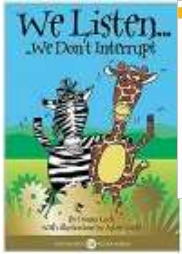
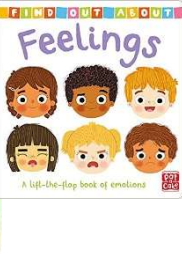
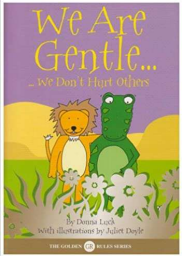
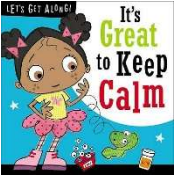
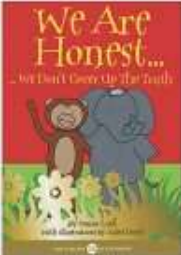
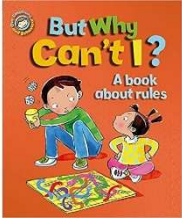
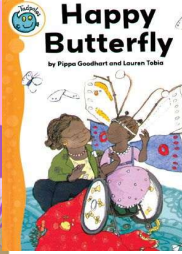
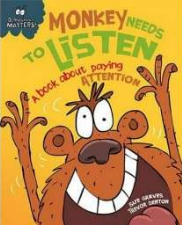
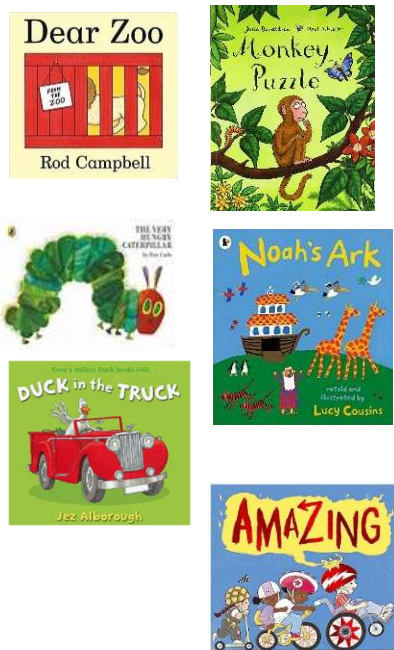




Year Group Curriculum Plan
Year - Nursery

2026/27	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Value	Love					
RE Focus	Where do I belong? (families)	The Nativity Story	Creation	The Easter Story	Noah's Ark	Eid
Key REAL Time/PSHE Texts	 	 	 	 	 	
PSHE	Me & my relationships	Valuing difference	Keeping safe	Growing and changing	Rights and respect	Being my best
PSHE Focus	To show and name a range of emotions and feelings. To be aware of differences and similarities between themselves and others.	To recognise that we can make our own choices.	To explain some of the rules in Nursery and why we should follow them.	To comment on healthy food choices and the types of food we might eat.	To show a sense of belonging- enjoys feeling part of a social group.	To begin to be able to comment on pictures of familiar situations and answer simple questions.
Communication and language	Sit and listen to simple stories showing some understanding of what is happening. Listen and join in with singing time - not always accurate. Link up to 5 words together-may not be a grammatically correct sentence- 'I go toilet', 'I tired.' Understand/follow simple instructions.	Follow simple instructions and ask simple questions. Listen to and begin to understand and join in with stories. Develop vocabulary - can reuse new topic words in context.	Join in with repeated refrains in stories. Join in with known rhymes/songs with increased confidence. Ask lots of questions, when is it snack? Where is the..., Why is that dog barking? Explain some of their actions and process using 'because'.	Become more confident in explaining their reasoning in response to how and why questions. Use more complex sentences structures when speaking. Increasing control of tense but will still make mistakes such as 'runned'.	Pay attention to more than one thing at once and switch their focus when prompted. Listen to longer stories and show a good understanding of what is being read when questioned. Verbalise their opinion.	Vocabulary reflects their breath of experiences to date. Talk when role playing and playing in provision Answer simple questions and will offer explanations. Hold a conversation 1:1.
Core Topic	What makes me marvellous?	What makes our world colourful?	What happened once upon a time?	What's good for our bodies?	Which animals could we keep as a pet?	Who likes to be beside the sea?

