

Roberts Primary School

Nursery Curriculum – 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Robert's Primary School's long-term plan displays a progression of knowledge and skills throughout the year. Outcomes for knowledge are taken from the Educational Programmes stated in the Statutory Framework for EYFS. Progression from Nursery, into Reception and beyond have been considered when planning overviews to ensure curriculum coverage and to ensure that each child thrives on their individual learning journey. Adaptations will be made to the curriculum to meet learners needs.					
Term dates	1st September – 24th October 2025 (7 weeks for Nursery)	3rd November – 19th December 2025 (7 weeks)	5th January – 13th February 2026 (6 weeks)	23rd February – 27th March 2026 (5 weeks)	13th April – 22nd May 2026 (6 weeks) (May Day)	1st June – 20th July (7 weeks)
Learning Themes	Being Brave Seasonal focus: Autumn Traditions and celebrations: <i>Autumn – 22.9.25</i> <i>Harvest, Diwali – 20.10.25</i>	Special Times Seasonal focus: Autumn to Winter Traditions and celebrations: <i>Remembrance Day – 11.11.26, Children in Need – 14.11.25, Hannukah – 20.12.25, Christmas – 25.12.25</i>	Me! (At Nursery and at home) Seasonal focus: Winter to Spring Traditions and celebrations: <i>Christmas Reflections, New Year Resolutions, Chinese New Year – 17.2.25</i> <i>Shrove Tuesday – 17.2.26</i>	Creatures and their babies (Including humans) Seasonal focus: Spring Traditions and celebrations <i>Ramadan – 17.2.26-18.3.26, Holy (Hindu – Festival of Colours) – 4.3.26, Mother's Day – 15.3.26, Eid – 19.3.26, Spring – 20.3.26, Earth Hour – 28.3.26 and Easter Sunday – 5.4.26</i>	Creatures in the past (Dinosaurs) Seasonal focus: Spring to Summer Traditions and celebrations <i>May Day – 4.5.26</i> <i>Shavuot (Jewish Holiday) – 21.5.26-23-5-26</i> <i>Eid-Al-Adha – 26.5.26</i>	Heroes and Adventures (Real life/Fantasy) People who help us Seasonal focus: Spring to Summer Traditions and celebrations <i>Summer – 20.6.26</i> <i>Father's Day – 21.6.26</i>
Key Enquiry 'Big' Question	What do I need to feel happy and safe at Nursery?	What does special mean?	What is like to be me at Nursery? What is it like to be me at home?	How are animals like me?	What does before/ past mean to me?	Who helps me? What is a hero? What is an adventure?
Questions to support the understanding of the Key Enquiry Question These are prompts and ideas and can be used and adapted based on assessment and the needs/interests of the children.	Who helps me with what I need at home and at Nursery? Where are the important places to me in Nursery?	Who are my special people? What are my special times? Where are my special places?	Who do I live with? What was special for me at Christmas? Where do I like to play in Nursery? Where don't I like to play and why?	Do all creatures look like their parents? What creatures can I find near to me? What creatures would I find far away from me? Are animal homes like mine?	What did a ____ look like? Where did a ____ live? What did a ____ eat? Did creatures in the past look like their parents?	Who helps me? Who are my heroes? Do all heroes have super powers? What makes me a hero? What is my superpower? What does adventure mean?

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				Do animals eat the same food as me? Why is my mom/important person special?		Where have I been on adventures?
Ongoing questions throughout the term These are prompts and ideas and can be used and adapted based on assessment and the needs/interests of the children.	<p>Where will I find ____ in the indoor/outdoor classroom?</p> <p>How do I use ____ in the indoor/outdoor classroom?</p> <p>What is the weather like today?</p> <p>What can I see around me?</p>					
Activities to support the learning and retention of skills and knowledge	-begin to develop an interest in learning areas -Autumn themed creative tasks	-Christmas cards -Christmas crafts -Learning and joining in with Christmas songs -Developing an interest in learning areas -Autumn/Winter themed creative tasks	Main focus selecting and using equipment effectively. -Christmas themed role play -Family role play -Small world family play -Thank you cards -Creating bird feeders -Learning how to use indoor and outdoor areas effectively -Winter inspired art -Dragon dance -Chinese food tasting -Red envelopes -Dragon inspired painting, collage, construction choosing own materials	-Creating animal homes -Animal and babies sorting and matching activity. -Animal movement games, dance, action, rhymes indoors and outdoors -Animal/creature hunts around school -Animal pattern/texture art activities -Observational drawing/creative tasks -Animals around the world using globe/map -Animals in hot/cold places	-Dinosaur models and sculpture -Dinosaur and babies sorting activities -Creating dinosaur habitats/environments -Sorting and assembling bones -Exploring fossils -Observational drawing/painting/creative tasks -Dinosaur movement games, dance, action, rhymes indoors and outdoors -Fossil replicas using playdough and tools -Using globe/map to show where dinosaur bones have been found.	<ol style="list-style-type: none"> Why I am a hero Heroes at school Heroes in the environment (People who help us) Astronauts Explorers My Adventures to Reception. <p>-People who help us role play with open ended costumes and props</p> <p>-Storying about fantasy heroes</p> <p>-Adventures in Forest School</p> <p>-Discussing what children would need for the adventure based on weather conditions/safety etc.</p> <p>-Learning about Neil Armstrong astronaut</p>

