








# Nursery - Long Term Plan

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>English*</b>	<p><b>Marvellous Me!</b></p> <p><b>Theme:</b> Self, family, routines, belonging</p> <ul style="list-style-type: none"> <li>Starting Nursery Settling in - new routines</li> <li>Exploring my new environment</li> <li>Class rules and the Alkerden Heart</li> <li>Who is in my family?</li> <li>What am I good at?</li> <li>How am I feeling?</li> <li>Being kind/staying safe</li> <li>Friendships</li> <li>Autumn walk</li> <li>Favourite songs</li> <li>What do I want to be when I grow up?</li> </ul>	<p><b>Let's Celebrate!</b></p> <p><b>Theme:</b> Festivals, traditions, seasonal change</p> <ul style="list-style-type: none"> <li>Birthdays</li> <li>Special times for my family</li> <li>Harvest</li> <li>Nursery Rhyme week</li> <li>Bonfire</li> <li>Night Art – Firework pictures based on Alma Thomas </li> <li>Children in Need</li> </ul>	<p><b>Terrific Tales</b></p> <p><b>Theme:</b> story, character, setting, beginning, middle, end, once upon a time, happily ever after, pretend, imagine</p> <ul style="list-style-type: none"> <li>Traditional Tales</li> <li>Role play</li> <li>Drama Story maps</li> <li>Cooking activities</li> <li>Art - Betye Saar study </li> </ul> <p>Opportunity for junk modelling (create fairy-tale settings)</p>	<p><b>Animal Adventures</b></p> <p><b>Theme:</b> animal, habitat, jungle, desert, ocean, insect, wings, legs, stripes, spots, wild, minibeast</p> <ul style="list-style-type: none"> <li>Animals around the world</li> <li>Animal art</li> <li>Visit from the bug man</li> <li>Art - The Tiger - by Rousseau </li> </ul>	<p><b>Get, Set, Grow</b></p> <p><b>Theme:</b> Plants, life cycles, change over time</p> <ul style="list-style-type: none"> <li>Growing- plants and flowers (Strawberries, flowers, sunflowers)</li> <li>Weather and seasons</li> <li>Where does the moon go at night?</li> <li>Art - Making a sculpture- Andy Goldsworthy  </li> <li>Life Cycles</li> <li>Reduce, Reuse and Recycle</li> <li>Where does our food come from?</li> </ul>	<p><b>My Wonderful World</b></p> <p><b>Theme:</b> Transport, maps, adventure</p> <ul style="list-style-type: none"> <li>Around the village/town</li> <li>How do I get there?</li> <li>Where in the world have you been?</li> <li>Fly me to the moon</li> <li>Vehicles past and present</li> <li>Off on holiday</li> </ul> <p>Transition to school</p>

*\*Please note: These themes and related texts are only an outline. They may be adapted at different points in the year to reflect our learner's interests.*



## Key Texts

### Books about identity and belonging

- All Are Welcome – Alexandra Penfold
- You Choose – Nick Sharratt & Pippa Goodhart
- Only One You – Linda Kranz

### Books about feelings

- The Colour Monster – Anna Llenas
- When I Am/Cuando Estoy – Gladys Rosa-Mendoza
- Today I Feel Silly – Jamie Lee Curtis
- Ruby's Worry

### Books about family and self

- Owl Babies – Martin Waddell
- I Like Myself! – Karen Beaumont
- Our Class is a Family – Shannon Olsen

### Rhymes and repetitive stories

- From Head to Toe – Eric Carle
- Brown Bear, Brown Bear, What Do You See? – Bill Martin Jr & Eric Carle

- The Birthday Invitation – Lucy Rowland
- We're Going to a Birthday Party – Martha Mumford
- Binny's Diwali – Thrity Umrigar
- My First Ramadan – Karen Katz
- Maisy's Birthday Party – Lucy Cousins
- Room on the Broom
- Superworm
- Whatever next (voice sounds)
- Peace at Last
- Stick Man
- The Christmas Story

- The Three Little Pigs
- Goldilocks and the Three Bears
- Little Red Riding Hood
- The Gingerbread Man
- Jack and the Beanstalk

- Dear Zoo – Rod Campbell
- Rumble in the Jungle – Giles Andreae
- Giraffes Can't Dance – Giles Andreae
- The Tiger Who Came to Tea – Judith Kerr
- Walking Through the Jungle – Julie Lacombe
- Tiddler
- The Snail and the Whale
- Hungry Caterpillar

- Jasper's Beanstalk – Nick Butterworth
- The Tiny Seed – Eric Carle
- Sam Plants a Sunflower – Kate Petty
- Dinosaurs and all that Rubbish
- Sunflower sword
- My Heart is a Compass One plastic bag
- What the Ladybird Heard

- Here We Are – Oliver Jeffers
- The Train Ride – June Crebbin
- We All Belong – Nathalie Goss
- Oi Get off our train
- Ada Twist, scientist
- Lost and Found
- Julian the Mermaid



## Communication and Language

Communication and Language focus on developing our learners' speaking, listening and understanding skills, which are essential for learning, building relationships, and later reading and writing. These skills are developed through high-quality interactions between adults, our learners and their peers.

In our nursery, communication and language is strengthened through a language-rich environment where adults model language, listen carefully and extend conversations through sensitive questioning and meaningful dialogue. Learners are encouraged to share ideas, talk about their experiences and build confidence in expressing themselves.

Language development is supported through daily experiences such as Story of the Week, circle time, stories, songs and rhymes, as well as through adult-directed activities and high-quality interactions during continuous provision. These opportunities help learners develop their vocabulary, listening skills and understanding while learning to communicate effectively with others.



**Listening, Attention and Understanding**

- Begin to feel secure in the setting by responding to familiar routines, greetings and daily talk patterns.
- Listen to and recognise their own name and the names of peers during group times and play.
- Show growing attention during short group activities such as circle time, settling sessions and story time.
- Enjoy listening to simple stories and begin to understand what is happening by using picture cues and adult prompts.
- Attend to familiar talk routines across the day (e.g. greetings, snack time conversations, tidy-up signals).
- Understand simple everyday language linked to classroom routines, play choices and personal needs.
- Recognise that adults are available to help and

**Listening, Attention and Understanding**

- Listen with growing interest to stories, songs and rhymes linked to festivals, traditions and special events.
- Attend to short group discussions about how different people celebrate important occasions.
- Understand simple questions related to experiences (e.g. what happened, who was there, what did you see?).
- Follow simple instructions during celebration activities, cooking, crafts and shared experiences.
- Begin to understand and respond to 'how' and 'why' questions with adult support.
- Recognise and understand new vocabulary linked to celebrations,

**Listening, Attention and Understanding**

- Listen attentively to familiar and repeated fairy tales, joining in with key phrases and refrains.
- Maintain attention for longer during storytelling sessions, particularly when supported by props, puppets or role play.
- Begin to understand and respond to 'how' and 'why' questions about story events and characters.
- Follow the sequence of a simple story and recognise what happens first, next and at the end.
- Shift attention between listening, play and discussion with decreasing adult support.
- Understand new vocabulary introduced through stories, storytelling and imaginative play

**Listening, Attention and Understanding**

- Listen with interest to stories, non-fiction texts and information about animals and their habitats.
- Recall the main events or key information from familiar stories or discussions about animals.
- Understand and respond to 'how' and 'why' questions related to animals, experiences and events.
- Follow simple explanations about animal care, behaviour and environments.
- Maintain attention during group discussions and shared learning for longer periods.
- Understand new vocabulary introduced through stories, information books and adult modelling.

**Speaking**

- Begin to use new vocabulary learned from stories,

**Listening, Attention and Understanding**

- Listen attentively to longer stories, explanations and discussions linked to growth, change and the natural world.
- Begin to predict what might happen next in stories, events or real-life processes (e.g. planting and growing).
- Maintain attention during group learning and shared investigations for increasing periods of time.
- Show understanding of information from non-fiction books and real-life observations.
- Follow instructions and explanations linked to practical activities such as planting, observing or caring for living things.
- Respond appropriately to questions that encourage thinking, remembering and predicting.

