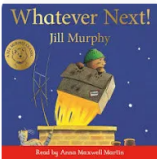
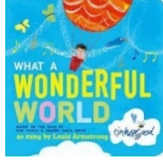
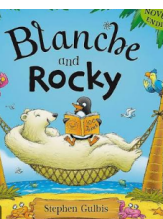
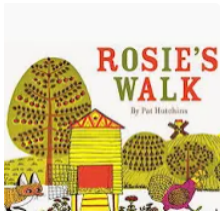
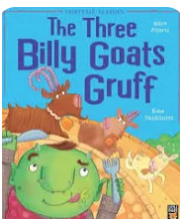
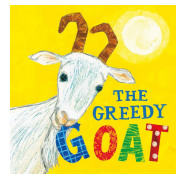
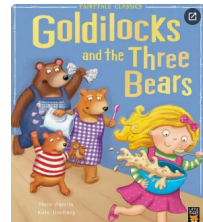
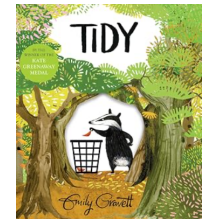
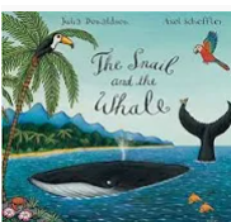
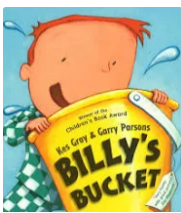
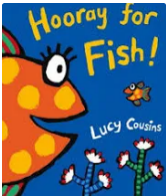


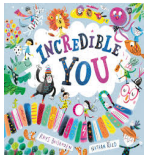
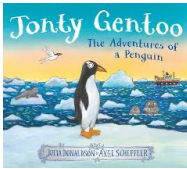
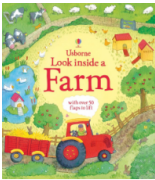
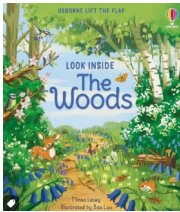
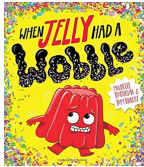
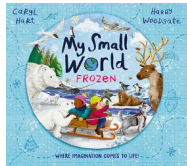
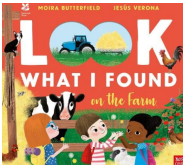
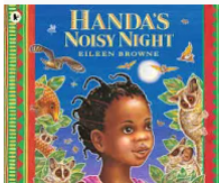
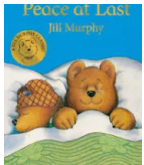
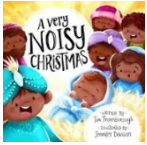
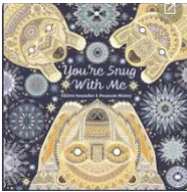
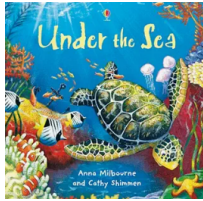
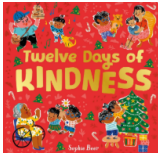
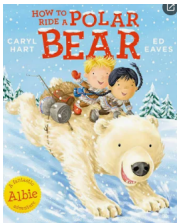


Foundation Stage- Nursery 2026 - 2027

Autumn Term 1	Autumn Term 2	Spring 1	Spring Term 2	Summer Term 1	Summer Term 1
Special Me, Special You	Reach for the Stars	Our Wonderful World	Down on the Farm	Into the Woods	Under the Sea
Core Text:	Core Text:	Core Text	Core Text:	Core Text:	Core Text:
     	    	   	   	   	   



Foundation Stage- Nursery 2026 - 2027

Supplementary reads:	Supplementary reads:	Supplementary reads:	Supplementary reads:	Supplementary reads:	Supplementary reads:
					
					
					
					
					