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						-Role play – Planning what you would need to take to go to space, go on an exploration. -Create planets, space crafts, environments.
Enhancements visits/visitors	Forest schools	Forest schools Santa Visit	Forest schools Visit a local library and/or invite a librarian in to talk to children and share a story	Forest Schools Living Duck Eggs Visit to the zoo, Animal person to visit and/or Pet stay Easter Egg Hunt	Forest Schools Visit a local park or garden centre Dinosaur Puppet Visit	Forest Schools Invite a person who helps in to talk to the children, e.g. lollypop person, a paramedic, a bus driver Invite a firefighter in to talk to the children and explore the fire engine
	Prime Area - Communication and Language					
Educational Programme for Communication and Language	Communication and language is developed and supported through high quality, skilful interactions between adults and children, through the language rich learning environment, through the frequent stories and books that children hear and enjoy and through engaging experiences and investigations which promote the acquisition and understanding of a rich range of vocabulary and language structures.					
	Listening and Attention Listens to others in one-to-one or small groups, when conversation interests them Understanding Understands use of objects, e.g. Which one do we cut with? Speaking Beginning to use more complex sentences to link thoughts, e.g. using and, because	Listening and Attention Listens to familiar stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Understanding Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture	Listening and Attention Focusing attention – can still listen or do, but can change their own focus of attention. Understanding Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box. Speaking Uses talk to explain what is happening and anticipate what might happen next. Questions why things happen and gives explanations. Asks e.g. who, what, when, how.	Listening and Attention Is able to follow directions (if not intently focused). Understanding Beginning to understand why and how questions. Speaking Beginning to use a range of tenses, e.g. play, playing, will play, played Continues to make some errors in language, e.g. runned and will absorb and use language they hear around them in their community and culture.	Listening and Attention Continues to listen to familiar stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Understanding Continues to respond to instructions with more elements. Shows understanding of more complex prepositions and instructions.	Listening and Attention Maintains focus on tasks and conversations, even when there are distractions. Understanding Fully understands and responds to why and how questions. Speaking Builds up vocabulary that reflects the breadth of their experiences. Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle.

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		Speaking Able to use language in recalling past experiences. Can retell a simple past event in correct order (e.g. went down slide, hurt finger).		Questions why things happen e.g. who, what, why, how? Responds to questions in full sentences using 'because', and, but. Recalls and relives past experiences	Speaking Uses intonation, rhythm and phrasing to make the meaning clear to others. Talks more extensively about things that are of particular importance to them. Builds vocabulary to reflect knowledge and experiences e.g. dinosaur names, features, habitats Uses tenses to discuss things happening now, and in recent past and past long ago. Asks questions and offers opinions	Uses talk to explain what is happening and anticipates what might happen next. Retells events in order Responds to comments from peers in in full sentences e.g. I agree... because, and, but. Explains ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This should be consistently modelled by adults.
Key Vocabulary	special , , different, same, special, compare, senses taste, touch, smell, sight, hearing, body parts - head, arms, legs, arms, elbows, knees, wrists, neck, forehead, ears etc. height, length, hair colour, eye colour, skin colour, likes , dislikes , similarities , differences , Diwali – Rama, Sita, Diva, light, festival, tradition, rangoli, fireworks Autumn – Trees, leaves, weather, damp, wet, fog	celebrate , special, happy, family, present, card, together, Bonfire , fireworks, fire, safety, loud, bang Christmas , Nativity, Jesus, Mary, Joesph, Bethlehem, angels, gift, celebrate, birth Winter – cold, dark frost, ice, slippery, hat, scarf, gloves	celebrate , special, happy, family, present, card, together, dinner, santa, Father Christmas, stocking, Christmas Chinese New Year Dragon, dance, fireworks, food, celebrate, fun, happy, light, gifts Winter – cold, dark frost, ice, slippery, hat, scarf, gloves	Eid fasting, Eid-al-Fitr, Qur'an, the Prophet, light, food, gifts, Eid Mubarak celebrate, family, pray Mother's day special, care, help, look after, reward, thanks Easter Jesus Christ, egg, cross, Sunday, new life, God Spring warmer, lighter, flowers, trees, plants, rain Animals -, insects born, growing, babies, same. different, food, parents, families, fur, skin, pattern, homes.	Spring warmer, lighter, flowers, blossom, plants, rain, trees, seeds, shoots Dinosaur fossils, palaeontologist, bones, sand, beach, Jurassic coastline, rocks	Hero , teacher, cook, site manger, doctor, nurse, firefighter, shop keeper, gardener Adventure , visit, lunch, space, mountain, clothes, food, equipment, hard, easy, new, different, spacecraft, gravity, climb, high, scared, cold, tired, worried, excited

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	Prime Area - Personal, Social and Emotional Development					
<p>PSED</p> <p>Educational Programme</p>	<p>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, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. Personal, Social and Emotional Development Reception Development Matters Statement</p>					
	<p>Making Relationships Seeks out companionship with adults and other children, sharing experiences and play ideas</p> <p>Sense of Self Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers</p> <p>Understanding Emotions Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt.</p> <p>Health and Self Care Can tell adults when hungry, full up or tired or when they want to rest, sleep or play.</p>	<p>Making Relationships Uses their experiences of adult behaviours to guide their social relationships and interactions.</p> <p>Sense of Self Is sensitive to others’ messages of appreciation or criticism.</p> <p>Understanding Emotions May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares and shares this with a familiar adult or peer.</p> <p>Health and Self Care Observes and can describe in words or actions the effects of physical activity on their bodies. Can name and identify different parts of the body.</p>	<p>Making Relationships Shows increasing consideration of other people’s needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it</p> <p>Sense of Self Enjoys a sense of belonging through being involved in daily tasks.</p> <p>Understanding Emotions Talks about how others might be feeling and responds according to their understanding of the other person’s needs and wants.</p> <p>Health and Self Care Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely. Can wash and can dry hands effectively and understands why this is important.</p>	<p>Making Relationships Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.</p> <p>Sense of Self Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others.</p> <p>Understanding Emotions Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings.</p> <p>Health and Self Care Willing to try a range of different textures and tastes and expresses a preference. Observes and controls breath, able to take deep breaths, scrunching and releasing the breath.</p>	<p>Making Relationships Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play.</p> <p>Sense of Self Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help.</p> <p>Understanding Emotions Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions.</p> <p>Health and Self Care Can mirror the playful actions or movements of another adult or child. Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important.</p>	<p>Making Relationships Continues to develop and refine social skills, including sharing, negotiating, and resolving conflicts.</p> <p>Sense of Self Continues to build self-awareness and confidence, understanding their own strengths and areas for growth.</p> <p>Understanding Emotions Continues to develop emotional regulation and empathy, understanding and managing their own emotions and responding to others' feelings.</p> <p>Health and Self Care Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>

