

Nursery Long Term Planning – Curriculum 2025-2026

Our Early Years curriculum is ambitious in its knowledge content and tailored to suit the needs and next steps of all learners. The knowledge our children gain from our enriching and challenging curriculum gives children the start they need to succeed in life. All areas of our curriculum are underpinned by the Characteristics of Effective Teaching and Learning, these are playing and exploring (engagement), active learning (motivation) and creating and thinking critically (thinking). These run throughout the EYFS and ensure that children learn the skills they need to be successful lifelong learners.

Characteristics of Effective Teaching and Learning

Playing and Exploring	Active Learning	Creating and Thinking Critically
- Realise that their actions have an effect on the world, so they want to keep repeating them. - Plan and think ahead about how they will explore or play with objects. - Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing - Make independent choices. - Bring their own interests and fascinations into early years settings. This helps them to develop their learning. - Respond to new experiences that you bring to their attention.	- Participate in routines. - Begin to predict sequences because they know routines. - Show goal-directed behaviour. - Begin to correct their mistakes themselves. - Keep on trying when things are difficult.	- Take part in simple pretend play - Sort materials - Review their progress as they try to achieve a goal. Check how well they are doing. - Solve real problems - Use pretend play to think beyond the 'here and now' and to understand another perspective. - Know more, so feel confident about coming up with their own ideas. - Make more links between those ideas. - Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions

Communication and Language – Educational Programme

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

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<u>Communication and Language</u>	<u>Listening, Attention and Understanding</u>	<u>Speaking</u>
Autumn Term	- Rhythmic patterns in rhymes and stories. - Listening and tries to join in. - Understands simple sentences - Follows routines - Finds named object - Listening with interest to noises and sounds. - Single channelled attention - Understands action words - Begins to understand simple concepts (fast, slow, good, bad etc)	- Sing a large repertoire of songs. - Use longer sentences of four to six words. - Able to use language in recalling past experiences - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
Spring Term	- Follows simple instructions with action words. - Begins to understand more complex sentences. - Understands who, what and where questions. - Interest in playing with sounds, songs and rhymes. - Can shift attention with support. - Increasing attention to stories - Joins in with repeat refrains - Listens to others when subject is of interest. - Beginning to understand how and why questions. - Knows use for objects	- Beginning to use more complex sentences to link thoughts (e.g. using and, because) - Can retell a simple past event in correct order (e.g. went down slide, hurt finger) - Uses talk to explain what is happening and anticipate what might happen next - Beginning to use a range of tenses (e.g. play, playing, will play, played) - Continues to make some errors in language (e.g. runned) - Builds up vocabulary that reflects the breadth of their experiences - Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle
Summer Term	- Shows understanding of some preposition i.e. under, behind. - Responds to an instruction with more steps. - Begins to understand how and why questions. - Can listen or do but can change their own focus of attention.	- Uses intonation, rhythm and phrasing to make the meaning clear to others - Questions why things happen and gives explanations. - Asks e.g. who, what, when, how - will absorb and use language they hear around them in their community and culture

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	-	- Talks more extensively about things that are of particular importance to them
Vocabulary	Look, listen, watch, take turns, share, question, repeat, who, what, where	Speak, talk, loud, quiet, question, answer, share, ideas, vocabulary, words, vocabulary flower, syllables, word, sentence
Supporting School Readiness	- As an EY team, we understand how this area impacts on all other learning. - Staff have had significant training in knowing how to support the children's development of Communication and Language. - Adults supporting the children will be high quality in their modelling. - Strategies such as processing time, narrating the children's play, limiting questions etc will be used consistently. - When questioning is used, staff will varied the levelling of their questioning to suit the needs of the children. - Wow words and vocabulary words will be used throughout the setting. - Children will be taught skills linked to listening and these skills will be frequently revisited and built upon. - Characteristics of effective teaching and learning will be used alongside to support the children in knowing how to learn. - Interventions in Nursery will have a communication and language focus.	