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Focus Nursery Rhymes: <i>Pat-A-Cake</i> <i>Jack and Jill</i> Stay and Play rhyme – <i>Hickory Dickory Dock</i>	Focus Nursery Rhymes: <i>The Grand Old Duke of York</i> <i>Twinkle, Twinkle Little Star</i>	Focus Nursery Rhymes: <i>Here we go round the mulberry bush</i> <i>I am a Polar Bear/ Penguin song</i>	Focus Nursery Rhymes: <i>Mary had a little lamb</i> <i>Old MacDonald</i>	Focus Nursery Rhymes: <i>Incy Wincy Spider</i> <i>Worm at the bottom of the garden</i>	Focus Nursery Rhymes: <i>There is a hole in the bottom of the sea</i> <i>A sailor went to sea</i>
Hooks: <i>To create 'All About Me' bags to talk about and share/Family Collage (Internal)</i>	Hooks: Inventors & Makers STEM Workshops for Primary Schools & Early Years- space workshop	Hooks: Dress up explorer day	Hooks: Ian's Farm.com (petting farm come to school and provide workshop)	Hooks: School woodland area- Forest School- workshop Nursery and Reception Forest School Delivery for Schools - Forged in Nature Outdoor Education (Heather Coultard)	Hooks: Workshop Rockpool company- Aqualease Education Archives - Aqualease

Communication and Language - Prime Area

(Listening & Attention, Speaking and Understanding)

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Nursery Knowledge

To be able to listen to familiar sounds and identify them in listening games Understand how to listen carefully and know why it is important. Listen to stories read by adults. To be able to follow simple instructions. Enjoys time to play with songs, sounds and rhymes To be able to listen to another peer or adult. Able to share some of their own ideas with an adult or small group.	To be able to say what they want to do during self-initiated learning. To begin to talk to another child on the carpet. Ask and answer simple how questions about what they have done/made. Understand and act on longer sentences. Understands simple questions about 'who', 'what' and 'where'	Begin to respond to instructions with more than one step with help. To be able to use talk to say what they have done in child - initiated time. Share something they have understood about the topic. To begin to use some of the new vocabulary linked to topics taught. To develop confidence to talk in small groups of friends Begin to ask simple questions	Re-tell a familiar story with puppets or small world figures Begin to understand why questions. Begin to ask their own questions about areas they are interested in. Make comments about what they have heard. They understand listening rules and follow them. They join in with small group discussions To be able to talk about personal experiences	To show understanding of questions such as what and where. Listening carefully to what others say. Begin to respond to something a familiar adult or child has said. Begin to link statements when talking. To be able to re-tell the some of the key focus story by following a simple story map. Talk about one event in a story.	To be able to initiate a conversation with a familiar adult or child. To be able to talk about a familiar character in a familiar tale To use puppets and small world to act out a familiar story with others. To be able to talk about what they have done in small group review time. Talk confidently about themselves To begin to talk about what happened when asked.
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Foundation Stage- Nursery 2026 - 2027

Identifies action words by following simple instructions. Uses language to share feelings, experiences and thoughts <i>To understand what it means about being 'special'. Express, needs, feelings with familiar adults. Share interests Talk about their features and appearances/self-portraits Talk about who is in their family.</i>	To begin to understand what happens in simple stories To be able to say one thing about what happened in a story. <i>Use simple talk to share what they know about space and stars. Use talk to act out an adventure story. Us talk to express the role of astronauts and how they travel. Begin to recite a collection of songs and rhymes.</i>	Talk in simple sentences Begin to re-tell some parts of familiar stories. Act out familiar scenarios in their play. <i>Learn and share their knowledge of the world around them. Share their observations and encounters within the environment. Children to talk with other children and adults about what they see, hear, think and feel when exploring the different polar regions.</i>	Begin to describe some events experienced To understand how to respond in a conversation with a familiar adult/peer. Begin to follow the modelled use of what, who and why. Participate with increasing confidence in whole class time. To begin to use familiar, repetitive phrases in familiar stories-e.g The Three Billy Goat's Gruff/What the ladybird heard. <i>Talk to children about what they have been doing and help them to reflect upon and explain events linked to the farm/animals and their young.</i>	<i>Children use and introduce new words in the context of play and activities linked their thoughts about being in the woods and going on an adventure.</i> <i>Children to use small world toys or puppets to act out linked stories in their own way.</i> <i>Children share and talk about what they would do on an adventure.</i>	Enjoys listening to longer stories and can remember what happens in them. Uses talk to organise themselves and play. Be able to express a point of view <i>Children to repeat new words in a range of contexts and encourage children to use them in their own talk to express their knowledge of life under the sea.</i> <i>Children to develop narratives in their play, using words and linked themes to set up their own scenarios of the ocean and seaside.</i>
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Personal, Social and Emotional Development – Prime Area

