

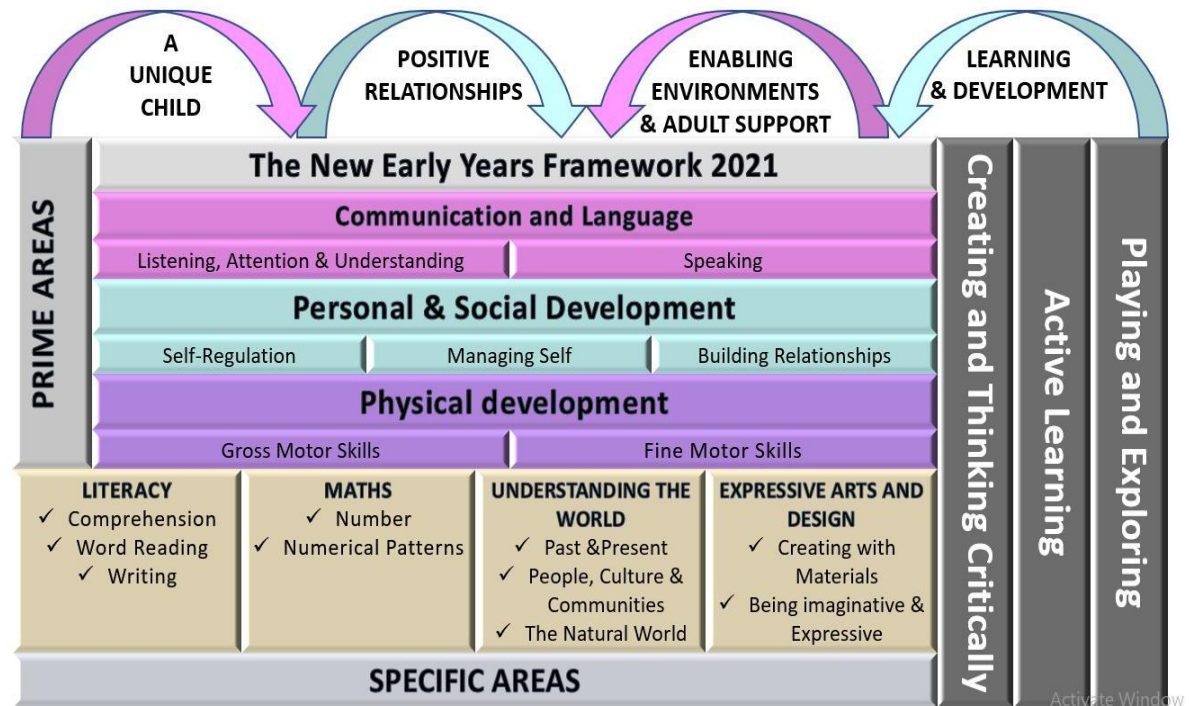


SEEDLINGS LONG TERM PLAN 2026 - 2027

Our aim is to encourage each child to develop their full potential by growing in confidence and gaining independence in a caring and stimulating environment.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. In partnership with parents and carers, we enable the children to begin the process of becoming active life- long learners.

We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At St Joseph's, we provide our children with opportunities to develop all seven areas of the curriculum through both our indoor and outdoor provision and through accessing our Forest School environment. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this year.



St. Joseph's R.C Primary School and Nursery

Seedlings Long Term Plan



Topics	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>All About Me</i>	<i>Kindness & Friendship</i>	<i>Wonderful Winter!</i>	<i>Let's grow!</i>	<i>Amazing Animals!</i>	<i>Under, on and by the sea.</i>
Overarching Principles	Characteristics of Effective Learning and Teaching					
	Playing and Exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning					
	Active Learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.					
	Creating and Thinking Critically: - Children develop their own ideas and make links between these ideas and develop strategies for doing things. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
	Unique Child: Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.					
	Positive Relationships: Children learn to be strong and independent through positive relationships.					
	Enabling environments: Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.					
	Learning and Development: Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)					
	PLAY: At St Joseph's, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS has an underlying ethos of 'learning through play'. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.					
	We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.					

