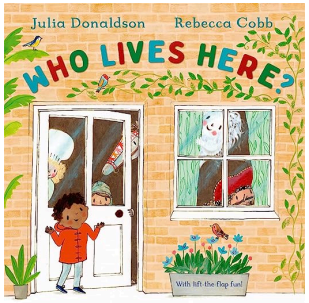
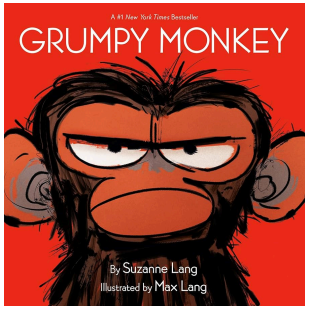
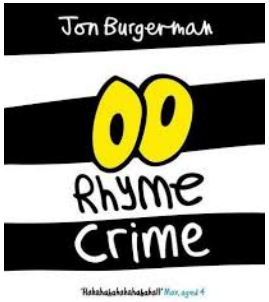
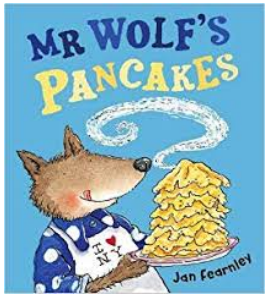
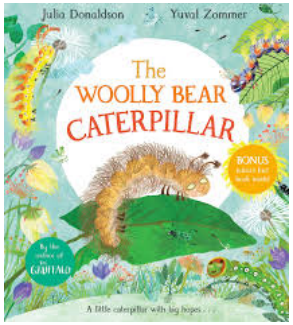
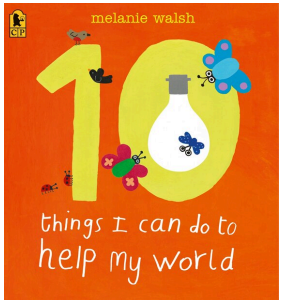
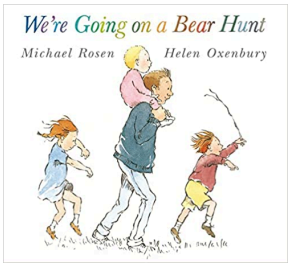
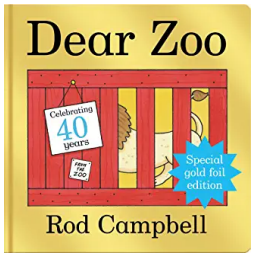
Nursery Curriculum Overview 2026-27 (Long Term Plan)

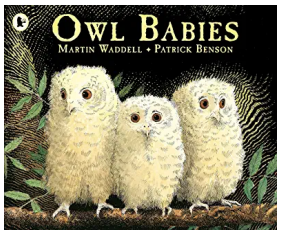
Autumn Term		Spring Term		Summer Term	
Global theme(s): Identity and Diversity **Focus: Belonging**		**Global theme(s): Social Justice and Equity** **Focus: Being fair and sharing**		**Global theme(s): Sustainable Development** **Focus: Change**	
Autumn 1 *All About Me!*	*Autumn 2* *Celebrating Us*	*Spring 1* *Being Fair*	*Spring 2* *Sharing*	*Summer 1* *Life Cycle*	*Summer 2* *Recycling*
Core text 	Core text 	Core text 	Core text 	Core text 	Core text 
Curriculum Overview Children will settle into new routines and begin forming relationships with peers and adults.	**Curriculum Overview** Children will celebrate themselves as individuals and as members of a collective. They will learn how to be happy with who they are and say what they like about themselves.	**Curriculum Overview** Children will learn about what is right and wrong and the importance of rules.	**Curriculum Overview** Children will learn why it is important to be kind and share. They will learn how they shouldn't be unkind to someone because of something they have done in the past.	**Curriculum Overview** Children will learn about simple lifecycles. They will observe closely the change and the importance of caring for living things. They will learn about eating healthy and how to keep our bodies healthy.	**Curriculum Overview** The children will learn how to care for the environment and how we can reuse items instead of throwing them in the bin. E.g. making a kite with a bag like in the story.
Diversity, Community and Global project Outcomes: Shared video of where we like to play in nursery (pshe link to long term plan)	**Diversity, Community and Global project Outcomes:** Sharing pictures from home celebrating how we are different	**Diversity, Community and Global project Outcomes:** Parents/members of community coming to talk about how they help us	**Diversity, Community and Global project Outcomes:** Cook some food and share with our reception class neighbours	**Diversity, Community and Global project Outcomes:** Establish and build on growing projects in nursery garden/Forest School	**Diversity, Community and Global project Outcomes:** Collect old uniform and host a used uniform sale, with money raised donate to a charity that supports reducing plastic waste

