## Saint Mary's Catholic Primary Academy Nursery Medium Term Plan Advent 1 2025-2026 – All Are Welcome Here

08/09/25   15/09/25   22/09/25   29/09/25   06/09/25   13/09/25   20/0						20/09/25		
Roald Dahl day 13 <sup>th</sup> Dot day 15 <sup>th</sup> Autumn equinox 22nd Black History Month 1 <sup>st</sup> National Poetry day 2nd Parent celebra afternoon								
Getting to Know You  All about myself  Getting to Know You  All about myself  Getting to Know You  All about myself  Houses that we live in  People and communities around us  People who help us  Autumn stories outside – Characters and Settings.						Autumn Celebration		
I'm a little Teapot	Hickory Dickory Dock	Tommy Thumb	Incy Wincy Spider	Wind the Bobbin up	Heads, Shoulders, Five little pumpkin Knees and Toes			
Medsuring  All Kinds of Homes  All tittet-Flap Book  FAMILIES  Sulpy-Ton.  Sulpy-Ton.  Emma Damon								
Community, family, mum, dad, aunty, uncle, house, street, police, firefighter, paramedic, doctor, nurse, dentist, coastguard, Grimsby, united kingdom								
<ul> <li>Individual Liberty</li> <li>Provide opportunities to develop children's self-esteem and confidence in their own abilities. Encourage them to develop a positive sense of themselves and to celebrate their personal achievements.</li> <li>Motivate children to ask questions. Ensure they know that their questions, ideas and opinions will be valued and respected.</li> <li>Enable children to take on challenges, risks and responsibilities, showing perseverance and resilience.</li> <li>Encourage children to explore their thoughts and feelings with those that they trust and offer them the vocabulary to help them to do this.</li> <li>Allow children to develop their independence, offering them opportunities to follow their own ideas and interests.</li> </ul>								
	Roald Dahl day 13 <sup>th</sup> Getting to Know You  — All about myself  I'm a little Teapot  Community,  Provide opporcelebrate their  Motivate childre  Enable childre  Encourage ch	Roald Dahl day 13th  Getting to Know You  - All about myself  I'm a little Teapot  Measuring Me  Measuring Me  Community, family, mum, dad, aunt  Provide opportunities to develop child celebrate their personal achievements  Motivate children to ask questions. En  Enable children to take on challenges,  Encourage children to explore their th  Allow children to develop their indeper	Roald Dahl day 13 <sup>th</sup> Dot day 15 <sup>th</sup> Autumn equinox 22nd  Autumn equinox 22nd  People and communities around us  I'm a little Teapot  Hickory Dickory Dock  Tommy Thumb  Measuring Me  Measuring Me  Community, family, mum, dad, aunty, uncle, house, street, pour celebrate their personal achievements.  Motivate children to ask questions. Ensure they know that their Enable children to take on challenges, risks and responsibilities, Encourage children to explore their thoughts and feelings with their	Roald Dahl day 13 <sup>th</sup> Dot day 15 <sup>th</sup> Autumn equinox 22nd  Black History Month 1 <sup>st</sup> National Poetry day 2nd  People and communities around us  I'm a little Teapot  Hickory Dickory Dock  Tommy Thumb  Incy Wincy Spider  All kinds of Measuring Me  Measuring Me  Community, family, mum, dad, aunty, uncle, house, street, police, firefighter, paramedi  Individual Liberty  Provide opportunities to develop children's self-esteem and confidence in their own abiliticelebrate their personal achievements.  Motivate children to ask questions. Ensure they know that their questions, ideas and opini Enable children to take on challenges, risks and responsibilities, showing perseverance and Encourage children to explore their thoughts and feelings with those that they trust and o	Roald Dahl day 13 <sup>th</sup> Dot day 15 <sup>th</sup> Autumn equinox 22nd  Black History Month 1 <sup>st</sup> National Poetry day 2nd  Getting to Know You — All about myself Houses that we live in  People and communities around us  People who help us — Animal Habitats  I'm a little Teapot  Hickory Dickory Dock  Tommy Thumb  Incy Wincy Spider  Wind the Bobbin up  Measuring Me  Measuring Me  Measuring Me  Measuring Me  Individual Liberty  Provide opportunities to develop children's self-esteem and confidence in their own abilities. Encourage them to decelebrate their personal achievements.  Motivate children to ask questions. Ensure they know that their questions, ideas and opinions will be valued and reference in the control of the control o	Roald Dahl day 13th Dot day 15th Autumn equinox 22nd Black History Month 1st National Poetry day 2nd World Space Week National Poetry day 2nd Weather watch week Autumn stories outside – Characters and Settings.  