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P.S.H.E. (Jigsaw)	<p>Being me in my world (Rule of Law)</p> <p>Lesson 1 – Piece 1 - Who... Me?! Learning intention: I understand how it feels to belong and that we are similar and different</p> <p>Help others to feel welcome</p> <p>Lesson 2 – Piece 2 - How am I feeling today? Learning intention: I understand how feeling happy and sad can be expressed</p> <p>Try to make our Nursery community a better place</p> <p>Lesson 3 – Piece 3 - Being at Nursery Learning intentions: I can work together and consider other people’s feelings</p> <p>Think about everyone’s right to learn</p> <p>Lesson 4 – Piece 4 - Gentle hands Learning intentions: I can use gentle hands and understand that it is good to be kind to people</p> <p>Care about other people’s feelings</p> <p>Lesson 5 – Piece 5 - Our Rights (Nursery Charter) Learning intentions: I am starting to understand children’s rights and this means we should all be allowed to learn and play</p> <p>Work well with others</p> <p>Lesson 6 – Piece 6 - Our responsibilities Learning intentions: I am learning what being responsible means</p> <p>Choose to follow the Learning Charter</p>	<p>Celebrating differences (Tolerance)</p> <p>Lesson 1 – Piece 1 - What am I good at? Learning intention: I know how it feels to be proud of something I am good at</p> <p>Accept that everyone is different</p> <p>Lesson 2 – Piece 2 - I’m Special, I’m Me! Learning intention: I can tell you one way I am special and unique</p> <p>Include others when working and playing</p> <p>Lesson 3 – Piece 3 - Families Learning intentions: I know that all families are different</p> <p>Know how to help if someone is being bullied</p> <p>Lesson 4 – Piece 4 - Homes Learning intentions: I know there are lots of different homes</p> <p>Try to solve problems</p> <p>Lesson 5 – Piece 5 - Making Friends Learning intentions: I can tell you how I could make new friends</p> <p>Use kind words</p> <p>Lesson 6 – Piece 6 - Standing Up for Yourself Learning intentions: I can use my words to stand up for myself</p> <p>Know how to give and receive compliments</p>	<p>Dreams and Goals (Democracy)</p> <p>Lesson 1 - Piece 1 - Challenge Learning Intention: I understand what a challenge means</p> <p>Stay motivated when doing something challenging</p> <p>Lesson 2 - Piece 2 - Never Giving Up Learning Intention: I can keep trying until I can do something</p> <p>Keep trying even when it is difficult</p> <p>Lesson 3 - Piece 3 - Setting a Goal Learning Intention: I can set a goal and work towards it</p> <p>Work well with a partner or in a group</p> <p>Lesson 4 - Piece 4 - Obstacles and Support Learning Intention: I know some kind words which can encourage people</p> <p>Have a positive attitude</p> <p>Lesson 5 - Piece 5 - Flight to the Future Learning Intention: I can start to think about the jobs I might like to do when I’m older</p> <p>Help others to achieve their goals</p> <p>Lesson 6 - Piece 6 - Footprint Awards Learning Intention: I can feel proud when I achieve a goal</p> <p>Are working hard to achieve their own dreams and goals</p>	<p>Healthy Me (Individual Liberty)</p> <p>Lesson 1 – Piece 1 - Everybody's Body Learning intention: I know the names for some parts of my body and am starting to understand that I need to be active to be healthy</p> <p>Have made a healthy choice</p> <p>Lesson 2 – Piece 2 - We like to move it, move it! Learning intention: I can tell you some of the things I need to do to be healthy</p> <p>Have eaten a healthy, balanced diet</p> <p>Lesson 3 – Piece 3 - Food Glorious Food Learning intentions: I know what the word ‘healthy’ means and that some foods are healthier than others</p> <p>Have been physically active</p> <p>Lesson 4 – Piece 4 - Sweet Dreams Learning intentions: I know how to help myself go to sleep and that sleep is good for me</p> <p>Have tried to keep themselves and others safe</p> <p>Lesson 5 – Piece 5 - Keeping Clean Learning intentions: I can wash my hands and know it is important to do this before I eat and after I go to the toilet</p> <p>Know how to be a good friend and enjoy healthy friendships</p> <p>Lesson 6 – Piece 6 - Safe Adult Learning intentions: I know who my safe adults are and how to stay safe if they are not close by me</p> <p>Know how to keep calm and deal with difficult situations</p>	<p>Relationships (Mutual Respect)</p> <p>Lesson 1 – Piece 1 - My Family and Me! Learning intention: I can tell you about my family</p> <p>Know how to make friends</p> <p>Lesson 2 – Piece 2 - Make friends, make friends, never ever break friends Part 2 Learning intention: I understand how to make friends if I feel lonely</p> <p>Help others to feel part of a group</p> <p>Lesson 3 – Piece 3 - Food Glorious Food Learning intentions: I can tell you some of the things I like about my friends</p> <p>Have been physically active</p> <p>Lesson 4 – Piece 4 - Falling Out and Bullying Part 1 Learning intentions: I know what to say and do if somebody is mean to me</p> <p>Show respect in how they treat others</p> <p>Lesson 5 – Piece 5 - Falling Out and Bullying Part 2 Learning intentions: I can use Calm Me time to manage my feelings</p> <p>Know how to help themselves and others when they feel upset and hurt</p> <p>Lesson 6 – Piece 6 - Being the best friends we can be Learning intentions: I can work together and enjoy being with my friends</p> <p>Know and show what makes a good relationship</p>	<p>Changing Me (Mutual Respect)</p> <p>Lesson 1 – Piece 1 - My Body Learning intention: I can name parts of my body and show respect for myself</p> <p>Understand that everyone is unique and special</p> <p>Lesson 2 – Piece 2 - Respecting My Body Learning intention: I can tell you some things I can do and some food I can eat to be healthy</p> <p>Can express how they feel when change happens</p> <p>Lesson 3 – Piece 3 - Growing Up Learning intentions: I understand that we all start as babies and grow into children and then adults</p> <p>Understand and respect the changes that they see in themselves</p> <p>Lesson 4 – Piece 4 - Growth and Change Learning intentions: I know that I grow and change</p> <p>Understand and respect the changes that they see in other people</p> <p>Lesson 5 – Piece 5 - Fun and Fears Learning intentions: I can talk about how I feel moving to School from Nursery</p> <p>Know who to ask for help if they are worried about change</p> <p>Lesson 6 – Piece 6 - Celebration Learning intentions: I can remember some fun things about Nursery this year</p> <p>Are looking forward to change</p>
	Prime Area - Physical Development					
	<p>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 wellbeing. 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence</p>					
	Educational Programme for Physical Development					
Moving and Handling – Gross and Fine Motor Control	-Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on	-Begins to walk, run and climb on different levels and surfaces	-Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles	-Walks down steps or slopes whilst carrying a small object, maintaining balance and stability	-Can balance on one foot or in a squat momentarily, shifting body weight to improve stability	-Continue to develop their movement, balancing, riding and ball skills


