

# Long Term Curriculum Plan (EYFS)

Year: Nursery

2025-2026



Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme and Enrichments</b>	<b>Me and my Family</b> Skeleton day Diwali dance workshop Halloween disco	<b>Special times</b> Building bonfire- fire safety Remembrance CIN- Children in need Cinema experience (in school) Panto (in school experience) Wriggly Nativity	<b>What's Your Emergency?</b> Fire service/police visit to school Vets and Pets Day	<b>We're Off!</b> Drama workshop-transport through song and rhyme Easter egg hunt	<b>Mad about Minibeasts</b> Minibeast ball Bug hunt 'Meet a creature' Butterflies	<b>Splish, Splash Ahoy!</b> Aquarium Rock pools Pirate Day
<b>Class Stories</b>	Maisy Goes to Nursery How do you feel-Emotions Funnybones We're going on a bear hunt- families You choose When Autumn comes Strolling through the seasons	Red rockets- bonfire night/Diwali Remembrance Room on the Broom Dear Santa Is it Christmas yet? Little Robin Red Vest	Winter Emergency! Fire Busy people- Police Busy people-Ambulance Busy people-Vet We're going to the dentist	Whatever next! We all go travelling by The journey home from Grandpa's Train ride We're going on an egg hunt	The very hungry caterpillar A good place I love bugs The bug hotel The snail trail Pop up minibeasts	Tiddler A hole at the bottom of the sea/ Sharing a shell Commotion in the ocean Go Go Pirate boat Pirates love underpants/ Ten little pirates
<b>PSED (PHSE)</b>	Friendships- Develop friendships with other children. Emotions- explore emotions through story & play	Select and use resources with help Talk about Feelings & Emotions	Develop their sense of responsibility. Be more outgoing with unfamiliar people	Show confidence in new situations. Play with one or more children, extending and elaborating play ideas	Increasing follow rules. Talk about their emotions describing their feelings.	Talk with others to resolve conflict. Begin to understand how others might be feeling.
<b>PD (PE)</b>	Use large and small motor skills to do things independently eg-buttons and zips Learn to use the toilet with help, then independently Develop manipulation and control Sit on a push along wheeled toy, use a bike or scooter	Continue to develop movement, balancing, riding and ball skills Climb play apparatus using alternate feet Show increasing desire to be independent	Use one handed tools and equipment, making snips with scissors. Skip, hop and stand on one leg Develop independence in dressing and undressing	Show preference for dominant hand. Match their physical skills to tasks. Develop independence in dressing and undressing	Dress & Undress with increased independence. Are increasingly able to remember a sequence and pattern of movements	Use comfortable pencil grip with control. Develop moving in a variety of ways with control, balance and speed
	<b>PE-Introduction to PE Unit 1</b> Moving safely/stopping	<b>PE-Dance Unit 1</b> Exploring ways to our bodies move, creating movement patterns,	<b>PE-Fundamentals Unit 1-</b> developing balance, stopping and starting control, changing direction/ different	<b>PE-Ball skills Unit 1-</b> rolling/stopping a ball/throwing to a target/bouncing and catching	<b>PE- Games Unit 1</b> -developing throwing/following instructions/moving safely/team games	<b>PE-Gymnastics Unit 1</b> -create shapes with our bodies/ use apparatus/ balancing/ jumping and landing safely
<b>CLL</b>	Develop pretend play Develop pronunciation of speech sounds Listen to stories and understand what is happening Identify familiar objects when they are described-blue boat, shiny apple	Enjoy listening to longer stories and can remember much of what happens Understand and act on longer sentences	Use a wider range of vocabulary Understand questions or instructions that has two parts- Start a conversation with adults or friends	Understand 'why' questions Understand and follow instructions Know many rhymes and be able to talk about familiar books	Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' etc	Use talk to organise themselves and their play Be able to express a point of view when they disagree with an adult or a friend using words as well as actions