**Listening, Attention and Understanding**

- Listen carefully during conversations and group discussions, showing awareness of what others say.
- Follow instructions that include more than one step or idea, especially during practical or investigative activities.
- Maintain attention across a range of contexts, including stories, discussions and shared problem-solving.
- Understand explanations about the world around them and respond appropriately.

**Speaking**

- Engage in two-way conversations, listening to others and responding with relevant comments or questions.
- Use a wider and more varied vocabulary to explain ideas, experiences and observations.



respond to reassurance, guidance and support.

**Speaking**

- Begin to communicate confidently when settling in, using words, gestures or facial expression to express needs.
- Attempt to interact with other children by learning names and joining simple social exchanges.
- Talk about themselves, their family and familiar experiences during “All About Me” activities.
- Comment on what they are doing during play and begin to share ideas with others.
- Express preferences by talking about favourite toys, activities or interests.
- Use everyday social language modelled by adults (e.g. greetings, turn-taking talk, simple conversational exchanges).
- Begin to ask for help or support verbally or non-verbally when needed.

emotions, seasons, light and dark.

- Maintain attention for longer during storytelling, especially when supported by visuals, props or repetition.

**Speaking**

- Talk about personal experiences such as birthdays, family celebrations or special events.
- Describe sensory experiences (e.g. fireworks, decorations, music, food, colours, sounds, feelings).
- Retell familiar rhymes, repeated story phrases or key events from celebration stories.
- Begin to use newly learned vocabulary from stories, discussions and themed learning.
- Share ideas and opinions during circle time (e.g. how

**Speaking**

- Begin to express their own ideas and opinions about characters, events and story outcomes.
- Use an expanding range of vocabulary learned through storytelling and themed learning.
- Begin to use simple story language (e.g. once upon a time, suddenly, then...).
- Choose to look at books independently and describe what is happening in pictures.
- Retell parts of familiar stories through talk, play or role play.
- Begin to invent simple songs, rhymes or story ideas during imaginative play.
- Use talk to organise pretend play based on stories and characters.
- Respond verbally to ‘how’ and ‘why’ questions with increasing confidence.

discussions and adult modelling.

- Use longer sentences to share ideas, experiences and observations.
- Describe events or experiences with increasing detail and clarity.
- Talk about past experiences (e.g. visits, outings, encounters with animals) during play and conversation.
- Recall and talk about the main parts of a familiar story.
- Join in with and sing a range of rhymes and songs, including those linked to animals.
- Speak confidently to familiar adults to share ideas, ask for help or explain needs.
- Use talk to represent experiences and knowledge in imaginative play.

**Speaking**

- Use talk to organise play, ideas and shared activities, especially in collaborative situations.
- Engage more confidently in conversations with peers, taking turns to listen and respond.
- Show interest in what others are doing and comment on shared experiences.
- Begin to ask questions to find out more information or clarify understanding.
- Talk about observations, changes and processes (e.g. how things grow, what has changed).
- Use language from stories, information books and adult modelling in play and discussion.
- Share ideas and thinking during group discussions and practical activities.

- Link ideas using joining words such as *and* and *because* to give reasons or explanations.
- Speak confidently to both familiar and unfamiliar adults and peers.
- Narrate and develop small world or role play scenarios using language drawn from experiences, stories or knowledge.
- Join in with a wide range of songs and rhymes and begin to invent their own.
- Ask questions independently to find out more information or clarify understanding.
- Begin to use past, present and future forms when talking about events.



<p><b>Communication Environment and Adult Interaction</b>  <b>Adults support language development by:</b></p> <ul style="list-style-type: none"> <li>• Modelling clear, consistent talk routines throughout the day.</li> <li>• Providing warm verbal welcomes and opportunities for conversation with families.</li> <li>• Creating regular opportunities for children to talk about themselves and their play.</li> <li>• Narrating play and daily experiences to build vocabulary.</li> <li>• Supporting early friendships through name learning and shared activities.</li> <li>• Using pictures, gestures and repetition to support understanding.</li> </ul>	<p>they celebrate, what they enjoyed).</p> <ul style="list-style-type: none"> <li>• Begin to express feelings and preferences linked to experiences.</li> <li>• Use talk during play to represent real-life events (e.g. parties, gatherings, traditions).</li> <li>• Join in with songs and rhymes related to celebrations and begin to adapt or invent simple verses.</li> </ul> <p><b>Communication Environment and Adult Interaction</b>  <b>Adults support language development by:</b></p> <ul style="list-style-type: none"> <li>• Introducing and modelling new vocabulary linked to celebrations, traditions and emotions.</li> <li>• Encouraging children to recall and talk about past events and anticipate upcoming ones.</li> </ul>	<p><b>Communication Environment and Adult Interaction</b>  <b>Adults support language development by:</b></p> <ul style="list-style-type: none"> <li>• Repeating and retelling familiar fairy tales to support sequencing and language patterns.</li> <li>• Modelling story vocabulary and narrative structures.</li> <li>• Asking open-ended questions to encourage reasoning and prediction.</li> <li>• Providing opportunities for role play, puppetry and small world storytelling.</li> <li>• Encouraging children to describe characters, settings and events.</li> <li>• Supporting children to talk about what they think and why.</li> <li>• Creating inviting book areas that encourage independent browsing and storytelling.</li> </ul>	<p><b>Communication Environment and Adult Interaction</b>  <b>Adults support language development by:</b></p> <ul style="list-style-type: none"> <li>• Introducing and modelling vocabulary linked to animals, habitats, movement and care.</li> <li>• Encouraging children to recall information from stories, discussions and real experiences.</li> <li>• Asking open-ended questions that invite explanation and reasoning.</li> <li>• Supporting children to describe what they notice, observe and remember.</li> <li>• Providing opportunities for role play and small world play linked to animal themes.</li> <li>• Repeating songs and rhymes to build confidence, rhythm and language patterns.</li> <li>• Supporting children to speak in full sentences by modelling and extending their talk.</li> </ul>	<p><b>Communication Environment and Adult Interaction</b>  <b>Adults support language development by:</b></p> <ul style="list-style-type: none"> <li>• Modelling curiosity and encouraging questioning during investigations and exploration.</li> <li>• Introducing and explaining vocabulary linked to growth, change, nature and processes.</li> <li>• Encouraging children to describe what they observe over time.</li> <li>• Supporting collaborative play that requires communication and shared planning.</li> <li>• Using non-fiction texts to extend knowledge and language.</li> <li>• Asking predictive and reflective questions (e.g. What might happen next? Why do you think that?).</li> <li>• Giving children time to express ideas and respond to others in conversation.</li> </ul>	<p><b>Communication Environment and Adult Interaction</b>  <b>Adults support language development by:</b></p> <ul style="list-style-type: none"> <li>• Modelling extended conversation and encouraging children to respond and elaborate.</li> <li>• Introducing vocabulary linked to places, people, environments and experiences.</li> <li>• Supporting children to explain their thinking and give reasons for ideas.</li> <li>• Encouraging storytelling, role play and imaginative narration.</li> <li>• Providing opportunities to speak with a range of adults and peers.</li> <li>• Asking open-ended and exploratory questions.</li> <li>• Modelling correct use of tense and sentence structure through natural conversation.</li> </ul>
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		<ul style="list-style-type: none"><li>• Using storytelling, role play and small world play to rehearse experiences.</li><li>• Asking open-ended questions to extend thinking and conversation.</li><li>• Providing opportunities for children to describe what they see, hear and feel.</li><li>• Supporting children to listen to others' experiences and respond appropriately.</li><li>• Revisiting songs, rhymes and stories to build familiarity and confidence in language use</li></ul>				
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## Personal, Social and Emotional Development

Personal, Social and Emotional Development supports our learners in developing a positive sense of themselves and others. It helps them build confidence, form relationships and understand and manage their feelings.

