

Nursery 2026-27		Autumn 1 7 Weeks	Autumn 2 7 Weeks	Spring 1 6 Weeks	Spring 2 5 Weeks	Summer 1 7 Weeks	Summer 2 6 Weeks
Key Themes		Myself Settling in Identity Belonging Emotions Homes Halloween	Celebrations and Autumn Autumn Harvest Diwali Bonfire Night Christmas Remembrance Day People Who Help Us- Firefighters	Winter Winter Animals and their habitats Valentine’s Day Lent Chinese New Year People Who Help Us- Vet	Spring Spring Easter Plants Mother’s Day	Growing and Changing Community Safety Life Cycles People who help us- Police/ Ambulance St George’s Day Eid	Summer Transport Travel Summer Transition
<i>Enrichment s.e.g visitors, author, poet</i>		Forest school getting to know our environment Halloween dress up	Fire engine Bonfire in the forest Christmas Crafts Christmas nativity	Winter dress up Winnie the pooh birthday Vet visit	Planting Ladies that lunch WBD Easter crafts	People who help us visits - Police - Ambulance	Visits to R classrooms Picnic at the forest End of year events

Communication and Language

	Listening and attention	- Listening to familiar adults - Developing attention through songs and stories	- Joining in with songs, rhymes, and repetitive stories - Developing turn-taking in conversation	- Listening to longer stories with some recall - Joining in with refrains	- Sustaining attention in small group activities - Responding to name and group instructions	- Listening with increasing attention and recall - Beginning to respond in conversation	- Listening and responding in group discussions - Maintaining attention in more structured settings
	Understanding	- Following simple instructions (e.g., “Put your coat on”) - Understanding key routines	- Understanding simple ‘who’ and ‘where’ questions - Recalling parts of stories	- Understanding ‘what’ and ‘why’ questions - Beginning to sequence events in stories	- Understanding positional language (e.g., on, under, next to) - Following two-step instructions	- Understanding how and why questions - Identifying feelings and emotions in others	- Understanding instructions with multiple steps - Answering questions about past/future event
	Speaking	- Saying own name - Using single words or short phrases - Naming body parts and familiar people	- Using 2–3 word phrases - Beginning to use descriptive language (e.g., big, shiny) - Retelling simple events	- Retelling stories in own words - Using full sentences (3–5 words) - Expanding vocabulary through storytelling	- Naming animals and habitats - Using descriptive language (e.g., noisy, soft) - Asking simple questions	- Using complex sentences (e.g., “because”, “and”) - Beginning to engage in back-and-forth conversation	- Talking about future events (e.g., going to school) - Expressing needs and ideas clearly - Using tenses (past/future) appropriately

Physical Development

[illegible]

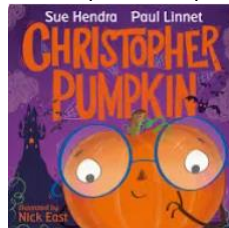
Literacy

Core Text (not limited to/ not all used for key texts- select as appropriate)

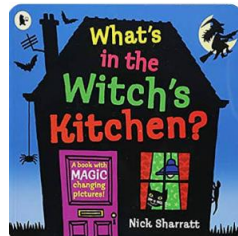
The Colour Monster



Christopher Pumpkin



What's in the Witch's Kitchen



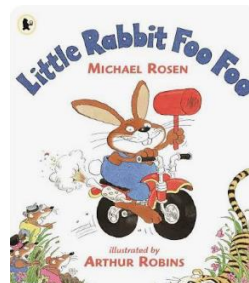
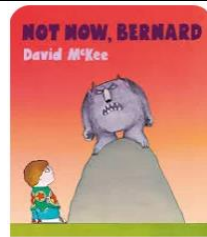
Hello Autumn