I'm a little Teapot Hickory Dickory Dock Tommy Thumb Incy Wincy Spider Wind the Bobbin up Heads, Shoulders, Knees and Toes  Measuring Me  Medisuring Me  Medisuring Me  Medisuring Me  Community, family, mum, dad, aunty, uncle, house, street, police, firefighter, paramedic, doctor, nurse, dentist, coastguard, Grimsby, using their personal achievements.  Provide opportunities to develop children's self-esteem and confidence in their own abilities. Encourage them to develop a positive sense of celebrate their personal achievements.  Motivate children to ask questions. Ensure they know that their questions, ideas and opinions will be valued and respected.  Enable children to take on challenges, risks and responsibilities, showing perseverance and resilience.  Enable children to take on challenges, risks and responsibilities, showing perseverance and resilience.  Encourage children to explore their thoughts and feelings with those that they trust and offer them the vocabulary to help them to do this.		

	Encourage ch	ildren to express their ov	vn views and also respec	t the fact that others may ha	ave different views		
Communic ation and Language Listening Attention	C Knowledge To know the school rules  Skill To be able to listen during carpet times		Knowledge To know the school rules  Skill To be able to listen to	Knowledge To know how to follow an instruction  Skill To be able to show they	Knowledge To know multiple words  Skill To be able to use at	Knowledge To know what my feelings are  Skill To be able to say how	Knowledge To know my name  Skill To be able to listen when my name is
& Understan ding			other talking with some interest	understand by pointing to a picture or object  Daily phonics	least 3 word phrases	they are feeling using words, faces or actions	called when I am doing a different task
Personal, Social and Emotional Developm	Knowledge To know the school rules	Knowledge To know what I am and not allowed to play with in my	Knowledge To know I am safe at school	Knowledge To know I have friends at school	Knowledge To know how to look after myself	Knowledge To know what my feelings are	Knowledge To know I am safe at school
ent Managing self	Skill  To be able to show impulse control	classroom  Skill  To be able to select activities and	Skill To be able to go to a new part of the school eg, hall with support.	Skill  To be able to play with and along side other children	Skill  To be able to use the toilet independently	Skill  To be able to talk about my feelings	Skill  To be able to confidently come into school
Building relationshi ps Self-		resources I needs with support		СР			
regulation Physical	Knowledge	Knowledge	Knowledge	<b>Knowledge</b>	Knowledge	Knowledge	Knowledge
Developm ent Gross	To know my body can move in different ways	To know my body can move in different ways	To know my body can move in different ways	To know my body can move in different ways  Skill	To know my body can move in different ways	To know my body can move in different ways	To know my body can move in different ways
Motor Skills	Skill  To be able to climb  with support	Skill  To be able to climb with more independence	Skill  To be able to climb  up stairs using hand  rails	To be able to climb down stairs using hand rails  PE	Skill  To be able to run well	Skill  To be able to kick a ball	Skill  To be able to jump  with both feet on the ground
Physical Developm ent	Knowledge To know I can use my hands to manipulate	Knowledge To know I can use my hands to manipulate	Knowledge To know I can use my hands to manipulate	Knowledge To know I can use my hands to manipulate	Knowledge To know I can use my hands to manipulate	Knowledge To know I can use my hands to manipulate	<b>Knowledge</b> To know
	tools.	tools.	tools.	tools.	tools.	tools.	Skill

Skill   Cutters to cut playdough   Diaydough   Diayd	Fine	Skill	<mark>Skill</mark>	<mark>Skill</mark>	Skill Skill	Skill	Skill	To be able to turn
Literacy Writing Comprehe nsion and word reading Number Number Numerical Patterns Shape Sh	Motor	To be able to use	To be able to make	To be able to make	To be able to take own	To be able to put	To be able to turn	pages in a book in
Literacy   Knowledge   To know some words to songs   Writing   Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs as a class   Skill   To be able to opy songs songs   Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs as a class   Skill   To be able to opy songs simple symbols and marks   Skill   To be able to copy some simple symbols and marks   Skill   To be able to copy some simple symbols and marks   Skill   To be able to six and listen to a short story   Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs as a class   Skill   To be able to six and listen to a short story   Skill   To be able to six and listen to a short story   Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs as a class   Skill   To be able to join in	Skills	cutters to cut	marks using tools in	marks using pens and	shoes and socks off	own socks and shoes	pages in a book	order
