



Curriculum Planner

Term: Summer 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.'

Church school value of the term:	British value of the term:
Respect	Mutual Respect

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 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.	Respect– Collective worship focus Class reflection area Whole school collective worship Watching the seasons change End of day and lunchtime prayers Godly play Discussions about feelings	Fruit, milk and water – keeping our bodies healthy Family traditions Gross motor skills on climbing equipment Getting changed for PE – independence Washing hands Being aware when children need the toilet Going to the toilet independently Modelling play for new children								
<p style="text-align: center;"><u>Core text</u></p> <p>Nursery</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">The Very Hungry Caterpillar</td> <td style="width: 50%;">Noah's Ark</td> </tr> <tr> <td>The Gingerbread Man</td> <td>Whatever Next!</td> </tr> <tr> <td>Little Red Riding Hood</td> <td>Peace at Last</td> </tr> <tr> <td>The Three Little Pigs</td> <td>Owl Babies</td> </tr> </table>	The Very Hungry Caterpillar	Noah's Ark	The Gingerbread Man	Whatever Next!	Little Red Riding Hood	Peace at Last	The Three Little Pigs	Owl Babies	<p style="text-align: center;"><u>Cultural Capital</u></p> 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	<p style="text-align: center;"><u>Global Learning</u></p> Understanding what the world is? Looking at countries What is a family? Family members What is important to us? Learning about England in WHD
The Very Hungry Caterpillar	Noah's Ark									
The Gingerbread Man	Whatever Next!									
Little Red Riding Hood	Peace at Last									
The Three Little Pigs	Owl Babies									

Topic: Traditional Tales

<p align="center"><u>Communication and language</u></p> <p>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.</p>	<p align="center"><u>Physical development</u></p> <p>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.</p> <p>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.</p>	<p align="center"><u>Personal, social and emotional development</u></p> <p align="center">Nursery have new children throughout the year Settling in / Building relationships / Social interactions</p> <p>All children to take part in discussions regarding topical issues/concerns in the classroom after reading a related story. E.g. transition, friendship, kindness,</p>
<p><i>Listening, Attention and Understanding</i> To begin to ask and understand “why” questions” Children will be encouraged and supported to develop their own storytelling skills.</p> <p><i>Speaking</i> Children will begin to use longer sentences to communicate thoughts, ideas and feelings.</p>	<p><i>Gross Motor</i> <i>Children will be supported to skip, hop and hold a pose.</i> Children will develop ball skills and kick a ball. Children will jump over low objects and land with both feet together. Children will be able to use a range of indoor and outdoor resources to create games and obstacles by themselves. Childre will have opportunities to develop strength, agility, co-ordination and balance.</p> <p><i>Fine Motor</i> Children will be able to demonstrate a dominant hand. Children will be supported to use a knife and fork. Children will show a degree of control when cutting (use hoop scissors) Children will be able to comfortably use a range of tools including pencils, paintbrushes, tweezers and construction. Children will be taught the correct formation for the letters in their name.</p> <p><i>Health and Self Care</i> Children will be supported to gain independence when dressing and undressing. Children will have an awareness of oral hygiene.</p>	<p><i>Self-Regulation</i> <i>Children will be able to talk about their feelings using words like ‘Worried’, ‘sad’, and ‘angry’.</i></p> <p><i>Managing Self</i> Children will begin to celebrate and share achievements.</p> <p><i>Building Relationships</i> Children will engage in play with children extending and elaborating ideas.</p>

<p style="text-align: center;"><u>Literacy</u></p> <p>We will develop story telling skills through Talk for Writing and repetitive story telling.</p>	<p style="text-align: center;"><u>Mathematics</u></p> <p>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.</p> <p>Children will follow White Rose Maths scheme alongside elements of the Mastering Maths programme.</p>	<p style="text-align: center;"><u>Understanding the World / People and communities</u></p> <p><i>TastEd activities where they use their senses to explore fruit, vegetables, herbs and spices.</i></p> <p><i>The respond to planned questions about the 'book of the week' which supports their scientific thinking.</i></p> <p><i>Activities are planned that focus on the world beyond our school and comparisons are made with other countries.</i></p> <p><i>We observe and respond to the changing seasons. Recording this on a timeline.</i></p> <p><i>Planned Scientific adult led activities and provocations linked to stories using the Play BC website.</i></p>
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<p><i>Comprehension</i> <i>Children will be encouraged to express their likes and dislikes about the text.</i> Children will learn and become familiar with a selection of high-quality texts.</p> <p><i>Word Reading</i> Children will take part in phonological awareness activities that involves all aspects of foundations in phonics. Children will begin to identify rhymes and suggest words that rhyme. Children will begin to identify alliteration and identify words with the same initial sound. Children will explore and recognise that initial sounds in words. Children will be oral blend simple familiar words.</p> <p><i>Writing</i> Children will be encouraged and supported to write some or all of their name.</p>	<p>Children will be taught how to count objects from a larger group. Children will explore matching quantities. Children will have opportunities to explore 'how many altogether' Children will be taught the language fair, same and equal in relation to sharing between two groups. Children will be taught simple positional language. Children will have opportunities to replicate simple models.</p>	<p><i>History: Past and Present</i> Children will explore similarities and differences over time.</p> <p><i>Geography: People, Culture and Communities</i> <i>Children will explore similarities and differences of different places. (weather, seasons)</i></p> <p><i>Science: The Natural World</i> To explore changes and process that occur in natural world. Book: Who Sank the boat? Adult led activities and provocations: Raft building adult led. Senosry sinking and floating bottles.</p> <p><i>RE: People, Culture and Communities</i></p> <p><i>Technology: Understanding the World</i> Children will explore aga appropriate software to take images and record sounds.</p>
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Expressive arts and design

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.

<p><i>Music/Imaginative play: Being Imaginative</i> Children will have opportunities to sing their own songs or change the words of songs they know. Children will be supported to develop more complex stories using small world resources.</p> <p><i>Art & Design: Creating with Materials</i> Children will begin to use drawings to represent ideas like movement. Children will be able to talk about how colours have changed.</p>	<p><u>Visitors and visits</u> New parents' meetings/ Library books / Daily contact at the gate/ Tapestry /Inviting parents in for Easter book share.</p>
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