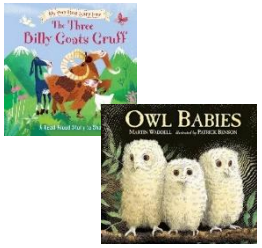
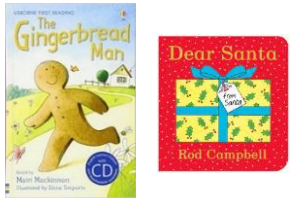
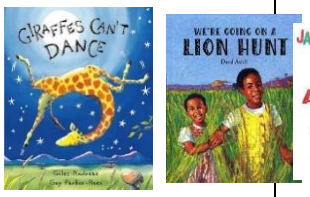
Early Years Foundation Stage

NURSERY CURRICULUM OVERVIEW 2026/2027

	What's Your Story?	Why does it happen?	Where Could Your Book Take You?		How Has it Changed?	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Characteristics of Effective Teaching and Learning						
	Playing and Exploring		**Creating and Thinking Critically**		**Active Learning**	
	• Introduce *'Explorosaurus'.* • Explorosaurus encourages children to investigate and experience things, and 'have a go'.		• Introduce '*Thinkosaurus'* • Thinkosaurus encourages children to concentrate and keep on trying if they encounter difficulties, and enjoy achievements		• Introduce '*Tryosaurus'* • Tryosaurus encourages children to have and develop their own ideas, make links between ideas, and develop strategies for doing things	
	The *Characteristics of Effective Teaching and Learning* support children's learning across all areas. They are the underlying learning attitudes and behaviours that promote lifelong learning. These characteristics should be made explicit to children, however, educators encourage, model and promote all of these throughout the year.					
Personal, Social and Emotional Development						
	Practitioners develop trusting relationships with every child by being present and emotionally available. They should respond to and try to understand children's feelings to establish a sense of safety and security. Learning environments should have consistent routines and offer opportunities for children to make choices, assert themselves, take and manage risks and to become more independent. They should reflect the interests of children in order to help them feel valued and understood.					
JIGSAW	**Being Me in My World**	**Celebrating Difference**	**Dreams and Goals**	**Healthy Me**	**Relationship**	**Changing Me**
Physical Development						
	Children have access to outdoor areas every day where they have the freedom to be as physical as they can be. Opportunities are created for children to take safe risks and build their confidence in a range of movements. Children have access to a variety of equipment that they can lift, transport and organise on their own, such as den making materials.					
Get Set 4 PE	**Introduction to PE (Unit 1)**	**Ball Skills (Unit 1)**	**Dance (Unit 1)**	**Gymnastics (Unit 1)**	**Fundamentals (Unit 1)**	**Games (Unit 1)**

Fine Motor Skills	• fine and gross motor movements using vertical and horizontal movements • Uses 'easy-grip' scissors to create snips using non-paper material	• fine and gross motor circular movements • Cut across a piece of paper using easy-grip scissors	• fine and gross motor anticlockwise circular movements • Cut along a straight line	• fine and gross motor movements to recreate 'Long Ladder' (l) handwriting patterns • Can cut along a curved line	• fine and gross motor movements to recreate 'Curly Caterpillar' (c) handwriting patterns	• fine and gross motor movements to recreate 'One Armed Robot' (r) handwriting patterns • Cut out a circle • Starts to use small scissors to create snips
Pencil Grasp progression						
Literacy, Communication and Language						
Core Text						
Introductory Text		**Dear Santa**- Write Christmas List	**The Suitcase** - Write a list of things	**We're Going on a Lion Hunt**- Write a postcard from Safari	**Jasper's Beanstalk**- Write how to grow a beanstalk	**The Very Hungry Caterpillar**- Life cycle stages
Talk for Writing		**The Gingerbread Man**- Retell	**Three Billy Goats Gruff**- Retell	**Giraffes Can't Dance?**- Retell and innovate	**The Enormous Turnip**- Retell	**The Ugly Duckling**- Retell

<table>
<tr><td rowspan="2">Poems and Rhymes</td><td colspan="6">Children learn a bank of poems and rhymes throughout the year mostly linked to the theme of the core texts.
These are highlighted in rhyme/poem of the week, recited daily to support the acquisition of language skills and shared with families for effective home learning.</td></tr>
<tr><td>• Heads, Shoulders, Knees and Toes
• Kye, Kye Kule
• 1,2,3,4,5 Once I caught a fish alive
• One Man Went to Mow
• Peter pointer</td><td>• Miss Polly had a Dolly
• Mahachagogo (Echo chant)
• If You’re Happy and you Know it (Anna McQuinn)
• Two Little Dickybirds
• Jingle Bells
• Gingerbread Men</td><td>• Row, row, row your boat
• Twinkle, Twinkle little star
• Wheels on the bus
• London Bridge is Falling Down
• Zoom, Zoom, Zoom
• A Tisket, a Tasket</td><td>• Old McDonald had a Farm
• Round and Round the garden
• Down by the Bay
• Baa Baa Black Sheep
• Three Blind Mice
• South African counting out rhyme</td><td>• Who Took the Cookies from the Cookie Jar?
• Sugarcake Bubble (Grace Nichols)
• Pat-a-cake
• Lickle Miss Julie
• Peas Porridge Hot
• Go bananas</td><td>• Incy Wincy Spider
• Five Little Ducks
• Chicks (Eric Finney)
• One Little Bug
• One Little Duck
• Five Speckled Frogs</td></tr>
<tr><td>Phonics</td><td colspan="6">Little Wandle Letter and Sounds - Foundation for Phonics