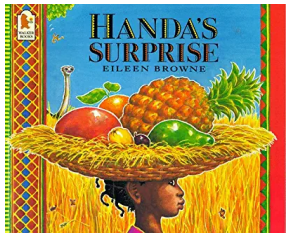
SPINE BOOKS

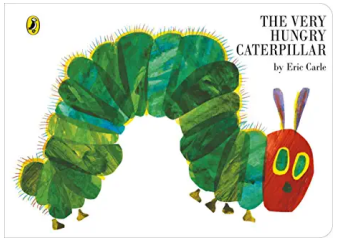
Our spine books have been chosen either because of the structure of the language e.g. rhyme, repeating refrains etc. or because of the message they give children. See our book spine rationale for full details.

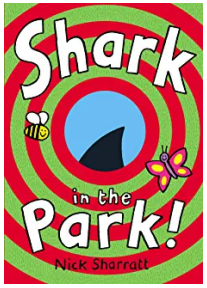


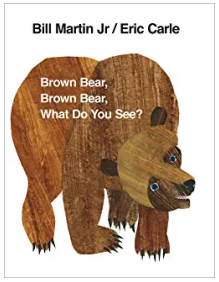


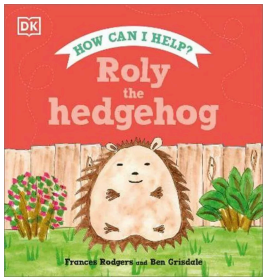


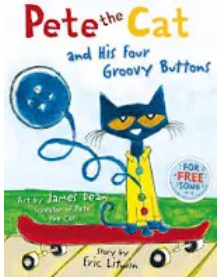


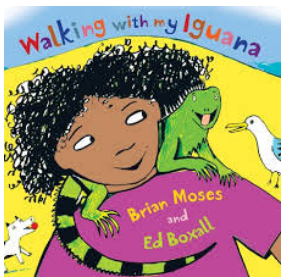












KEY EVENTS

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
• Black History Month • Halloween • STEM Week	• Anti-bullying week • Bonfire Night • Diwali • Remembrance Day • Children in Need • Hanukkah • Christmas	• New Year • Chinese New Year • Ramadan • Safer Internet Day • Children's Mental Health Week • Valentine's Day	• Fairtrade Fortnight • Shrove Tuesday/Lent • World Book Day • Holi Festival • Mother's Day • Earth Day • Easter • Made in the NE week	• VE Day • King's Coronation	• World Oceans Day • Father's Day • Eid al adha • End of year picnic

VISITS / VISITORS

Visit	Visit	Visit	Visit	Visit	Visit
• School Environment	• Bigfoot Theatre - Panto • Santa Claus	• Firefighters/police • /doctors to visit us	• Walk to local shops (Waitrose) and visit	• Animals to observe in school; chicks and butterflies	• Picnic on field with teddy bears and families

