

Nursery Curriculum Overview 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes, Interests, Lines of Enquiry Each term in the EYFS we begin with a theme as a starting point at the beginning of the term to cover particular topics and areas within the curriculum, but then proceed to identify children's interests and adapt our planning to follow the children's lines of enquiry through continuous and enhanced provision in the environment.						
	All About Me	Celebrations	Traditional Tales	The Natural World	Growth and Change	Transition to Reception/Summer
Special Weeks	After October half term 'Special Weeks' will begin, this is where each child will have a focus week where planning is individualised, responsive and deeply rooted in each child's immediate interests and needs, fostering an environment where children are active participants in their learning journey.					
Celebrations	Rosh Hashanah Harvest	Black History Month Diwali Halloween Bonfire Night Remembrance Hanukkah Christmas	Chinese New Year Valentine's Day Random Acts of Kindness Week	British Science Week Easter Start of Ramadan Mother's Day	Father's Day	Transition Sport's Day Healthy Eating Week
Communication and Language	Listening, Attention & Understanding • Listens with interest to familiar stories and rhymes. • Joins in with repeated phrases and anticipates key events. • Follows simple instructions, especially when supported by gestures or visuals. • Shows increased attention to group activities for short periods. Speaking • Uses simple phrases of 2-4 words to express needs and ideas.	Listening, Attention & Understanding • Maintains focus for longer periods during stories and group times. • Understands and responds to simple two-step instructions. • Begins to understand 'who', 'what' and 'where' questions about stories and routines. Speaking • Begins to use longer phrases and simple sentences (up to 5 words). • Uses conjunctions like "and" to link ideas.	Listening, Attention & Understanding • Listens to and recalls key points from familiar stories. • Understands 'why' and 'how' questions with adult support. • Follows more complex instructions involving 2-3 steps. Speaking • Uses longer sentences (5-6 words). • Begins to retell simple stories or events in order. • Uses descriptive language and basic story language.	Listening, Attention & Understanding • Responds appropriately to questions about stories and experiences. • Listens and responds to a wider range of question types (including 'why', 'how'). • Can follow instructions involving several parts when supported. • Shows understanding of more abstract concepts. Speaking • Responds appropriately to	Listening, Attention & Understanding • Listens attentively during longer group discussions and story times. • Understands multi-step instructions in daily routines. Speaking • Responds to open-ended questions about stories or events. • Uses complex sentences (6+ words). • Expresses ideas and feelings clearly. • Begins to use tense accurately (past, present, future).	Listening, Attention & Understanding • Understands and responds to a variety of questions, including hypothetical ('what if') and reasoning questions. • Follows and engages with longer, more complex stories. • Maintains focus during group tasks without constant adult support. • Shows understanding of narrative and non-fiction texts. Speaking

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	• Begins to use new vocabulary related to immediate environment. • Attempts to join in with songs and rhymes. • Uses non-verbal gestures alongside speech to communicate.	• Uses new words related to immediate experiences and celebrations. • Starts to ask simple questions.	• Asks and answers simple questions during conversations.	questions about stories and experiences. • Listens and responds to a wider range of question types (including 'why', 'how'). • Can follow instructions involving several parts when supported. • Shows understanding of more abstract concepts (e.g., growth, change).	• Uses comparative language (bigger, faster, more).	• Speaks confidently in full sentences using varied vocabulary. • Tells detailed stories or experiences with sequence and relevant detail. • Uses language to reason, predict, and explain ideas. • Engages in meaningful conversations with peers and adults.
