

Nursery Curriculum Overview (Long Term Plan) 2026-2027

	Autumn 1 Marvellous Me 	Autumn 2 Celebrations 	Spring 1 Out of this world/into the woods 	Spring 2 Spring/growth/life cycles 	Summer 1 Farm/dinosaurs 	Summer 2 Under the sea/transport and travel 
Enhancements & enrichment <i>Possible celebrations and enrichment opportunities are selected to support children's learning and interests.</i> <i>Characteristics of Effective Teaching and Learning are embedded across provision: Play & Explore, Active Learning and Create & Think Critically.</i>	Starting School My New Class New Beginnings What do I look like? My Family Being Kind Black History Month (Oct) Harvest (04.10) World Space Week (04.10) Halloween Stay and Play	Bonfire Night (05.11) Diwali (08.11) World Science Day (10.11) World Nursery Rhyme Week (10.11) Remembrance Day (11.11) Children in Need (13.11) Anti-Bullying Week (16.11) Road Safety Week (16.11) Odd Socks Day (16.11) St Andrews Day (30.11) Advent (01.12) Hannukah (04.12)	Winter Walk Food tasting – different cultures World Braille Day (04.01) Big School Birdwatch (05.01) Penguin Awareness Day (20.01) Children's Mental Health Week (01.02) Storytelling Week (01.02) Children's Mental Health Week (01.02) NSPCC Number Day (05.02) Chinese New Year (6.02) Ramadan (07.02) Safer Internet Day (09.02) Pancake Day(09.02) Valentines Day (14.02)	International Polar Bear Day (27.02) St Davids Day (01.03) World Wildlife Day (03.03) World Book Day (04.03) Mother's Day (07.03) International Women's Day (08.03) Eid (09.03) St Patricks Day (17.03) Red Nose Day (19.03) Holi (22.03)	Farm visit into school Caterpillar transformation National Pet Day (11.04) World Art Day (15.04) Passover (21.04) Earth Day (22.04) St George's Day (23.04) Space Day (07.05) World Bee Day (20.05)	Pirate Fun Day Aquarium visit Transition World Environment Day Sports Day World Environment Day (05.06) Butterfly Awareness Day (06.06) World Ocean Day (08.06) Healthy Eating Week (08.06) International Picnic Day (11.06) King's Birthday (19.06) Father's Day (20.06) World Music Day (21.06) International Yoga Day (21.06)
Core Texts	You Choose Owl Babies Funny Bones	Arghhhh Spider Room on the Broom The Nativity	We're Going on a Bear Hunt The Gruffalo Here Come the Aliens	The Very Hungry Caterpillar. Jasper's Beanstalk The Enormous Turnip	What the Ladybird Heard Superworm There's a Dinosaur in my Book.	Commotion in the Ocean Octopants The Naughty Bus
Communication and Language PRIME AREA Developed through high-quality interactions, Elklan strategies, WellComm assessments, daily discussions, stories, singing, interventions and Show and Tell. Adults model and extend language, introduce new vocabulary and support listening, understanding, communication and confidence throughout provision. Across the year, adults prioritise sustained shared thinking, back-and-forth interaction and repeated vocabulary in meaningful contexts.	Talk about themselves, families and experiences. Learn to listen to others and follow simple instructions. Develop vocabulary for body parts, feelings and family. Use increasingly longer sentences and take turns in short back-and-forth exchanges with adults and peers.	Talk about celebrations and special events. Listen to and join in with familiar stories, songs and rhymes. Learn new vocabulary linked to festivals and celebrations. Build a repertoire of songs and rhymes; revisit and use new vocabulary in different contexts.	Develop descriptive language through space and woodland. Retell familiar stories. Use language to describe animals, objects and imaginary experiences. Understand and answer simple 'why' questions and use talk to explain ideas and organise play.	Talk about changes, growth and lifecycles. Ask questions and develop vocabulary linked to plants, animals and minibeasts.	Develop vocabulary linked to farms and dinosaurs. Talk about what animals eat, where they live and how they move.	Talk about sea creatures, vehicles and journeys. Use descriptive language and develop conversational skills through role play. Sustain longer back-and-forth conversations, listen to others' ideas and use talk to negotiate roles in play.
