



Nursery Long Term Curriculum Plan (2026/2027)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Project	Let's Explore This project teaches children about the environments that they share with others, including their homes, school and places in the local community.	Marvellous Machines This interest-led project teaches children about the technology that is part of their daily lives and how machines help us. The project gives children the opportunity to build and create marvellous machines.	Long Ago This project teaches children about how they have grown and changed since they were babies and how life in the past was different from today.	Ready, Steady, Grow This project teaches children about food and farming and explores themes, including where food comes from, what plants and animals need to grow and survive and what constitutes a healthy lifestyle.	Animal Safari This project teaches children about the animals that live around the world, how to look after animals and the importance of caring for our local and global environments.	On the Beach This project teaches children about the plants and animals that live at the seaside. It also explores holidays in the past and the importance of keeping safe in the Sun.
Mini Project	Build it Up This project teaches children about structures and materials and gives them the opportunity to work in groups to create collaborative structures.	Puppets and Pop-Ups This creative project explores puppets and pop-up books and gives children the opportunity to make puppets and use them to tell exciting stories.	Stories and Rhymes This project teaches children about traditional stories and rhymes and gives them the opportunity to play with words and learn new vocabulary.	Signs of Spring This project teaches children about the changes that happen during the spring, including weather and the festivals that are celebrated at this time of year.	Creep, Crawl and Wriggle This mini project teaches children about invertebrates that live in their gardens and local environment.	Move It This mini project teaches children about the importance of exercise, sleep and a balanced diet, and explores outdoor, summer games and activities.
Characteristics of Effective Learning	Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					

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Communication and Language	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
Oracy	Communication Boxes – What makes me special? What is special to me? Daily snack and chat circle time Weekly show and tell using optional home-school news books and photographs/ certificates/ special items from home.	Key worker group ‘Time to Talk’ sessions Daily snack and chat circle time Weekly show and tell...	Speaking and Listening Sessions: "Would You Rather?" Present two simple choices like living in a castle or a tent to practice reasoning with the word "because". "Odd One Out": Name three items (e.g., apple, banana, car) and have children explain which one does not belong. Daily snack and chat circle time Weekly show and tell...	Speaking and Listening Sessions: "I'm Thinking of...": Describe a hidden object by its features (e.g., colour, shape) and let children guess what it is. "How Many?": Challenge children to name as many things as possible in a specific category, like things with four wheels. Daily snack and chat circle time Weekly show and tell... Ruth Miskin ‘Say a Poem’	Story Circles: Sit in a circle and pass around a picture card or prop to build a collaborative story together. Daily snack and chat circle time Weekly show and tell... Ruth Miskin ‘Say a Poem’	Speaking and listening games and story circles. Daily snack and chat circle time Weekly show and tell... Ruth Miskin ‘Say a Poem’

Personal, Social and Emotional Development	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Jigsaw PSHE	Jigsaw: Being me in my world Oral hygiene: teeth (supervised toothbrushing) Handwashing Class rules/Behavioural expectations	Jigsaw: Celebrating Difference	Jigsaw: Dreams and goals	Jigsaw: Healthy me Healthy habits Screen time	Jigsaw: Relationships Sun safety	Jigsaw: Changing Me Journey in Love Transition into Reception School readiness
Texts to support emotional literacy and promote inclusion and diversity and helping children to develop positive attitudes about differences.	Perfectly Norman (self-acceptance and individuality) The Family Book and The Big Book of Families (diverse families) Incredible You (self-esteem, positivity) Dipal’s Diwali (religious festivals and cultural diversity)	All Are Welcome (celebrating diversity) Little Glow (religious festivals) Coming to England (migration, identity, prejudice)	The Lion Inside (courage, self-esteem, challenging stereotypes) My Two Grannies (multicultural identities, conflict, tolerance, compromise) Ravi’s Roar (managing anger)	The Proudest Blue (race and cultural diversity) The Boy with Flowers in his Hair (empathy, mental health) So Much (cultural identity and family love) Rameena’s Ramadan (religious festivals, cultural diversity)	The Squirrels who Squabbled (friendship, conflict resolution) Meesha Makes Friends (social skills) The Pirate Mums (diverse families) Hair Love (race and cultural diversity)	The Koala who Could (change, stepping out of your comfort zone) Tilda Tries Again (resilience) The Colours of Us (race and cultural diversity)