(Self-Regulation, Managing Self and Building Relationships)

Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 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

(Jigsaw scheme used)

Nursery Knowledge

Jigsaw Being Me in my World	Jigsaw- Jigsaw- Celebrating differences	Jigsaw-Dreams and Goals	Jigsaw-Healthy Me	Jigsaw- Relationships	Jigsaw-Changing Me!
Understanding how it feels to belong and that we are similar and different Understand how feeling happy and sad can be expressed. Able to work together and consider other people's feelings	To know how it feels to be proud of something I am good at. To be able to tell you one way I am special and unique. Notice and ask questions about	To understand what a challenge means To keep trying until I can do something To be able to set a goal and work towards it. To know some kind words to encourage people with	To know the names for some parts of the body and am starting to understand that I need to be active to be healthy. To be able to tell you some of the things I need to do to be healthy. To understand what the word 'healthy' means and that	To talk about my family To understand how to make friends if I feel lonely To be able to tell you some of the things I like about my friends To know what to say and do if somebody is mean to me. To be able to use Calm Me time to manage my feelings.	To understand that everyone is unique and special To be able to express how they feel when change happens To understand and respect the changes that they see in themselves To understand and respect the changes that they see in other people



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Understand how to use gentle hands and that it is good to be kind to people. To begin to understand children's rights and that this means we should all be allowed to learn and play. Learn what being responsible means	differences, such as skin colour, types of hair, gender, To know that all families are different To know there are lots of different houses and homes. To be able to tell you how I could make new friends. To be able to use my words to stand up for myself.	To be able to start to think about the jobs I might like to do when I'm older. To feel proud when I achieve a goal.	some foods are healthier than others. To know how to help myself go to sleep and that sleep is good for me.	To be able to work together and enjoy being with my friends.	To know who to ask for help if they are worried about change To think about whether we are you looking for change
Begin to show 'effortful control' Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' Develop the concept of 'my turn, your turn' when sharing resources and playing with equipment in the environment.		Become more outgoing with unfamiliar people, in the safe context of their setting. Begin to understand how others might be feeling. Increasingly follow rules, understanding why they are important. Develop their sense of responsibility		Do not always need an adult to remind them of a rule. Help to find solutions to conflicts and rivalries. Express feelings through Talking about body reactions.	
Physical Development – Prime Area (Gross motor skills and Fine motor skills) Physical activity is vital in children's all-round development. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Get Set PE scheme					
Nursery Knowledge					
Introduction to PE Unit 1: To move safely and sensibly in a space with consideration of others. To develop moving safely and stopping with control To use equipment safely and responsibly. To use different travelling actions whilst following a path.	Fundamentals Unit 1: To develop balancing whilst stationary and on the move To develop running and stopping. To develop changing direction To develop jumping and landing.	Gymnastics Unit 1: To copy and create shapes with your body To be able to create shapes while on the apparatus. To confidently use apparatus To develop balancing and taking weight on different body parts.	Dance Unit 1: To explore different body parts and how they move. To explore different body parts and how they move and remember and repeat actions To express and communicate ideas through movement exploring directions and levels	Ball skills Unit 1: To develop rolling a ball to a target To develop stopping a rolling ball To develop accuracy when throwing to a target To develop bouncing and catching a ball. To develop dribbling a ball with your feet	Games Unit 1: To work safely and develop running and stopping To develop throwing and learn how to keep score To be able to play games showing an understanding of the different roles within it To follow instructions and move safely when playing tagging games