Personal, Social and Emotional Development	Being me in my world - Settle into nursery, developing a positive sense of self, belonging and secure relationships. - Learn familiar routines, boundaries and expectations. - Begin to identify, understand and talk about own feelings. - Develop independence and confidence.	Celebrating Differences - Notice and explore similarities and differences. - Develop understanding of family traditions and celebrations. - Develop friendships through kindness, sharing, turn-taking and cooperative play. - Show sensitivity to others.	Dreams and Goals - Build resilience and confidence through exploration and imaginative play. - Try new experiences and begin to persist. - Work cooperatively to build dens, rockets and small worlds. - Set simple goals with support and talk about achievements.	Healthy Me - Look after own body and personal needs; develop healthy routines and safe choices. - Develop care and responsibility for plants and living things. - Talk about changes, feelings and wellbeing. - Develop perseverance when growing and investigating. Develop awareness of oral health, healthy food, rest, exercise and personal hygiene.	Relationships - Make and maintain friendships; cooperate, share and take turns. - Develop responsibility through caring for animals and plants. - Work together during farm and dinosaur activities. - Begin resolving conflict and problem-solving with support; develop confidence and show care and kindness.	Changing Me - Notice growth and change; develop independence and readiness for transition. - Cope with new experiences and talk about worries and excitement. - Work cooperatively during construction, water and transport play. - Talk about keeping safe. Use simple strategies to manage feelings, cope with change and seek help from a trusted adult when needed.
Physical Development (Gets set 4 education) PRIME AREA	Introduction to PE – Unit 1 Gross Motor Explore movement and body awareness. - Move safely in different ways around a space. - Develop awareness of self, others and personal space. - Practise walking, running, crawling and marching. - Start and stop on instruction. - Change direction and move around obstacles. - Develop basic balance and confidence using large equipment.	Fundamentals – Unit 1 Gross Motor - Explore running, jumping and balancing. - Develop safe ways of taking off and landing. - Practise stopping and changing direction. - Explore hopping and stepping. - Move around simple obstacles. - Develop coordination when combining movements. - Build confidence in physical challenges. Fine motor	Gymnastics – Unit 1 Gross Motor Develop gross motor skills through astronaut training, animal movements, obstacle courses and outdoor exploration. - Explore different ways of travelling and balancing. - Balance on different body parts. - Explore rolling and changing body positions. - Jump and land safely. - Make simple body shapes. - Move between different positions. - Begin to join two movements together. Fine Motor	Dance – Unit 1 Gross Motor Develop physical skills through gardening, digging, planting and minibeast hunts. - Move in response to music and songs. - Explore fast and slow movements. - Copy simple actions. - Move different parts of the body. - Explore high and low movements. - Change direction and stop/start with support. - Begin to join movements together. Fine Motor Strengthen hand muscles through tweezers, threading, playdough and mark making.	Games – Unit 1 Gross Motor - Explore simple running and stopping games. - Develop awareness of space and others. - Practise rolling and throwing. - Explore kicking and stopping a ball. - Move towards and away from objects. - Begin to follow simple game instructions. - Develop turn-taking and confidence in group games. Develop large movements through dinosaur games and farm activities. Develop coordination through throwing, carrying, digging and balancing.	Ball Skills – Unit 1 Gross motor - Roll a ball towards a target. - Explore throwing and catching with large/soft balls. - Kick and stop a ball. - Develop coordination using hands and feet. - Aim at simple targets. - Move safely with equipment. Apply ball skills in simple games with adult support. Develop coordination through vehicle play, obstacle courses and outdoor games.

