Nursery Long Term Curriculum Planning 2026-2027

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.

<table>
<tr><th></th><th>Autumn 1</th><th>Autumn 2</th><th>Spring 1</th><th>Spring 2</th><th>Summer 1</th><th>Summer 2</th></tr>
<tr><td>Broad Theme</td><td>All About Me</td><td>Celebrations</td><td>Winter</td><td>Take a Look Inside a Book</td><td>The World</td><td>Changes</td></tr>
<tr><td>Possible Visits/ Events/ Celebrations</td><td>Settling in to a new environment

Local area walks</td><td>Bonfire Night

Diwali (8th November)

Christmas Nativity/sing along event</td><td>Chinese New Year (17th Feb)</td><td>Book Event

World Book Day (5th March)

Easter</td><td>Eid (20th March)

SCARF workshops</td><td>Transition

Sports Day

Parent and Child Trip</td></tr>
<tr><td>Possible Key Stories (Reading Miles books to be read repeatedly during the year. List in Reading area)</td><td>Fiction and non-fiction about different families.
When Grandad was a penguin,
The Family Book
Aalfred and Aalbert</td><td>The Christmas Story

Glow</td><td>Owl Babies

I am Bat

The Gruffalo’s Child</td><td>Follow children’s interests – include a traditional tale</td><td>Stories from different cultures