In nursery, learners are supported to develop important social skills such as sharing, taking turns, cooperating and playing alongside others. Through daily routines, group activities and play, they learn how to build friendships and understand how their actions can affect others.

Adults play an important role by modelling positive behaviour, supporting learners to talk about their feelings and helping them learn strategies to manage emotions. Activities such as circle time, collaborative play and discussions encourage learners to express themselves and develop empathy and respect for others.

Through these experiences, learners build confidence, independence and resilience, helping them feel safe.



Personal, Social and Emotional  
Self-Regulation, Managing Self, Building Relationships

- Settling routines
- Key person relationships
- Understanding emotions
- Beginning turn-taking and kindness
- Building a sense of belonging

**Skills and Knowledge Development**  
**Self-Regulation**

- Recognise simple emotions such as happy and sad
- Begin to understand that feelings can be expressed in different ways
- Begin to imagine how characters in stories feel

**Managing Self**

- Begin to show ownership of their belongings
- Make choices about play and activities
- Begin to follow simple nursery routines with support

**Building Relationships**

- Recognise familiar adults in nursery

- Developing identity and belonging
- Recognising similarities and differences between families
- Sharing experiences respectfully
- Building confidence in groups
- Learning about celebrations and traditions

**Skills and Knowledge Development**  
**Self-Regulation**

- Begin to talk about experiences that make them feel happy or proud
- Build confidence sharing ideas in a group

**Managing Self**

- Understand that different families celebrate different events
- Begin to respect others' experiences and traditions

**Building Relationships**

- Develop a stronger sense of belonging within the nursery community

- Understanding emotions through stories
- Developing empathy for characters and others
- Learning to solve simple problems in play
- Building confidence speaking in groups
- Strengthening friendships through shared storytelling and role play

**Skills and Knowledge Development**  
**Self-Regulation**

- Begin to recognise a wider range of emotions through story characters
- Talk about how characters in stories might feel
- Begin to understand that actions can affect how others feel

**Managing Self**

- Begin to manage small conflicts with adult support
- Understand simple rules within games and activities

- Developing care and respect for living things
- Working cooperatively with others
- Building resilience and perseverance in play
- Understanding rules and boundaries
- Continuing to develop friendships

**Skills and Knowledge Development**  
**Self-Regulation**

- Begin to understand how actions affect others and living things
- Recognise when others may need help or support
- Begin to manage feelings when things do not go as planned

**Managing Self**

- Begin to follow simple rules during games and activities
- Develop confidence trying new experiences and challenges
- Begin to understand the importance of looking after living things and the environment

- Developing independence and confidence
- Taking responsibility for simple tasks
- Understanding how to keep our bodies healthy
- Managing feelings and behaviour
- Building resilience when trying new things

**Skills and Knowledge Development**  
**Self-Regulation**

- Begin to manage feelings during play and activities
- Understand that it is okay to make mistakes and try again
- Begin to use simple strategies to calm down when upset

**Managing Self**

- Show increasing independence in daily routines
- Take responsibility for simple classroom jobs
- Begin to understand ways to keep our bodies healthy

- Developing confidence and independence
- Understanding our wider community and world
- Strengthening friendships and cooperation
- Reflecting on learning and achievements
- Preparing emotionally and socially for transition to Reception

**Skills and Knowledge Development**  
**Self-Regulation**

- Show increasing confidence when speaking in groups
- Express feelings about change and new experiences
- Begin to manage feelings about moving to a new class or teacher

**Managing Self**

- Demonstrate increasing independence in daily routines (tidying up, toileting, dressing for outdoor play)



<ul style="list-style-type: none"> <li>• Start to build relationships with key people and peers</li> <li>• Begin turn-taking with adult support</li> <li>• Use gentle hands and understand the importance of kindness</li> </ul> <p><b>Adult-Led Opportunities</b></p> <ul style="list-style-type: none"> <li>• Daily feelings check-ins using emotion cards or mirrors</li> <li>• Key person bonding activities (small group games, story time)</li> <li>• Modelling sharing and turn-taking during play</li> <li>• Visual timetable discussions to support routines</li> <li>• Story discussions exploring characters' feelings</li> <li>• Games that encourage cooperation and waiting for a turn</li> </ul>	<ul style="list-style-type: none"> <li>• Share special experiences with others respectfully</li> <li>• Take turns during games and shared creative activities</li> <li>• Show kindness during group activities</li> </ul> <p><b>Adult-Led Opportunities</b></p> <ul style="list-style-type: none"> <li>• Birthday role-play and party planning activities</li> <li>• Talking about family traditions and celebrations</li> <li>• Group celebrations and collaborative art projects</li> <li>• Nursery celebration events (e.g., birthdays, festivals)</li> <li>• Charity awareness activities such as Children in Need</li> <li>• Turn-taking games and cooperative creative tasks</li> <li>• Performing rhymes or songs during group time</li> </ul>	<ul style="list-style-type: none"> <li>• Develop confidence to join in storytelling and role play</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Play cooperatively with others during imaginative play</li> <li>• Begin to negotiate roles in role-play activities</li> <li>• Develop friendships through shared storytelling experiences</li> </ul> <p><b>Adult-Led Opportunities</b></p> <ul style="list-style-type: none"> <li>• Story discussions exploring characters' feelings and choices</li> <li>• Puppet role play to model problem solving and kindness</li> <li>• Acting out familiar stories in small groups</li> <li>• Emotion matching games using story characters</li> <li>• Circle time discussions about how characters solve problems</li> <li>• Collaborative storytelling, where children add ideas to a story</li> </ul>	<p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Play cooperatively with peers in small groups</li> <li>• Begin to work together during shared activities</li> <li>• Show care and kindness towards others and animals</li> </ul> <p><b>Adult-Led Opportunities</b></p> <ul style="list-style-type: none"> <li>• Stories about animals and caring for living things</li> <li>• Role play scenarios (vets, animal rescue, zoo keepers)</li> <li>• Turn-taking games linked to animal themes</li> <li>• Discussions about how animals feel and how we care for them</li> <li>• Cooperative building activities (animal homes, habitats)</li> <li>• Problem-solving games where children help animals in stories</li> </ul>	<p>(healthy food, exercise, rest, hygiene)</p> <ul style="list-style-type: none"> <li>• Begin to understand the importance of washing hands and keeping clean</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work collaboratively with others during play and activities</li> <li>• Develop friendships and begin to include others in play</li> <li>• Show kindness and encouragement towards peers</li> </ul> <p><b>Adult-Led Opportunities</b></p> <ul style="list-style-type: none"> <li>• Gardening and planting activities to encourage responsibility and care</li> <li>• Discussions about healthy foods and tasting different fruits and vegetables</li> <li>• Handwashing routines and hygiene activities</li> <li>• Class helper roles (tidying, watering)</li> </ul>	<ul style="list-style-type: none"> <li>• Follow simple instructions and classroom rules</li> <li>• Begin to understand expectations of a Reception classroom</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• Work cooperatively with peers during group activities</li> <li>• Show pride in achievements and celebrate others' successes</li> <li>• Build relationships with new adults such as Reception teachers</li> </ul> <p><b>Adult-Led Opportunities</b></p> <ul style="list-style-type: none"> <li>• Circle time discussions about moving to Reception and new experiences</li> <li>• Visits to the Reception classroom and meeting Reception teachers</li> <li>• Transition stories about starting school</li> <li>• Collaborative projects celebrating nursery memories</li> <li>• Role play school activities (register,</li> </ul>
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	<p><b>Continuous Provision Enhancements</b></p> <ul style="list-style-type: none"><li>• Emotion faces and mirrors in the role play area</li><li>• Family photo display for belonging discussions</li><li>• Personal drawers or coat pegs with children's names/photos</li><li>• Small group turn-taking games</li></ul>	<p><b>Continuous Provision Enhancements</b></p> <ul style="list-style-type: none"><li>• Celebration role-play resources (party hats, decorations, cake shop)</li><li>• Photo displays of children's families and celebrations</li><li>• Collaborative art table for shared projects</li><li>• Small world celebrations or festival setups</li></ul>	<p><b>Continuous Provision Enhancements</b></p> <ul style="list-style-type: none"><li>• Story baskets with props from familiar tales</li><li>• Puppet theatre for retelling stories</li><li>• Small world story scenes</li><li>• Dress-up costumes linked to traditional tales</li><li>• Emotion cards linked to story characters</li></ul>	<p><b>Continuous Provision Enhancements</b></p> <ul style="list-style-type: none"><li>• Small world animal habitats</li><li>• Vet or animal rescue role-play area</li><li>• Animal puppets for storytelling</li><li>• Construction area for building animal homes</li><li>• Outdoor exploration and bug hunts</li></ul>	<p>plants, handing out resources)</p> <ul style="list-style-type: none"><li>• Team-building games and outdoor physical activities</li><li>• Stories about growth, healthy habits and perseverance</li></ul> <p><b>Continuous Provision Enhancements</b></p> <ul style="list-style-type: none"><li>• Gardening area or planting station</li><li>• Role-play garden centre, fruit and vegetable shop, or café</li><li>• Healthy food sorting activities</li><li>• Responsibility charts for classroom jobs</li><li>• Outdoor physical play equipment to promote movement and exercise</li></ul>	<p>lining up, snack routines)</p> <ul style="list-style-type: none"><li>• Reflection activities where children talk about what they have learned in nursery</li></ul> <p><b>Continuous Provision Enhancements</b></p> <ul style="list-style-type: none"><li>• School role-play area (register, uniforms, classroom resources)</li><li>• Photo displays of nursery memories and achievements</li><li>• Collaborative art or class project about "Our Wonderful World"</li><li>• Small world community setups (shops, schools, transport)</li></ul>
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## Physical Development – Fine and Gross Motor Skills