Physical Development	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
	Everton in the Community (EiTC): Fundamental Movements - Space, Motor Skills and Basic Games Dance Movement and Storytelling (MAST): Fundamental movements, locomotor skills - running, sliding, skipping, jumping, hopping, galloping, leaping, dodging Dough Gym Squiggle Movements Pegs to Paper	EiTC: Teamwork, Outdoor Adventure Activities and Problem Solving Gymnastics MAST: Fundamental movements, locomotor skills -running, sliding, skipping, jumping, hopping, galloping, leaping, dodging Dough Gym Parachute Games Squiggle Whilst You Wiggle Pegs to Paper	EiTC: Fundamental Movements – kicking and dribbling, balance and striking skills Athletics MAST: Object Skills – catching, throwing, rolling, bouncing, striking and kicking Dough Gym Parachute Games Squiggle Whilst You Wiggle Pegs to Paper			
Literacy - Reading	In Nursery, literacy begins by fostering a love of books, stories, songs and rhymes. Children enjoy sharing high-quality texts with adults throughout the day, developing their listening, attention and comprehension skills while broadening their vocabulary. Adults explicitly teach ambitious vocabulary from carefully chosen, high-quality stories, exploring the meaning of new words through discussion, repetition, role play and practical experiences so that children can understand and confidently use them in their own talk. Daily opportunities to learn and recite a wide range of nursery rhymes, action songs and repetitive stories help children develop language patterns, memory and confidence in speaking. Alongside this, children are explicitly taught phonological awareness through engaging Phase 1 phonics activities, enabling them to tune into environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds, and oral blending and segmenting. These rich language experiences provide the strong foundations children need for successful early reading and writing as they progress through the Early Years.					
Key Texts	The Colour Monster Goes to School – Anna Llenas Peace at Last – Jill Murphy	You Can’t Take an Elephant on the Bus – Patricia Cleveland-Peck	Goldilocks and the Three Bears The Three Billy Goats Gruff	The Hungry Caterpillar – Eric Carle The Enormous Turnip	Sam Plants a Sunflower – Kate Petty Rumble in the Jungle – Giles Andreae	What the Ladybird Heard on Holiday – Julia Donaldson You Can’t Take an Elephant on Holiday –

	Harold Finds a Voice – Courtney Dicmas We’re Going on a Bear Hunt - Michael Rosen Who Are You? - Smriti Halls Elmer – David Mckee Oi Frog – Kes Gray Wriggle and Roar – Julia Donaldson Brown Bear, Brown Bear – Eric Carle	No-Bot the Robot with No Bottom – Sue Hendra Winnie’s New Computer – Valerie Thomas Stick Man – Julia Donladson Tanka Tanka Skunk – Steve Webb The Leaf Thief – Alice Hemming Leaf Man – Lois Ehlert	Little Red Riding Hood The Three Little Pigs Jack and the Beanstalk Peepo/ Each Peach, Pear, Plumb – Janet and Allan Ahlberg The Growing Story – Ruth Krauss The Tiger Who Came to Tea – Judith Kerr A Year with Kipper – Mick Inkpen	Oliver’s Vegetables/ Fruit Salad – Vivian French Handa’s Surprise – Eileen Brown Jasper’s Beanstalk – Mick Inkpen The Little Red Hen Farmer Duck Gozzle – Julia Donaldson The Flower Thief – Alice Hemming	The Ugly Five – Julia Donaldson Doing the Animal Bop – Jan Omerod Walking Through the Jungle – Julie Lacombe Dear Zoo – Rod Cambell Handa’s Hen – Eileen Browne Superworm – Julia Donaldson Snail Trail – Ruth Browne Aaaarrrgghhh Spider! – Lydia Monks	Patricia Cleveland-Peck Tiddler – Julia Donaldson Somebody Swallowed Stanley – Sarah Roberts The Pirates Next Door – Jonny Duddle Commotion in the Ocean - Giles Andreae The Singing Mermaid – Julia Donaldson
Pre-Phonics	Environmental and Voice Sounds *Developing effective listening skills. *General sound discrimination. *Tuning into, identifying, describing and imitating environmental and animal sounds. Nursery Rhymes		Instrumental Sounds, Body Percussion and Rhythm: *Matching syllable beat patterns *Developing beat competency *Copying sound sequences *Identifying the sounds of percussion instruments *Creating body percussion sequences Rhyme *Rhyme recognition *Rhyme generation		Alliteration, onset and Rime, initial sounds *Learn to hear and isolate the beginning sounds in spoken words. Pattern *Identify rhythm and repetition in oral language, literature, and poetry. *Creating alliterative phrases, explore and use new words. *Group words together based on matching initial sounds. *Phoneme Isolation: Children isolate a single target sound from the rest of a spoken word. Oral Blending and Segmenting *Phoneme isolation and counting *Decoding readiness	
Literacy – Writing	In Nursery, writing begins by developing the physical, communication and cognitive foundations that children need to become successful writers. Children are encouraged to make marks with purpose across all areas of continuous provision using a wide range of tools and materials, including pencils, paint, chalk, crayons, brushes, water, sand and malleable materials. Adults model mark-making and early writing during play, demonstrating that marks can carry meaning and be used for a range of purposes. Children are taught to develop control through making a range of pre-writing patterns and shapes, such as vertical and horizontal lines, circles, crosses, zigzags and repeating patterns, helping them to					

