

### Nursery Long Term Curriculum Planning 2025-2026

***Much of our curriculum is delivered through high quality continuous provision and enhanced provision. We are clear about what the environment cannot do and the plan below incorporates learning that will be a focus for adult-led teaching each half term. However, we will follow the needs of the children in the cohort and recognise that some objectives may be a consistent focus over the course of the year for groups or individual children.***

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Broad Theme	All About Me	Celebrations	Winter	Take a Look Inside a Book	The World	Changes
Possible Visits/ Events/ Celebrations	Settling in to a new environment  Local area walks	Bonfire Night  Diwali (20 <sup>th</sup> October)  Christmas Nativity/sing along event	Chinese New Year (17 <sup>th</sup> Feb)	Book Event  World Book Day (5 <sup>th</sup> March)  Easter	Eid (19 <sup>th</sup> March)	Transition  Trip
Possible Key Stories (Reading Miles books to be read repeatedly during the year. List in Reading area)	Fiction and non-fiction about different families. <i>When Grandad was a penguin,</i> <i>The Family Book</i> <i>Aalfred and Aalbert</i>	<i>The Christmas Story</i>  Glow	<i>Owl Babies</i>  <i>I am Bat</i>  <i>The Gruffalo's Child</i>	<i>Follow children's interests – include a traditional tale</i>	<i>Stories from different cultures</i>  <i>Handa's Hen</i>	<i>The Very Hungry Caterpillar</i>
Poetry/key songs	Nursery rhymes	Nursery rhymes + Nativity songs	Nursery rhymes + 5 Brown Owls	Nursery rhymes + Kodaly	Nursery rhymes + Kodaly	Nursery rhymes + There's a Tiny Caterpillar
	<i>We are learning to</i> <ul style="list-style-type: none"><li><i>know many rhymes</i></li><li><i>develop our awareness of rhyme</i></li><li><i>remember and sing entire songs</i></li></ul>			<i>We are learning to</i> <ul style="list-style-type: none"><li><i>know many rhymes</i></li><li><i>develop our awareness of rhyme</i></li><li><i>remember and sing entire songs</i></li><li><i>sing the melodic shape of familiar songs</i></li></ul>		
Communication and Language	The focus will be on high quality interactions in provision with adults modelling and introducing new vocabulary. Children are read to frequently and given ample opportunity for extended play to embed new words in a range of contexts. More detail to be included on weekly plans as adults respond to the needs of the children. (Also see Literacy long term progression plan for more detail)					
Personal, Social and Emotional Development	Children will learn new routines and develop confidence to make a choice about where they learn, children will have the opportunity to carry out jobs to develop a sense of responsibility and adults will support children to understand and regulate emotions. More detail will be included on weekly plans as adults respond to the needs of the children.					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	SCARF units below (see units for key vocabulary):					
SCARF Units	Me and my relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my best	Growing and changing
<b>Open Minds</b> <small>Supporting material for the RE Agreed Syllabus, 2021. © Kirklees Council and Pinnacle Learning Associates Ltd. Permission is given for use, copying or modifying by schools which have a current subscription to the West Yorkshire RE Resources Hub.</small>	F1 Where do we live and why is it special?	F2 How are special times celebrated?	F3 Which places are special and why?	F4 How are special times celebrated?	F5 What makes a good helper? Who can help me?	F6 What do believers believe about creation?
<b>Physical Development (Gross motor skills)</b>	Using the new outdoor provision	Yoga	Races and running games	Balancing/obstacle courses	Parachute games	Ball skills
	Children will use the large outdoor area every week to become more confident and creative movers – they will have opportunity to make up their own games.					