Physical Development (Links to National Curriculum: PE, PSHE, Music)	Gross Motor Skills • Moves confidently in familiar spaces. • Runs safely, avoiding obstacles. • Begins to climb, balance, and jump with increasing coordination. • Starts to negotiate space and stop/start on request. Fine Motor Skills • Explores mark-making with various tools (crayons, pencils, paint). • Begins to use two hands together (e.g., threading, stacking). • Starts to show control when picking up small objects. • Shows interest in using tools (e.g., scissors, playdough cutters) with support.	Gross Motor Skills • Develops strength and balance in climbing and large-scale play. • Begins to pedal a trike or scooter with support. • Can follow movement instructions (e.g., tiptoe, stretch, stomp). • Joins in with movement and dance activities. Fine Motor Skills • Begins to develop a pincer grip with fingers and thumb. • Can make snips in paper with scissors. • Uses mark-making tools with more control. Health and Self-Care • Follows handwashing and toileting routines more consistently.	Gross Motor Skills • Moves freely with greater control and coordination. • Starts to combine movements (e.g., run and jump, change direction while moving). • Balances along low-level equipment with some support. • Follows multi-step movement patterns in games and songs. Fine Motor Skills • Holds mark-making tools with a more controlled grip. • Can thread larger beads or shapes. • Begins to copy simple shapes and lines with writing tools.	Gross Motor Skills • Shows coordination in games with others. • Improves ability to stop/start or change direction while running. • Begins to understand how to use equipment safely and cooperatively. • Joins in with movement stories and action songs confidently. Fine Motor Skills • Uses a comfortable grip when holding writing tools. • Begins to form circles and lines with intent. • Uses scissors to cut along a short straight line. • Begins to show control in stacking,	Gross Motor Skills • Confidently moves over, under, around, and through obstacles. • Shows increased strength and control in climbing and balancing. • Participates in simple team movement games. • Begins to understand spatial awareness when moving around others. Fine Motor Skills • Draws shapes and simple people or objects with intention. • Controls tools like scissors, glue sticks, and paintbrushes with more precision. • Begins to develop independence with zips, buttons, and other fastenings.	Gross Motor Skills • Demonstrates strength, balance, and coordination across a range of movements. • Jumps off equipment safely and lands appropriately. • Moves confidently in both structured and unstructured physical play. • Begins to show understanding of healthy physical habits. Fine Motor Skills • Begins to use dominant hand consistently. • Forms recognisable shapes and letters with control. • Uses tools like scissors, pencils, and

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	Health and Self-Care • Begins to understand simple hygiene routines (e.g., washing hands). • Learns about toilet routines with adult support. • Starts to recognise when they are hungry, thirsty, or tired. • Learns to ask for help with basic needs.	• Learns about dressing skills (e.g., putting on coat with adult help). • Talks about things that make them feel good or poorly. • Begins to show awareness of personal hygiene.	• Uses hands and fingers with increasing strength. Health and Self-Care • Begins to attempt fastenings (e.g., zips, Velcro) with support. • Talks about healthy habits (e.g., fruit, water, sleep). • Takes greater responsibility for toileting. • Starts to understand dangers (e.g., hot/cold, sharp objects).	pinching, and twisting activities. Health and Self-Care • Dresses with some independence. • Begins to manage snacks and meal routines independently. • Explores safe use of equipment. • Recognises need for rest or quiet when tired.	• Uses one-handed tools with increased confidence. Health and Self-Care • Begins to understand basic sun and water safety. • Recognises foods that are healthy and those to enjoy occasionally. • Shows independence in managing own belongings. • Explains how to keep hands, face, and body clean.	cutlery independently and correctly. • Shows readiness for Reception-level fine motor control activities (e.g., early handwriting). Health and Self-Care • Fully independent in toileting and hygiene routines. • Shows awareness of self-care choices (e.g., brushing teeth, hydration). • Demonstrates safety awareness indoors and outdoors. • Shows physical readiness for Reception (e.g., stamina, dressing, control).