Physical development is a key part of children's overall growth and helps them lead happy, healthy and active lives. For nursery-aged children (3–4 years), this involves learning to control and use their bodies through the development of gross motor skills (large movements such as running, jumping, climbing and balancing) and fine motor skills (smaller movements using the hands and fingers).

Physical skills develop gradually throughout early childhood. They begin with sensory exploration and grow as children build strength, coordination and awareness of how their bodies move and where they are in space. In nursery, adults support this development by creating games and providing opportunities for play both indoors and outdoors. Activities such as obstacle courses, climbing, dancing, ball games and balancing help children develop core strength, stability, balance, spatial awareness, coordination and agility. These gross motor skills form the foundation for strong, healthy bodies and also support children's confidence, social skills and emotional wellbeing.

Fine motor development is supported through activities that strengthen children's hand and finger control and improve hand–eye coordination, which is important for later skills such as writing and early literacy. Children are given repeated and varied opportunities to explore small world play, puzzles, arts and crafts, playdough, threading, and using tools such as scissors and paintbrushes. With encouragement, feedback and support from adults, children gradually develop greater control, proficiency and confidence in their movements.

By providing a wide range of engaging activities, nursery settings help children practise and develop the physical skills they need for everyday tasks, learning, and lifelong health.



Physical Development  
Fine and Gross Motor Skills

- Developing confidence in movement
- Building core strength, balance and coordination
- Developing early fine motor control
- Exploring how our bodies move
- Developing independence in personal care routines

**Skills and Knowledge Development**  
**Fine Motor Skills**

- Explore a range of fine motor activities to develop hand strength and coordination
- Manipulate objects using fingers and hands
- Pick up small objects between finger and thumb (pincer grip)
- Begin to use one-handed tools such as scissors and small hammers (may need hand-over-hand support)
- Make snips in paper using scissors

- Strengthening fine motor control through creative activities
- Developing coordination and balance through movement and dance
- Increasing confidence using outdoor equipment such as bikes, trikes and scooters
- Building independence in self-care routines and hygiene

**Skills and Knowledge Development**  
**Fine Motor Skills**

- Manipulate small tools and materials during celebration-themed craft activities
- Develop hand strength and coordination through threading, weaving and playdough activities
- Use one-handed tools such as scissors, glue spreaders and hole punchers
- Begin to cut along simple lines when making cards, decorations and celebration crafts

- Developing coordination, balance and control through movement and outdoor play
- Strengthening fine motor skills through story-based crafts and creative activities
- Building confidence using physical equipment such as balls, bikes and climbing frames
- Developing independence in personal care routines

**Skills and Knowledge Development**  
**Fine Motor Skills**

- Strengthen hand muscles through playdough, malleable materials and Dough Disco
- Manipulate small objects and materials when creating story props, puppets and character crafts
- Use one-handed tools such as scissors, glue spreaders and hole punchers
- Begin to cut and stick when making story

- Developing strength, balance and coordination through animal-themed movement
- Improving ball control and confidence using outdoor equipment
- Strengthening fine motor skills through animal crafts and creative activities
- Continuing to develop independence in personal care routines

**Skills and Knowledge Development**  
**Fine Motor Skills**

- Manipulate materials when creating animal masks, puppets and collage pictures
- Strengthen hand muscles using playdough and malleable materials to create animals
- Develop pincer grip when picking up small craft items such as feathers, buttons and beads
- Begin to use scissors to cut shapes for animal crafts

- Developing coordination and strength through active outdoor play
- Strengthening fine motor skills through gardening and nature projects
- Promoting healthy bodies through movement and hygiene
- Increasing independence and responsibility

**Skills and Knowledge Development**  
**Fine Motor Skills**

- Develop hand strength through digging, planting seeds and watering plants
- Manipulate natural materials during nature collages and plant crafts
- Use scissors and tools to cut and assemble garden-themed crafts
- Strengthen fingers through threading activities using natural objects
- Continue using playdough and

- Developing confidence in physical skills
- Strengthening coordination and control in preparation for Reception
- Continuing to develop fine motor skills for mark-making and creative tasks
- Promoting independence and self-care

**Skills and Knowledge Development**  
**Fine Motor Skills**

- Strengthen finger control through drawing, mark-making and creative projects
- Manipulate tools such as scissors, glue sticks and collage materials
- Participate in craft activities about the community and world
- Continue strengthening hand muscles through playdough and malleable materials
- Engage in threading and small construction activities