Handa’s Hen</td><td>The Very Hungry Caterpillar</td></tr>
<tr><td rowspan="2">Poetry/key songs</td><td>Nursery rhymes</td><td>Nursery rhymes + Nativity songs</td><td>Nursery rhymes + 5 Brown Owls</td><td>Nursery rhymes + Kodaly</td><td>Nursery rhymes + Kodaly</td><td>Nursery rhymes + There’s a Tiny Caterpillar</td></tr>
<tr><td colspan="3">We are learning to
know many rhymes
develop our awareness of rhyme
remember and sing entire songs</td><td colspan="3">We are learning to
know many rhymes
develop our awareness of rhyme
remember and sing entire songs
sing the melodic shape of familiar songs</td></tr>
<tr><td>Communication and Language</td><td colspan="6">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)</td></tr>
<tr><td>Personal,Social and Emotional Development</td><td colspan="6">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.
SCARF units below (see units for key vocabulary):</td></tr>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
SCARF Units	Me and my relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being my best	Growing and changing
Physical Development (Gross motor skills)	Using the new outdoor provision Ring games	Running games	Yoga	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. Children will also visit the woods frequently (weekly in summer term) to develop movement and coordination.					
	We are learning to • *become independent as we dress/undress for outdoor play* • *collaborate with others to manage large items when outside* • *develop movement (balancing and bikes)* • *use large muscle movements*		*We are learning to* • *become increasingly independent as we dress/undress for outdoor play* • *collaborate with others to manage large items when outside* • *develop movement (balancing, bikes, climbing up apparatus,)* • *start taking part in groups activities – running games* • *use large muscle movements*		*We are learning to* • *become increasingly independent as we dress/undress for outdoor play* • *collaborate with others to manage large items when outside* • *develop movement (balancing, bikes, climbing up apparatus, ball skills)* • *start taking part in groups activities – running games* • *use large muscle movements*	
Key Vocabulary	***lift, carry, balance, pedal, push, pull, suit, wellies, zip, run, climb, crawl, build,***		***Fast, slow, game, chase, stop, go, bend, challenge, brave, safe, cheer, yoga, stretch, jump***		***Parachute, under, across, shake, up, down,, high, low, swap, throw, catch, kick,***	
Literacy	Awareness of print and handling books carefully Auditory discrimination and action rhymes.		Rhyme and Alliteration		Oral blending Syllable detection	
	We are learning to • *understand the 5 key concepts about print* • *develop our phonological awareness*		*We are learning to* • *understand the 5 key concepts about print* • *develop our phonological awareness (spotting and suggesting rhyme, recognising words with the same initial sound)*		*We are learning to* • *understand the 5 key concepts about print* • *develop our phonological awareness (counting/clapping out syllables in a word, orally blend CVC words)*	
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	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	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**
	We are learning to • *make sense of our family history*	*We are learning to* • *talk about what we see, using a wide vocabulary* • *use our senses in hands on exploration of natural materials* • *explore collections of materials* • *talk about changes we notice (ice, seasons)*	*We are learning to* • *talk about what we see, using a wide vocabulary* • *use our senses in hands on exploration of natural materials* • *explore how things work (shadows)* • *explore collections of materials* • *talk about changes we notice (ice, seasons)*	*We are learning to* • *talk about what we see, using a wide vocabulary* • *use our senses in hands on exploration of natural materials* • *explore how things work (floating/sinking)* • *explore collections of materials* • *talk about changes we notice (seasons)* • *explore and talk about different forces*	*We are learning to* • *talk about what we see, using a wide vocabulary* • *use our senses in hands on exploration of natural materials* • *explore collections of materials* • *plant sees and care for growing plants* • *understand key features of a life-cycle (plant)* • *to respect and care for living things and the natural environment* • *talk about changes we*	*We are learning to* • *talk about what we see, using a wide vocabulary* • *use our senses in hands on exploration of natural materials* • *explore collections of materials* • *plant sees and care for growing plants* • *understand key features of a life-cycle (plant + butterfly)* • *to respect and care for living things and the natural environment*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Vocabulary					*notice (growing, seasons)*	• *talk about changes we notice (growing, caterpillars, seasons)*
	Family, mum, dad, sister, brother, grandparent, special, house, home, live, who, where, ***Feel, see, hear, smell, taste, look, listen, sort,***	***Ice, melt, warm, freeze, frozen, water, smooth, slippery, change, autumn, weather, leaves, falling, crunchy, colder,*** ***Feel, see, hear, smell, taste, look, listen, sort,***	***Shadow, light, dark, torch, near, far, shine, winter, cold, icy,*** ***Feel, see, hear, smell, taste, look, listen, sort,***	***Float, sink, push, air, heavy, soggy, top, bottom, wood, plastic,*** ***Feel, see, hear, smell, taste, look, listen, sort,***	***Plant, seed, soil, grow, sprout, stalk, leaf, flower, petal, sunlight, vegetable, taller, Spring, warmer, bud, daffodil, lamb, Easter, lighter,*** ***Feel, see, hear, smell, taste, look, listen, sort,***	***Caterpillar, chrysalis, cocoon, butterfly, wriggle, grow, wings, fly, summer, hot, sunny, bright,*** ***Feel, see, hear, smell, taste, look, listen, sort,***
	Different countries and cultures –Chinese New Year, Eid, Easter, Christmas *Throughout the year we are learning to:* • *develop positive attitudes about the differences between people* • *know that there are different countries in the world and talk about differences we have seen* ***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***					
	Cooking and Baking in small groups every half term include skills + ***Key Vocabulary - mixing, weighing, rolling, cutting, icing, kneading, spreading.***					
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**	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Vocabulary	*We are learning to:* • *remember and sing entire songs* • *develop ideas about what to make as we explore different materials* • *create closed shapes with continuous lines and begin to represent objects*		*We are learning to:* • *develop ideas about what to make as we explore different materials* • *join different materials and explore different textures* • *draw with increasing complexity and detail e.g. representing a face* • *explore what happens when we mix colours*		*We are learning to:* • *remember and sing entire songs* • *develop ideas about what to make as we explore different materials* • *use drawing to represent ideas such as movement/loud noises* • *show different emotions in drawings/paintings* • *explore colour mixing and learning to make different colours*	
	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)***	
	Using instruments and responding to different types of music *We are learning to:* • *play instruments with increasing control to express our feelings and ideas* ***Key Vocabulary – instrument, shake, tap, beat, time, loud, soft, quiet, fast, slow***					