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	<p>the ground, and rises to feet without using hands</p> <p>-Sits comfortably on a chair with both feet on the ground</p> <p>-Begins to understand and choose different ways of moving</p> <p>-Runs safely on whole foot</p> <p>-Jumps up in the air with both feet leaving the floor and can jump forward a small distance</p> <p>-Turns pages in a book, sometimes several at once</p>	<p>-Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and start to catch</p> <p>-a large ball by using two hands and their chest to trap it</p> <p>-Uses wheeled toys with increasing skill</p> <p>-May be beginning to show preference for a dominant hand/ leg/ foot</p> <p>-Shows increasing control in holding, using and manipulating a range of tools and objects</p> <p>-Holds mark making tools with thumb and all fingers</p>	<p>-Climbs and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise</p> <p>-Using large muscle movements to wave flags and streamers, paint and make marks</p> <p>-Shows preference for a dominant hand</p>	<p>-Can grasp and release with two hands to throw and catch a large ball, beanbag or an object</p> <p>-Creates lines and circles pivoting from the shoulder and elbow</p> <p>-Use one-handed tools and equipment</p> <p>-Uses a comfortable grip with good control when holding pens and pencils</p>	<p>-Skip, hop and hold a pose for a game</p> <p>-Manipulates a range of tools and equipment in one hand</p> <p>-Start taking part in some group activities which they make up for themselves or in teams</p> <p>-Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p>	<p>-Match their developing physical skills to tasks and activities</p> <p>-Choose the right resources to carry out their own plan</p> <p>-Collaborate with others to manage large items</p> <p>-Be increasingly independent as they get dressed and undressed</p> <p>-Moves energetically, such as running, jumping, dancing</p> <p>-Holds a pencil/crayon to make marks with good control</p>
	Specific Area - Literacy					
Educational Programme for Literacy	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>					
Reading	<p>Reading</p> <p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups.</p>	<p>Reading</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p>	<p>Reading</p> <p>Begins to be aware of the way stories are structured, and to tell own stories.</p> <p>Begins to develop phonological and phonemic awareness.</p>	<p>Reading</p> <p>Talks about events and principal characters in stories and suggests how the story might end</p> <p>Shows interest in illustrations and words in</p>	<p>Reading</p> <p>Shows interest in illustrations and words in print and digital books and words in the environment.</p> <p>Recognises familiar words and signs such as own name,</p>	<p>Reading</p> <p>Looks at and enjoys print and digital books independently.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p>


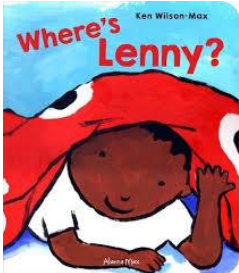
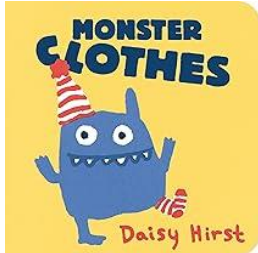
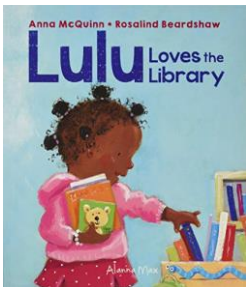
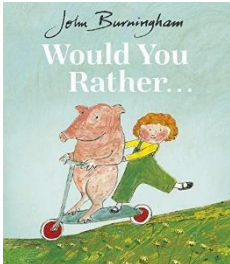
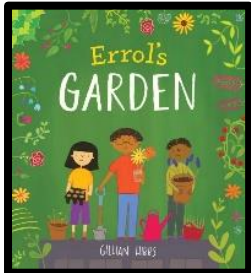
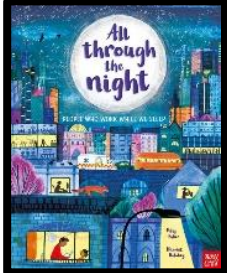
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			Shows awareness of rhyme and alliteration.	print and digital books and words in the environment. Recognises familiar words and signs such as own name, advertising logos and screen icons. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words, songs, poems and rhymes.	advertising logos and screen icons. Looks at and enjoys print and digital books independently. Knows that print carries meaning and, in English, is read from left to right and top to bottom. Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print). Begins to develop phonological and phonemic awareness. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words, songs, poems and rhymes. Claps or taps the syllables in words during sound play.	Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print). Handles books and touch screen technology carefully and the correct way up with growing competence. Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps. Begins to develop phonological and phonemic awareness. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words, songs, poems and rhymes. Claps or taps the syllables in words during sound play. Hears and says the initial sound in words.
Phonics and Early Reading		<p align="center">Little Wandle Foundations - Letters and Sounds</p> <p align="center">We follow the systematic synthetic phonics program of 'Little Wandle Foundations - Letters and Sounds'.</p> <p align="center">Teaching will commence in Autumn 1 – focus Rhyme Time and settling children into setting routines.</p> <p align="center">Autumn 2 – progression of sounds commences.</p> <p align="center">Letters and Sounds - A complete Phonics resource to support children (littlewandlelettersandsounds.org.uk)</p>				