<ul style="list-style-type: none"> <li>• Explore threading, cutting, weaving and malleable materials such as playdough</li> <li>• Develop hand and finger strength through Dough Disco and Wiggle While You Wiggle</li> </ul> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Develop confidence moving in different ways such as running, climbing, balancing and jumping</li> <li>• Explore and use outdoor climbing equipment safely</li> <li>• Participate in structured movement programmes such as BEAM</li> <li>• Develop coordination and body awareness through Write Dance activities</li> <li>• Take part in running games and physical play outdoors</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Begin to develop independence in putting on coats and dressing for outdoor play</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the pincer grip when picking up small objects such as beads and sequins</li> <li>• Strengthen finger muscles through Dough Disco and Wiggle While You Wiggle</li> <li>• Explore creative materials to make birthday cards, party decorations, celebration crowns and festival art</li> </ul> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Develop coordination and control when using balls for rolling, throwing, catching and kicking games</li> <li>• Build confidence riding bikes, trikes and scooters in the outdoor environment</li> <li>• Develop balance and climbing skills using outdoor climbing equipment and obstacle courses</li> <li>• Participate in running, chasing and movement games linked to celebration themes (e.g. party games)</li> <li>• Develop balance, strength and</li> </ul>	<p>maps, puppets and masks</p> <ul style="list-style-type: none"> <li>• Develop pincer grip when picking up small craft materials such as sequins, buttons and beads</li> <li>• Explore threading and weaving activities linked to story characters or costumes</li> <li>• Participate in Wiggle While You Wiggle to develop finger strength and coordination</li> </ul> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Develop ball control skills through rolling, throwing, catching and kicking games</li> <li>• Ride bikes, trikes and scooters to build coordination and control</li> <li>• Develop strength and balance through climbing frames and outdoor obstacle courses</li> <li>• Move in different ways to represent story characters (stomping like giants, creeping like animals, jumping like frogs)</li> <li>• Participate in running and chasing games</li> </ul>	<ul style="list-style-type: none"> <li>• Explore threading and weaving when creating animal tails or patterns</li> <li>• Continue developing finger strength through Dough Disco and Wiggle While You Wiggle</li> </ul> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Move in different ways to represent animal movements (jumping like frogs, crawling like bears, slithering like snakes)</li> <li>• Develop ball control through throwing, catching, rolling and kicking games</li> <li>• Ride bikes, trikes and scooters to develop coordination and spatial awareness</li> <li>• Build balance and strength using climbing frames and outdoor equipment</li> <li>• Participate in animal-themed obstacle courses involving climbing, crawling and balancing</li> <li>• Continue structured movement through BEAM sessions and Write Dance</li> </ul>	<p>malleable materials to create plants and flowers</p> <ul style="list-style-type: none"> <li>• Participate in Dough Disco and Wiggle While You Wiggle</li> </ul> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Develop coordination through ball games including throwing, rolling and kicking</li> <li>• Ride bikes, trikes and scooters with increasing control</li> <li>• Develop strength and balance using climbing equipment and outdoor obstacle courses</li> <li>• Participate in running, chasing and active games outdoors</li> <li>• Continue developing movement patterns through BEAM and Write Dance</li> </ul> <p><b>Adult-Led Opportunities</b></p> <ul style="list-style-type: none"> <li>• Gardening activities such as planting seeds and watering plants</li> <li>• Healthy eating discussions and food preparation activities</li> </ul>	<ul style="list-style-type: none"> <li>• Continue Dough Disco and Wiggle While You Wiggle</li> </ul> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Practise ball skills including throwing, catching, rolling and kicking</li> <li>• Ride bikes, trikes and scooters confidently in outdoor areas</li> <li>• Use climbing frames and balancing equipment safely and independently</li> <li>• Participate in team games and running activities</li> <li>• Complete obstacle courses involving climbing, balancing and jumping</li> <li>• Continue movement development through BEAM and Write Dance</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Demonstrate independence in putting on coats and dressing for outdoor play</li> <li>• Manage toileting routines confidently</li> </ul>
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<ul style="list-style-type: none"> <li>• Begin to manage toileting routines with adult support</li> <li>• Develop awareness of personal hygiene</li> <li>• Learn how to wash hands thoroughly and understand why it is important</li> </ul> <p><b>Adult-Led Opportunities</b></p> <ul style="list-style-type: none"> <li>• Dough Disco sessions to strengthen hand muscles</li> <li>• Wiggle While You Wiggle for finger and hand coordination</li> <li>• BEAM sessions to develop balance and coordination</li> <li>• Write Dance activities to support early mark-making movements</li> <li>• Threading, weaving and peg activities</li> <li>• Cutting practice with child-safe scissors</li> <li>• Running and chasing games outdoors</li> </ul> <p><b>Continuous Provision Enhancements</b></p> <ul style="list-style-type: none"> <li>• Playdough and malleable materials</li> <li>• Threading beads and lacing cards</li> </ul>	<p>coordination through BEAM sessions</p> <ul style="list-style-type: none"> <li>• Use large body movements in Write Dance activities, exploring big arm movements to music</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Continue developing independence when putting on coats and dressing for outdoor play</li> <li>• Become more confident managing toileting routines</li> <li>• Understand the importance of personal hygiene and regular handwashing</li> <li>• Begin to understand that exercise and active play help keep our bodies healthy</li> </ul> <p><b>Adult-Led Opportunities</b></p> <ul style="list-style-type: none"> <li>• Celebration-themed craft activities (making party hats, cards, decorations)</li> <li>• Threading activities to create celebration necklaces or decorations</li> </ul>	<p>linked to story adventures</p> <ul style="list-style-type: none"> <li>• Develop coordination through BEAM sessions</li> <li>• Explore large arm movements and body patterns through Write Dance</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Continue to develop independence in dressing for outdoor play and putting on coats</li> <li>• Become increasingly confident with toileting routines</li> <li>• Develop understanding of personal hygiene and regular handwashing</li> <li>• Recognise that physical activity helps keep our bodies healthy</li> </ul> <p><b>Adult-Led Opportunities</b></p> <ul style="list-style-type: none"> <li>• Story-themed craft activities such as making puppets, masks or story props</li> <li>• Story journey obstacle courses (e.g., crossing a bridge, climbing a mountain, crawling through tunnels)</li> </ul>	<p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>• Continue developing independence in dressing for outdoor play</li> <li>• Become more confident with toileting routines</li> <li>• Maintain good handwashing and hygiene practices</li> <li>• Recognise that exercise and movement help keep our bodies healthy</li> </ul> <p><b>Adult-Led Opportunities</b></p> <ul style="list-style-type: none"> <li>• Animal movement games and action songs</li> <li>• Animal-themed obstacle courses outdoors</li> <li>• Ball games such as rolling balls to animal targets or kicking into goals</li> <li>• Outdoor bike and scooter sessions</li> <li>• Animal craft activities such as making masks, puppets and models</li> <li>• Dough Disco and Wiggle While You Wiggle sessions</li> <li>• BEAM sessions to develop balance and coordination</li> </ul>	<ul style="list-style-type: none"> <li>• Outdoor bike and scooter sessions</li> <li>• Ball games and team challenges</li> <li>• Nature craft projects</li> <li>• BEAM movement sessions and Write Dance</li> <li>• Dough Disco to strengthen fine motor muscles</li> </ul> <p><b>Continuous Provision Enhancements</b></p> <ul style="list-style-type: none"> <li>• Gardening tools and planting trays</li> <li>• Natural materials for collage and craft</li> <li>• Playdough and malleable materials</li> <li>• Outdoor bikes, trikes and scooters</li> <li>• Balls for throwing, rolling and kicking</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and practise good hygiene habits such as handwashing</li> <li>• Develop confidence following instructions and routines similar to Reception expectations</li> </ul> <p><b>Adult-Led Opportunities</b></p> <ul style="list-style-type: none"> <li>• Ball skill games and simple team activities</li> <li>• Outdoor bike, trike and scooter sessions</li> <li>• Obstacle courses and climbing challenges</li> <li>• Community-themed craft projects</li> <li>• BEAM sessions and Write Dance</li> <li>• Dough Disco and fine motor strengthening activities</li> </ul> <p><b>Continuous Provision Enhancements</b></p> <ul style="list-style-type: none"> <li>• Mark-making and craft stations</li> <li>• Small construction resources</li> <li>• Playdough and malleable materials</li> <li>• Outdoor bikes, trikes and scooters</li> <li>• Balls and targets for throwing and kicking</li> </ul>
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	<ul style="list-style-type: none"> <li>• Peg boards and small construction toys</li> <li>• Tweezers and pompoms</li> <li>• Mark-making tools and vertical drawing surfaces</li> <li>• Outdoor climbing equipment and bikes</li> <li>• Scissors and cutting materials</li> </ul>	<ul style="list-style-type: none"> <li>• Ball games focusing on rolling, throwing and catching</li> <li>• Outdoor bike and scooter sessions to develop coordination and balance</li> <li>• BEAM movement sessions to develop core strength and balance</li> <li>• Write Dance activities exploring movement to celebration music</li> <li>• Dough Disco to strengthen fine motor muscles</li> </ul> <p><b>Continuous Provision Enhancements</b></p> <ul style="list-style-type: none"> <li>• Celebration craft table with collage materials, Firework pictures beads and threading</li> <li>• Playdough and malleable materials</li> <li>• Cutting and sticking resources for art projects linked to Bonfire Night, Christmas, Diwali, Hannukah etc</li> <li>• Outdoor bikes, trikes and scooters</li> <li>• Balls of different sizes for throwing, kicking and rolling</li> </ul>	<ul style="list-style-type: none"> <li>• Ball games focusing on rolling, throwing and catching</li> <li>• Outdoor bike, trike and scooter sessions</li> <li>• Climbing and balancing activities on outdoor equipment</li> <li>• Dough Disco and Wiggle While You Wiggle for fine motor development</li> <li>• BEAM sessions to support balance and coordination</li> <li>• Write Dance activities linked to story themes</li> </ul> <p><b>Continuous Provision Enhancements</b></p> <ul style="list-style-type: none"> <li>• Story-themed craft area with scissors, collage materials and threading</li> <li>• Puppet-making materials and small construction resources</li> <li>• Playdough and malleable materials</li> <li>• Outdoor bikes, trikes and scooters</li> <li>• Balls for rolling, throwing, kicking and catching</li> <li>• Climbing frames and obstacle course equipment</li> </ul>	<p><b>Continuous Provision Enhancements</b></p> <ul style="list-style-type: none"> <li>• Animal craft table with collage materials and scissors</li> <li>• Playdough for making animals</li> <li>• Outdoor bikes, trikes and scooters</li> <li>• Balls and targets for throwing and kicking</li> <li>• Climbing frames and balancing equipment</li> </ul>		<ul style="list-style-type: none"> <li>• Climbing and balancing equipment</li> </ul>
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|  | <ul style="list-style-type: none"><li>• Climbing equipment and balancing resources</li></ul> |  |  |  |  |  |
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### Literacy:

