

Long Term Curriculum Plan: Nursery (2026-2027)

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
World/National Events	Doing it for Dan run	- Guy Fawkes - Diwali - Remembrance Day - Anti-Bullying week - Hanukkah - World Nursery Rhyme Week	- Luna New Year - Safer Internet Day - NSPCC Number Day - Shrove Tuesday	- Mother's Day - Ramadan/Eid - Holi - Beep Beep Day - World Day of Happiness - World Book Day - Comic Relief	Earth Day	Fathers' Day
School Events	- Harvest Festival Assembly - Discovery Day: Black History	- Discovery Day: International Day - Advent Assembly	- Discovery Day: Art Day - Children's mental health week	- Discovery Day: World Book Day - Discovery Day: Science Day - Easter assembly	- Discovery Day: Careers' Day - Running festival - NSPCC Speak Out stay Safe	- Geography Fieldwork week - Discovery Day: Environmental Day - Sports Day - Class Shuffle-up - PTA Summer fete
Core Values	Respect		Honesty		Responsibility	
Core topic for term	All about me	Imagination and Fantasy	People who help us	Tell me a story...Traditional Tales	Dinosaurs and Space	All around the world
Possible book focus and Nursery Rhymes (These will be selected based on children's current interests and as a result of in the moment planning)	Find Your Happy Feel Your Happy Marvellous Me Pip and Posy The New Friend Five Minutes Peace Kitchen Disco Leaf Man The Leaf Thief Hickory Dickory Dock Jack and Jill The Grand Old Duke of York If you're happy and you know it Head Shoulder Knees and Toes Five Little Monkeys This Old Man Here We Go Round the Mulberry Bush Tommy Thumb	The Quiet Little Firework First Festivals: Diwali Supertato Zog Room on the Broom The Gruffalo's Child First Festivals- Hannukah The Nativity Story Stick Man Jolly Postman Pat-a-Cake Twinkle Twinkle Little Star Christmas Songs	Whose Hat is This? Topsy and Tim Safety First Emergency Dentist Trip I'm The Bin Lorry Driver The Lunar New Year Story Down at the Station Humpty Dumpty One, Two, Buckle My Shoe Wheels On the Bus This Little Piggy Frère Jacques 5 Cherry Buns	Goldilocks The Three Little Pigs First Festivals-Holi Three Billy Goats Gruff Little Red Riding Hood The Easter Story Hey, Diddle, Diddle Miss Polly Had a Dolly Wind the Bobbin Up Horsey, Horsey 10 Green Bottles Baa Baa Black Sheep Hot Cross Buns	Harry and the Bucketful of Dinosaurs Dinosaur Roar! Stomp Dinosaur, Stomp! Whatever Next? Roaring Rockets The Smeds and the Smoos Five Little Men in a Flying Saucer Dinosaur Stomp Incy Wincy Spider Mary, Mary Ring-a-ring o'roses Round and Round the Garden It's Raining it's Pouring Five Little Ducks Rain Rain Go Away Old MacDonald Little Miss Muffet 5 Little Speckled Frogs	Polar Bear What do you Hear If You Were a Penguin Rumble in the Jungle Bear Hunt Commotion in the Ocean Rainbow Fish Pirates Love Underpants Topsy and Time Go To School One, Two, Three, Four, Five A Sailor Went to Sea Row Row Row Your Boat I Have a Little Turtle A Sailor went to Sea
		Walk to the post box Rhyme Time Challenge Songs and craft stay and play	Walk to the library People who help us visitors			Summer stay and play
In the Early Years at Bridlewood, we use the Development Matters curriculum guidance which outlines the broad progression of learning across the Early Years Foundation Stage. We use this as a guide to ensure children are meeting their developmental milestones. At our school, we build on this with our own curriculum. Our curriculum is enriched by carefully chosen themes, seasonal experiences and specific schemes of work that reflect our school's vision and values. This approach ensures children encounter a broad, balanced and connected curriculum this is both developmentally appropriate and unique to our setting. The following overview outlines the curriculum content for each term. This shows the key skills, knowledge and experiences we focus on to help children develop and prepare them for the next stage of their education.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language At the end of Foundation Stage 1 (Nursery) children will be able to listen, follow simple instructions, hold a conversation, ask relevant questions and use new vocabulary to talk about my thoughts and feelings.	Children's communication and language skills are developed throughout the year through high quality interactions, daily group discussions, circle time sessions, PSHE Jigsaw time, stories, songs, rhymes, performances and, where appropriate, small group speech and language interventions.					
	Develop confidence to talk with familiar adults, listen to stories and join in with songs and rhymes.		Begin to extend vocabulary, ask simple questions and enjoy retelling parts of familiar stories.		Use longer sentences to share ideas, recall events and take turns in conversation with peers.	
Personal, Social and Emotional Development At the end of Foundation Stage 1 (Nursery) children will be able to manage own personal needs, take off and put on own coat and shoes, know how to look after their teeth and try new activities. Children know how to be a kind, caring and helpful friend. They share toys and make good choices to keep everyone safe.	Settling in, forming attachments with key adults and learning group routines.		Grow independence, learning to share and take turns, begin to manage emotions with adult support.		Show pride in achievements, make choices in play and demonstrate confidence in a group.	
	Being Me in My World 'Who am I and how do I fit?'	Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this	Healthy Me Being and keeping safe and healthy	Relationships Building positive, healthy relationships	Changing Me Coping positively with change
Physical Development At the end of Foundation Stage 1 (Nursery) children will be able to show strength, balance and coordination when playing. Move confidently and safely in a variety of different ways. Use a pen/pencil and hold one handed tools safely and with confidence.	Explore large movements such as climbing, running and balancing. Develop hand strength through play with dough, blocks and mark making tools.		Develop greater control in using tools and equipment. Develop coordination through dance, movement games and outdoor play.		Increased independence in self-care (dressing, toileting). Fine motor skills refined through drawing, threading and scissor use.	
	Balance bikes	Ball Play	Gymnastics	Dance	Athletics	Multiskills
	Dough disco/Squiggle while you wiggle	Dough disco/Squiggle while you wiggle	Dough disco/ Squiggle while you wiggle	Dough disco/ Squiggle while you wiggle	Dough disco/ Squiggle while you wiggle	Dough disco/ Squiggle while you wiggle
Literacy At the end of Foundation Stage 1 (Nursery) children will be able to show an enjoyment for reading, tell own stories and retell stories they are familiar with. Children recognise their name. They make marks for different purposes and talk about	Enjoy listening to stories and handling books. Begin noticing sounds in the environment.		Join in with repeated refrains, experimenting with mark-making and recognising familiar logs or their name.		Retell stories in their own words, making letter-like marks and beginning to hear initial sounds in words.	
	Phonics Little Wandle Daily rhyme time session Mark making/Writing Make marks with increasing control	Phonics Little Wandle –Daily rhyme time session and tuning into sounds Mark making/Writing	Phonics Little Wandle –Daily rhyme time session and tuning into sounds Mark making/Writing	Phonics Little Wandle –Daily rhyme time session and tuning into sounds Mark making/Writing	Phonics Little Wandle –Daily rhyme time session and tuning into sounds Mark making/Writing	Phonics Little Wandle –Daily rhyme time session and tuning into sounds Mark making/Writing