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Topics NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting nursery Myself My feelings and emotions People who help us My family and friends Autumn Like and dislikes	People who help us friendships kindness advent Christmas baking Continue with Autumn Bonfire Night - Christmas & The Nativity	Freezing/Melting Ice & Snow Winter Polar Animals Chinese New Year Pancake day	Plants & Flowers Weather / seasons The great outdoors Planting seeds Spring New life and baby animals Growing – themselves, plants & animals Mother's day Easter World book day	Safari / zoo Pets/farm Animal arts and crafts Animal Patterns Minibeasts / habitats Animal sounds Senses	Under the sea Off on holiday / clothes On the sea At the beach Summer End of year trip Sports day Father's day
songs and rhymes	2 little dicky birds Head, shoulders... Hickory dickory dock Humpety dumpety I hear thunder Dingle dangle scarecrow	Little peter rabbit Wind the bobbin up Horsey horsey I'm a little teapot This is the way we... Down at the station Jungle bells	5 little snowman Twinkle twinkle Happy and you know it Baa Baa 5 current buns Miss Polly	5 little ducks Mary had a little lamb I'm a little teapot Hop little bunnies Tiny caterpillar Little green frog	5 little monkeys Old macdonald Wheels on the bus Incy wincy 5 speckled frogs Row your boat	Tommy thumb 1,2,3,4,5... 5 little sandcastles Round and round the garden The sun has got his hat on the grand old duke
Stories	Head, shoulders knees and toes Can't do it Fox' Socks All about me 10 little fingers... Superheroes love starting nursery	Rabbits Nap Peppa's Big Race I love you, baby Kind Best friends (peppa) I love you Daddy Where's Mrs Doctor Peppa to the rescue Christmas tree	The snowman How to catch a star Emotions book Spot at the farm That's not my duck Guess how much I love you Happy and you know it	Find the duck That's not my lamb Cat's cookbook Spring 5 little Easter eggs Hungry caterpillar	Dear Zoo On the farm Wheels on the bus Rhyme time Jump around with Ted Jungle Monkey Hide and seek pig Birds from around the world	The train ride That's not my narwhal Seaside shapes Peppa at the beach Toddle woddle

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Core Values & British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries. These will mirror the principles and values of our school & British Values. We will 'dip in and out of each area'	Mutual Respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated. We will celebrate and learn about a range of celebrations and festivals from a range of faiths throughout the year, teaching respect for others beliefs. Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. We will participate in a range of cultural and religious celebrations throughout the year to develop children's tolerance for others and encourage children to value difference in regards to faith. Rule of Law We all know that we have our school promises that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. We will introduce the children to the classroom rules and give them ownership by helping them to create a classroom display. We will use positive praise and classroom behaviour systems to encourage children's understanding of right and wrong. Individual Liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different. Our first topic is All about Me where we will celebrate our differences, what makes us individually special and respect for our differences. Democracy					

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each term as and when needed.	We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.
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Communication and Language	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Intent: What the Seedlings will learn before they become Acorns	<i>Move their bodies to music and enjoy rhymes and songs and begin to join in with actions and sounds</i> <i>Enjoy laughing and being playful with others</i> <i>Follow others body language – pointing and gesture</i> <i>Select familiar objects by name and understand simple sentences</i> <i>Respond to simple questions – 'Where's Mummy?'</i> <i>Understand single words</i> <i>Use sounds in play and use single words, beginning to put two words together</i> <i>Copies familiar expressions, e.g. 'all gone.'</i> <i>Use pointing and eye gaze to make requests</i> <i>Create personal words and words to communicate with purpose</i>					

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Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Intent: What the Seedlings will learn before they become Acorns	<i>Engage another person to achieve a goal</i> <i>Cooperate with care giving experiences</i> <i>Look to where adult is looking/pointing and enjoy social interaction</i> <i>Display attachment behaviours</i> <i>Explore the baby room confidentially and explore other nursery areas</i> <i>Watch other children and start interacting with their peers – playing alongside them</i> <i>Respond to their name and find their physical characteristics</i> <i>Start to assert their likes/dislikes and ideas</i> <i>Start to participate in Nursery routines and explore boundaries</i> <i>Start to be aware of others feelings and start to show empathy</i>					

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Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Intent: What we want the Seedlings to learn before they become Acorns	<i>Walks securely without adult assistance – stopping, starting and changing direction</i> <i>Participates in finger and action rhymes</i> <i>Make connections between movement and marks they make</i> <i>Starts to throw and release objects overarm</i> <i>Enjoys sensory experience of making marks in mud, messy play ect</i> <i>Develops likes and dislikes for foods</i> <i>Communicates wet/soiled nappy</i> <i>Helps with dressing/undressing and care routines</i> <i>Starting to feed themselves</i>					

I CAN:

- Co operate with care giving experiences
- Understand and use single words
- Start to assert their likes and dis likes
- Walk securely without adult assistance
- Begin to communicate wet and/or soiled nappy