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Personal, Social and Emotional Development – Educational Programme

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

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<u>Personal, Social and Emotional Development</u>	<u>Self- Regulation</u>	<u>Managing Self</u>	<u>Building Relationships</u>
Autumn Term	- Become more outgoing with unfamiliar people, in the safe context of their setting. - Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' - Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt	- 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. - Enjoys a sense of belonging through being involved in daily tasks situations and being able to express their needs and ask adults for help	- Seeks out companionship with adults and other children, sharing experiences and play ideas - Develop their sense of responsibility and membership of a community. - Show more confidence in new social situations.
Spring Term	- Begin to understand how others might be feeling - Talks about how others might be feeling and responds according to their understanding of the other person's needs and wants	- Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers - Increasingly follow rules, understanding why they are important. - Is sensitive to others' messages of appreciation or criticism	- Play with one or more other children, extending and elaborating play ideas - Uses their experiences of adult behaviours to guide their social relationships and interactions - Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it

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Summer Term	- Develop appropriate ways of being assertive - Is more able to recognise the impact of their her choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings - Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions	- Do not always need an adult to remind them of a rule. - Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others - Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social	- Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers - Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play
Vocabulary	The vocabulary in Personal, Social and Emotional Develop can be applied to all three areas of learning. These include: Feelings, happy, sad, upset, excited, angry, tired, calm, fear, scared, love Friends, family, me, I, they, ideas, the same, different, turns, fair. Hard work, challenge, try/try again, keep going.		
Supporting School Readiness	This is another area which underpins all other learning. - Children will be taught positive learning behaviours. - Adults will model PSED skills consistently throughout the day. - Adults will talk through social problems with the children to support their understanding. Key texts will also be used as a way of modelling how character overcame issues with friendships and relationships. - Key texts will focus on emotions and feelings to develop the children's ability to name feelings. - High quality transition work will take place in preparing the children for moving into Reception.		

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Physical Development – Educational Programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

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<u>Physical Development</u>	<u>Gross Motor</u>	<u>Fine Motor</u>
Autumn Term	- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Walks down steps or slopes whilst carrying a small object, maintaining balance and stability - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Use large-muscle movements to wave flags and streamers, paint and make marks. - Can balance on one foot or in a squat momentarily, shifting body weight to improve stability	- Start to eat independently and learning how to use a knife and fork. - Show a preference for a dominant hand. - Creates lines and circles pivoting from the shoulder and elbow
Spring Term	- 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 - 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. - Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks - Start taking part in some group activities which they make up for themselves, or in teams. -	- Use one-handed tools and equipment, for example, making snips in paper with scissors - Use a comfortable grip with good control when holding pens and pencils

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Summer Term	- Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. - Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles - Can grasp and release with two hands to throw and catch a large ball, beanbag or an object	- Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons
Vocabulary	Run, jump, hop, dance, music, clap, tap, jump, climb, up, down, slow, fast, top, bottom, take turns, share, healthy, unhealthy, listening	Knife, fork, spoon, pencil, pen, mark making, big, small, letters, cut, snip, draw, line, long, short, hand, fingers, arm.
Supporting School Readiness	- Children will be given plenty of opportunities to be physically active throughout the day. - Children will have frequent access to the outdoor spaces. - Where possible, cross-curricular teaching will be carried out, in the outdoor spaces. - Pre-writing skills will be taught during input sessions and then encouraged to access within the environment. - Adults supporting the children, will encourage them to give meaning to the marks the children make and will see value and purpose in these early stages of writing. - A malleable area within the setting will give children a skill focus.	