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<b>Literacy</b> (Reading & Writing)	Repeat words or phrases from familiar stories Develop play around favourite stories using props	Ask questions about familiar stories Notices some print, including letters in their name	Understand the five key concepts about print Clap and count syllables in words	Engage in extended conversations about stories, learning new vocabulary Clap syllable sounds	Develop their phonological awareness so they can spot and suggest rhymes/recognise words with same initial sounds Engage in extended conversations about stories they have read	Engage in extended conversations about stories Develop their phonological awareness so they can spot rhyme, clap syllables and recognise words with same initial sounds
	Enjoy drawing freely Make marks on their picture to stand for their name	Add marks to their drawings and gives meaning- 'this is Mummy'	Give meaning to the marks they make-writing some letters from their name	Write some or all of their name	Write some or all of their name	Use some print and letter knowledge in their early writing
<b>Maths</b>	Baseline Cardinality & counting- songs/finger rhymes Colours Sorting Pattern- notice and arrange things in patterns	Cardinality-Number songs- counting by rote Comparisons- size Counting principles- counting like behaviours Comparing- more or a lot SSM-My day- sequencing events	Cardinality-Number songs The story of 1,2,3 Composition-Number- make marks or symbols Counting-1:1 Shape-2D shape exploration Pattern- ABAB extend pattern	Number-Number songs The story of 4,5,6 Cardinality-Reciting numbers Cardinality-Link numerals to amounts	SSM-Positional language -words alone Cardinality-Number songs Worded problems Cardinality- link numerals to amounts Comparisons-Length & height Shapes-Combine shapes	Cardinality-Number songs Worded problems/adding amounts Comparisons-Weight Comparisons Capacity SSM-Positional language describe a route  <b>Consolidation</b>
<b>UTW</b> (Science/ History/ Geography/RE)	Exploring Our Surroundings Between Features of Their Families and Others	Bonfire Safety	Our Community- People Who Helps Us			Transition- New Class
	<b>Science</b> - Notice Changes In Season Look For Signs Of Autumn-Nature Walk- Explore Natural Materials, Indoors And Outdoors.	<b>Science</b> -White Rose- 'Let's GO Outside' Textures/Sorting Collection of Materials	<b>Science</b> -Seasonal Changes-What We Notice/Feel-Using Our Senses/How Does It Change?	<b>Science</b> -White Rose- Pushes & pulls Explore How Things Work	<b>Science</b> White Rose- We're Going on an animal hunt'- Lifecycles- Plant/Animals- -Bug Care for The Environment	<b>Science</b> -Living Things and Their Habitats/ Water Natural World Around Them- Under the Sea
	<b>Geography</b> - School/Classroom Hunt	<b>Geography</b> - Talk About Difference They Have Experienced	<b>Geography</b> - Occupations - Understanding Who Lives in Our Community	<b>Geography</b> - Simple Map - Egg Hunt Around School/Playground	<b>Geography</b> - Making Observations - Where Bugs Can Be Found	<b>Geography</b> - Identifying Natural Features -Sea/Beach Under the Sea
	<b>History</b> - Our Family - Notice Differences and Make Connections	<b>History</b> - Remembrance - Poppies			<b>History</b> -Using Simple Sequencing Words (First, Next, Last)	<b>History</b> - Celebrations - Our School Year
		<b>RE</b> - Christmas Story and Diwali		<b>RE</b> - The Easter Story and Mothering Sunday		
<b>EAD</b> (Music/Art/DT)	<b>Music</b> - Nursery Rhymes	<b>Music</b> - All about me	<b>Music</b> - Traditional Tales	<b>Music</b> - Everyday Life	<b>Music</b> - Walking in the Jungle	<b>Music</b> - Around the world
	Being Imaginative-Engage in simple pretend play	Being Imaginative-Re tell familiar stories	Being Imaginative-Develop imaginative play sequences	Being Imaginative-Express ideas through music	Being Imaginative-Use props and characters	Being Imaginative-create imaginative shared stories

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	<p><b>Art-Colour mixing</b> exploration using fingers/brushes and tools</p>	<p><b>Art-Self-portraits/firework</b> mark making-printing</p>	<p><b>Art-Exploring printing tools</b></p>	<p><b>Art-Making patterns and repeated marks</b></p>	<p><b>Art-drawing/painting</b> representations</p>	<p><b>Art-Mix media collaborative</b> artwork</p>
	<p><b>DT-Choosing materials and tools-</b> scissors/brushes/pencils</p>	<p><b>DT- Cutting and sticking-collage</b></p>	<p><b>DT-combining materials-box</b> modelling emergency vehicles</p>	<p><b>DT- building structures-big brick</b> play</p>	<p><b>DT- Choosing materials and tools-</b> scissors/brushes/pencils</p>	<p><b>DT-Designing and testing</b> materials-Pirate ship</p>