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Reading	<p style="text-align: center;">Foundations: Love of Reading</p> <div style="text-align: center;">  </div> <p>The Foundations for a Love of Reading guidance, resources and planning are intended to support you in fostering a strong Reading for Pleasure culture in Nursery, while developing children's language.</p> <p>Through expertly developed lessons and activities children will receive:</p> <ul style="list-style-type: none"> • Multiple opportunities to read and engage with the text. • Language development opportunities. • Multiple opportunities to connect to the book through nursery rhymes, action songs, poems and songs that link to the text. This will provide opportunities for children to develop a rich repertoire of these rhymes and songs, which will support language development and enjoyment. 					
<p>Key Texts including Little Wandle Foundations for Reading.</p> <p><small>The book offer can be adapted to meet the needs/interests of the children.)</small></p>	<p>Little Wandle – Love of Reading</p> <p>1. </p> <p>'Where's Lenny?' by Ken Wilson-Max</p> <p>Nursery Rhyme focus: 1, 2, 3, 4, 5 Once I Caught a Fish Alive</p> <p>Connect to the book: -Exploring your senses – jam, fabric, bubbles, wooden spoon -'Hide and Seek' by Matt Goodfellow – Caterpillar Cake Collection http://clpe.org.uk</p>	<p>Little Wandle – Love of Reading</p> <p>3. </p> <p>'Monster Clothes' by Daisy Hirst</p> <p>Nursery Rhyme focus: Here we go round the mulberry bush</p> <p>Connect to the book: -Exploring your senses – tasting tomatoes -'Monster March' by Jane Newberry – Big Green Crocodile Collection http://clpe.org.uk</p>	<p>Little Wandle – Love of Reading</p> <p>4. </p> <p>'Lulu Loves the Library' by Anna McQuinn</p> <p>Nursery Rhyme focus: Twinkle, Twinkle Little Star</p> <p>Connect to the book: -Exploring your senses – coffee beans to smell, a variety of juices to taste and smell -Visit a local library and/or invite a local librarian in to share a story -'Hey, Let's Go! By James Carter – Zim Zam Zoom! collection http://clpe.org.uk</p>	<p>Little Wandle – Love of Reading</p> <p>5. </p> <p>'Would You Rather' by John Burningham</p> <p>Nursery Rhyme focus: I'm a Little Teapot</p> <p>Connect to the book: -Exploring your senses – instruments -'Big Green Crocodile' by Jane Newberry – Big Green Crocodile Collection http://clpe.org.uk</p>	<p>Little Wandle – Love of Reading</p> <p>7. </p> <p>'Errol's Garden' by Gillian Hibbs</p> <p>Nursery Rhyme focus: Round and Round the Garden Lavender Blue https://wordsforlife.org.uk</p> <p>Connect to the book: -Exploring your senses – taste a range of fruits and vegetables, planting seedlings in plant pots, smell some strong-smelling plants, such as lavender or herbs -Visit local park or garden centre -plant own bean and watch it grow</p>	<p>Little Wandle – Love of Reading</p> <p>9. </p> <p>'All Through the Night' by Polly Faber and Harriet Hobday</p> <p>Nursery Rhyme focus: Twinkle, Twinkle Little Star Pat-ac-cake, Pat-a-cake, Baker's Man</p> <p>Connect to the book: -Exploring your senses – to bake and taste bread, create footprints with paint, listen to a saxophone being played -Invite a local person who helps us, to talk to the children, e.g, a lollypop person, a paramedic, etc. -play different styles of music and encourage children to dance to them.</p>

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Little Wandle – Love of Reading

2.

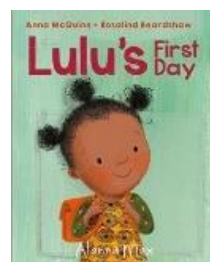


'Kindness Makes Us Strong' by Sophie Beer

Nursery Rhyme focus:
Five Little Ducks

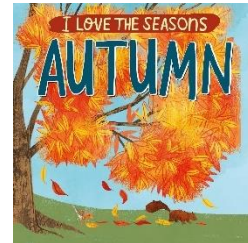
Connect to the book:
-Bake chocolate chip cookies
-Exploration of percussion Instruments
-'Crayon Poem' by James Carter
<http://childrens.poetryarchive.org>