	build the movements and muscle memory needed for later letter formation. Fine motor skills are developed through daily opportunities to strengthen hand muscles, improve hand-eye coordination and refine pencil control, preparing children for a comfortable tripod grip. Children are provided with meaningful opportunities to represent their ideas, experiences and stories through drawing and mark-making before progressing towards giving meaning to their marks. Children are supported to learn to write their name if they are ready. Adults explicitly model correct letter formation when appropriate, while valuing children's emergent writing and celebrating their attempts to communicate through marks. Writing is embedded throughout continuous provision, ensuring children experience authentic reasons to write, such as creating shopping lists, making signs, taking messages, recording ideas and labelling their creations, fostering confidence, independence and a positive attitude towards writing.				
Maths	Nursery, mathematics is developed through rich, practical experiences that enable children to explore mathematical concepts through play, investigation and everyday routines. Children are encouraged to notice, compare, sort, match and explore patterns using a wide range of resources both indoors and outdoors. Adults explicitly teach early mathematical concepts through carefully planned adult-led activities and high-quality continuous provision. Children develop a secure understanding of number by singing counting rhymes, sharing number stories and engaging in practical counting experiences, learning to count objects accurately, recognise small quantities without counting (subitising), and develop an understanding of the relationship between numbers. Opportunities to explore shape, space and measure are embedded throughout the environment, encouraging children to investigate the properties of 2D and 3D shapes, compare size, length, capacity and weight, and use positional language in meaningful contexts. Adults use mathematical talk throughout the day, modelling problem-solving, encouraging children to explain their thinking and supporting them to apply mathematical knowledge independently through purposeful play.				
	Colours and Matching, Sorting, Number 1, Number 2, Pattern Number Rhymes Stories for Maths: How to Count to One, Simon Sock, My Mum and Dad Make Me Laugh	Number 3, Number 4, Number 5, Number 6, Subitising, Length and Height, Mass and Capacity Number Rhymes Stories for Maths: Five Little Dinosaurs Series, Actual Size, How Much Does a ladybug Weigh?	Sequencing, Positional Language, More Than/Fewer, 2D Shape, 3D Shape, Number Composition, What Comes After/Before Stories for Maths: Rosie’s Walk, Where’s Spot? The Shape Trilogy, The Perfect Fit, Shapes that Roll, How Many Legs?		
	Understanding the World	In Nursery, Understanding the World is taught through a combination of carefully planned topics, high-quality continuous provision and first-hand experiences that build upon children's interests and prior knowledge. Children are encouraged to explore the world around them through investigation, observation and play, developing curiosity and a desire to ask questions. Through engaging topics, children learn about themselves, their families, their local community, celebrations, occupations, seasons, animals and the natural world, making meaningful connections between new learning and their own experiences. Continuous provision provides opportunities for children to revisit and deepen this knowledge through role play, small world, construction, investigation and outdoor learning. Adults introduce and model ambitious vocabulary, encourage children to observe closely, compare, predict and talk about changes they notice, and support them in using simple technology for a range of purposes. Children are encouraged to care for living things and their environment, fostering a sense of wonder, respect and responsibility for God's creation. These rich experiences lay the foundations for children to develop an understanding of people, places, communities and the natural world as they progress through the Early Years.			
*The local community and people who help us. Show an interest		* Explore the changing weather and seasons	*Explore the changing weather and seasons (Winter) discuss the	*Explore the changing weather and seasons (Spring) discuss the	*Explore the changing weather and seasons (Summer)