what they mean. They can write some letters from their name.		Give meaning to marks	Use marks and drawings to represent ideas	Uses marks to communicate ideas through stories and play	Uses marks purposefully for different experiences	Communicates meaning through marks and emerging recognisable letters
Mathematics At the end of Foundation Stage 1 (Nursery) children will have a secure understanding of numbers to 5. They can use some mathematical language to talk about shape, space and measure.	Explore number through rhymes, songs and play. Sort and match objects.		Begin to count small sets, use number words purposefully and notice shapes and patterns around them.		Count with greater accuracy, compare quantities and begin to solve practical problems.	
	More than, fewer than, same Hear and say number names Explore and build with shapes and objects Explore repeats	Begin to order number names I see 1, 2, 3 Join in with repeats Explore position and space	Show me 1, 2 3 Move and label 1, 2, 3 Explore position and routes Explore patterns	Take and give 1, 2, 3 Match, talk, push and pull Talk about dots Compare and sort collections	Lead on own repeats Start to puzzle Making patterns together Make games and actions	Show me 5 My own pattern Stop at 1, 2, 3, 4, 5 Match, sort, compare
Understanding the World At the end of Foundation Stage 1 (Nursery) children will be able to show curiosity to explore the world around them. They can talk about changes that they see and notice how things have changed over time.	Talk about themselves and their families. Explore seasonal changes and natural materials.		Show curiosity about living things, notice changes in plants and animals, and talking about celebrations and special times.		Begin to use simple vocabulary about the past. Explore different places in their local environment.	
	Big Question Why our eyes different colours? Special celebrations explored Harvest Festival	Big Question? What are stars made of? Special celebrations explored Diwali Christmas Hannukah	Big Question What makes a rainbow? Special celebrations explored Lunar New Year Easter	Big Question How does it stick? Special celebrations explored Holi Ramadan/ Eid	Big Question Why do spiders make webs?	Big Question Why does ice melt?
Expressive Arts and Design At the end of Foundation Stage 1 (Nursery) children will be able to choose the resources they need to use to make their own creations. They can talk about what they have made and how they made it. Children join in with singing and dancing. They experiment with different instruments to make different sounds.	Explore colour and texture with paints, collage and role play. Sing familiar songs.		Develop imaginative play, beginning to use props and storylines. Explore musical instruments and experiment with sound.		Create more complex representations in drawings or models. Express ideas through movement, dance and imaginative storytelling.	
	Focus Artist Piet Mondrian	Focus Artist Yayoi Kusama	Focus Artist Richard Long	Focus Artist Laurel Burch	Focus Artist Eric Carle	Focus Artist Romero Britto