Long Term Curriculum Plan (EYFS) Year: Nursery 2026-2027

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme and Enrichments	**All about Me!** Busy body day Halloween disco	**Celebrations Big and Small** Building bonfire- fire safety Remembrance Cinema experience (in school) Panto (in school experience) Nativity	**The Wonders of Winter!** Winter wonderlands Science workshop	**A land of Make-Believe!** Easter egg hunt Tell-tale hearts Teddy Bears Picnic	**The World Outside Our Door!** Ducklings Planting Bird boxes	**Little Paws Big Roars!** Farm to visit to school TBC Den building- Dear Zoo
Class Stories	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 Remembrance Diwali Dear Santa Twinkly Nativity A Christmas Wish	The Snowflake Pip and Posy The snowy Day The Winter Fox Hello Winter	Gingerbread Man Goldilocks and the Three Bears The Three Little Pigs	Let's Go Outside Bud The Growing tree Dilly Duckling	Old McDonald Farmyard Hullabaloo Different? Same! Dear Zoo In the jungle
PSED (PHSE)	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.
PD (PE)	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
	Dance / Travel	Balance	Coordination	Agility	Ball Games	Adventure Challenges
CLL	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 conservation 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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Literacy (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
Maths	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 **Consolidation**
UTW (Science/ History/ Geography/RE)	Exploring Our Surroundings Between Features of Their Families and Others	Bonfire Safety	Natural world around them	Mothering Sunday	Natural world around them	Transition- New Class
	Science - Notice Changes In Season Look For Signs Of Autumn-Nature Walk-Explore Natural Materials, Indoors And Outdoors.	**Science (White Rose)** - Earth and Space: Let's Go Outside Textures/Sorting Collection of Materials	**Science**-Seasonal Changes-What We Notice/Feel-Using Our Senses/How Does It Change?	**Science (White Rose)** - Forces and Physical Interactions: Pushes and Pulls	**Science**- growing/ planting	**Science (White Rose)** - Animals (Including Humans): Structure, Function and Growth: We're Going on an Animal Hunt **Science**- Seasonal Changes
	Geography - Notice Change in Season Look for Signs of Autumn Fieldwork Climate – Observations of Seasons and Changes in Immediate Locality.	Geography - Explore Natural Materials, Indoors and Outdoors.	Geography - Notice Change in Season Look for Signs of Spring Fieldwork Climate – Observations of Seasons and Changes in Immediate Locality.	Geography - Simple Maps - Playground Hunt Describing Their Environment	Geography - Natural World Around Them SSM - Positional Language	Geography - Fieldwork Physical – Observations Animals And Their Habitats
	History – Me and my family	**History** – Celebrations		**History**-traditional tales	**History** – Growing timeline	**History** – Then & now
		RE - Christmas Story and Diwali		**RE** -The Easter Story and Mothering Sunday		
EAD (Music/Art/DT)	**Music** – Nursery Rhymes	**Music** – All about me	**Music** – Traditional Tales	**Music** – Everyday Life	**Music** – Walking in the Jungle	**Music** – 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
	Art-Colour mixing exploration using fingers/brushes and tools	**Art**-Self-portraits/firework mark making-printing	**Art**-Exploring printing tools	**Art**-Making patterns and repeated marks	**Art**-drawing/painting representations	**Art**-Mix media collaborative artwork
	DT-Choosing materials and tools-scissors/brushes/pencils	**DT**- Cutting and sticking-collage	**DT**-combining materials-box modelling	**DT**- building structures-big brick play- Three Little Pigs House	**DT**- Choosing materials and tools-scissors/brushes/pencils. Minibeasts, Sewing and Bug Hotels.	**DT**-Designing and testing materials Animal homes