Personal Social and Emotional Development (Links to National Curriculum: PSHE, RE, Science, PE)	Self-Regulation • Begin to settle into Nursery routines and familiarise with the environment. • Show some awareness of own feelings and begin to express them. • Begin to develop strategies to manage feelings with adult support. Managing Self • Start to show independence in basic self-care (e.g., washing hands, putting on coat).	Self-Regulation • Begin to recognise and name a wider range of feelings. • Start to use simple strategies to calm down with adult support. • Show emerging ability to focus attention during group activities. Managing Self • Show increased independence with routines (e.g., tidying up).	Self-Regulation • Show increasing ability to manage emotions with some adult guidance. • Begin to tolerate minor frustrations or changes to routine. • Show improved attention span in both adult-led and child-led activities. Managing Self • Take more responsibility for own belongings and self-care tasks.	Self-Regulation • Use simple words or actions to express a wider range of feelings. • Show increasing independence in managing emotions and behaviour. • Begin to understand and follow simple rules without constant reminders. Managing Self • Show growing confidence in trying new tasks and activities.	Self-Regulation • Demonstrate greater emotional resilience and flexibility. • Begin to self-regulate in small group and larger group settings. • Recognise the impact of own behaviour on others. Managing Self • Take initiative in self-care and personal organisation. • Show motivation and persistence in tasks.	Self-Regulation • Confidently express a range of feelings and manage emotions effectively. • Show understanding of social expectations and boundaries. • Begin to reflect on own behaviour and make positive choices. Managing Self • Show independence and responsibility in self-care and routines. • Demonstrate confidence in new social

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	• Begin to select and use resources with adult help. • Show interest in and awareness of own belongings. Building Relationships • Begin to form attachments to familiar adults and seek comfort when upset. • Show interest in other children but parallel play predominates. • Respond to simple social interactions with smiles or gestures.	• Begin to make simple choices in play and activities. • Show pride in achievements, however small. Building Relationships • Engage in more interactive play with peers, including simple turn-taking. • Show awareness of classroom rules and boundaries with reminders. • Respond positively to praise and encouragement.	• Begin to understand the concept of sharing and cooperation. • Show willingness to try new activities and experiences. Building Relationships • Engage in more sustained and reciprocal play with peers. • Begin to show empathy, e.g., comforting a friend who is upset. • Respond appropriately to adults and peers in familiar situations.	• Begin to express preferences and make more independent choices. • Manage basic hygiene and personal needs with less adult help. Building Relationships • Cooperate in group activities, sharing resources and taking turns more consistently. • Show growing friendships and preferences for certain peers. • Understand and respect others' feelings and needs.	• Make choices and talk about reasons for them. Building Relationships • Engage in cooperative play involving shared goals or roles. • Use language to resolve conflicts or negotiate. • Show empathy and kindness to peers and adults.	settings (e.g., transition to Reception). • Show pride and confidence in achievements. Building Relationships • Form positive, respectful relationships with a wider range of peers and adults. • Use communication skills to maintain friendships and resolve disagreements. • Show awareness of group rules and demonstrate cooperative behaviour consistently.