Nursery Curriculum Overview (Long Term Plan) 2026-2027

	Develop gross motor skills through climbing, balancing and movement games. Fine motor • Build hand and finger strength through dough, squeezing, pinching and rolling. • Explore threading, posting, peg and simple tweezer activities. • Make marks using a range of large and easy-to-grip tools. • Explore holding and using crayons, chalks and paintbrushes. • Begin to use scissors safely with adult support. • Develop hand–eye coordination through puzzles and construction. • Begin to develop independence with simple self-care tasks.	• Develop fine-motor skills through decorating, cutting, sticking and baking • Develop finger and hand strength through dough and manipulative activities. • Use crayons and pencils to make controlled marks. • Practise vertical, horizontal and circular movements. • Develop early scissor skills. • Use pegs, tongs and tweezers to move objects. • Thread larger objects with increasing independence. • Develop simple dressing and fastening skills.	• Develop hand strength through dough, clay and resistance activities. • Use small construction materials with increasing control. • Develop scissor control through simple cutting. • Copy simple lines, shapes and patterns. • Thread smaller objects with support. • Develop control using pencils, crayons and paintbrushes. Develop fine-motor control through construction and creative activities. • Complete simple puzzles and manipulation tasks.	Develop finger control through finger rhymes and action songs. • Use musical instruments and props safely. • Develop controlled drawing and mark-making. • Use dough and small-world resources to manipulate objects. • Develop threading, peg and tweezer skills. • Begin to show greater control when using pencils and brushes. • Develop independence with simple practical tasks.	Fine Motor • Develop hand–eye coordination through simple ball and beanbag activities. • Practise rolling and passing objects. • Use large construction and fine-motor resources with increasing control. • Develop pencil and crayon control. • Practise cutting simple lines and shapes. • Use tweezers, pegs and threading activities. • Develop independence with dressing and mealtime utensils.	Explore water-based physical play and large-scale construction. Fine motor Develop hand–eye coordination through rolling, throwing and catching. • Manipulate balls and small equipment with increasing control. • Develop pencil, crayon and paintbrush control. • Practise cutting along simple lines and around basic shapes. • Develop threading, posting, peg and tweezer skills. • Build and manipulate more detailed models. • Increase independence with dressing, fastenings and self-care. Continue to develop pencil/tool control.
Mathematics (‘Master the Curriculum’ when applicable)	Develop counting skills through songs (1-5) and everyday routines. Match and sort objects. Explore colours, shapes and sizes. Compare quantities using language such as more, less, big and small. Subitise small quantities to 3 in meaningful play and say one number for each item when counting.	Number 1 Number 2 Explore repeating patterns. Develop positional language. Explore shape through construction and festive activities. Consolidation Link numerals and amounts within 1-2 and begin to understand that the final number counted tells 'how many'.	Number 3 Number 4 Number 5 Consolidate 1-5 Develop understanding of number through songs and games. Link numerals and amounts to 5 and compare quantities using more, fewer and the same.	Number 6 Height and Length Mass Explore capacity through watering and mathematical language such as full, empty, tall and short. Compare height and size as plants grow. Consolidation	Sequencing Positional Language More and Fewer 2-D Shapes 3-D shapes Consolidation Count farm animals and dinosaurs. Compare sizes and lengths. Explore patterns, sorting and matching. Develop number recognition through games and practical experiences.	Number Composition What comes After? What comes before? Numbers to 5 Consolidation Explore counting through sea creatures and vehicles. Compare length, height and capacity. Explore positional language through maps and journeys. Explore composition to 5 and explain simple mathematical thinking using practical resources and mathematical language.
Literacy (Literacy Counts when applicable)	Develop interest in books and stories. Recognise own name and begin to make marks with meaning. Enjoy rhymes and repeated phrases. Explore environmental print. Develop the five key concepts about print through daily shared reading and environmental print.	Listen to and discuss celebration stories. Develop awareness that print carries meaning. Make cards, lists and invitations. Join in with familiar songs and rhymes. Notice and play with rhyme and syllables in words through songs, stories and oral games.	Develop story language through <i>Whatever Next?</i>, <i>The Gruffalo</i> and other texts. Retell stories through small-world and role play. Explore mark making with different materials. Develop phonological awareness through rhyme, rhythm, oral blending and sound discrimination. Introduce the agreed Read Write Inc Nursery approach when developmentally appropriate.	Sequence simple events and stories. Explore non-fiction books about plants and animals. Develop purposeful mark making through labels, signs and drawings. Continue rhyme, oral blending and sound discrimination, building readiness for the Reception Read Write Inc programme. Use print and letter knowledge in early writing; write some or all of own name when developmentally ready.	Explore fiction and non-fiction texts about farms and dinosaurs. Retell stories and create dinosaur/farm narratives. Make signs, maps, labels and simple lists.	Explore books about oceans, transport and journeys. Retell familiar stories. Create maps, tickets, signs and messages through purposeful mark making. Take part in extended conversations about stories, learning and reusing new vocabulary.
Understanding of the World	Talk about families, homes, communities and similarities/differences. Explore the senses and body. Look at photographs from children's lives. Observe seasonal changes. Talk about familiar occupations and people who help us in our community.	Explore different celebrations and traditions. Talk about how families celebrate. Explore light and dark, fireworks, food, music and cultural traditions.	Explore space, planets, stars and the Moon. Investigate woodland habitats, trees and animals. Notice winter weather and seasonal changes.	Observe plants growing and explore what they need to live. Investigate lifecycles of butterflies, frogs and other animals. Explore minibeasts and changes in spring.	Learn about farms, farmers, crops and where food comes from. Explore animal babies. Investigate dinosaurs, fossils and the idea of the past.	Explore oceans, sea creatures and habitats. Investigate floating and sinking. Talk about pollution and caring for the environment. Explore different forms of transport and journeys. Compare familiar places and talk about similarities and differences between countries, communities and environments.
Expressive Arts and Design	Create self-portraits and family pictures. Explore colour, texture and materials. Sing songs about ourselves and our bodies. Use role play to recreate home and family experiences.	Explore music, dance, colour and pattern through different celebrations. Create fireworks, Rangoli and Christmas artwork. Develop imaginative role play around parties and festivals.	Create rockets, planets, stars and woodland pictures. Explore natural materials. Develop imaginative play through space stations, forests and animal role play.	Create flowers, butterflies, frogs and plants using a variety of materials. Explore colour mixing. Use music and movement to represent growth and lifecycles. Draw with increasing complexity and detail and explore how colours can be changed through mixing.	Create farm animals and dinosaurs using junk modelling, clay and paint. Explore printing, textures and large-scale artwork. Develop farm and dinosaur imaginative play.	Create sea creatures, boats and vehicles. Explore painting, printing, collage and junk modelling. Use music and movement to represent sea life and different forms of transport. Develop storylines in pretend play; sing familiar songs and play instruments with increasing control and expression.