Foundations for Phonics develops children’s phonological and phonemic awareness through fun, engaging games and nursery rhymes. Developing these skills in Nursery lays the best possible foundations for learning phonics in Reception. There are two aspects to Foundations for Phonics: Rhyme time and Tuning into sounds. Rhyme time explores rhyme to build up a bank of shared language, develop children’s understanding of the world and familiarity with the sounds in words. Tuning into sounds teaches phonological and phonemic awareness through games.</td></tr>
<tr><td colspan="7">Mathematics</td></tr>
<tr><td></td><td colspan="6">White Rose Maths supports children to develop a strong foundation in early mathematical understanding through playful, practical and meaningful experiences. Children explore number, counting, patterns, shape, space and measure using a range of resources and everyday situations. Practitioners encourage children to use mathematical language, make connections and spot patterns, helping them to see how maths is part of the world around them.</td></tr>
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	Comparison • More than, fewer than, same • Compare and sort collections • Match, sort & compare	**Counting** • Hear and say number names • Begin to order number names • Move & label 1,2,3 • Take and give 1,2,3 • Show me 5 • Stop at 1,2,3,4,5	**Subitising** • I see 1,2,3 • Show me 1,2,3 • Talk about dots • Make games and actions	**Pattern** • Explore repeats • Join in with repeats • Explore own first patterns • Lead on own repeats • Making patterns together • My own pattern	**Shape, space & measure** • Explore position and shape • Explore position and routes • Match, talk, push and pull • Start to puzzle
Understanding the World					
	Children are frequently offered a range of experiences and interactions to help develop their sense of self, place and time. Resources offered to children in the environment should reflect the diversity children experience in their local and wider community. The sharing of non-fiction texts, high-quality story books and poems and rhymes provides further opportunities for children to develop their language and an understanding of the world around them.				
Big Questions	**What's Your Story?**	**Why Does it Happen?**	**Where Could Your Book Take You?**		**How Has it Changed?**
	Exploring who we are and what makes us special? • Class name through appropriate books • Our likes and dislikes • Being healthy (including oral health) • Our families • Black History (Through Stories such as 'Hands	Exploring baking through: • Diverse figure (Ainsley Harriet/Nadiya Hussain) • How kitchen appliances work (freezer is cold, oven is hot etc.) • Baking gingerbread men and decorating	Exploring forces and materials • How things move (building up to making our rockets fly across the classroom) • Black British space scientist- Margaret Aderin-Pocock • Visiting, testing and building bridges	Exploring environments: • Safari animals and their environment • Similarities and differences with our own • Visiting local park	Exploring life-cycles of plants: • Beanstalks • Sunflowers • Vegetables • Gardener Danny Clarke	Exploring life-cycles of animals • Humans (how have the children changed during their time in Nursery and from a baby?) • Caterpillars • Ducks and swans (and other animals)

	Up', 'Dream Big Little Leader' and 'Follow Your Dreams Little One').					
Celebrations	Opportunities for children to engage with different religious and cultural communities and their practices are woven into the curriculum at appropriate times of the year.					
	Harvest Festival (see RE) Black History Month	Diwali (see RE) Bonfire Night Remembrance Day Christmas (see RE)	Chinese New Yew (see RE) Valentine's Day	World Book Day International Women's Day Science Week Mother's Day Shrove Tuesday World Poetry Day Easter (see RE)	Eid-ul-Fitr (see RE) Earth Day World Bee Day	Pride (link with RE) Father's Day
Expressive Arts and Design						
	Role Play resources should include a wide range of interesting and beautiful found materials. A range of fabrics, fastenings and accessories can have more potential for creativity and imagination than traditional dressing-up costumes. Pretend play and activing out stories offers children an opportunity to extend their language.					
Role Play	**Home Corner**	**Cafe**	**Bus/Train Station**	**Savannah Zoo**	**Garden Centre**	**Minibeast/ Animal Laboratory**
Music (Music Express)	The environment should be full of rich and spontaneous music making across the areas of learning, including an area/box that children can access independently to explore and create their own music. Throughout the year children are given multiple opportunities to perform to a wider audience including for the Nativity and Mother's Day. In addition to *Music Express*, children should be able to copy and create a rhythm using body, voice and instrumental sounds. Refer to 'Out of the Ark' for new songs related to each topic.					
	Special People- Beat and Tempo • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match').	**Growth and Change- Loud and Quiet** • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving	**Going Places- High and Low Notes** • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down	**Stories and Sounds- Structure (Literacy)** **Moving Patterns- Structure** (Maths) • Sing the pitch of a tone sung by another	**Working World- Texture** (Understanding of the World) • Listen with increased attention to sounds. • Sing the pitch of a tone sung by another person ('pitch match').	**Our Senses- Timbre** (Expressive Arts and Design) • Respond to what they have heard, expressing their thoughts and feelings. • Sing the pitch of a tone sung by