	<i>We are learning to</i> <ul style="list-style-type: none"> <li>become independent as we dress/undress for outdoor play</li> <li>collaborate with others to manage large items when outside</li> <li>develop movement (balancing and bikes)</li> <li>use large muscle movements</li> </ul>		<i>We are learning to</i> <ul style="list-style-type: none"> <li>become increasingly independent as we dress/undress for outdoor play</li> <li>collaborate with others to manage large items when outside</li> <li>develop movement (balancing, bikes, climbing up apparatus,)</li> <li>start taking part in groups activities – running games</li> <li>use large muscle movements</li> </ul>		<i>We are learning to</i> <ul style="list-style-type: none"> <li>become increasingly independent as we dress/undress for outdoor play</li> <li>collaborate with others to manage large items when outside</li> <li>develop movement (balancing, bikes, climbing up apparatus, ball skills)</li> <li>start taking part in groups activities – running games</li> <li>use large muscle movements</li> </ul>	
Key Vocabulary	<i>lift, carry, balance, pedal, push, pull, suit, wellies, zip, run, climb, crawl, build, yoga, stretch, jump</i>		<i>Fast, slow, game, chase, stop, go, bend, challenge, brave, safe, cheer,</i>		<i>Parachute, under, across, shake, up, down,, high, low, swap, throw, catch, kick,</i>	
Literacy	Awareness of print and handling books carefully Auditory discrimination and action rhymes.		Rhyme and Alliteration		Oral blending Syllable detection	
	<i>We are learning to</i> <ul style="list-style-type: none"> <li>understand the 5 key concepts about print</li> <li>develop our phonological awareness</li> </ul>		<i>We are learning to</i> <ul style="list-style-type: none"> <li>understand the 5 key concepts about print</li> <li>develop our phonological awareness (spotting and suggesting rhyme, recognising words with the same initial sound)</li> </ul>		<i>We are learning to</i> <ul style="list-style-type: none"> <li>understand the 5 key concepts about print</li> <li>develop our phonological awareness (counting/clapping out syllables in a word, orally blend CVC words)</li> </ul>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key vocabulary	Book, read, gentle, turn the page, word, letters, title, author, blurb, story, nursery rhyme, listen, sound,		Rhyme, rhyming word, beginning, end, first sound,		Syllable, count, blend,	
	Learning new vocabulary through high quality stories read together Name writing and forming letters (when children are ready) – See writing long term skills progression plan					
Maths	Number rhymes Counting and finger numbers Subitising 1 and 2		Dice games Subitising up to 6 1:1 correspondence Comparing groups		Dice games Subitising to 6 Matching number and quantity	
	Shapes in the environment Sorting Matching games Positional language		Positional Language 2d shapes Capacity Matching games		Extending repeating patterns Describing shapes Comparing height and length – link to growing	
Key vocabulary	Finger number, how many, count, group, sort, big, small, medium, under, in front, behind, on to, next to, shape, straight, curved, round		More, less, bigger, smaller, the same, full, empty, measure, triangle, square, rectangle,		'can you find the number to match?' pattern, repeating pattern, the same, next, before, tall, short, taller, shorter, tallest, shortest, first, then, later, soon	
Understanding the World	My family history	Investigating ice What happens to ice inside? How can we melt ice?  Exploring seasonal changes - Autumn	Light and shadows What do we need to make a shadow?  Exploring seasonal changes - Winter	Floating and sinking What objects float/sink? What shall we use to make a boat?	Planting seeds / gardening  What happens to the seeds we plant? How can we help them grow? Exploring seasonal changes -Spring	The life-cycle of a butterfly What is happening? What changes can we see? Exploring seasonal changes - Summer

Commented [LS1]:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Vocabulary	<p>We are learning to</p> <ul style="list-style-type: none"> <li>make sense of our family history</li> </ul>	<p>We are learning to</p> <ul style="list-style-type: none"> <li>talk about what we see, using a wide vocabulary</li> <li>use our senses in hands on exploration of natural materials</li> <li>explore collections of materials</li> <li>talk about changes we notice (ice, seasons)</li> </ul>	<p>We are learning to</p> <ul style="list-style-type: none"> <li>talk about what we see, using a wide vocabulary</li> <li>use our senses in hands on exploration of natural materials</li> <li>explore how things work (shadows)</li> <li>explore collections of materials</li> <li>talk about changes we notice (ice, seasons)</li> </ul>	<p>We are learning to</p> <ul style="list-style-type: none"> <li>talk about what we see, using a wide vocabulary</li> <li>use our senses in hands on exploration of natural materials</li> <li>explore how things work (floating/sinking)</li> <li>explore