Nursery Curriculum Overview (Long Term Plan) 2026-2027



Nursery Curriculum Design, Teaching and Assessment

Aligned to the EYFS statutory framework (effective 1 September 2026), Development Matters and the September 2026 Ofsted school inspection toolkit

Four guiding principles: A Unique Child • Positive Relationships • Enabling Environments with teaching and support from adults • Learning and Development

Curriculum principle	What this looks like in Nursery
Curriculum intent and sequencing	The curriculum is ambitious for every child and identifies the knowledge, vocabulary, behaviours and skills we want children to develop. Learning is sequenced from children's starting points and revisited through themes, routines, core texts, adult-led teaching and continuous provision.
Communication and vocabulary	Communication and language are prioritised throughout the day. Adults model precise language, extend children's sentences, use Elklan strategies, act on WellComm information and deliberately revisit key vocabulary through stories, songs, conversation and play.
Teaching through play and interaction	Teaching includes modelling, explaining, demonstrating, questioning, recalling, narrating play, sustained shared thinking and appropriate challenge. Adults know when to join play, when to step back and how to move learning forward without turning provision into a checklist.
Love of books, rhyme and early literacy	Children hear high-quality stories, rhymes, poems and songs every day. Staff explicitly develop print concepts and phonological awareness and introduce the agreed Read Write Inc Nursery approach when developmentally appropriate, building readiness for Reception phonics.
Mathematics	Mathematics is taught explicitly as well as through provision. Children meet repeated opportunities to subitise, count, compare, compose, notice pattern, explore shape/space and measure, using practical resources and accurate mathematical language.
Physical development and outdoor learning	Children have daily opportunities for energetic movement, core strength, balance, coordination, fine-motor development and tool control. Outdoor provision is a planned part of the curriculum, not an add-on, and supports physical development, language, investigation and wellbeing.
PSED, health and safeguarding	Secure relationships, self-regulation, independence, healthy routines, oral health, safe choices and help-seeking are taught explicitly. Digital experiences are purposeful, adult-guided and balanced with active, social and practical learning; simple online-safety messages are reinforced.
Inclusion, equality and high expectations	Planning is adapted so children with SEND, EAL, disadvantaged children and children facing other barriers can access and succeed within the same ambitious curriculum. Resources and experiences represent diverse families, cultures and communities, promote belonging and challenge stereotypes.
Assessment and responsive planning	Assessment is mainly formative: adults notice what children know, understand and can do in authentic play and teaching, use starting points and professional judgement, identify gaps and misconceptions, and adapt teaching/provision. Development Matters supports curriculum thinking; it is not used as a tick-list.
Partnership and transition	Families are partners in learning. Information from home, key-worker knowledge and professional advice inform provision. Nursery deliberately builds the foundations shown in the progression pages so that Reception can extend learning smoothly from each child's individual starting point.

Characteristics of Effective Teaching and Learning

Playing and Exploring – children investigate, experience and “have a go” • Active Learning – children concentrate, keep trying and enjoy achieving • Creating and Thinking Critically – children develop ideas, make links and choose strategies. These are embedded through adult-led and child-initiated learning across the year.

Leadership note: this long-term plan sets out the intended curriculum. Weekly/short-term planning remains responsive to children’s interests, starting points, assessment information and emerging needs, while maintaining the planned progression and ambition for all.