	in different occupations. *Exploring the local environment through the five senses. *Finding out about habitats, houses and homes. *Talk about journeys and maps *Changes to the local area over time. *Exploring differences between materials and talking about their uses and properties. *Make connections between the features of their families and other families *Notice differences between people	(Autumn) Collect and explore Autumn treasures and notice changes in the weather and appearance of plants and trees *Explore how things work. *Talk about different forces they can feel and the vocabulary associated with them e.g. 'push, pull' *Exploring light and shadows through shadow puppets	weather and explore ice/frost/snow *Begin to make sense of their own life-story and family's history *Explore history through living memory *Talk about members of their family and community *Talk about some differences between life in the past and present *Talk about babies and how they have grown/changed since being born	changes that they can see and feel. *Plant some plants and flowers and learn how to care for them *Learn about animals and their babies *Learn about some life-cycles (plants and animals) *Begin to understand about the importance of caring for the environment *Use senses to explore the natural world	*Explore the natural world around them – bug hunts *Begin to understand about caring for the environment and living things *Finding out about a range of animals from around the world *Finding out about different habitats from around the world	seaside and in rockpools *Talk about holidays in the past and present *Healthy life-styles *Sun safety
Festivals and Celebrations – Recognising that people have different beliefs and celebrate special times in different ways (UW)	Harvest, Halloween, Bonfire Night, Diwali	Advent, Christmas and Hanukkah	Epiphany, New Year, Chinese Lunar New Year	Easter, Holi, Ramadan and Eid al-Fitr	Eid al-Adha	
Expressive Arts and Design	*Doctors role-play area *Designing and creating structures using a range of tools and materials. *Creating fantasy worlds.	* Café role-play area *Making leaf people/creatures and a range of Autumnal crafts *Playdough spiders and hedgehogs	*Supermarket role-play area *Learn and perform a range of traditional tales and nursery rhymes	*Flower shop role-play area *Observational drawing and painting of Spring flowers *Large-scale Spring flower art project	*Vets/pet care role-play area *Exploring animal patterns	*Ice cream parlour role-play area *Create a rock pool in a box *Pirates and mermaids role-play activities

		*Exploring and making a range of puppets and pop-up pictures *Performing puppet shows *Practising and performing the Christmas play for parents and carers. *Christmas crafts and cards *World Nursery Rhyme Week	*Explore pretend play with toys from the past	*Fruit and vegetable printing *Spring potions and perfume making		
Sing Up!	Let's Be Friends	Travel and Movement	This is Me	Animal Tea Party	I've Got Feelings	Let's Jam
Religious Education	At Holy Trinity Catholic Primary School, Religious Education is at the heart of our curriculum. In the Early Years, we follow the Religious Education Directory programme, <i>To Know You More Clearly</i>, which introduces children to the teachings of Jesus and helps them develop a personal relationship with God. Through engaging topics, Bible stories, prayer, liturgy, music, discussion and play-based experiences, children begin to understand that they are loved by God and are part of God's family. They learn about key events in the life of Jesus, the Church, the Sacraments and the liturgical year, while exploring values such as kindness, forgiveness, respect, compassion and service to others. Opportunities to respond creatively through continuous provision, role play, art, storytelling and reflection enable children to deepen their understanding and live out our school mission: 'Walking in the footsteps of Jesus: we care, we share, we love, we learn.' Our RE curriculum nurtures children's spiritual, moral, social and emotional development, encouraging them to grow in faith, wonder and appreciation of God's world.					
	Creation and Covenant -God as the Creator. -The goodness of creation. -Human dignity. -Caring for God's world. -God's covenant with his people.	Prophecy and Promise -God's promises throughout the Old Testament. -The prophets. -Waiting and hope. -Preparing for the coming of Jesus.	Galilee to Jerusalem -The life and ministry of Jesus. -His teaching, miracles and disciples. -How Jesus showed people how to live.	Desert to Garden Lent. -Holy Week. -Jesus' Passion, Death and Resurrection. - Easter.	To the Ends of the Earth -Pentecost. -The coming of the Holy Spirit. -The beginning of the Church. -The mission of Christians today.	Dialogue and Encounter -Living as part of God's family. -Prayer and worship. -The Church. - Sacraments. -Respect for people of other faiths and worldviews. - Building relationships through dialogue and encounter.