Literacy Writing   To know some words to songs   To know some words to songs   Skill   To be able to join in with smiliar parts of songs   Skill   To be able to join in with familiar parts of songs   Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs and class   Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs and class   Skill   To be able to join in with songs and class   Skill   To be able to join in with songs and class   Skill   To be able to join in with songs and class   Skill   To be able to join in with songs and class   Skill   To be		playdough	<mark>playdough</mark>	pencils		back on		
Writing Comprehe nsion and word with familiar parts of songs  Maths Numerical Patterns Shape Space and Measure  Understand ding the word.  Comprehe nsion and word.  Skill  Comprehe nsion and word with familiar parts of songs  Skill  To be able to join in with songs as a class  Numerical Patterns  Shape Space and Measure  Understand ding the word.  Skill  To know what a story is Skill  To be able to sit and listen to a short story body  To know what a story is Skill  To be able to sit and listen to a short story body  PE  Skill  To be able to copy movements using my hands and fingers  PE  Skylli  To be able to copy movements using my hands and fingers  Shape Space and Measure  Numerical Patterns  Shape Space and Measure  Shape Space and Measure  Comprehension and word.  Skill  To be able to sit and listen to a short story body  PE  Skylli  To know what copying is  Skill  To be able to copy movements using my hands and fingers  Shail  To be able to sit and listen to a short story body  Numerical Patterns  Shape Space and Measure  Counting 1  Daily Maths  Knowledge  To know what copying is  Skill  To be able to copy movements using my hands and fingers  Shail  To be able to copy movements using my hands and fingers  Shail  To be able to copy movements using my hands and fingers  Shail To be able to sy shape  Sort objects by shape  Sort objects by shape  Sort objects by size  Sort objects								
Writing   Comprehe   Skill   To be able to join in with familiar parts of songs   Skill   To be able to join in with familiar parts of songs   Skill   To be able to join in with familiar parts of songs   Skill   To be able to stand listen to a short story   To be able to stand listen to a short story   To be able to stand listen to a short story   PE   Skill   To be able to copy movements using my hands and fingers   Skill   To be able to copy movements using my hands and fingers   Skill   To be able to copy movements using my hands and fingers   Skill   To be able to copy movements using my hands and fingers   Skill   To be able to copy movements using my hands and fingers   Scort objects by colour   Scort objects by colour   Scort objects by colour   Scort objects by shape   Scort	Literacy	_				_	_	_
Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs as a class   Skill   To be able to join in with songs as a class   Skill   To be able to copy movements using my bands and fingers some simple symbols and marks   To be able to copy movements using my hands and fingers   To be able to copy some simple symbols and marks   To be able to copy movements using my hands and fingers   To be able to copy some simple symbols and marks   To be able to copy movements using my hands and fingers   To be able to copy some simple symbols and marks   To be able to copy movements using my hands and fingers   To be able to copy some simple symbols and marks   To be able to copy movements using my hands and fingers   To be able to copy some simple symbols and marks   To be able to copy movements using my hands and fingers   To be able to copy some simple symbols and marks   To be able to copy movements using my hands and fingers   To be able to copy some simple symbols and marks   To be able to copy some simple symbols and marks   To be able to copy some simple symbols and marks   To be able to copy movements using my hands and fingers   Skill   To be able to copy some simple symbols and marks   To be able to copy some simple symbols and marks   To be able to copy some simple symbols and marks   To be able to copy some simple symbols and marks   To be able to copy some simple symbols and marks   To be able to copy some simple symbols and marks   To be able to copy some simple symbols and marks   To be able to copy some simple symbols and marks   To be able to copy some simple symbols and marks   To be able to copy some simple symbols and marks   To be able to copy some simple symbols and marks   To be able to copy some simple symbols and marks   To be able to copy some simple symbols and marks   To be able to copy some simple symbols and marks   To be able to copy some simple symbols and marks   To be able to copy some simple symbols and marks   To be able to copy some simple symbols			To know some songs		To know what copying is		_	_