Nursery Curriculum Overview (Long Term Plan) 2026-2027



Nursery Yearly Progression

EYFS Area	Main focus across the year
Communication and Language	Attention and listening → understanding → wider vocabulary → longer sentences → back-and-forth conversation → retelling/storytelling → questioning and explaining
Personal, Social and Emotional Development	Secure relationships and belonging → emotions → routines and independence → self-regulation → cooperation and conflict resolution → resilience/responsibility → transition
Physical Development	Body awareness and core strength → large-muscle movement → balance/coordination → ball skills → fine-motor strength → tool control → self-care independence
Mathematics	Subitising and counting → one-to-one correspondence/cardinality → numeral-quantity links → comparison → composition to 5 → shape/space/pattern → measure and mathematical language
Literacy	Love of books → print concepts → rhyme/rhythm/syllables → sound discrimination → oral blending → meaningful mark making → name/letter writing → storytelling and purposeful writing
Understanding the World	Family/past/community → occupations/cultures/celebrations → seasons/nature → plants/animals/life cycles → materials/change → places/environments → care for the natural world
Expressive Arts and Design	Exploration and sensory response → drawing/colour/materials → joining/modelling → music/rhythm/singing → movement → pretend play/storylines → purposeful creative choices

EYFS Progression: Nursery to Reception

This overview makes the curriculum journey across EYFS explicit. The curriculum is ambitious for all children; starting points and ongoing assessment inform teaching, support and challenge, including for children with SEND, EAL and those who may face barriers to learning.

EYFS area	By the end of Nursery	Reception builds this into
Communication and Language	Enjoy listening to longer stories and remember much of what happens; use a wider range of vocabulary; understand simple 'why' questions; use longer sentences; start and sustain conversations; sing a repertoire of songs/rhymes and retell familiar stories.	Sustain back-and-forth conversations; sequence and retell; ask and answer how/why questions; explain ideas and use increasingly precise vocabulary across the curriculum.
Personal, Social and Emotional Development	Build secure relationships; follow routines and simple rules; identify and talk about feelings; begin to understand how others may feel; select activities/resources with growing independence; share, take turns, persist and manage self-care with increasing confidence.	Self-regulate with increasing independence; understand reasons for rules; persevere; cooperate and resolve small conflicts; show empathy and responsibility; manage personal needs and prepare confidently for Year 1.
Physical Development	Develop core strength, balance and coordination; use large-muscle movements confidently; negotiate space; develop ball skills; use one-handed tools and scissors with growing control; develop a comfortable pencil grip and increasing independence with dressing, toileting and mealtimes.	Refine balance, strength and coordination; combine movements and develop ball skills; use pencils, scissors and tools accurately; form letters/numerals with growing fluency; manage self-care increasingly independently.
Mathematics	Fast-recognise small quantities to 3; recite numbers beyond 5; count with one-to-one correspondence and understand the cardinal principle; show/link numerals and amounts to 5; compare quantities; explore composition, 2D/3D shape, position, pattern and measure using mathematical language.	Subitise and develop number composition; secure numbers to 5 then 6-10 and beyond; compare measures; explore 2D/3D shape, sharing/grouping, pattern and spatial reasoning through varied practical experiences.
Literacy	Enjoy and discuss books; understand key concepts about print; develop phonological awareness through rhyme, syllables, initial sounds, sound discrimination and oral blending; engage in extended talk about stories; make meaningful marks; use print/letter knowledge in early writing and write some or all of own name when ready.	Apply Read Write Inc phonics in reading and writing; read matched texts; compose orally; write captions and simple sentences for different purposes; use spaces/capital letters/full stops where ready; reread and improve.
Understanding the World	Talk about family, community, occupations and events in own life; notice seasonal change; explore natural materials and collections; observe plants and animal life cycles; talk about the past; compare places and cultures; investigate materials/change and show care for living things and the environment.	Compare communities, places and environments; use maps and positional language; investigate materials and change; describe life cycles and habitats; explain observations and develop environmental responsibility.
Expressive Arts and Design	Explore and join materials; draw with increasing complexity; explore colour mixing and texture; listen and respond to sounds/music; remember and sing familiar songs; use instruments with growing control; use movement expressively and develop increasingly detailed storylines in pretend play.	Select materials and techniques for a purpose; develop storylines; design, make, test and improve; create and perform collaboratively; explain choices and evaluate creations.

Nursery Curriculum Overview (Long Term Plan) 2026-2027

Leadership note: progression is developmental rather than a checklist. Adults adapt teaching and provision so children can revisit, consolidate and deepen learning from their individual starting points.