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To work with others co-operatively and play as a group. To follow, copy and lead a partner. Motor skills:	To develop hopping and landing with control. To explore different ways to travel	To develop jumping and landing safely. To develop rocking and rolling To copy and create short sequences by linking actions together.	To create movements and adapt and perform simple dance patterns. To copy and repeat actions showing confidence and imagination To move with control and co-ordination, linking, copying and repeating actions.	To develop kicking a ball.	To work co-operatively and learn to take turns To work with others to play team games
Develop manipulation and control. Explore different materials and tools. Learn to use the toilet with help, and then independently.		Match their developing physical skills to tasks and activities in the setting. Collaborate with others to manage large items Demonstrating use of marks and patterns independently		Show more control in movements big and small. Show a preference for a dominant hand. Use a comfortable grip with good control when holding pens and pencils.	
'Write Dance Scheme' to be used to support and develop co-ordination, gross motor and fine motor skills and mark-making skills ready for handwriting (F2 and name writing) Regular dough and pencil disco Finger play and ribbons (Fine motor) Large equipment and activities outside (Gross motor) Continue to develop their movement, balancing, riding and ball skills. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips and being charged of washing hands thoroughly.					
Literacy – Specific Area (Comprehension, Word Reading and Writing)					
Nursery Knowledge					
To be able to recognise own name when written down. Ask questions about the book read. Makes comments and shares their own ideas. Develop play around favourite stories using props. Notice some print, such as the first letter of their name To drawing a self portrait Match labels to different features and parts of the body.	Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. Explore different patterns and shapes of marks. To orally retell information about space. To use pictures to sequence what happened in the story.	To add recognisable marks and patterns to give meaning. Children to use and extend the stories they hear in their play, using props and dressing up clothes as they relive and reinvent stories. Tune into words from stories that individual children particularly enjoy. Encourage children to identify the sounds they	To re-tell familiar traditional tales with- actions with increasing confidence To follow the sequence of a traditional tale To talk about ways some versions of the story are different. Make some of their own story maps Notice and encourage children's drawing, painting and early writing and the	To be able to sequence some parts of the story- narrative To be able to follow a simple story map To be able to re-tell the story with actions as part of a group To draw and label To attempt to write letters of own name. Explore syllables in words List features of the woods Talk about, match and labels	To be able to explain what happened at the end of a story To draw symbols that can be added to the group story map To talk about the characters in the story. To draw their own story map and talk about it To be able to sequence some parts of the story- narrative To be able to follow a simple story map



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<i>Pointing out and label members of the family</i>	<i>Naming and recognising different planets To design a space rocket.</i>	hear in the environment <i>To be able to talk about some of the features of the polar regions they have learnt about. To think of facts as a group about their focus animal To create letters to send to the Polar and Penguin.</i>	meanings that they give to them, Support children in recognising and writing their own names. Explore rhyme in stories <i>Children to give instructions to follow a journey Children to create maps with marks and pictures to shows a route to take.</i>	habitats and animal homes. Discuss the changing seasons	To be able to re-tell the story with actions as part of a group Talk about facts learnt in non-fiction To talk about ways we can look after our world. Write some or all of their name Name the different parts of a book <i>Create posters and use marks and letters shapes to explain how to protect the oceans. Discuss and use key vocabulary to talk about the features of ocean animals and facts they have remembered.</i>
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Maths – Specific Area (Number and Numetical Patterns)

White Rose Maths & Mastering Number

Nursery Knowledge

Getting to know you Colours (2) Matching (2) Sorting (2)	Number 1 Number 2- Subitising Number 2 Pattern 1 Pattern 2 Consolidation	Number 3-subitising Number 3 Number 4-subitising Number 4 Number 5-subitising/Number 5	Number 6 Height, & Length Mass Capacity Consolidation	More/fewer One more One less 2D shape 3D shape Consolidation	Number composition Night & Day/Sequencing Positional language(2) Consolidation (2)
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Understanding the World