Mathematics	Number • Begins to count in everyday contexts (e.g. during play, snack time). • Joins in with number songs and finger rhymes (e.g., Five Little Ducks). • Begins to recognise numerals 1–3 in the environment. • Notices differences in quantity (e.g. “more”, “lots”, “empty”). Numerical Patterns / Early Shape & Space • Explores sorting and matching objects by colour, size, or shape.	Number • Counts to 5 from memory, sometimes beyond. • Begins to show finger representations for numbers (e.g., 2 fingers for 2). • Matches numeral to quantity for 1–3 with support. • Uses number language in play (e.g., “I’ve got three cups”). Numerical Patterns / Early Shape & Space • Recognises and names 2D shapes in simple	Number • Counts objects up to 5 with 1:1 correspondence. • Begins to recognise numerals 1–5. • Understands “more” and “less” in practical contexts. • Begins to subitise small quantities (up to 3) without counting. Numerical Patterns / Shape, Space & Measures • Creates and extends simple patterns using colours or objects.	Number • Confidently counts to 10 by rote. • Matches quantities to numerals up to 5. • Begins to understand that numbers represent how many objects are in a set. • Explores early addition through combining groups of objects (informally). Numerical Patterns / Shape, Space & Measures • Orders objects by size (e.g., shortest to tallest).	Number • Counts objects beyond 5 accurately with some consistency. • Begins to understand 1 more and 1 less within 5. • Begins to partition small groups (e.g., “3 and 1 make 4”). • Talks about simple mathematical problems in play. Numerical Patterns / Shape, Space & Measures • Recognises and names more 2D shapes	Number • Confidently counts to 10 and begins to count beyond. • Subitises up to 3 and begins to subitise 4 or 5. • Explores early addition and subtraction in practical contexts. • Recognises and begins to form numerals to 5 or 10. Numerical Patterns / Shape, Space & Measures • Sequences familiar events (e.g., bedtime

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	• Begins to use positional language in play (e.g., in, on, under). • Notices patterns in the environment (e.g., stripes, dots). • Begins to build and stack using a variety of shapes.	contexts (e.g., circle, square). • Begins to copy simple AB patterns. • Explores concepts of size (big/small) and compares objects. • Starts using everyday language of capacity (e.g., full/empty).	• Understands and uses comparative language (e.g., taller/shorter). • Begins to describe position and movement in play (e.g., up, down, next to). • Sorts objects by more than one attribute (e.g., size and colour).	• Begins to use shapes purposefully in construction. • Talks about simple patterns and predicts what comes next. • Begins to explore time-related concepts (e.g., day/night, before/after).	(triangle, rectangle) and some 3D shapes (cube). • Uses positional language with increased accuracy (e.g., behind, between). • Measures short periods of time in play (e.g., timers, sand timers). • Describes patterns and begins to create more complex ones (e.g., AAB).	routine, story sequence). • Orders objects by length, height, or weight using everyday language. • Begins to use shapes to represent objects or make models. • Understands and uses everyday language of time, shape, and measure in play.
Literacy	Comprehension • Listens to and enjoys stories with repeated phrases or rhyme. • Joins in with familiar story actions and refrains. • Shows interest in books and print in the environment. • Begins to recognise and talk about favourite stories. Word Reading • Begins to notice print in the environment (e.g., logos, signs). • Responds to rhythm and rhyme through songs and rhymes. • Listens and responds to environmental sounds. Writing	Comprehension • Can recall parts of a familiar story or repeat key phrases. • Begins to answer simple questions about a story (e.g., who, what). • Joins in with shared book reading experiences. • Chooses books independently and treats them with care. Word Reading • Recognises own name and some familiar logos or symbols. • Shows awareness of initial sounds in words (e.g., “s is for snake”). • Joins in with rhyming activities and songs. Writing	Comprehension • Talks about story settings, characters, and main events with support. • Begins to understand and use story vocabulary. • Demonstrates understanding through small world or role-play. • Asks questions or makes comments during storytime. Word Reading • Recognises and says initial sounds in words. • Begins to explore letter sounds through games and activities. • Matches some letters to sounds, particularly in own name.	Comprehension • Anticipates key events in familiar stories. • Retells parts of stories using pictures or props. • Understands that print carries meaning and can be read. • Talks about characters’ feelings and actions. Word Reading • Begins to blend and segment orally (e.g., c-a-t = cat). • Can match some letters to their sounds. • Joins in with initial phonics games (Phase 1 or beginning of Phase 2 style). • Shows interest in reading books independently or with peers.	