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Literacy – Educational Programme

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

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<u>Literacy</u>	<u>Comprehension</u>	<u>Word Reading</u>	<u>Writing</u>
Autumn Term	- Listens to and joins in with stories and poems, when reading one-to-one and in small groups - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories - Shows interest in illustrations and words in print and digital books and words in the environment - Recognises familiar words and signs such as own name, advertising logos and screen icons	- Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration	- Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves - Includes mark making and early writing in their play - Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right - Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words
Spring Term	- Begins to be aware of the way stories are structured, and to tell own stories - Talks about events and principal characters in stories and suggests how the story might end - Looks at and enjoys print and digital books independently	- Claps or taps the syllables in words during sound play - Recognises rhythm in spoken words, songs, poems and rhymes	- Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes - 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. - Begins to make letter-type shapes to represent the initial sound of their name and other familiar word

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Summer Term	- Knows that print carries meaning and, in English, is read from left to right and top to bottom - Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print) - Handles books and touch screen technology carefully and the correct way up with growing competence	- Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps - Hears and says the initial sound in words	- Write some or all of their name. - Write some letters accurately.
Vocabulary	The vocabulary in Literacy can be applied to all three areas of learning. These include: Book, text, fiction, non-fiction, beginning, middle, end, Nursery rhyme, story Sound, phoneme, grapheme, blend, segment, sound buttons, syllable, Pen, pencil, grip, hold, left, right, start, letter, shape.		
Supporting School Readiness	- Pre-writing skills will be taught during input sessions and then encouraged to access within the environment. - Adults supporting the children, will encourage them to give meaning to the marks the children make and will see value and purpose in these early stages of writing. - The Little Wandle Foundations program will be taught to promote phonological awareness. - Little Wandle prompts and pictures will be used and referred to throughout the setting. - A bank of resources and activities linked to the Little Wandle rhymes will be accessible to all children. - Children will be exposed to a wide range of texts including fiction and non-fiction. - Adults will model how reading and writing can be used for a purpose.		

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Mathematics – Educational Programme

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

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<u>Mathematics</u>	<u>Number</u>	<u>Numerical Patterns</u>
Autumn Term	- Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! - May enjoy counting verbally as far as they can go - Uses some number names and number language within play, and may show fascination with large numbers) - Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers	- Make comparisons between objects relating to size, length, weight and capacity. - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. - Combine shapes to make new ones – an arch, a bigger triangle etc. - 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.
Spring Term	- Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. - Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same - Counts up to five items, recognising that the last number said represents the total counted so far - Links numerals with amounts up to 5 and maybe beyond	- 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' - Extend and create ABAB patterns – stick, leaf, stick, leaf.
Summer Term	- Begin to recognise numerals 0 to 10 - Subitises one, two and three objects (without counting - Explores using a range of their own marks and signs to which they ascribe mathematical meanings - Beginning to recognise that each counting number is one more than the one before	- Understand position through words alone – for example, "The bag is under the table," with no pointing - 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...'

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	- Beginning to use understanding of number to solve practical problems in play and meaningful activities	
Vocabulary	Number, maths, count, forwards, backwards, number line, tally, add, subtract, take away, equals, total, subitise, compare, more, less	Pattern, repeating pattern, shape, 2D shape, 3D shape, corners, sides, long, short, heavy, light (+er and est), full, empty, inside, next to, behind, on top, under, on.
Supporting School Readiness	- Children will be given opportunities to have an in-depth understanding of numbers to 5 (and then 10) including different ways of representing these numbers and amounts. - Children will have experience of practically building different amounts using objects etc. - Adults will highlight when they are applying maths skills in different situations. - Where possible, children will be encourage to apply their maths knowledge in real life situations i.e. counting out snack, cooking etc. - Children will be use shapes in a wide range of situations in which they will need to manipulate and describe them.	