Room on the broom



The Colour Monster



Nativity story



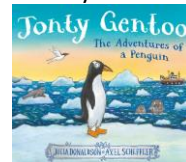
Hello winter



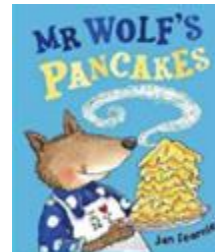
The tiger who Came to Tea



Jonty Gentoo



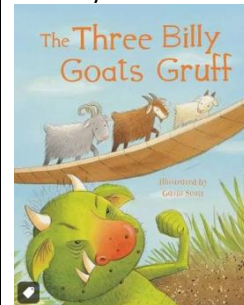
Mr Wolf's Pancake



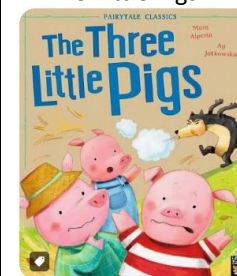
Hello Spring



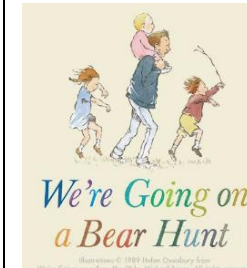
3 Billy Goats Gruff



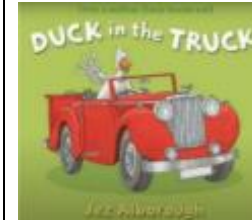
3 Little Pigs



We're going on a Bear Hunt



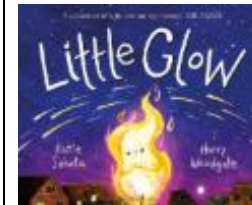
Duck in the truck



Hungry caterpillar



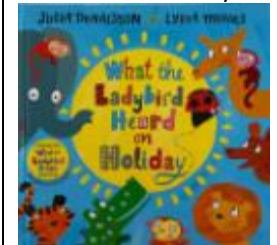
Little Glow



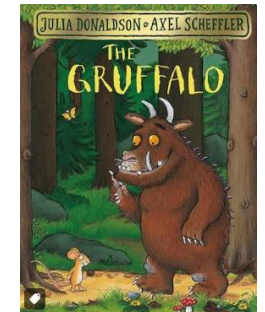
Hello summer



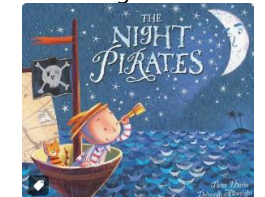
What the lady bird heard on holiday

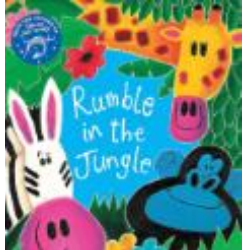
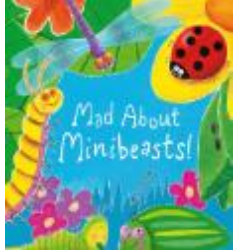
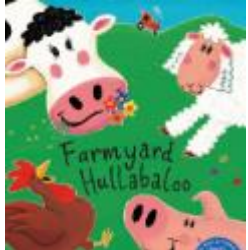


The Gruffalo



The Night Pirates



<i>Linked text</i>	Colour Monster, Oi Frog, K is for kissing a cool kangaroo	All join in, The worrywarts, Dig, Dig, digging	Roadwork, three little pigs, Penguin blue, Winnie the Pooh stories, CNY stories, Jack Frost, Polar bear what do you hear?	3 Billy Goat's gruff, Many Marvellous, Clara caterpillar, Flower Thief	Hattie Peck, Jack and the Beanstalk, various traditional tales, Superworm	Listen, listen Gingerbread man, The Colour Monster goes to school
<i>Poetry</i>	Nursery rhymes	Nursery Rhymes Each peach pear plum 	Nursery Rhymes Some Smug Slug 	Rumble in the jungle  Mad about minibeast 	Farmyard Hullabaloo 	Bathroom Boogie  Want to be a drummer 
<u><i>Narrative</i></u> Unit and skills	Learn to sit and listen to a short story. Begin identifying characters and settings. Use simple story-related vocabulary (e.g., big, small, happy, sad).	Sequence 2–3 main story events. Retell parts of a story using words or actions. Join in with repeated refrains and rhymes.	Sequence 2–3 main story events. Retell parts of a story using words or actions. Join in with repeated refrains and rhymes.	Create and tell simple original stories based on familiar texts. Understand “problem” and “solution” in stories. Start using story language (e.g., “Once upon a time...”).	Tell a personal experience with beginning, middle, and end. Use time connectives (first, then, after). Speak in full sentences when retelling.	Retell and invent longer stories with minimal support. Use descriptive language and expressive voices. Begin to understand audience and engagement (tone, gestures)
<u><i>Scaffolded/ purpose/ audience</i></u>	Peace at last – Make a musical story	Nativity story – Perform Christmas nativity	Guess How much I love you - Create a valentine's day card saying why we love someone	Mr Wolf's Pancake- Draw favorite pancake and discuss	People who help us - Orally tell adults what people job roles are	What the lady bird heard on holiday -Draw favourite holidays.