Comprehension • Retells simple familiar stories using story language and structure. • Begins to sequence events using pictures or own drawings. • Talks about likes/dislikes in books and gives opinions. • Understands that text is read from left to right. Word Reading • Recognises some high-frequency words or familiar labels. • Blends and segments orally with increased confidence. • Identifies some letters and their sounds independently. • Begins to read own name and some familiar words.	Comprehension • Independently chooses and retells favourite stories. • Demonstrates understanding of beginning, middle, and end. • Predicts what might happen next in a story. • Talks about characters and compares them across stories. Word Reading • Knows some letter-sound correspondences. • Attempts to blend simple CVC words orally (cat, dog). • Recognises some familiar words in the environment or in books. • Begins to match spoken words to

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	• Makes marks using a range of materials (paint, chalk, pencils). • Begins to ascribe meaning to marks in play (e.g., “This says Mummy”). • Explores making patterns (e.g., circles, lines, zigzags).	• Uses marks to represent meaning more deliberately. • Begins to give meaning to drawings and marks. • Attempts to write own name with some recognisable letters or shapes.	• Continues to develop enjoyment of rhyme and alliteration. Writing • Copies some letters from name or known words. • Draws pictures to communicate ideas or stories. • Attempts to write familiar words or symbols in play. • Begins to use writing tools with increased control.	Writing • Writes letter-like shapes and strings of symbols. • Forms some recognisable letters, particularly from own name. • Begins to write labels, lists, or marks in role-play. • Uses a comfortable and effective pencil grip.	Writing • Attempts to write captions, names, and simple words. • Uses some identifiable letters in writing. • Draws with increasing detail and control. • Begins to write left to right with spacing between marks.	printed text with support. Writing • Writes some or all of own name from memory. • Writes letters and some familiar words with recognisable shapes. • Attempts simple sentences using known letters and sounds. • Shows readiness for Reception phonics and writing expectations.
Phonics (Literacy)	Phase 1 Focus: Build familiarity with nursery routines, Rhyme Time, and nursery rhymes. Rhyme Time: Supports listening, syllables, rhyming, alliteration and sound awareness.	Phase 1 Tuning into Sounds GPC focus: s, a, t, p, i, n, m. Rhyme Time.	Phase 1 Tuning into Sounds GPC focus: d, go, o, c, k, e Rhyme Time.	Phase 1 Tuning into Sounds GPC focus: u, r, h, b, f, l. Rhyme Time.	Phase 1 Tuning into Sounds GPC focus: j, v, w, y, z, qu, ch Rhyme Time.	Phase 1 Tuning into Sounds GPC focus: ck, x, sh, th, ng, nk Rhyme Time. Consolidation of learned sounds through games and blending activities. Prepare children to transition into Reception with Phase 2 readiness.
Understanding the World	Past and Present • Begins to talk about themselves and family events. • Looks at photos or baby items and talks about change over time. People, Culture and Communities	Past and Present • Talks about events from their own experiences. • Begins to understand time through celebrations and routines. People, Culture and Communities	Past and Present • Shares memories from recent holidays or events. • Begins to use language related to time (e.g., yesterday, last week). People, Culture and Communities	Past and Present • Retells events in order using sequencing language (first, then, next). • Talks about how they have changed. People, Culture and Communities	Past and Present • Talks about how things have changed in their own life. • Begins to recall events in the correct order with more detail. People, Culture and Communities	Past and Present • Compares now and then using personal timelines (e.g., baby → toddler → now). • Talks about upcoming changes (e.g., new class, turning 4). People, Culture and Communities

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	• Talks about family routines and familiar places (home, nursery). • Begins to notice similarities/differences between themselves and others. The Natural World • Uses senses to explore natural materials (e.g., leaves, water, sticks). • Talks about the weather and simple seasonal changes. Technology • Explores simple electronic toys. • Shows awareness of everyday technology. • Imitates adults using technology in role-play.	• Learns about and joins in with a variety of cultural celebrations. • Begins to understand that people celebrate in different ways. The Natural World • Observes animals and plants associated with the season. • Describes changes in weather. Technology • Begins to use simple classroom technology with support. • Uses apps or simple software on tablets with adult support. • Talks about what a device is for.	