Fiction



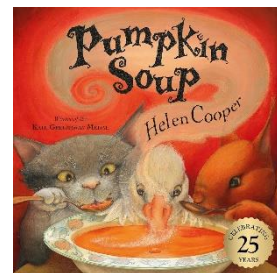
'Lulu's First Day' by Anna McQuinn

Non-Fiction

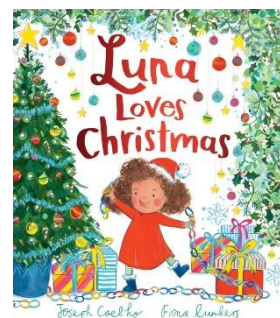


'I Love the Seasons – Autumn' by Lizzie Scott

Fiction



'Pumpkin Soup' by Helen Cooper



'Luna Loves Christmas' by Joseph Coelho

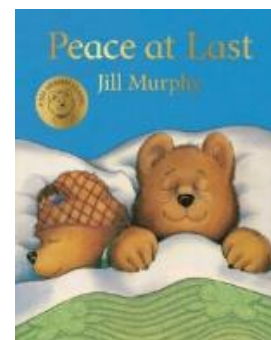
Fiction



'When a Dragon Goes to School' by Rosalind Beardshaw



'I love Chinese New Year' by Eva Wong Nava



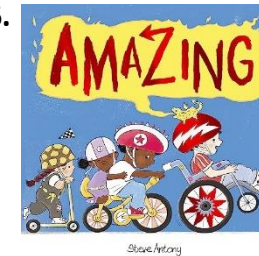
'Peace At Last' by Jill Murphy



'The Tiger Who Came to Tea' – by Judith Kerr

Little Wandle – Love of Reading

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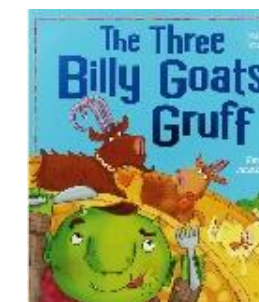


'Amazing' by Steve Antony

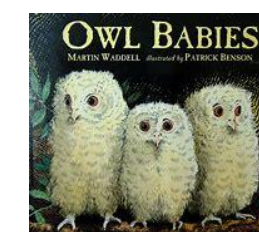
Nursery Rhyme focus:
Five Little Dragons

Connect to the book:
-Exploring your senses – to taste a range of healthy snacks, including dragon fruit!
-'Hide and Seek' by Matt Goodfellow – Caterpillar Cake collection
<http://clpe.org.uk>

Fiction



'The Three Billy Goats Gruff' by Mara Alperin

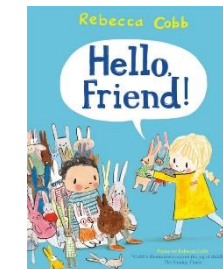


'Owl Babies' by Martin Waddell

-‘Uplifting’ by Joseph Coelho from the collection Blow a Kiss, Catch a Kiss

Little Wandle – Love of Reading

8.

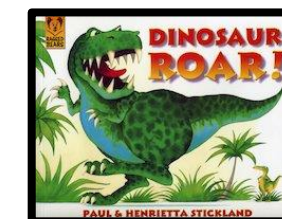


'Hello Friend!' by Rebecca Cobb

Song focus:
'Hello' song
'This the way we brush our teeth'

Connect to the book:
-Exploring your senses – exploring bubbles, cut out copies of illustrations from book, children to find matching objects
-'Give a Friend a Hug' by Joseph Coelho from collection Blow a Kiss, Catch a Kiss
-'Bubbles' by Joseph Coelho
<https://childrens.poetryarchive.org>

Fiction

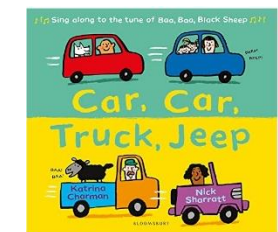


'Dinosaur Roar' by Henrietta Stickland

-‘Music’ by Michael Rosen – from A Great Big Cuddle collection

Little Wandle – Love of Reading

10.

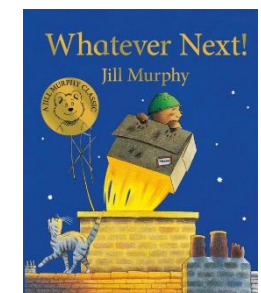


'Car, Car, Truck, Jeep' by Katrina Charman and Nick Sharratt

Nursery Rhyme focus:
Baa Baa Black Sheep
The Wheels on the Bus

Connect to the book:
-Exploring your senses – instruments
-Invite the fire service into school along with the fire engine
-'Look at the train!' by Kathy Henderson – from the collection The Dragon with a Big Nose
<http://clpe.org.uk>


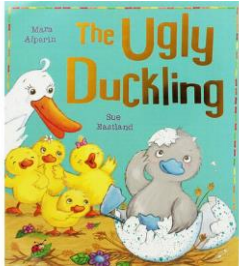

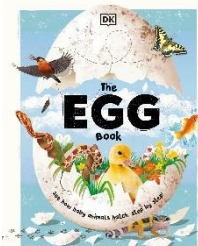

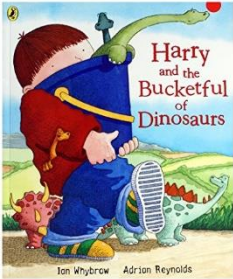
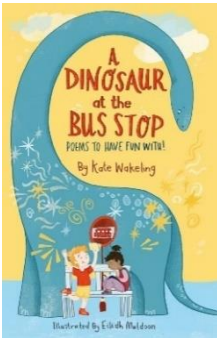
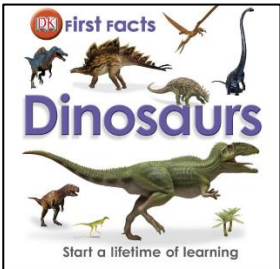
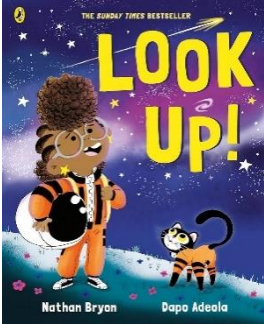
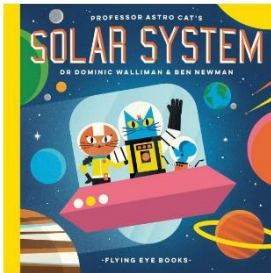
Fiction