Comprehe nsion and word word word word and preading songs  Maths  -Build trusting relationships -Ensure children have good levels of well-being and involvement to be ready to learn.  Numerical Patterns Shape Space and Measure  Understan ding the world.  Numerical Patterns Shape Space and Measure  Understan ding the world.  Skill  To be able to join in with songs as a class  To be able to sit and listen to a short story body  To be able to sit and listen to a short story body  Nowements using my hands and fingers  PE  -Exploring colours -Matching the same colours -Naming colours -Finding a matching pair -Exploring items that are the same and different  Daily Maths  Knowledge To know who my family are  Skill To be able to sit and listen to a short story wowements using my hands and fingers  Skill To be able to copy movements using my hands and fingers  Skill To be able to copy some simple symbols and marks  -Scrot objects by colour -Sort objects by size -Sort objects by size -Sort objects by size -Sort objects by size -Identifying sorting rules -Sort objects by size -Identifying sorting rules -Explaining what they notice -Explainin	Writing	to songs		is	51 TH	copying is		To know what copying
To be able to join in with familiar parts of songs   To be able to sat and listen to a short story	Camanaha	CI.:II		CL:II		ci.:ii	copying is	IS
word reading songs   S	•		,		• •		CI:II	ch:II
Padding   Pad		•	with songs as a class	_				
Maths Number Number Numerical Patterns Shape Space and Measure  Understan ding the world.  Skill To be able to salw mare  -Build trusting relationships -Ensure children have good levels of well-being and involvement to be ready to learn.  -Exploring colours -Matching the same colours -Identifying sorting rules -Counting 1 -Counting 1 -Exploring items that are the same and different -Exploring items that are the same and different -Daily Maths  Knowledge To know who my family are  Skill To be able to talk  Skill To be able to talk  Skill To be able to talk  To be able to talk  Skill To be able to talk		•		listen to a short story	body			
Haths Number Number Numerical Patterns Shape Space and Measure  Understan ding the world.  Skill To be able to talk  Namerical Patterns Skill To be able to talk  Namerical Patterns Skill To be able to talk  Numerical Patterns Shape Space and Measure  -Exploring colours -Sort objects by colour -Sort objects by shape -Identifying to stream the shape of	reauiiig	Soligs			PE	manus and migers		· ·
-Ensure children have good levels of well-being and involvement to be ready to learn.  Numerical Patterns Shape Space and Measure  Understan ding the world.  Skill To be able to say my name  -Ensure children have good levels of well-being and involvement to be ready to learn.  -Matching the same colours -Naming colours -Naming colours -Finding a matching pair -Exploring items that are the same and different  Daily Maths  Knowledge To know who my family are  Skill To be able to say my name  Skill To be able to talk  -Sort objects by shape -Sort objects by shape -Sort objects by shape -Identifying sorting rules -Explaining what they notice -Explaining what they notice  -Explaining what they notice -Explai	Maths	-Build trusting relation	nships					- Identifying the
Numerical Patterns Shape Space and Measure  Understan ding the world.  Skill To be able to say my name  Involvement to be ready to learn.  Colours -Naming colours -Finding a matching pair -Exploring items that are the same and different  Daily Maths  Knowledge To know who my name  Skill To be able to say my name  Skill To be able to talk To be able to talk  To be able to talk  Colours -Sort objects by size -Identifying sorting rules -Explaining what they notice -Developing corresponder -Developing counting skill -Explaining what they notice -Developing corresponder -Explaining what they notice -Explaining what they notice -Explaining what they notice -Explaining what they notice -Developing corresponder -Developing counting skill -Explaining what they notice -Developing corresponder -Counting 1 -Developing corresponder -Explaining what they notice -Explaining what they noti		·		eing and				, ,
