelong learners, they develop resilience and reflect upon learning, enjoying, and celebrating success.

Creating and Thinking Critically – Children develop their own ideas, making links between experiences. They develop strategies for doing things in order to apply learning to their long term memory.

Nursery Medium Term Plan

Autumn 1	Prime Areas of Learning			
	Communication & Language	Personal, Social & Emotional Development	Physical Development	Computing
	Join in with popular and favourite rhymes and songs Join in with repeated refrains of the story. Become familiar with the routine of the day with support from the visual timetable. Express when they don't like something with actions and words. Play alongside others including an adult. Communicate with adults and peers so you can understand the main part of what they are saying.	Form a secure bond with class adults and play in parallel, observing others and copying ideas. Select from a small range of resources on offer within a single activity. To understand how feeling happy and sad can be expressed. To understand how it feels to belong and that they are similar and different. To begin to understand they have the right to play and learn. To wash hands after using the toilet. To know that they can approach an adult in Nursery when needed. Understand effective tooth brushing through pictures and songs.	Drive scooters, bikes and trikes by pushing feet. Climb steps or stairs with alternate feet, using a hand or handrail for support. Jump two feet to two feet on the spots. Jump down from a higher to a lower height. Travel by galloping with a leading foot. Run at speed in the outdoor space. Kick, roll, chase and collect a ball. Copy some aspects of whole body action rhymes. Know they need to use the toilet and ask adults to help them with clothing. Handle different tools to create different effects (brushes, scissors, pencils etc). PE Focus – Moving in different ways to navigate space.	To listen to and play digital stories. To ask an adult to help them with technology. To take turns on a digital device. To complete a simple paint project. To use pretend technology in role play. Online Safety Unit – Smartie the Penguin I can tell a trusted adult if something on the screen upsets me. I can stop using a digital device when my timer runs out. I can talk about ways to stay safe when I am using a digital device.
	Specific Areas of Learning			
	Literacy	Maths	Understanding the World	Expressive Arts & Design
	Maintain focus on a short picture book shared with an adult. Make marks with a range of tools and grips. Develop an understanding that print can have different purposes for example lists letters and signs. To overwrite different lines. Engage in conversations about stories learning new vocabulary. Blend and segment at compound and 2 syllable levels. Enjoy and listen to rhymes/songs and poems. Begin to recognise their name.	Compare small sets of objects by processing language "more than". Build with blocks of different shapes and sizes and loose parts, making good choices based on their understanding of properties. Complete inset puzzles. Begin to count to 5 in the correct order. Compare sizes using gestures and language 'bigger/little/small' Match pairs and explain why they are the same.	Actively collect and enjoy transporting materials. Explore sensory properties of everyday materials and demonstrate engagement facially or through body language. Sustain interest in action and reaction toys. Engage for short periods of time in respectful observations of living things. Begin to learn about Autumn through stories. Explore the five senses. Understand what harvest means and what harvest festival is. Name people in their family and talk about them through family photographs.	Dough disco – squeeze focus. Join simple construction toys together (stickle bricks, duplo). Build simple structures with different materials and loose parts. Explore using the pin board hammer and nails. Know and sort primary colours. Match colours. Use props appropriately during simple role play. Use small world props with a short narratives. Make marks with a wide range of tools and grips.

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Autumn 2	Prime Areas of Learning			
	Communication & Language	Personal, Social & Emotional Development	Physical Development	Computing
	rhymes and songs. Enjoy and retell the focus of the story that half term. Follow instructions that are part of the routine with the aid of a visual timetable. Tell an adult when another child is not making the right choice. Can stop and wait for the next instruction. Concentrate for longer on familiar aspects of the routine. Follow two-part instructions with reminders. Engage in joint attention with books. Participate with words, phrases or gestures as play is narrated.	Become more outgoing with other adults in the setting. Begin to link up with others from their key worker group by holding hands and travelling to the same play area. Locate and bring additional resources to activities to achieve a particular goal. Know how it feels to be proud of something they are good at. I know that families and houses can be different. Say one way they are special and unique. To understand the daily routines and classroom rules. To show confidence in asking adults for support. To explore different vegetables and know that they are healthy. To promote good tooth brushing at home.	Navigate scooters, bikes and tricks around small obstacles. Run and freeze on command. Climb apparatus with alternate feet, using own hands for support. Know they need to use the toilet and go independently, following adult guidance with clothing. Wash hands with a reminder. Copy most aspects of whole body action rhymes. Make marks with large tools using arms and shoulders. Practise moving in different directions while maintaining balance. Explore different ways of moving to a beat or rhythm. Use whole handed scissors to make snips Develop the use of a knife and fork when eating.	To listen to and play digital stories. To ask an adult to help them with technology. To take turns on a digital device. To complete a simple paint project. To use pretend technology in role play. Online Safety Unit – Smartie the Penguin I can tell a trusted adult if something on the screen upsets me. I can stop using a digital device when my timer runs out. I can talk about ways to stay safe when I am using a digital device.
	Specific Areas of Learning			
	Literacy	Maths	Understanding the World	Expressive Arts & Design
	Develop preferences for picture books and seek out adults to share them. Anticipate favourite sections as the book is shared. Hold books independently, opening to find pages of interest. Process language to locate key features in illustrations. Join in with rhymes, imitating some actions. Make marks on a range of scales with a range of tools and grips. To overwrite their name card. Blend and segment 3-4 syllable words. Know the sound their name starts with. Recognise their name card with their picture. I can mark make up and down lines.	Compare small sets of objects by processing language “more than” and “fewer than”. Count within and up to 5 with correspondence. Count sets to 3, applying the cardinal principle. Subitise to 3. Use informal descriptions of properties of 3D shapes as they build ‘sides, straight, flat’. Process language of everyday size during play. Process and use positional vocabulary in large scale physical play. Sort sets of objects such as building blocks into sets of identical members.	Celebrate and value aspects of cultural celebrations in very simple terms, using new vocabulary accurately (Christmas and Diwali). Share experiences of celebrations. Notice changes in materials (ice). Respond appropriately with adult guidance to treat living things with care. Use some very simple adjectives to describe the sensory properties of every day natural materials through hands on exploration. Explore and collect materials with similar or different properties. Explore floating and sinking. Share what they did at the weekend using pictures from class dojo.	Dough disco – roll into a ball focus. Use props, similar to those they represent, appropriately during role play with simple dialogue. Use small world props in simple stories with some narration. Use primary colours for a specific purpose. Use glue to stick things onto paper. Explore using a mallet to print natural materials. Use whole handed scissors to make snips. Listen with increased attention to sounds. Remember and sing songs. Distinguish between sounds.

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Spring 1	Prime Areas of Learning			
	Communication & Language	Personal, Social & Emotional Development	Physical Development	Computing
	Specific Areas of Learning			
	Literacy	Maths	Understanding the World	Expressive Arts & Design

Nursery Medium Term Plan

Spring 2	Prime Areas of Learning			
	Communication & Language	Personal, Social & Emotional Development	Physical Development	Computing
	Specific Areas of Learning			
	Literacy	Maths	Understanding the World	Expressive Arts & Design

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Nursery Medium Term Plan

Summer 1	Prime Areas of Learning			
	Communication & Language	Personal, Social & Emotional Development	Physical Development	Computing
	Specific Areas of Learning			
	Literacy	Maths	Understanding the World	Expressive Arts & Design

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Nursery Medium Term Plan

Summer 2	Prime Areas of Learning			
	Communication & Language	Personal, Social & Emotional Development	Physical Development	Computing
	Specific Areas of Learning			

	Literacy	Maths	Understanding the World	Expressive Arts & Design