It is crucial for our learners to develop a lifelong love of reading. Reading has two main elements: language comprehension and word reading. Language comprehension begins from birth and develops when adults talk with children about the world around them, share books, stories and non-fiction, and enjoy rhymes, poems and songs together. These experiences help children build vocabulary, listening skills and an understanding of language that supports both reading and writing.

In nursery, we focus on building these early language skills through story time, conversations, singing and rhymes. Our learners are also introduced to the foundations of phonics by tuning into sounds in the environment and in words. Activities such as listening games, rhythm, rhyme and oral blending (hearing sounds and putting them together to make words) help children begin to recognise and play with sounds in language.

As our learners develop, these early phonics skills support word reading, which involves working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words quickly.

Early writing is also encouraged through play and conversation. Writing includes transcription (spelling and handwriting) and composition (thinking of ideas and expressing them in speech before writing). By developing strong speaking, listening and phonics foundations, learners are supported to become confident early readers and writers in their Reception Year.



Literacy  
Comprehension

- Developing enjoyment of stories and books
- Listening and responding to simple stories about themselves and others
- Beginning to understand characters, events and feelings in stories
- Developing vocabulary related to feelings, families and identity
- Building confidence to join in with repeated phrases and familiar stories

**Skills and Knowledge Development**

- Listen to and enjoy stories, rhymes and songs during group times
- Begin to sit and listen to a short story with adult support
- Join in with repeated phrases and actions in familiar stories
- Respond to simple questions about stories

**Understanding and Comprehension**

- Begin to understand what is happening in a

- Listening to stories about celebrations, traditions and families
- Developing understanding of similarities and differences between people
- Talking about experiences linked to celebrations
- Joining in with repetitive stories and rhymes

**Skills and Knowledge Development**

- Listen to stories about celebrations and family traditions
- Join in with repeated phrases, songs and rhymes
- Begin to respond to simple questions about a story

**Understanding and Comprehension**

- Talk about characters, events and celebrations in stories
- Begin to understand that different families celebrate different events

- Listening to and understanding traditional tales
- Talking about story characters and events
- Beginning to retell simple stories

**Skills and Knowledge Development**

- Listen attentively to traditional stories
- Join in with repeated story phrases

**Understanding and Comprehension**

- Identify characters and simple story events
- Begin to talk about how characters might feel
- Retell simple parts of familiar stories

**Adult-Led Opportunities**

- Acting out stories with props and costumes
- Retelling stories with puppets and story maps
- Small world storytelling

**Continuous Provision Enhancements**

- Story baskets with props
- Puppet theatre

- Listening to animal stories and exploring habitats
- Understanding how characters behave and feel
- Using story language during play

**Skills and Knowledge Development**

- Listen to stories about animals and adventures
- Join in with repeated story patterns

**Understanding and Comprehension**

- Identify animals and their actions in stories
- Talk about how animals behave and feel
- Link stories to experiences with animals

**Adult-Led Opportunities**

- Retelling animal stories with puppets and small world toys
- Acting out animal movements from stories
- Story discussions about animal characters

- Listening to stories about growth, plants and healthy living
- Understanding change and growth
- Talking about simple story events

**Skills and Knowledge Development**

- Listen to stories about plants, gardens and growing

**Understanding and Comprehension**

- Talk about how things grow and change in stories
- Link stories to experiences with gardening and nature

**Adult-Led Opportunities**

- Story discussions about growing plants
- Retelling stories using props and small world gardens

**Continuous Provision Enhancements**

- Garden story baskets
- Nature-themed books
- Small world garden setups

- Listening to stories about communities and the wider world
- Understanding different places and people
- Building confidence talking about stories

**Skills and Knowledge Development**

- Listen to longer stories with increasing attention
- Join in with familiar rhymes and repeated phrases

**Understanding and Comprehension**

- Talk about story characters and where they live
- Begin to understand that people live in different places

**Adult-Led Opportunities**

- Story discussions about different places and communities
- Retelling stories using maps and small world environments



	<p>story through pictures and discussion</p> <ul style="list-style-type: none"> <li>• Talk about characters and their feelings</li> <li>• Begin to link stories to their own experiences (e.g. family, emotions, daily routines)</li> <li>• Recognise and talk about familiar themes such as friendship, belonging and kindness</li> </ul> <p><b>Adult-Led Opportunities</b></p> <ul style="list-style-type: none"> <li>• Daily story time focusing on discussion and understanding</li> <li>• Talking about characters' feelings and actions</li> <li>• Story retelling using puppets, props and story baskets</li> <li>• Emotion discussions linked to characters in stories</li> <li>• Small group book sharing with the key person</li> </ul> <p><b>Adult-Led Opportunities</b></p> <ul style="list-style-type: none"> <li>• Daily story time focusing on discussion and understanding</li> <li>• Talking about characters' feelings and actions</li> </ul>	<ul style="list-style-type: none"> <li>• Link story events to their own experiences of celebrations</li> </ul> <p><b>Adult-Led Opportunities</b></p> <ul style="list-style-type: none"> <li>• Story discussions about special celebrations</li> <li>• Retelling stories using props and puppets</li> <li>• Acting out celebration stories through role play</li> </ul> <p><b>Continuous Provision Enhancements</b></p> <ul style="list-style-type: none"> <li>• Celebration-themed story baskets</li> <li>• Role play party area</li> <li>• Puppets and small world resources</li> </ul>	<ul style="list-style-type: none"> <li>• Dressing up costumes</li> </ul>	<p><b>Continuous Provision Enhancements</b></p> <ul style="list-style-type: none"> <li>• Animal story baskets</li> <li>• Small world animal habitats</li> <li>• Animal puppets</li> </ul>		<p><b>Continuous Provision Enhancements</b></p> <ul style="list-style-type: none"> <li>• Books about the world and communities</li> <li>• Small world towns and transport</li> <li>• Travel-themed story props</li> </ul>
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	<ul style="list-style-type: none"><li>• Story retelling using puppets, props and story baskets</li><li>• Emotion discussions linked to characters in stories</li><li>• Small group book sharing with the key person</li></ul> <p><b>Continuous Provision Enhancements</b></p> <ul style="list-style-type: none"><li>• Cosy book corner with mirrors and family books</li><li>• Story baskets linked to key texts</li><li>• Puppets for retelling stories</li><li>• Photo books about children and their families</li><li>• Emotion cards and picture books about feelings</li></ul>					
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## Mathematics: Number and Numerical Patterns

In nursery, early mathematics focuses on developing learners' understanding of number, numerical patterns and spatial reasoning through play, exploration and everyday experiences. Building a strong foundation in these early skills is essential, as they act as the building blocks for later mathematical understanding and confidence.