Nursery Knowledge

Past and Present (History) To talk about an event that happened in the past- yesterday, birthday celebration To share something about their own life story.	Past and Present (History) Explore famous astronauts that travelled into space and landed on the moon.	Past and Present (History) Talk about famous polar explorers and the journey they took. People, Culture and Communities (Geography)	Past and Present (History) Explore what 'past' means in stories, events and characters in books shared. Look at the changes in farming over the years.	Past and Present (History) Show interest in different occupations. People, Culture and Communities (Geography)	Past and Present: (History) Find out about the past through settings and characters in stories read by adults People, Culture and Communities
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To talk about when they were younger. People, Culture and Communities (Geography) Talk about something they like or dislike To identify something, they are good at. Identify familiar places where they live. To name and talk about members of their immediate family. To be able to identify somehow they are different or the same as a friend. To know that they are special and one of kind. The Natural World (Science) To know what the word 'same' means. To observe signs of Autumn on a Autumn walk in the school grounds To collect signs of Autumn. To name some familiar parts of the body. Be able to wash their hands and know why it is important. To know that they were once a baby. To share what is different now they are not a baby anymore.	People, Culture and Communities (Geography) Talk about and share family traditions and celebration events Talk about Christmas. Talk about how they celebrate different events and how this makes them the same/different to others. Talk about important events to them. The Natural World (Science) Seasons- Winter Look for signs of Winter Name some planets in the solar system Explore light and dark using torches RE : Theme:Christmas Key Question:What is Christmas? Religion: Christianity Christian concept: Incarnation	Make comparisons between the two poles. Explore the ice caps Explore how the animals adapt to their surroundings The Natural World (Science) Observe and talk about changes to water as it turns to ice. RE:Theme:Celebrations Key Question:How do people celebrate? Religions: Hinduism	Equipment and vehicles used. Past and Present-people in traditional tales Similarities and Differences in the past and now People, Culture and Communities (Geography) To know that food can be grown and the people that help this to happen. To know some of the roles of Farmers How to take care of animals on a farm. The Natural World (Science) Seasons- Spring Explore the signs of Spring Explore some of the changes around them. Explore animals and their young. Life cycle of animals To talk about animals that might live in the wood and creatures Nocturnal animals- what does this mean? Explore the plants in our school grounds	To explore woodland environments To identify some of the features of a woodland. How animal use their habitat to adapt. The Natural World (Science) To be able to identify and name some of the simple parts of a plant/tree Seasons- Summer Explore signs of Summer To understand what a plant needs to grow RE : Theme:Story Time Key Question:What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	(Geography) Where do we live? How does my environment differ to other environments in other countries? On a globe locate the oceans/seas. Where is the land? Where is the ice? What are these places like? Explore simple maps Make simple maps Use some positional vocabulary when describing journeys they have made. The Natural World (Science) To explore what is meant by float/sink Explore boats that float in the water tray. Try out objects to find out if they float or sink To talk about our environment and why it is important to look after it. Link to trip- what is an endangered animal? Why do we need to care for them? How can we help? How different environments differ on earth, land and sea Habitats for sea creatures RE : Theme:Special Places Key Question:What makes places special? Religions: Christianity, Islam, Judaism
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RE : Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism			RE: Theme: Easter Key Question: What is Easter? Religion: Christianity Christian concept: Salvation.		
Expressive Art and Design – Specific Area (Creating with Materials and Being Imaginative) 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.					
Nursery Knowledge					
Art: Colour and materials To explore making marks using a variety of media. - Wax crayons - Felt tips - Chalk - Paint - Pencils Explore colour Self-portraits Use chalk and pencil to draw themselves. Music: Exploring sounds – Environmental and instrumental sounds	Design: Moving parts To explore the inventive ways in which children use media and tools, Learn how to use tools effectively Develop using joining materials and scissor skills Rocket lollipop stick puppet. Music: Celebration music – Looking at different celebration music. Christmas Christmas action songs	Art: Music and Marks To explore the different shapes/pattern and forms that can be created to music on paper. Develop gross motor skills Explore making marks to music and talk about feelings Snowstorm paintings and snowflakes. Music: Exploring Beat and Tempo	Design: Structures (junk modelling) To explore using different junk modelling materials and using them for a purpose Explore adapting boxes and containers to create structures. Joining methods Explore strength of materials Explore different materials to create structures. Farm/Barn structure Music: Body percussions and rhythm	Art: Sculpture To explore playdough and its properties. To use tools safely and with confidence To find out what is meant by sculpture. To have ideas about how to create their own sculpture with playdough then salt dough. To use paint to create a simple finish to their sculpture. Saltdough woodland animals Music: Rhyme and Song- What is rhyme? Identifying and learning rhymes.	Design: Textiles To explore different materials to thread/weave with. Develop fine motor skills and smaller movements. Develop manipulation skills Layering Children learn to alternate paths to interlock materials Recycled material woven jellyfish Music: Musical Stories – Story telling with actions
Progression of skills <i>Children to be able to use water and a paint brush to make large and small marks. To investigate different shapes and marks they can make in small and large scale. Children to follow and use the 'painting technique'</i>					