			All join in - Make a musical band	Chinese New Year party – be able to discuss what people do on chinese new year. Retell 3 little pigs		Hungry caterpillar - images of a life cycle of a caterpillar	Retell gingerbread man
Phonics	Environmental Sounds	Identify and describe indoor and outdoor sounds using appropriate vocabulary Featured Text: Peace at Last – Jill Murphy	Identify hidden sounds and sequence them in order Featured Text: All join in – Quinten Blake	Describe and contextualise environmental sounds using vocabulary Featured Text: Road work – Sally Sutton	Apply environmental sound vocabulary in storytelling and play Featured Text: What the lady bird Hear – Julia Donaldson	Use environmental sound vocabulary in imaginative contexts Featured Text: Hattie Peck	Innovate stories and rhymes using environmental sound vocabulary Featured Text: Bathroom Boogie
	Instrumental Sounds	Explore and distinguish sounds made by everyday objects and instruments Featured text: Colour Monster	Discriminate and copy sounds; respond to start/stop signals Featured Text: Polar bear, Polar bear, What do you Hear?	Select and justify instruments to represent sounds in stories Featured text: Three little Pigs	Justify instrument choices linked to songs and rhymes Featured Text: Rumble in the Jungle	Select and play instruments to match characters and actions in stories Featured Text: We're going on a bear hunt	Apply instrument choices to enhance storytelling and performance Featured Text: Want to be a Drummer! Board Book by Mark Powers and Maria Montag
	Body Percussion	Join in with familiar songs using body percussion and vary speed and volume Nursery Rhymes	Copy and create simple sequences of body percussion sounds Nursery Rhymes	Identify body sounds and describe them using vocabulary like fast/slow, loud/quiet Nursery Rhymes	Use a wide range of vocabulary to describe body percussion sounds Featured Text: Three billy goats gruff	Perform and describe body percussion using expressive vocabulary Featured text: Jack and the beanstalk	Create and perform sequences using varied body percussion vocabulary Featured Text: Listen, Listen by Phillis Gershator
	Rhythm and Rhyme	Join in with rhymes and identify rhyming words in stories and songs Featured Text: Oi Frog and Friends Series by Kes Gray	Identify rhyming pairs and continue rhyming strings Featured Text: Each Peach Pear Plum by Janet and Allan Alberg	Recognise syllables in words and use rhyming words to complete phrases Featured Text: Rhyming rabbit	Continue rhyming strings and identify rhyming patterns in texts Featured Text: Rumble in the Jungle	Use rhyming words to complete sentences and create rhyming strings Featured Text:	Apply rhyming knowledge in independent play and storytelling Featured Text: Gingerbread Man

						Duck in the Truck by Jez Alborough	
	Alliteration	Identify initial sounds in words and begin to group items by initial phoneme Featured Text: K is for Kissing a Cool Kangaroo – Giles Andreae	Recall and sort items by initial phoneme; enunciate clearly Featured Text: The Worrywarts by Pamela Duncan Edwards	Join in with alliterative stories and generate new alliterative words Featured text: Some Smug Slug by Pamela Duncan Edwards	Generate and articulate words with the same initial phoneme Featured Text: Clara Caterpillar by Pamela Duncan Edwards	Create silly sentences and stories using alliteration Featured text: Many Marvellous Monsters by Ed Heck	Use alliteration in imaginative play and storytelling Featured Text: You Choose by Pippa Goodhart and Nick Sharratt
	Voice Sounds	Explore a range of voice sounds and describe them using simple vocabulary Featured Text: Whatever Next by Jill Murphy	Remember and repeat sequences of voice sounds with varied pitch and volume Featured Text: Dig, Dig, Digging by Margaret Mayo	Use voice sounds to enhance storytelling and describe them accurately Featured text: The Animal Boogie: Debbie Harter	Use voice sounds creatively in rhymes and poems Featured Text: Farmyard Hullabaloo	Describe and use voice sounds to represent characters and actions Featured Text: Little red hen	Perform poems and rhymes using expressive voice sounds and vocabulary Featured Text: Do The Voices: The Book with a Different Voice for Every Page by Melinda Issakov
	Oral Blending & Segmenting	Begin to listen to and orally blend and segment simple CVC words	Blend and segment CVC words with the same initial phoneme	Blend and segment CVC words with contrasting phonemes independently	Talk about phonemes in CVC words, focusing on initial, medial, and final sounds	Independently blend and segment CVC words with clear enunciation	Confidently blend and segment CVC and CVCC words in play and routines
Maths							
		-Rote counting 1-3 -Joining in Number Rhymes -Exploring 2D shapes - Sorting by Colour/ Size -Positional language	-Rote counting to 5 1:1 counting to 3 -Fast Recognition to 3 - Completing Inset Puzzles	Counting to 5 with 1:1 Recognising numerals 0-3 Matching Numeral sets AB Pattern making	Subsiting to 3 One more/ one less to 3 Link numerals to quantity Recognise and name 2D shapes	Partition numbers to 5 Combine sets (Add 5) Explore 3D shapes Extended and fix patterns	Solve real word problems Subtraction to 5 Compare length/weigh and capacity Identify coins/ Notes