Learners develop their understanding of number by counting objects, recognising small quantities and beginning to understand that numbers represent amounts. Through songs, games and practical activities, they learn to compare quantities, use number language and start to see how numbers work together.

Exploring numerical patterns helps learners recognise and talk about patterns such as repeating sequences, ordering and noticing how numbers change. Activities like counting rhymes, sorting objects and building with blocks help learners identify patterns and begin to make connections in their learning.

Spatial reasoning involves understanding shapes, space and how objects relate to one another. Learners develop these skills through construction play, puzzles, building activities and exploring shapes. They begin to use language to describe position, direction and size, such as under, next to, on top, bigger and smaller.

By providing regular opportunities to explore mathematical ideas through play, learners develop the confidence, curiosity and problem-solving skills needed to build secure foundations and support future success in mathematics.

Mathematics	<b>Counting 1:</b> Hear and Say Numbers Names	<b>Counting 3:</b> Move and label 1, 2 and 3	<b>Counting 4:</b> Take and give me 1, 2, 3	<b>Comparison 1:</b> More than, fewer than, the same	<b>Counting 5:</b> Show me 5	<b>Counting 6:</b> Stop at 1,2, 3, 4, 5
	<b>Counting 2:</b> Begin to order number names	<b>Subitising 1:</b> I see 1, 2, 3	<b>Subitising 2:</b> Show me 1, 2, 3	<b>Subitising 3:</b> Talk about dots	<b>Subitising 4:</b> Make games and actions	<b>Patterns 5:</b> Making patterns together
	<b>Shape, Space and Measure 1:</b> Explore and build with shapes and objects	<b>Shape, Space and Measure 2:</b> Explore position and space	<b>Shape, Space and Measure 3:</b> Explore position and routes	<b>Shape, Space and Measure 4:</b> Match, talk, push and pull	<b>Shape, Space and Measure 5:</b> Start to puzzle	<b>Patterns 6:</b> My own pattern
	<b>Pattern 1:</b> Explore repeats	<b>Patterns 2:</b> Join in with repeats	<b>Patterns 3:</b> Explore own first patterns	<b>Comparison 2:</b> Compare and sort collections	<b>Patterns 4:</b> Lead on patterns	<b>Comparison 3:</b> Match sort and compare



## Understanding the World

Understanding the World includes Past and Present (history), the Natural World (science), and People, Culture and Communities (RE). It gives learners opportunities to explore and make sense of their physical world and the communities they belong to.

A wide range of experiences, such as visits to parks, libraries, museums and the beach, and meeting people who help us, including police officers, nurses and firefighter, helps learners understand different roles and environments. Listening to a variety of stories, non-fiction texts, rhymes and poems also helps learners explore our culturally, socially and ecologically diverse world while developing important vocabulary that supports later reading comprehension.

Through discussions, celebrations and shared experiences, learners develop a positive sense of themselves and others, learn to build positive relationships, and begin to recognise and respect similarities and differences within their community and the wider world. These experiences also support learners' moral, cultural and spiritual awareness.

Learners are also introduced to technology through class teaching and continuous provision, giving them opportunities to explore and use age-appropriate tools to support learning and communication.



Understanding the World

- Developing awareness of self, family and relationships
- Becoming familiar with the nursery and wider school environment
- Exploring simple mechanical objects and toys
- Beginning to understand seasonal changes in autumn

**Skills and Knowledge Development**

- People, Culture and Communities
- Talk about members of their immediate family
- Recognise and talk about family relationships and pets
- Begin to understand that families can be similar and different
- Use pretend play to imitate everyday actions and experiences from their own lives and cultural backgrounds
- Become familiar with members of the school community

- Understanding celebrations and traditions
- Learning about celebrations, traditions and family experiences
- Developing awareness of similarities and differences between people
- Exploring natural phenomena in the environment
- Investigating simple mechanical toys and interactive books

**Skills and Knowledge Development**

- People, Culture and Communities
- Talk about special events and celebrations in their lives such as birthdays or festivals
- Recognise that different families celebrate different traditions
- Share experiences of celebrations respectfully with others
- Learn about celebrations such as Bonfire Night, Harvest, Diwali, Christmas or

- Understanding stories from the past
- Exploring traditional tales
- Developing imaginative play through storytelling
- Exploring simple technology and materials

**Skills and Knowledge Development**

- People, Culture and Communities
- Recognise familiar traditional stories
- Talk about characters and events from stories
- Begin to understand that stories may come from different cultures and times

**The Natural World**

- Explore natural materials used in storytelling (sticks, leaves, stones)
- Notice seasonal changes during winter moving into early spring

- Learning about animals and habitats
- Exploring the natural world
- Understanding how animals live and move

**Skills and Knowledge Development**

- People, Culture and Communities
- Talk about animals they know and have seen
- Share experiences of pets and animals

**The Natural World**

- Identify and name different animals
- Explore animal habitats such as farms, jungles and oceans
- Notice changes in the natural environment during spring

**Technology**

- Use simple technology to explore animals (e.g. audio animal sounds, cameras)
- Continue exploring mechanical toys

- Understanding how plants grow
- Exploring nature and the environment
- Developing awareness of healthy food

**Skills and Knowledge Development**

- People, Culture and Communities
- Talk about foods they eat and where food comes from
- Understand simple ideas about growing food

**The Natural World**

- Observe plant growth and changes in nature
- Explore gardening and planting seeds
- Notice seasonal changes in spring and early summer

**Technology**

- Use simple tools during gardening activities
- Continue exploring mechanical toys and cause-and-effect equipment

- Exploring the local community and wider world
- Learning about different places and environments
- Preparing for transition to Reception

**Skills and Knowledge Development**

- People, Culture and Communities
- Recognise different roles in the community
- Talk about places they visit such as shops, parks or school

**The Natural World**

- Explore the outdoor environment
- Notice features of the local area

**Technology**

- Use technology such as cameras or tablets to explore their environment
- Continue exploring how mechanical objects work