PRIME AREAS OF LEARNING		
	**COMMUNICATION AND LANGUAGE**	
AUTUMN	**SPRING**	**SUMMER**
• Enjoy listening to longer stories and can remember much of what happen • Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’ • Use longer sentences of four to six words.	• Can find it difficult to pay attention to more than one thing at a time. • Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” • Use a wider range of vocabulary. • Pupils will understand and ask who, what and where questions in a range of familiar contexts to gain a deeper understanding of a situation. • Know rhymes, be able to talk about familiar books, and be able to tell a long story. • Can start a conversation with an adult or a friend and continue it for many turns • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	• Understand how to listen carefully and why listening is important. • Engage in story times, rhymes, and songs. • Maintain attention in whole class and smaller groups. • Follow 1 step instructions. • Understand ‘why’ questions. • Use sentences with 4-6 words. • Use talk to organise play. • Role play in familiar contexts. • Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” • Pupils can engage in simple reciprocal conversations in order to share experiences, feelings and thoughts, and ask questions.
	**PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT**	
AUTUMN	**SPRING**	**SUMMER**
Has a friend that they like to play with If others are playing alongside, they begin to join in with their play. Begins to understand that there are rules that we have in school and they are supported to follow them Begins to negotiate with another child to keep the play going. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them Talk about their feelings using words like ‘happy’, ‘sad’ and start use other terms like ‘angry’ or ‘worried’.	Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important Become more outgoing with unfamiliar people, in the safe context of their setting. Begin to understand how others might be feeling in different situations Understand why it is important to share	Talk with others to solve conflicts Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.

	**PHYSICAL DEVELOPMENT**	
AUTUMN	**SPRING**	**SUMMER**
Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use large-muscle movements to wave flags and streamers, paint and make marks. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Use one-handed tools and equipment, for example, making snips in paper with scissors. Start to eat independently and learning how to use a knife and fork. Zips up coat after being started	Go up steps and stairs, or climb up apparatus, using alternate feet. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Use a comfortable grip with good control when holding pens and pencils. Can drink with one hand Can draw a ‘face’	Skip, hop, stand on one leg and hold a pose for a game like musical statues. Start taking part in some group activities which they make up for themselves, or in teams. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks Show a preference for a dominant hand Can make confident cuts in paper Can attempt to zip up own coat

SPECIFIC AREAS OF LEARNING		
	**Literacy**	

Word reading

We follow Phase 1 phonics until Reception, any Phase 2 phonics will be taught discreetly within Discovery Time

AUTUMN	SPRING	SUMMER
Know that print has meaning Understand that print has different purposes Understand what a word is and can point to a word on a page Can read their name with their image Identifies sounds in the environment Can match an instrument to an instrument that is played out of sight	Can read their name without image Count and clap syllables in words Spot and start to suggest rhymes	Recognise words with the same initial sound, such as money and mother (they do not need to identify the letters just orally) Begins to orally blend and begin to segment Can read their name from a selection with names starting with same letter

Comprehension

AUTUMN	SPRING	SUMMER
Can tell you an event that has happened in the story Understands basic concepts- fast and slow, good and bad Pupils will be able to hold and manipulate a range of reading materials in order to extend their reading behaviours. Pupils will start to engage with simple stories and the sounds that adults make to promote active learning.	Understands how questions Begins to understand how questions in a story Pupils handle books with care and are able to turn pages one at a time. Focuses on pictures and text in books in order to identify main characters. Pupils can anticipate key events and able to fill in missing words or phrases in the story when left out intentionally by an adult in order to develop their understanding of stories or poems.	Engage in extended conversations about stories, learning new vocabulary. Can understand a wide range of verbs, saying what a character is doing in a story Pupils can match identical photos, symbols and letters. Knows the sound of some of the letters of their own name and is able to identify other words that begin with the same letter in order to develop understanding of reading in familiar environments.