	- Compare Size (big/small)	-Using the language more and Same	Compare lengths Daily Time	Use Heavy/ light language Describe simple routines	Match similar features Use time words first/ Then	Talk about money/ spending Days of the week names.
Understanding the World						
Past and Present	Talking about self and family	Comparing past and present celebrations	Jobs now and in past	Growth over time	Transport then and now	Holiday memories
People, Culture and their Communities	Our home and community	Festivals: Diwali, Bonfire and Christmas Religion: Christianity linked to Christmas Hinduism linked to Diwali	Farm Animals and their babies	Religion: Christianity linked to Easter	People who help us	Maps and places
The Natural World	Seasonal changes: Autumn Our bodies and senses	Floating and sinking	Seasonal Changes: Winter Changes in materials (light, heat, melting)	Seasonal changes: Spring Life cycle: Plants	Habitats and mini beasts Life cycle: Animals	Seasonal change Summer
Science Focus	Forest School Settling in	Autumn Harvest Diwali Halloween Bonfire Christmas	Winter and Animals Winter Animals and their habitats Valentine's Day Chinese New Year	Spring Spring Lent Plants Mother's Day	Growing and Changing People who help us Community Safety Police/ Ambulance Life Cycles	Summer Transport Travel Summer Transition
Throughout the year in science	<u>Forest School</u> <u>Living things and their habitats</u> - Explore the surrounding natural environment - Explore natural objects from the surrounding environment <u>Plants</u> - Grow plants <u>Sound</u> - Listen to sounds					

		• Make sounds					
Focus topics		Humans – Life cycles of humans. Learn how to take care of themselves. Learn about their senses.	Electricity - Identify electrical devices. Use battery-powered devices	Materials Combine and mix ingredients. Change materials by heating and cooling, including cooking	Animals, excluding humans - Learn about the life cycles of animals. Compare adult animals to their babies. Observe how baby animals change over time	Forces - Feel forces. Explore how things work. Explore how objects/ materials are affected by forces	Materials Explore a range of materials. Shape and join materials.
TAPS		Mud Kitchen Menu	Testing bridge materials Taste Test	Ice castle Winter clothes	Light box Provocation Sorting finds	Magnetic bottles Teddy Zip line	Scooping sounds Bubble blowers
Creative Art and Design							
Artist	Drawing	Kandinsky Andy Goldsworthy		Barbara Hepworth, Jackson Pollock Van Gough		L.S Lowry Antony Gormley	
	Sculpting						
	Painting						
Creating with materials		- Exploring paint, crayons, chalk, and collage - Experimenting with marks and textures - Using glue and materials with support	Creating art linked to festivals (e.g., Diwali lamps, Christmas decorations) - Exploring colour and glittery textures - Making simple models with support	- Using a wider range of materials (fabric, string, card) - Starting to plan what they want to make - Experimenting with combining materials	- Using paint to represent animals and plants - Exploring printing, stamping, and textured painting - Beginning to cut and stick with more control	- Designing uniforms, vehicles, and tools with junk modelling - Drawing people with more detail (e.g., eyes, arms, hats) - Choosing their own materials independently	- Creating self-portraits and transition art - Mixing colours and experimenting with media (e.g., pastels, watercolours) - Using tools more confidently
Being imaginative and expressive with materials		- Joining in with familiar songs and rhymes - Beginning to use role play in home corner - Moving to music freely	- Singing simple songs with actions - Using instruments to explore sound - Acting out stories or events in role play	- Retelling stories through role play and puppets - Using props to act out roles - Making sounds with instruments to match actions or feelings	- Making animal noises or movement through dance - Using puppets or small world animals for storytelling - Singing songs linked to animals and nature	- Acting out real-life roles (e.g., doctor, firefighter) - Singing call-and-response or themed songs - Creating narratives in play	- Creating own songs or dances - Performing for others (e.g., end-of-year songs) - Using imaginative play to express feelings about change