



Curriculum Planner

Term: Autumn 1 2026

Year: Nursery

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Dream big High academic ambition High expectations Career aspirations The world is your oyster!	Love God Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	Live well Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
Key book Working together Whole group book shares Class library to encourage home reading Confidence in sharing and talking about books Phase 1 phonics and beginning phase 2 for some children / Talk for Writing / Story sacks / Re-telling stories/Story listening station Descriptive language: characters. Story and character focus on topic: repetitive phrases. Respecting each other's views and opinions in P4C discussions.	Truth– Collective worship focus Class collective worship book Class reflection area Whole school collective worship Watching the seasons change Caring for plants as they grow End of day and lunchtime prayers Godly play Litter picking Discussions about feelings	Fruit, milk and water – keeping our bodies healthy Family traditions Gross motor skills on climbing equipment Getting changed for PE – independence Cleaning teeth as part of their routine – Gina talking about healthy teeth - virtual Washing hands Being aware when children need the toilet Going to the toilet independently Modelling play for new children TastEd
<u>Core text</u> Nursery The Very Hungry Caterpillar The Gingerbread Man Little Red Riding Hood The Three Little Pigs Noah's Ark Whatever Next! Peace at Last Owl Babies	<u>Cultural Capital</u> Use of outside space. High quality language and communication skills modelled. Access to high quality text within books throughout the curriculum Woodland walk Use of outside space Adult modelling of high-quality language	<u>Global Learning</u> Understanding what the world is? Looking at countries What is a family? Family members What is important to us?

Topic: It's good to be me!

<u>Communication and language</u> Nursery use Elklan activities to support children's understanding and verbal reasoning, Nursery use WELLCOMM to support children with English as an Additional Language. Nursery All adults model good spoken English and develop children's vocabulary using quality texts, discussion, modelling and rephrasing. Modelling – Adults model one word to convey need eg drink; they then add a word on eg more drink, drink please; extending the sentence at the pace of the child eg can I have a drink please until the child is able to communicate need.	<u>Physical development</u> See pre-writing skills progression document for details of how we support children's fine motor development and early writing skills. Develop the overall body strength, co-ordination, balance and agility needed to support future gross motor activities. Develop the small motor skills so that they can use a range of tools, competently, safely and confidently. Develop core muscle strength to achieve a good posture when sitting at a table or on the floor.	<u>Personal, social and emotional development</u> Nursery have new children throughout the year Settling in / Building relationships / Social interactions All children to take part in discussions regarding topical issues/concerns in the classroom after reading a related story. E.g. transition, friendship, kindness,
<i>Listening, Attention and Understanding</i> Children will be supported and encouraged to listen for increasing periods of time. Children will begin to listen to simple stories and begin to demonstrate some understanding with help of pictures. <i>Speaking</i> Children will develop their understanding of conversation with adults,	<i>Self-Regulation</i> Children will begin to understand and express their emotions and talk about why. <i>Managing Self</i> Children are able to express their preferences and decisions. <i>Building Relationships</i> Children will begin to develop friendships with their peers.	<i>Gross Motor</i> Children be able to transition into different positions (sitting, all fours, lying on tummy) Children will walk and run smoothly negotiating space. Children will begin to develop balance and control through obstacle courses and ride ons. Children will begin to imitate bilateral movements of limbs (arms up together, marching) <i>Fine Motor</i> Children will use both hands at the same time to make the same movements. Children will be able to pick up small objects and collecting them into the other palm. Children will be able to pick out 1 object from the other palm. Children will be able to fill an inset puzzle Children will have opportunities to to zip, pour, scoop, push and pull. <i>Health and Self Care</i> Children will be supported when toileted.

<u>Literacy</u> We will develop story telling skills through Talk for Writing and repetitive story telling. 	<u>Mathematics</u> Children will be introduced to numerical concepts through a process of play, adult led and activities and planned provision. Children will explore concrete apparatus to develop their understanding. Children will follow White Rose Maths scheme alongside elements of the Mastering Maths programme.	<u>Understanding the World / People and communities</u> TastEd activities where they use their senses to explore fruit, vegetables, herbs and spices. The respond to planned questions about the 'book of the week' which supports their scientific thinking. Activities are planned that focus on the world beyond our school and comparisons are made with other countries. We observe and respond to the changing seasons. Recording this on a timeline. Planned Scientific adult led activities and provocations linked to stories using the Play BC website.
<i>Comprehension</i> Children will be taught explicitly how to handle books. Children will have lots of opportunities to share books with adults, peers and independently. Children will be exposed to a wide range of print, making them aware that print carries meaning, <i>Word Reading</i> Children will take part in phonological awareness activities Children will begin to create a bank of rhymes and songs they remember and recite independently. <i>Writing</i> Children will be encouraged to talk about the marks they make. Children will opportunities to explore mark making through a range of media. Children will begin to show a preference of a dominant writing hand.	<i>Children will be taught number rhymes. Children will have opportunities to sort and compare. Children will compare size and length. Children will have opportunities to explore patterns.</i>	<i>History: Past and Present</i> Children will have the opportunity to talk about the lives of people around them, <i>Geography: People, Culture and Communities</i> Children will have the opportunity to talk about their immediate environment. <i>Science: The Natural World</i> Children explore the world around them. <i>RE: People, Culture and Communities</i> <i>Technology: Understanding the World</i> Children will have opportunities to explore operate technological toys.

<u>Expressive arts and design</u> Children will begin to use elements of the Charanga music scheme. They will learn about some Artists and composers of the moment along with the rest of the school. We ensure that our interactions during child-initiated play foster independence and individual imagination.	<u>Parental Engagement:</u>	<u>Visitors and visits</u>
<i>Music: Being Imaginative</i> Children will have the opportunity to listen to environmental and percussions sounds. Children will have opportunities to express themselves through music and perform their own music. <i>Art & Design: Creating with Materials</i> Children will be able to give meaning to marks they make.	New parents' meetings Library books Daily contact at the gate Tapestry	Settling in term