Writing

AUTUMN	SPRING	SUMMER

Makes mark on page that start anywhere on the page Can hold a mark making tool such as a pen or pencil	Makes marks on paper and can say what writing ‘says’, starting at the top of the page Write some letters accurately, usually the letters from their name Make marks that resemble symbols as letters Identifies the difference between writing and drawing	Write some or all of their name. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write ‘m’ for mummy. Can segment orally with support, hearing the initial and final sound

	**Mathematics**	
AUTUMN	**SPRING**	**SUMMER**
Number		
Fast recognition of up to 3 objects, without having to count them individually (‘subitising’). . Recite numbers past 5. Show ‘finger numbers’ up to 5. Understands the number 1, identifying the numeral and following visual instructions to put 1 of a variety of items in Understands the number 2, identifying the numeral, showing two fingers and being able to count out 2 items and stop on a five frame	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Say one number for each item in order: 1,2,3,4,5 Know that the last number reached when counting tells you how many there are in total (‘cardinal principle’). Understands the number 3, identifying the numeral, showing 3 fingers and being able to count out 3 items and stop on a five frame Can count out items to 5 and stop (cardinal principle) Is familiar with a 5 frame; can identify a 5 frame and knows how to count objects onto it Can subitise 3	Solve real world mathematical problems with numbers up to 5. Experiment with their own symbols and marks as well as numerals. Knows that when two groups are combined they make a larger amount With support, starts to understand some calculation language such as ‘add’ and ‘equals’ Understands the spaces on a 5 frame do not need to be filled and that empty spaces tell us how many more we need to make 5
Numerical Pattern		
AUTUMN	**SPRING**	**SUMMER**
Compare quantities using language: ‘more than’, ‘fewer than’. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Matches patterns on items e,g. Two striped socks	Understand position through words alone –for example, “The bag is under the table,” –with no pointing. Make comparisons between objects relating to size, length, weight and capacity. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.	Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Combine shapes to make new ones –an arch, a bigger triangle etc. Extend and create ABAB patterns –stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’

	**Understanding the World**	
AUTUMN	**SPRING**	**SUMMER**
Past and Present		
AUTUMN	**SPRING**	**SUMMER**
Can identify a photo of themselves as a baby, and one of them now Understands that they have had a birthday and that they are older now	Understands that their parent/carer was a baby once and they have now grown up Can recall an event from their own past	Begin to make sense of their own life-story and family's history. Can talk about a photo of their parent/carer from the past Can sequence photos in age order e.g. baby, adult, old person
People, Culture and Communities		
AUTUMN	**SPRING**	**SUMMER**
Continue to develop positive attitudes about the differences between people, celebrating what makes them unique. Can name the people in their family Understands that there are occasions we all celebrate, such as Christmas and birthdays	Show interest in different occupations and can say some of the people who help us. Understands that people have different families	Know that there are different countries in the world. Talk about different countries and the differences they have experienced or seen in photos. Develop their sense of responsibility and membership of a community. (Link to PSHE Long Term Plan)
The Natural World *Children will Explore the natural world around them by taking part in weekly visits to forest school. They will comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. They will also describe what they see, hear, and feel outside.*		
AUTUMN	**SPRING**	**SUMMER**
Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Begin to understand the need to respect and care for the natural environment and all living things.	Explore collections of materials with similar and/or different properties. Explore and talk about different forces they can feel. Plant seeds and care for growing plants. Talk about what they see, using a wide vocabulary.	Talk about the differences between materials and changes they notice. Understand the key features of the life cycle of a plant and an animal. Can understand that there are ways we can help our environment *Children will learn the importance about caring for living things (PSHE Long Term document)*

	**Expressive Arts and Design**	
AUTUMN	**SPRING**	**SUMMER**
Creating with Materials		
Explore different materials freely, in order to develop their ideas about how to use them and what to make. Take part in simple pretend play, using an object to represent something else even though they are not similar. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Use drawing to represent ideas like movement or loud noises. Explore colour and colour-mixing.	Join different materials and explore different textures. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Explore colour and colour-mixing.	Develop their own ideas and then decide which materials to use to express them. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing.
Being Imaginative and Expressive		
AUTUMN	**SPRING**	**SUMMER**
Listen with increased attention to sounds. Plays with friends and suggests ideas for games.	Remember and sing entire songs Leads play and can extend play using different experiences .	Create their own songs, or improvise a song around one they know. Explores the sounds of different instruments.