Numerical Patterns Shape Space and Measure  Understan ding the world.  Skill To be able to say my name  Numerical Patterns Shape Space and Measure  -Naming colours -Finding a matching pair -Exploring items that are the same and different  Daily Maths  Knowledge To know who my family are  -Naming colours -Finding a matching pair -Exploring items that are the same and different  Daily Maths  Knowledge To know some job roles  Knowledge To know some people who can help us  Naming colours -Explaining what they notice -Explaining the was not contained.	Number				-	, ,		
Numerical Patterns  Shape Space and Measure  Understan ding the world.  Skill To be able to say my name  Skill To be able to talk  Skill To be able to talk  Skill To be able to talk  Pinding a matching pair  -Explaining what they notice  -Developing corresponder  -Explaining what they notice  -Developing corresponder  -Explaining what they notice		, ,				,		
Shape Space and Measure  Understan ding the world.  Skill To be able to say my name  Skill To be able to say my name  Shape Space and Measure  Shape Space and Measure  Space and Measure  Fexploring items that are the same and different  Daily Maths  Knowledge To know who my family are roles Skill To be able to say my name To be able to talk		l						_
Shape Space and Measure  Understan ding the world.  Skill To be able to say my name  Shape Space and Measure  Line Space and Measure  Shape Space and Measure  Line Space and Measure  Skill To be able to say my name  Skill To be able to talk  Shape Shap	Patterns	rns					,	
Space and Measure  Understan ding the world.  Knowledge To know my name world.  Skill To be able to say my name  Skill To be able to talk  Skill To be able to talk  To be able to talk  To be able to talk  Are the same and different  Daily Maths  Knowledge To knowledge To knowledge To know some people who can help us  Knowledge To know where we live live  Skill Skill To be able to talk								•
Measure    Measure   Daily Maths   Daily Maths	-							
Understan ding the world.  Knowledge To know my name Skill To be able to talk  Skill To be able to talk  Daily Maths  Knowledge To know some job roles  Knowledge To know some job roles  Skill Skill To be able to talk  To be able to talk  To be able to talk  Daily Maths  Knowledge To knowledge To know some people who can help us  Skill Skill Skill To be able to talk	-							_
Understan ding the world.  Knowledge To know my name Skill To be able to say my name To be able to talk  Knowledge To know who my family are  Knowledge To know some job roles To know some job roles  Skill To be able to talk To be able to talk To be able to talk  Knowledge To know some people who can help us Iive  Knowledge To know where we live Iive Skill Skill To be able to talk	ivieasure				different			teeninque
ding the world.  To know my name family are  Skill To be able to say my name name  To know who my family are  To know some job roles  Skill To be able to talk To be able to talk  To know some people who can help us  Skill To be able to talk					Daily Maths			
world.  Skill To be able to say my name  family are  roles who can help us who can help us live live Skill Skill To be able to talk	Understan	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge	Knowledge
Skill   To be able to say my name   Skill   To be able to talk   To be	ding the	To know my name	To know who my	To know some job	To know some people	To know where we	To know where we	To know where we
To be able to say my name  Skill To be able to talk	world.		family are	<mark>roles</mark>	who can help us	live	live	live
name To be able to talk		Skill						
		To be able to say my						
about my family about types of jobs the emergency services about our houses about the town about maps		name			The state of the s			To be able to talk
			about my family	about types of jobs	the emergency services	about our houses		about maps
where we live								
Expressive arts and To know different ways of using paint To know different To know different To know different Ways To know that materials can be joined to	-	Knowledge To know different ways of using paint				_		
		To know different ways of using paint			-		To know that materials can be joined togeth	
designways of using paintof using paintcan be used to maketo make somethingSkillintentional marks	uesign	CI:II	ways of using paint		or using paint		to make something	
To be able to explore paint using my fingers  Skill  Skill  Skill				Skill	intentional Illaiks	Skill		
To be able to explore paint using my ingers  To be able to explore  To be able to explore  Skill  To be able to explore  Skill  To be able to using different materials to the control of		To be able to explore p	ant using my migers		l l	Skill		
paint using tools  paint using brushes  paint using brushes  paint using brushes				•	-		_	
paint doing trained	ļ			Panie 40119 (0013	Parite doning of donies			

		To be able to create a self portrait using paint	