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*Children practise mixing primary colours together
To explore the tools and materials in the junk modelling area.
To develop scissor skills.
To develop control when using scissors
To learn how to select the correct resources needed to make a model.
To talk about what they want to make.
Develop their own ideas and then decide which materials to use to express them.
Join different materials and explore different textures.*

Key Vocabulary

New
Settle
Family
Appearance
Features
Share
Care
Feelings
Portrait
Home
Friends
Body
Special
Unique
Autumn
Change
Colour
Interests
Siblings
Hobbies

Space
Solar System
Stars
Planets
Journey
Explore
Astronaut
Rocket
Night
Day
Plan
Map
Nativity
Traditions
Celebrate
Christmas
Winter
Cold
Icy
Frost

Lost
Found
Search
Adventure
Explore
Arctic
Antarctica
Polar regions
Freezing
Polar Bear
Penguins
Melting
World
Earth
Planet
Habitat
Investigate
Travel
Search
Adapt

Farm
Fields
Land
Home
Animals
Feed
Adult
Young
Life Cycle
Change
Food
Grow
Position
Direction
Barn
Stable
Pasture
Crops
Tools
Harvest

Woodland
Forest
Tree
Trunk
Habitat
Camouflage
Growth
Shelter
Shadow
Track
Day
Night
Nocturnal
Hibernate
Dark
Adapt

Ocean
Sea
Beach
Current
Waves
Tide
Coral reef
Seaweed
Marine
Marine life
Habitat
Seabed
Environment
Layers
Survive
Rock pools
Summer
Sun
Temperature

Role Play



Foundation Stage- Nursery 2026 - 2027

Home Corner	Home Corner	Home Corner
To be enhanced throughout the term to support links to themes, seasons and celebrations.	To be enhanced throughout the term to support links to themes, seasons and celebrations.	To be enhanced throughout the term to support links to themes, seasons and celebrations.
Settling/Autumn/Christmas	Spring/Easter/Maths development/dressing up	Summer/Birthdays/Following instructions and baking
Let's Celebrate		
<i>Oct – Eid and Halloween, Black History Month</i> <i>Oct – World Space Week</i> <i>Nov – World Nursery Rhyme Week</i> <i>Nov – Diwali and Remembrance Day/Bonfire Night</i> <i>Dec – Hannuka, Advent and Christmas</i>	<i>Feb – Safer internet day/Shrove Tuesday/Valentines</i> <i>Feb – Chinese New Year</i> <i>Mar – World Book Day/Mother's Day/Holi/Easter</i>	<i>Jun – Father's Day</i>