Core Text(s)						
Phonics Focus	Little Wandle Letters and Sounds Rhyme Time Rhyme Time	Little Wandle Letters and Sounds Rhyme Time Tuning into sounds: Teaching and blending with sounds Sounds: s a t p i n m	Little Wandle Letters and Sounds Rhyme Time Rhyme Time Tuning into sounds: Teaching and blending with sounds Sounds: d g o c k e	Little Wandle Letters and Sounds Rhyme Time Tuning into sounds: Teaching and blending with sounds Sounds: u r h b f	Little Wandle Letters and Sounds Rhyme Time Rhyme Time Tuning into sounds: Teaching and blending with sounds Sounds: l j v w y z qu	Little Wandle Letters and Sounds Rhyme Time Tuning into sounds: Teaching and blending with sounds Sounds: ch ck x sh th ng
Literacy Focus	Comprehension - Listen to and join in with stories and poems. Word Reading - Repeat words or phrases from familiar stories. - May recognise familiar letters (such as their capital letter). Writing - Begin to differentiate between the marks they make. - Show preference of dominant hand.		Comprehension - Begin to be aware of the way stories are structured, and to tell own stories. Word Reading - Spot rhymes in familiar stories and poems. - Notice some print such as the first letter of their name. Writing - Copy letters from their name.		Comprehension - Talks about events and principal characters in stories and suggests how the story might end. Word Reading - To begin to hear the initial sounds in words. - Begin to orally blend CVC words. Writing - Hold a pencil or other writing equipment. - Write some letters accurately, including their name.	
Mathematics Focus	Number - Combines objects. - Take part in finger rhymes with numbers. - Develop counting like behavior, saying some numbers in sequence. - Count in every day context. - Recite numbers up to 3 in order in rhymes and songs. - Represent number one or two on fingers. - Count up to three objects from a larger set. - Can hear three claps, actions etc.		Number : - Recite numbers up to 4 in order in rhymes and songs. - Understand that the last number represents the total set up to three (cardinal principle) - Hear four claps, actions etc - Begin to recognize numbers, 0-3. Numercial Patterns: - Begin to use language such as more than, less than, fewer. - Compare patterns and shapes,		Number: - Develos a fast recognition of up to three objects. - Recite numbers past 5 - Say one number for each item in order. - Know the last number reached when counting how many there are in total. - Show finger numbers to 5 - Link numerals and amounts (up to the numeral 5) - Experiment with own symbols and marks, as well as numerals	

	– Numercial patterns: – Compares amount, saying lots, more or the same. – Build with a range of resources. – Complete in set puzzles – Compare sizes and weights. – Notice patterns. – Begin to compare patterns and shapes. – Begin to use some positional language during routines. – Begin to describe routes,		– Use language to talk about shapes, e.g. sharp, pointy or curvy. – Use some positional language, during routines – Describe routes.		- Solve real world mathematical problems with numbers up to 5 - Compare quantities, using the language more than, fewer than Numerical Patterns: – Talk about and identifies the patterns around them. – Use formal language, pointy, spotty or blobs – Simple repeating patterns – Begin to describe a sequence of events. – Begin to talk about and explore 2D and 3D shapes, – Understand position through words alone. – Make comparisons between objects related to size, length, weight and capacity. – Select shapes appropriately.	
Understanding the World Focus	Past and Present Describe a significant event in a photograph and recognise family members both young and old. People, Culture and Communities Begin to recognise some of things that make them unique and can talk about some of the similarities and differences in relation to friends or family. The Natural World Notice seasonal features in their local area. Talk about some of the things they have observed such as plants, animals, natural and found objects.	Past and Present: Use everyday language related to time. People, culture, and communities: Develop positive attitudes about the differences between people. The Natural World: Show care and concern for living things and the environment.	Past and Present: To be more confident describing a significant event linked to a photograph (wedding, holiday, party etc). People, culture, and communities: Enjoy joining in with family customs and routines e.g. Chinese New Year The Natural World: Comment and asks questions about aspects of their familiar world such as the place where they live or the natural world.	Past and Present: May still use the word “yesterday” to describe something that happened in the past. People, culture, and communities: To know the place where we live and the name of our school. The Natural World: Use all their senses in hands on exploration of natural materials. Develop an understanding of growth, decay and changes over time.	Past and Present: Show interest in objects and photographs from the past (old telephones, typewriters etc.) People, culture, and communities: Know that there are different countries in the world. Remember and talk about significant events in their own experience. The Natural World: Talk about what they see, using a wide vocabulary. Understand the simple key features of the life cycle of a plant and an animal.	Past and Present Retell an event from their past and future plans . People, Culture and Communities Show interest in different ways of life indoors and outdoors. Know about their birthday and other events that are important in their lives. Show interest in different occupations. The Natural World Begin to understand the need to respect and care for the natural environment and all living things.
Expressive Arts and Design Focus	To join various construction materials together to build and balance and talk about what has been made. Make simple marks using a variety of colours, mediums and techniques. Explore the use of scissors to cut and glue	Explore colours and what happens when they mix. Discriminate colours by sorting. Explore a range of tools. Begin to act out different scenarios using	Talk about different textures. Create closed shapes with continuous lines which represent objects that can be spoken about or identified. Thread string through holes or straw snips or pasta	To use scissors to cut lines. Use a spoon to mix and a knife to spread with support. Explain what has been made. Sings familiar songs or makes up their own songs.	Explore different materials freely, using them with a purpose. Have an idea and discuss what to make before they begin. Discuss what has been made naming some of the resources and simple techniques used with support.	Sing familiar Nursery Rhymes alongside playing instruments and following the rhythm. Write some or all of their name.