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Understanding the World- Educational Programme

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

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<u>Understanding the World</u>	<u>Past and Present</u>	<u>People, Cultures and Communities</u>	<u>The Natural World</u>
Autumn Term	- Shows interest in the lives of people who are familiar to them	- Show interest in different occupations. - Recognises and describes special times or events for family or friends	- Use all their senses in hands-on exploration of natural materials - Explore collections of materials with similar and/or different properties
Spring Term	- Enjoys joining in with family customs and routines	- Continue to develop positive attitudes about the differences between people - Shows interest in different occupations and ways of life indoors and outdoors	- Talk about what they see, using a wide vocabulary. - Explore how things work. - Talk about the differences between materials and changes they notice - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world
Summer Term	- Remembers and talks about significant events in their own experience	- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos - Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family	- Understand the key features of the life cycle of a plant and an animal. - Begin to understand the need to respect and care for the natural environment and all living things - Talks about why things happen and how things work - Developing an understanding of growth, decay and changes over time

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			Begin to understand the effect their behaviour can have on the environment
Vocabulary	Past, present, long time ago, museum, history, time, old, new	Map, location, global environment, habitat Special, myself, others, people, new, nervous Celebrate/celebration, excited, special time, autumn, winter, new year, spring, summer, calm, festival, giving, friendships, year, month, similar/different, friends, family. Community, culture, special places, country, religion	Arms, legs, head, body, healthy, nose, eyes, mouth, ears, hand, map, world, animal, similarities, trees, woods, forest. winter, cold, snow. seed, stem, flower, plant, grow healthy, food, body minibeast, home, garden animals, same/similar, fur, feather, skin
Supporting School Readiness	- Key texts from around the world and from different cultures will be used to make links in their learning and make comparisons between their own experiences and others. - Children will be given lots of opportunities to talk about their own experiences and share these with their peers, especially in relation to special times. - Topic choices will be carefully planned to allow the children to experience a wide range of UW based learning.		

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Expressive Arts and Design – Educational Programme

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

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Expressive Arts and Design	<u>Creating with Materials</u>	<u>Being Imaginative and Expressive</u>
Autumn Term	- Explore different materials freely, in order to develop their ideas about how to use them and what to make - Explore colour and colour-mixing.	- Listen with increased attention to sounds - Remember and sing entire songs.
Spring Term	- Take part in simple pretend play, using an object to represent something else even though they are not similar. - Develop their own ideas and then decide which materials to use to express them. - Join different materials and explore different textures. - 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.	- Respond to what they have heard, expressing their thoughts and feelings. - Sing the pitch of a tone sung by another person ('pitch match'). - Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns - Engages in imaginative play based on own ideas or first-hand or peer experiences.
Summer Term	- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. - 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 - Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.	- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - Create their own songs, or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas - Uses available resources to create props or creates imaginary ones to support play

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Vocabulary	Design, make, construction, construct, cooking, recipe, ingredients, health and unhealthy. Mark-making, pattern, colour, colour mixing, art, artist, creative, drawing, painting, printing, collage.	Sing, songs, music, rhyme, clap, tap, repeat, instrument, environment sounds, body percussion, loud, quiet, fast, slow. Story, ideas, act, audience, plan, move. Also see – PD and CL for vocabulary links.
Supporting School Readiness	- Children will have access to a wide range of media and materials to explore and test. - Children will use discussions with adults to support their planning of creations. - Open ended activities will be planned for in areas such as the construction area, to allow the children the time to develop creations from their own ideas. - Adults will narrate the children's play, modelling important language and vocabulary. - Large doll play, role play and small world play will be available and linked to learning to build the children's imagination and storylines. - Real instruments will be available for the children to use and explore. - The children will be taught a wide range of nursery rhymes and songs.	

Computing	Knowledge and Skills	Vocabulary
Although Technology no longer has its own section within the Early Years framework, we understand how computing skills are woven into the other areas of the curriculum.	- Know different types of technology. - Know that they have different purposes i.e. take photographs, play music. - Navigate simple programmes using the IWB. - Use technology to take photographs and videos within the setting.	Camera, button, play, stop, computer, tablet, laptop, phone, interactive white board, touch, tap, click, choose.
Supporting School Readiness	- Children will be familiar with Smart Notebook, Purple Mash and Busy Things. - They will have access to technology within the role play areas. - Adults will model how they are using technology for real life purposes.	