collections of materials</li> <li>talk about changes we notice (seasons)</li> <li>explore and talk about different forces</li> </ul>	<p>We are learning to</p> <ul style="list-style-type: none"> <li>talk about what we see, using a wide vocabulary</li> <li>use our senses in hands on exploration of natural materials</li> <li>explore collections of materials</li> <li>plant seeds and care for growing plants</li> <li>understand key features of a life-cycle (plant)</li> <li>to respect and care for living things and the natural environment</li> <li>talk about changes we notice (growing, seasons)</li> </ul>	<p>We are learning to</p> <ul style="list-style-type: none"> <li>talk about what we see, using a wide vocabulary</li> <li>use our senses in hands on exploration of natural materials</li> <li>explore collections of materials</li> <li>plant seeds and care for growing plants</li> <li>understand key features of a life-cycle (plant + butterfly)</li> <li>to respect and care for living things and the natural environment</li> <li>talk about changes we notice (growing, caterpillars, seasons)</li> </ul>
	<p>Family, mum, dad, sister, brother, grandparent, special, house, home, live, who, where,</p>	<p>Ice, melt, warm, freeze, frozen, water, smooth, slippery, change, autumn, weather, leaves, falling, crunchy, colder,</p>	<p>Shadow, light, dark, torch, near, far, shine, winter, cold, icy,</p> <p>Feel, see, hear, smell, taste, look, listen, sort,</p>	<p>Float, sink, push, air, heavy, soggy, top, bottom, wood, plastic,</p> <p>Feel, see, hear, smell, taste, look, listen, sort,</p>	<p>Plant, seed, soil, grow, sprout, stalk, leaf, flower, petal, sunlight, vegetable, taller, Spring, warmer, bud, daffodil, lamb, Easter, lighter,</p>	<p>Caterpillar, chrysalis, cocoon, butterfly, wriggle, grow, wings, fly, summer, hot, sunny, bright,</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Feel, see, hear, smell, taste, look, listen, sort,	Feel, see, hear, smell, taste, look, listen, sort,			Feel, see, hear, smell, taste, look, listen, sort,	Feel, see, hear, smell, taste, look, listen, sort,
	<p>Different countries and cultures –Diwali, Chinese New Year, Eid, Easter, Christmas</p> <p>Throughout the year we are learning to:</p> <ul style="list-style-type: none"><li>develop positive attitudes about the differences between people</li><li>know that there are different countries in the world and talk about differences we have seen</li></ul> <p>Key Vocabulary - festival, celebrate, country, different , Christmas, advent, present, Jesus, angel, church, Mary, Joseph, kings, shepherd, star, bethlehem, stable, Easter – cross, egg, new life, Chinese New Year, dragon, lantern, fireworks, Eid, Muslim, Eid Mubarak, moon, mehndi, Ramadan, pray, present, mosque</p> <p>Cooking and Baking in small groups every half term include skills +</p> <p>Key Vocabulary - mixing, weighing, rolling, cutting, icing, kneading, spreading.</p>					
Expressive Arts and Design	Ring games and singing action rhymes. Learning whole songs – Nativity. Exploring different materials freely in the creative area Exploring colour Drawing – creating closed shapes Messy play	Junk Modelling focus – joining with masking tape, glue Artist study – Linda Woods (black + white abstract art) Exploring colour mixing Messy play			Drawing – adding emotions into our pictures. Colour mixing Songs from different cultures. Messy play	
	We are learning to: <ul style="list-style-type: none"><li>remember and sing entire songs</li><li>develop ideas about what to make as we explore different materials</li><li>create closed shapes with continuous lines and begin to represent objects</li></ul>	We are learning to: <ul style="list-style-type: none"><li>develop ideas about what to make as we explore different materials</li><li>join different materials and explore different textures</li><li>draw with increasing complexity and detail e.g. representing a face</li><li>explore what happens when we mix colours</li></ul>			We are learning to: <ul style="list-style-type: none"><li>remember and sing entire songs</li><li>develop ideas about what to make as we explore different materials</li><li>use drawing to represent ideas such as movement/loud noises</li><li>show different emotions in drawings/paintings</li><li>explore colour mixing and learning to make different colours</li></ul>	
	Sing, song, colour names, shape, lines, make, draw, paint brush, felt tip, pencil, crayon, scissors, paper,	Join, tape, glue, spread, cut snip, fold, scrunch, stick, describing words – soft, smooth, slimy, stretchy, hard, rough, lumpy, prickly etc, mix, change, new,			Emotions (happy, sad, cross, angry, shocked, surprised, okay)	
	Key Vocabulary	Using instruments and responding to different types of music				
	<p>We are learning to:</p> <ul style="list-style-type: none"><li>play instruments with increasing control to express our feelings and ideas</li></ul> <p>Key Vocabulary – instrument, shake, tap, beat, time, loud, soft, quiet, fast, slow</p>					