	to join materials together. Join in with familiar Nursery rhymes. Begin to act out different scenarios using props to enhance imaginative play.	props to enhance imaginative play. Join in with familiar Nursery rhymes.	Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.  Enterprise Week Making bookmarks			
Physical Development Focus	Me and Myself	Working with others	Movement development /Dance	Fitness	Ball skills + Throwing and catching	Fun and games
Curriculum Enhancement	Muddy Monday walks. Looking at family photographs Making biscuits to share	Muddy Monday walks Making Pizzas Making Christmas decorations	Muddy Monday walks Creating a weather chart. Make porridge for Goldilocks.	Planting vegetables to grow e.g. beans Big bug ball	Baking Animal biscuits Caterpillars Animal experience	Looking at holiday photographs  Taking care of sea creatures/ plastic pollution
Home Learning Opportunities	Rhyme of the week	Rhyme of the week	Rhyme of the week	Rhyme of the week	Rhyme of the week	Rhyme of the week
Parental engagement	Stay and play. My magic moments Bring in photos of children as a baby and family photos including grandparents. Autumn treasure bags.	Stay and play. My magic moments Nativity performance and crafts	Stay and play. My magic moments Discuss the weather each day.	Stay and play. My magic moments Make a healthy meal with your family.	Stay and play. My magic moments Go on a local walk looking for animals and bugs.	Stay and play. My magic moments Bring in holiday photos.
Foundations for Reception	Links to Rec Autumn 1 topic ‘who lives in the deep dark wood ?’- Autumn, seasonal changes Rec complete self-portraits in transition week Links to Rec RE topic ‘Being special, where do we belong?’ – families, being special Vocabulary	Links to Rec RE topic ‘Why do Christians perform nativity plays at Christmas?’ Links to Rec Autumn 1 topic ‘who lives in the deep dark wood.’ – Nocturnal animals Links to Rec Summer 1 topic ‘Do all superheroes wear capes?’ – Outer space, planets Vocabulary Christmas, space, day/night, weather	Links to Rec Summer 1 topic ‘Do all superheroes wear capes?’ – People who help us/healthy and unhealthy foods Links to Rec Spring 2 topic ‘How do things change?’ – plants Links to Rec Summer 2 topic ‘Where in the world would you visit?’ places, holidays, local area	Links to Rec Spring 2 topic ‘How do things change?’ – lifecycles, growing, changes Links to Rec RE topic - Why do Christians put a cross in the Easter garden? Vocabulary Change, life, Easter, grow, plant	Links to Rec Spring 2 topic ‘How do things change?’ – farm animals Links to Rec Spring 1 topic ‘Can a polar bear and a penguin be friends?’ – polar animals (cold places) Vocabulary Farm, hot/cold places, pet, world	Links to Rec Spring 1 topic ‘Can a polar bear and a penguin be friends?’ – exploring materials Vocabulary Material – hard/soft, story, friend

	Autumn, special, family, growing, Bible		Vocabulary Spring, the world/Earth, God, places			
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