	• Create their own songs, or improvise a song around one they know.	melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know.	and up) of familiar songs.	person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Play instruments with increasing control to express their feelings and ideas.	• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Play instruments with increasing control to express their feelings and ideas.	another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Play instruments with increasing control to express their feelings and ideas.
Black Artists	Bob Marley- One Love	Aretha Franklin- I say a little prayer for you	Louis Armstrong –what a wonderful world	Ella Fitzgerald-Dream a Little Dream of Me	Pharrell Williams- Happy	Beyonce- Spirit
	The focus of Art and Design is on the experience rather than a defined outcome. Children's responses or representations will reflect their unique imaginations and creativity and this should be welcomed. Children are provided with regular and varied opportunities to view and respond to art. In the environment children should be provided with a range of open-ended materials, that are well-organised, safe and accessible, allowing them express themselves by choosing what they want to use. Practitioners should support children by encouraging talk about the process and using rich descriptive language about what they can see happening and modelling specific skills.					
Art and Design	**Painting and colours:** • To learn how to hold tools for painting • Explore colour through paints and ascribes meaning through the story '*Colour Me Happy, Colour Me Sad'* by Agnes Green • To use glue sticks and glue to attach materials together on one page	**Drawing and adding details:** • Explore circles through Artist *Wassily Kandisnsky* • Lines and circles to enclose spaces for representation • Adding details to gingerbread man and faces **Salt-dough/Clay:** • Diya lamps (press tea light candles in and decorate) **Printing:** • Poppies	**3D junk modelling:** • Rockets • Chinese New Year craft **Sticking/Joining materials:** • Glue gun with adult support to join junk modelling **Painting:** • Explore artist *Jackson Pollock* • Create background paintings for rockets (space) using marble rolling and flicking paint	**Exploring textures**: • Feeling and describing textures • Creating texture board • Sticking chosen textured material on bear template using PVA glue through the story '*That's Not My Bear'* (and others) **Drawing and adding details:** • Using circle create a map	**Painting and colours:** xplore *Vincent Van Gogh*'s inting Sunflowers lour mixing bservational painting nes and circles to enclose space and colour in dding details (sunflower eds on a flower etc.) **Sticking/Joining materials:** • Selection for children to choose **Digital Media:** • Operating a camera/ device turning on/off and knowing how to	**Printing:** • Cotton reels to create caterpillars • Symmetrical butterflies (explore rainbow colours and link with Pride) **Drawing and adding details:** • Use variety of tools to draw pictures of themselves adding facial details **Salt-dough/Clay:** • Caterpillars (rolling balls and joining)

	• Sorting colours to create a colour wheel using collage (using primary colours) **Printing:** • Fruit prints **Sticking/Joining materials**: • Glue sticks (collage colour wheel) **Digital Media:** • Independent opportunities to operate a camera and explore how it works	• Fireworks **Sticking/Joining materials:** • Sticky tape (wrapping presents) **Digital Media:** • Operating a camera/device using on and off	**Digital Media:** • Operating a camera/ device turning on/off and knowing how to press button to take photographs	and stick and draw details **Sticking/Joining materials:** • PVA and glue sticks to stick materials **Digital Media:** • Operating a camera/ device turning on/off and knowing how to press button to take photographs of desired items/landscapes	press button to take photographs of desired items/landscapes	**Sticking/Joining materials:** • Selection for children to choose **Digital Media:** • Operating a camera/ device turning on/off and knowing how to press button to take photographs of desired items/landscapes and knowing how to retrieve the photographs for viewing
Religious Education						
LDBS	**Who am I?** • What makes me, me? • Who am I in my family? • Who am I in my school? • Who am I in my community/the world? • How do I show I am thankful? (Harvest)	**Why is Christmas special?** • Why is Christmas special to most Christians? • What are the signs of Christmas? • How is Christmas celebrated around the world? (1) • How is Christmas celebrated around the world? (2) • What are Christmas songs? • What does Christmas mean to me?	**What makes us special?** • Who is special to me? • How would it feel to lose something special? • Why was each sheep important to the shepherd in the parable of the lost sheep? • How am I special? • How do others keep us safe?	**How do people celebrate Easter?** • What are the signs of spring? • What happened in the Easter story? • How do some people and the church celebrate Easter in the U.K.? • How do people around the world celebrate Easter (Jamaica)? • Would you like to come to my Easter celebration?	**What are the special places and people in our community?** • What makes a home special? • Why are outside spaces special? • What make a church special? • How does the vicar help people? • Options: How do the police help us? • How do the fire brigade help us? • How do doctors and nurses look after us?	**What objects and clothes are special to people and why?** • What is important to me? • Why is the cross special for Christians? • Why is the hijab special to some Muslim women and girls? • Why is the kippah special to some Jewish boys and men? • Why is the turban special to some Sikh boys and men? • What helps us know we belong?