	<p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Notice changes in the season (Autumn)</li> <li>• Talk about what they can see outside such as leaves, weather and seasonal changes</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Explore and operate simple mechanical toys</li> <li>• Understand how objects work by pushing, pulling and turning</li> <li>• Use toys such as wind-up toys and friction cars</li> </ul> <p><b>Adult-Led Opportunities</b></p> <ul style="list-style-type: none"> <li>• Family discussions and sharing photos of families and pets</li> <li>• Role play activities based on home life and family routines</li> <li>• Visits around the school to meet familiar adults and explore different areas</li> <li>• Autumn songs and rhymes</li> <li>• Exploration of mechanical toys</li> </ul>	<p>other festivals relevant to the setting</p> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore and respond to different natural phenomena in the setting</li> <li>• Notice seasonal changes during late autumn and winter</li> <li>• Explore outdoor experiences such as:</li> <li>• Splashing in puddles</li> <li>• Collecting leaves</li> <li>• Observing weather changes</li> <li>• Talk about what they see, hear and feel in the outdoor environment</li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Children will begin to:</li> <li>• Explore toys and books that have moving parts or cause-and-effect features</li> <li>• Make toys work by lifting flaps or pressing buttons to achieve effects such as sound or movement</li> <li>• Use simple technology in play such as toy phones, cameras or tills</li> </ul>	<p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Use simple equipment such as torches, cameras or recording devices during storytelling</li> <li>• Continue exploring mechanical toys and moving parts</li> </ul> <p><b>Adult-Led Opportunities</b></p> <ul style="list-style-type: none"> <li>• Storytelling sessions using props and puppets</li> <li>• Acting out traditional tales</li> <li>• Exploring natural materials for story settings</li> </ul> <p><b>Continuous Provision Enhancements</b></p> <ul style="list-style-type: none"> <li>• Story baskets with props</li> <li>• Puppet theatre</li> <li>• Small world story scenes</li> </ul>	<p><b>Adult-Led Opportunities</b></p> <ul style="list-style-type: none"> <li>• Animal exploration activities</li> <li>• Farm or animal themed role play</li> <li>• Listening to animal sounds and matching them to animals</li> </ul> <p><b>Continuous Provision Enhancements</b></p> <ul style="list-style-type: none"> <li>• Small world animal habitats</li> <li>• Animal investigation table</li> <li>• Books and puppets about animals</li> </ul>	<p><b>Adult-Led Opportunities</b></p> <ul style="list-style-type: none"> <li>• Planting seeds and caring for plants</li> <li>• Gardening activities outdoors</li> <li>• Exploring fruits and vegetables</li> </ul> <p><b>Continuous Provision Enhancements</b></p> <ul style="list-style-type: none"> <li>• Gardening station</li> <li>• Nature investigation table</li> <li>• Small world garden setups</li> </ul>	<p><b>Adult-Led Opportunities</b></p> <ul style="list-style-type: none"> <li>• Local walks around the school or community</li> <li>• Talking about different jobs and roles</li> <li>• Exploring maps and pictures of different places</li> </ul> <p><b>Continuous Provision Enhancements</b></p> <ul style="list-style-type: none"> <li>• Community role play areas (shop, school, transport)</li> <li>• Small world town setups</li> <li>• Maps and travel books</li> </ul>
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	<p>(wind-up toys, friction cars)</p> <p><b>Continuous Provision Enhancements</b></p> <ul style="list-style-type: none"><li>• Home corner role play area with family resources</li><li>• Small world family and home sets</li><li>• Mechanical toys and simple cause-and-effect toys</li><li>• Autumn investigation table (leaves, pumpkins, vegetables)</li><li>• Books about families, homes and seasons</li></ul>	<p><b>Adult-Led Opportunities</b></p> <ul style="list-style-type: none"><li>• Talking about family celebrations and traditions</li><li>• Exploring seasonal changes outdoors</li><li>• Leaf collecting and autumn investigations</li><li>• Reading interactive lift-the-flap books</li><li>• Exploring toys with buttons, sounds and moving parts</li></ul> <p><b>Continuous Provision Enhancements</b></p> <ul style="list-style-type: none"><li>• Autumn investigation table with leaves, pinecones and natural materials</li><li>• Puddle play outdoors (wellies and waterproofs)</li><li>• Interactive books with flaps, sounds and textures</li></ul>				
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## Expressive Arts and Design

Expressive Arts and Design help our learners develop their imagination, creativity and artistic awareness. It gives them opportunities to explore, experiment and express their ideas, thoughts and feelings in a variety of creative ways.

In nursery, our learners regularly engage with a wide range of media and materials, allowing them to explore and play while developing their confidence and self-expression. The quality and variety of what learners see, hear and take part in supports their creativity, communication and vocabulary. Repeated opportunities to revisit activities help deepen their understanding and enjoyment of creative experiences.

Learners take part in activities such as painting, drawing, 3D modelling, messy and sensory play, drama, moving to music, singing songs and nursery rhymes, making simple instruments and exploring percussion. They also learn and perform songs linked to their interests and current learning.

Role play and imaginative play are an important part of this area. Our role play areas, often linked to stories or topics, allow learners to recreate scenes from stories they have heard and from their own experiences. Through these activities, learners develop creativity, confidence and new ways to communicate their ideas.



- Exploring creative materials
- Expressing ideas about themselves and their families
- Beginning imaginative play based on familiar experiences

**Skills and Knowledge Development**

- Creating with Materials
- Explore a range of materials such as paint, crayons, collage and playdough
- Experiment with colour, texture and mark making
- Create simple pictures of themselves and their families

**Being Imaginative and Expressive**

- Join in with songs and nursery rhymes
- Use pretend play to imitate everyday actions (home routines, cooking, caring for babies)
- Explore musical instruments to create sounds

- Creating art linked to celebrations and traditions
- Exploring music and movement
- Using role play to act out celebrations

**Skills and Knowledge Development**

- Creating with Materials
- Create cards, decorations and party hats
- Explore collage using bright colours and different materials
- Use tools such as glue sticks, scissors and brushes

**Being Imaginative and Expressive**

- Sing songs related to celebrations and festivals
- Dance and move to music
- Act out birthday parties and celebrations in role play

**Adult-Led Opportunities**

- Making birthday cards and decorations
- Learning celebration songs

- Using art and creativity to represent stories
- Acting out stories and characters
- Exploring storytelling through music and movement

**Skills and Knowledge Development**

- Creating with Materials
- Create story props, puppets and masks
- Use collage and drawing to represent story characters

**Being Imaginative and Expressive**

- Act out familiar traditional tales
- Use costumes and props during role play
- Join in with repeated phrases and actions in stories

**Adult-Led Opportunities**

- Sock Puppet making
- Mask and costume crafts
- Acting out traditional stories

- Creating art inspired by animals
- Exploring movement and music related to animals
- Developing imaginative animal role play

**Skills and Knowledge Development**

- Creating with Materials
- Create animal masks and paintings
- Explore textures using feathers, fur fabrics and natural materials

**Being Imaginative and Expressive**

- Move like different animals in music and movement sessions
- Use role play to act out animal adventures

**Adult-Led Opportunities**

- Animal collage and painting
- Animal movement games
- Singing animal songs

**Continuous Provision Enhancements**

- Animal masks and costumes

- Creating art inspired by nature and growth
- Exploring natural materials creatively
- Expressing ideas through music and movement

**Skills and Knowledge Development**

- Creating with Materials
- Create pictures of plants, flowers and gardens
- Use natural materials such as leaves and sticks in art
- Explore colour mixing and texture

**Being Imaginative and Expressive**

- Join in with songs about growing and nature
- Use role play linked to gardening and nature

**Adult-Led Opportunities**

- Nature collage and leaf printing
- Flower painting
- Singing songs about growing

- Creating art inspired by their community and world
- Exploring music, dance and performance
- Developing confidence expressing ideas creatively

**Skills and Knowledge Development**

- Creating with Materials
- Create pictures of their homes, school and community
- Use a variety of materials to create collage and models

**Being Imaginative and Expressive**

- Perform songs and rhymes with confidence
- Use imaginative play to represent community roles
- Express ideas through dance and movement

**Adult-Led Opportunities**

- Community collage or model making
- Performing songs and rhymes



	<p><b>Adult-Led Opportunities</b></p> <ul style="list-style-type: none"> <li>• Self-portrait painting</li> <li>• Family collage pictures</li> <li>• Singing familiar nursery rhymes</li> <li>• Role play in the home corner</li> </ul> <p><b>Continuous Provision Enhancements</b></p> <ul style="list-style-type: none"> <li>• Mirrors for self-portrait drawing</li> <li>• Playdough and malleable materials</li> <li>• Musical instruments</li> <li>• Home role play area</li> </ul>	<ul style="list-style-type: none"> <li>• Dancing with ribbons and scarves</li> </ul> <p><b>Continuous Provision Enhancements</b></p> <ul style="list-style-type: none"> <li>• Celebration craft table</li> <li>• Party role play area</li> <li>• Musical instruments and scarves</li> </ul>	<p><b>Continuous Provision Enhancements</b></p> <ul style="list-style-type: none"> <li>• Puppet theatre</li> <li>• Dressing up clothes</li> <li>• Story baskets</li> </ul>	<ul style="list-style-type: none"> <li>• Small world animals</li> </ul>	<p><b>Continuous Provision Enhancements</b></p> <ul style="list-style-type: none"> <li>• Nature art table</li> <li>• Gardening role play</li> <li>• Natural materials for creative exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Role play about jobs and community roles</li> </ul> <p><b>Continuous Provision Enhancements</b></p> <ul style="list-style-type: none"> <li>• Construction and model-making materials</li> <li>• Community role play areas</li> <li>• Musical instruments</li> </ul>
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