'Whatever Next!' by Jill Murphy

Roberts Primary School

Nursery Curriculum – 2025-2026

			<p><u>Non-Fiction</u></p>  <p>‘I Love the Seasons – Winter’ by Lizzie Scott</p>	<p></p> <p>‘The Ugly Duckling’ by Mara Alperin</p> <p><u>Non-fiction</u></p>  <p>‘I love the Seasons – Spring’ by Lizzie Scott</p>  <p>‘The Egg Book: See How Baby Animals Hatch, Step by Step!’ - DK</p>  <p>‘Creature Features’ by Natasha Durley</p>	<p></p> <p>‘Harry and the Bucketful of Dinosaurs’ by Ian Whybrow</p> <p><u>Poetry</u></p>  <p>‘A Dinosaur at the Bus Stop’ by Kate Wakeling</p> <p><u>Non-fiction</u></p>  <p>‘First Facts: Dinosaurs’ by DK</p>	<p></p> <p>‘Look Up!’ by Nathan Bryon</p> <p><u>Non-Fiction</u></p>  <p>‘Solar System’ by Dr Dominic Walliman & Ben Newman</p>
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Roberts Primary School

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<p>Poetry/Rhyme/Songs</p> <p>The song offer can be adapted to meet the needs/interests of the children.)</p>	<p>-Nursery rhymes/songs</p> <p>-Autumn</p>	<p>-Nursery rhymes/songs</p> <p>-Christmas/Nativity songs</p>	<p>-Nursery rhymes/songs</p> <p>https://www.youtube.com/watch?v=MRQvu18LCgo 'Five Little Snowmen'</p> <p>https://www.youtube.com/watch?v=alABmBHarrg 'There is a little house'</p>	<p>-Nursery rhymes/songs</p> <p>-Chick chick chicken</p> <p>-Peter Rabbit has a fly upon his nose.</p> <p>-Spring chicken.</p>	<p>-Nursery rhymes/songs</p> <p>-Dinosaur Stomp</p>	<p>-Nursery rhymes/songs</p> <p>-Five little men in a flying saucer.</p>
<p>Literacy Writing Transcription/Composition</p>	<p>-Makes up stories, play scenarios, and drawings in response to experiences, such as outings.</p> <p>-Sometimes gives meaning to their drawings and paintings.</p>	<p>-Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.</p> <p>-Includes mark making and early writing in their play.</p>	<p>-Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</p> <p>-Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes.</p>	<p>-Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words.</p> <p>-Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.</p>	<p>-Continues to make up stories, play scenarios, and drawings in response to experiences, such as outings.</p> <p>-Gives more detailed meanings to their drawings and paintings.</p>	<p>-Continues to ascribe meanings to signs, symbols and words that they see in different places, including those they make themselves.</p> <p>-Uses mark making and early writing more extensively in their play.</p> <p>-Writes their own name and other familiar words with increasing accuracy.</p>

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Nursery Curriculum – 2025-2026

	Specific Area - Mathematics
Educational Programme for Mathematics	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.</p>
	<p>Comparison</p> <ul style="list-style-type: none"> • Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You’ve got two, I’ve got two. Same! <p>Counting</p> <ul style="list-style-type: none"> • May enjoy counting verbally as far as they can go • Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. • Uses some number names and number language within play, and may show fascination with large numbers • Begin to recognise numerals 0 to 10 <p>Cardinality</p> <ul style="list-style-type: none"> • Subitises one, two and three objects (without counting) • Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) • Links numerals with amounts up to 5 and maybe beyond • Explores using a range of their own marks and signs to which they ascribe mathematical meanings <p>Composition</p> <ul style="list-style-type: none"> • Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers • Beginning to use understanding of number to solve practical problems in play and meaningful activities • Beginning to recognise that each counting number is one more than the one before • Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same <p>Spatial Awareness</p> <ul style="list-style-type: none"> • Responds to and uses language of position and direction • Predicts, moves and rotates objects to fit the space or create the shape they would like <p>Shape</p> <ul style="list-style-type: none"> • Chooses items based on their shape which are appropriate for the child’s purpose • Responds to both informal language and common shape names • Shows awareness of shape similarities and differences between objects • Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes • Attempts to create arches and enclosures when building, using trial and improvement to select blocks <p>Pattern</p> <ul style="list-style-type: none"> • Creates their own spatial patterns showing some organisation or regularity • Explores and adds to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) • Joins in with simple patterns in sounds, objects, games and stories dance and movement predicting what comes next <p>Measures</p> <ul style="list-style-type: none"> • In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items • Recalls a sequence of events in everyday life and stories

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The Nursery maths scheme of learning covers the DfE statutory framework of the EYFS and the Educational Programme for mathematics. It supports to deliver a curriculum that embeds early mathematical skills, thinking and talk. Our scheme supports the ethos of EYFS, ensuring a hands-on, practical approach to learning, whilst at the same time enabling practitioners to create a mathematically-rich curriculum. Additionally, the Nursery maths scheme revisits key mathematical concepts and develops them throughout the year. The scheme has been divided into 24 blocks and provides a variety of opportunities to develop the understanding of number, shape, measure, and spatial thinking. These blocks are not divided into terms as they can be started at any time of the year. However, we would recommend following the progression in sequence.

Teaching and Learning - The maths scheme supports in teaching key aspects of the EYFS maths curriculum. The scheme supports the teaching of early maths skills through both adult-led and continuous provision activities. The focus is on introducing the foundations of mathematics through key practical experiences. The scheme builds on early mathematical concepts slowly and develops these throughout the year, so children gain a deep understanding. The counting principles are threaded throughout the scheme.

Supporting children to gain an understanding of the counting principles. 1. The one-to-one principle. 2. The stable-order principle. 3. The cardinal principle. 4. The abstraction principle. 5. The order-irrelevance principle. These principles are covered in more detail on the following pages.