• Talks about places they've been. • Begins to recognise maps or symbols. The Natural World • Talks about cold weather and ice, snow, or frost. • Explores simple properties of materials (melting ice, dissolving sugar). Technology • Uses simple functions on technological toys independently. • Begins to understand what a camera or tablet is used for. • Engages with digital books or story apps with support.	• Compares own routines with others. • Explores traditions from a range of cultures. The Natural World • Observes and talks about signs of spring (e.g., buds, lambs, baby animals). • Begins to talk about plant growth and life cycles through stories and play. Technology • Begins to understand basic functions of a device. • Explores remote-controlled toys and programmable devices (e.g., Beebots). • Understands that technology can be used for different purposes.	• Recognises that different families and communities may have different traditions. • Begins to describe their local environment and community helpers. The Natural World • Investigates minibeasts and simple habitats outdoors. • Sorts natural objects (e.g., shells, stones, leaves) and discusses properties. Technology • Uses simple ICT tools for a purpose. • Begins to create simple marks or drawings on screen. • Talks about how they use technology at home.	• Reflects on different traditions and places visited or discussed during the year. • Talks about where they live and where others live. The Natural World • Compares environments (e.g., forest, beach, city) using stories and play. • Describes how to care for nature. Technology • Uses a range of digital devices with increasing independence. • Completes simple activities on a tablet or computer (e.g., puzzles, art). • Begins to understand safety with technology (e.g., asking an adult for help).
Understanding the World: RE (Jigsaw)	Special People and me – What makes people special to me and others?	Christmas and me – What is Christmas to me and others?	Celebrations and me – How do I and other people celebrate?	Easter and me – What is Easter to me and others?	Stories and me – What can I and others people learn from stories?	Special places and me – What makes places to me and others?
Expressive Arts and Designs (Links to National Curriculum: Art, D&T, Music, PE, Geography)	Creating with Materials • Explore media and materials through sensory play (paint, sand, water, clay). • Begin to make marks using different tools.	Creating with Materials • Make simple choices about tools and materials (e.g. choosing blue crayon for the sky). • Begin to use tools for a purpose (e.g. glue	Creating with Materials • Combine materials and textures with purpose (e.g. feathers and glue to create a bird).	Creating with Materials • Use drawing to express ideas and feelings. • Show increasing control over tools	Creating with Materials • Use a wide range of media to represent real or imagined ideas. • Refine techniques (cutting, painting, sticking).	Creating with Materials • Independently select tools and materials to achieve intended outcomes. • Combine materials with skill (e.g. collage,

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	• Experiment with colours, textures, and shapes. Being Imaginative and Expressive • Join in with simple action songs and nursery rhymes. • Begin to engage in pretend play based on own experiences (e.g. feeding doll, driving car). • Copy basic movements to music.	stick, scissors with support). • Create simple representations (e.g. drawing a face with eyes and mouth). Being Imaginative and Expressive • Re-enact familiar routines in role play. • Sing a wider range of songs with increased confidence. • Begin to change movement in response to music.	• Begin to plan what they will make and talk about it before starting. • Use joining methods (glue, tape) with growing independence. Being Imaginative and Expressive • Develop storylines in pretend play with peers. • Explore pitch and rhythm using instruments. • Improvise simple songs or change words in known songs.	(paintbrush, scissors, chalk). • Begin to mix colours purposefully. Being Imaginative and Expressive • Work with others to extend imaginative play. • Create and perform simple dances or movement sequences. • Show awareness of how music makes them feel.	• Talk confidently about their creations and the process. Being Imaginative and Expressive • Sustain longer periods of role play, often involving dialogue and problem-solving. • Create sound effects or background music for stories. • Use music and movement to express emotions.	junk modelling, sculpture). • Review and adapt their own work. Being Imaginative and Expressive • Rehearse and perform songs, dances or imaginative scenes. • Use expressive language and varied roles in play. • Share their preferences and feelings about music, artwork and performances.
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