Autumn Term

Comparison 1 More than, fewer than, same VIEW	Shape, space and measure 1 Explore and build with shapes and objects VIEW	Pattern 1 Explore repeats VIEW	Counting 1 Hear and say number names VIEW	Counting 2 Begin to order number names VIEW	Subitising 1 I see 1, 2, 3 VIEW	Pattern 2 Join in with repeats VIEW	Shape, space and measure 2 Explore position and space VIEW
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Spring Term

Subitising 2 Show me 1, 2, 3 VIEW	Counting 3 Move and label 1, 2, 3 VIEW	Shape, space and measure 3 Explore position and routes VIEW	Pattern 3 Explore own first patterns VIEW	Counting 4 Take and give 1, 2, 3 VIEW	Shape, space and measure 4 Match, talk, push and pull VIEW	Subitising 3 Talk about dots VIEW	Comparison 2 Compare and sort collections VIEW
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Summer Term

Pattern 4 Lead on own repeats VIEW	Shape, space and measure 5 Start to puzzle VIEW	Pattern 5 Making patterns together VIEW	Subitising 4 Make games and actions VIEW	Counting 5 Show me 5 VIEW	Pattern 6 My own pattern VIEW	Counting 6 Stop at 1, 2, 3, 4, 5 VIEW	Comparison 3 Match, sort, compare VIEW
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These units of work (blocks) can be started at any point of the year but in this sequential order

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Nursery Curriculum – 2025-2026

	Specific Area – Understanding the World					
Educational Programme for Understanding the World	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
Ongoing themes throughout the Year	Exploring Seasons through: <ul style="list-style-type: none"> What the weather is like. What we are wearing. What we see on our way to Nursery, in outdoor learning areas. 					
Understanding the World	People and Communities Shows interest in the lives of people who are familiar to them. Shows interest in different occupations and ways of life indoors and outdoors. The World Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Technology Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support.	People and Communities Enjoys joining in with family customs and routines. Remembers and talks about significant events in their own experience. The World Talks about why things happen and how things work. Technology Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets.	People and Communities Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life indoors and outdoors. The World Developing an understanding of growth, decay and changes over time. Technology Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.	People and Communities Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. The World Shows care and concern for living things and the environment. Technology Knows that information can be retrieved from digital devices and the internet.	People and Communities Continues to show interest in the lives of people who are familiar to them. Enjoys joining in with family customs and routines. The World Shows care and concern for living things and the environment. Technology Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet.	People and Communities Shows interest in the lives of people who are familiar to them. Shows interest in different occupations and ways of life indoors and outdoors. The World Continues to comment and ask questions about aspects of their familiar world. Talks more extensively about why things happen and how things work. Shows a deeper understanding of growth, decay and changes over time. Technology Continues to operate simple equipment with increasing independence. Shows a deeper interest and skill in using technological toys and devices. Understands and retrieves information from digital devices and the internet.

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RE	<p>Traditions and celebrations:</p> <p><i>Autumn – 22.9.25</i> <i>Harvest, Diwali – 20.10.25</i></p>	<p>Traditions and celebrations:</p> <p><i>Remembrance Day – 11.11.26, Children in Need – 14.11.25, Hannukah – 20.12.25, Christmas – 25.12.25</i></p>	<p>Traditions and celebrations:</p> <p><i>Christmas Reflections, New Year Resolutions, Chinese New Year – 17.2.25</i> <i>Shrove Tuesday – 17.2.26</i></p>	<p>Traditions and celebrations</p> <p><i>Ramadan – 17.2.26-18.3.26, Holy (Hindu – Festival of Colours) – 4.3.26, Mother’s Day – 15.3.26, Eid – 19.3.26, Spring – 20.3.26, Earth Hour – 28.3.26 and Easter Sunday – 5.4.26</i></p>	<p>Traditions and celebrations</p> <p><i>May Day – 4.5.26</i> <i>Shavuot (Jewish Holiday) – 21.5.26-23-5-26</i> <i>Eid-Al-Adha – 26.5.26</i></p>	<p>Traditions and celebrations</p> <p><i>Summer – 20.6.26</i> <i>Father’s Day – 21.6.26</i></p>
	Specific Area – Expressive Art and Design					
Educational Programme for Expressive Art and Design	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.</p> <p>The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
	<p>Creating with Materials</p> <p>Explores and learns how sounds and movements can be changed.</p> <p>Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns.</p> <p>Being Imaginative</p> <p>Uses movement and sounds to express experiences, expertise, ideas and feelings.</p>	<p>Creating with Materials</p> <p>Enjoys joining in with moving, dancing and ring games.</p> <p>Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home.</p> <p>Being Imaginative</p> <p>Experiments and creates movement in response to music, stories and ideas.</p> <p>Sings to self and makes up simple songs.</p>	<p>Creating with Materials</p> <p>Taps out simple repeated rhythms.</p> <p>Develops an understanding of how to create and use sounds intentionally.</p> <p>Being Imaginative</p> <p>Creates sounds, movements, drawings to accompany stories.</p> <p>Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously.</p>	<p>Creating with Materials</p> <p>Continues to explore colour and how colours can be changed.</p> <p>Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience.</p> <p>Being Imaginative</p> <p>Engages in imaginative play based on own ideas or first-hand or peer experiences.</p> <p>Uses available resources to create props or creates imaginary ones to support play.</p>	<p>Creating with Materials</p> <p>Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.</p> <p>Being Imaginative</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p>Continues to experiment and create with movement, sounds, and drawings.</p>	<p>Creating with Materials</p> <p>Uses tools for a purpose.</p> <p>Continues to explore and create with sounds, movements, and colours.</p> <p>Develops more complex drawings and constructions based on their experiences and imagination.</p> <p>Being Imaginative</p> <p>Develops more complex imaginative play scenarios.</p> <p>Uses a wider range of resources and creativity to support their play and expression.</p>