



EYFS Nursery Curriculum Map 2026-27

Our curriculum is carefully planned around a two-year cycle of high-quality, diverse and engaging texts to ensure that all children experience a rich and varied range of stories, rhymes, information books and language-rich experiences throughout their time in Nursery. These carefully selected texts provide meaningful contexts for learning, promote a love of reading and support the development of communication, language, personal, social and emotional development, and early understanding of the world. Staff have a strong knowledge of child development and use this expertise to adapt teaching, provision and interactions to meet the individual needs, interests and stages of development of all children. Frequent observations and ongoing assessment enable practitioners to identify next steps in learning and respond promptly to children's emerging needs and fascinations. Children's progress is monitored through formative assessment and regular review against the Development Matters checkpoints, including those linked to ages 3 and 4, ensure that learning is appropriately challenging and that any additional support can be implemented swiftly. This responsive approach enables all children to make strong progress from their individual starting points and be well prepared for the next stage of their education.

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
General Themes NB: These themes may be adapted at various points to allow for children's interests	All about me!		Celebrations		What's in a book?		How do we feel?		Looking after ourselves & others		Everything's changing	
	Ourselves Families Likes/dislikes Regulation Settling Routine Golden rules Introduce the Nursery Prayer with Makaton signing	Relationships Emotions	Harvest Guy Fawkes / Fireworks Remembrance Diwali Clothes – cultures, faiths	Christmas The first Christmas story	January intake – Settling, regulating, routine and rules Lunar New year Children's Mental Health Week	World book day Traditional stories – rhyming, story structure, repetition Looking for signs of Spring Mothers' Day	Introduce the Colour Monster – Feelings, regulation Lent	The Easter Story – Reading and acting out The last supper	Being healthy and Active. Growing – human and animal life cycles Oral Health	Duck eggs, caring for the ducks	Growing plants Sports Day Father's Day Nursery Trip	Transitions to school The colour monster goes to School

RED	Creation	The First Christmas	Ten:Ten – Handmade with Love	Tools of St. Josephs - Joy	Tools of St. Josephs - Love	Ten: Ten – Loving God and Loving Others
Wow Moments / Enrichment / Trips and visitors	Harvest Autumn Walks Diwali 6 th November 2026	Listening walk Nativity Production in the hall Christmas Party and visit from Santa Introduce class recognitions system – Pom Pom Jar Walk to the post box to post letters to Santa Hanukkah – <u>3rd Dec- 11th Dec 2026</u> <u>St. Francis Day -3rd December 2026</u>	Lunar New Year <u>6th Feb 2027</u> Food cooking and tasting – different cultures Lent 10 th Feb 2027 World Book Day <u>Thursday 5th March 2026</u> – Dressing up and reading favourite stories. Visit from the travelling Book Fair Children’s Mental Health Reception class to visit nursery (to see displayed doors)	Big Lent walk CAFOD Pancakes Spring Walk Pitta bread and blackcurrant (sugar free) squash for The Last Supper performance St. Patrick’s Day – 17 th March 2027 St Joseph’s Day – 19 th March 2027 Ramadan 8 th March – 7 th April Eid 8 th April	Lamb visit – <u>22nd April 2027</u> Ducks – <u>11th May- 22nd May 2027</u> Dental role-play <u>St. George’s Day – 23rd April 2027</u>	Sports Day with parents attending Visit to Chobham Adventure Farm with parents/carers. School transitions – Stay and plays & Story morning Transition meetings
High Quality Texts Cycle A	Dear Zoo We’re going on a Bear Hunt Hungry Caterpillar Whatever Next The Big Red Bath Ten in a bed Nursery rhymes Non – Fiction books Harvest festival	Stick Man Monkey Puzzle The Gruffalo The Gruffalo Child The Gruffalo Granny The Christmas Story Non – fiction books Books about Diwali celebrations My first festivals	The Gingerbread Man The Three Little Pigs Goldilocks Jack and Beanstalk Chicken Licken The Great Race Non – fiction books Books about Lunar Year celebrations	The Colour Monster The Colour Monster – The Feelings Doctor The Rabbit Listened The Day The Crayon Quit My Big Shouty Day The Super Pigs	Handa’s Surprise The Rainbow Fish Sharing a Shell Singing Mermaid Supertato series Superworm	The Colour Monster Goes to School Non-fiction books I am ready for school Books about different sports and showing sports from the Paralympics

	First Dinosaur Encyclopaedia All about Friends All about Families			The Magic Porridge Pot The Snail and The Whale What makes a Rainbow? Scarecrows Wedding Zog	Non – Fiction books Ducks and Life cycles Dentist books Vet & caring for animals books The colour monster doctor	Sports heroes
High Quality Texts Cycle B	Owl Babies The Whales on the Bus Naughty Bus Brown Bear, Brown Bear, What Do You See? All Are Welcome Doing the animal Bop The crunching munching caterpillar	Festival of Colours Golden Domes and Silver Lanterns by Hena Khan The Tiger Who Came to Tea Pumpkin Soup	Mama Panya's Pancakes Each Peach Pear Plum We Are All Wonders Chicken Licken	I Am Enough Hair Love Kindness Makes Us Strong The Snail and The Whale What makes a Rainbow? I Will Never Not Ever Eat a Tomato	Bilal Cooks My World, Your World Can Bears Ski? Just Ask! Tanka Tanka Skunk!	Ruby's Worry The very hungry worry monsters Perfectly Norman What Happened to You? Susan Laughs The Invisible String
Songs and Rhymes	Twinkle twinkle little star The wheels on the bus Old Macdonald Heads, shoulders, knees and toes Baa Baa Black sheep Incy wincy spider and variations such as Christmas tree Che Che Kule Wind the bobbin up Leo the lion Humpty dumpty Sleeping Bunnies Tommy thumb, Tommy thumb, where are you?	Baa Baa Black sheep – various colours linked Five currant buns Five little monkeys jumping on the bed Tingalayo Five little monkeys swinging from the tree I can sing a rainbow If you're happy and you know it When Goldilocks went to the house of the bears Alice the camel Bobby BINGO It's Mother's Day (Out of the Ark)		Five little duck Five little specked frogs I know an old lady who swallowed a fly Ten in the bed and the little one said I'm ready to go (Leavers song) Great big God My lighthouse Happy sun high (Out of the Ark) A tiny seed was sleeping (Out of the Ark) Kooaburra		

	Autumn leaves are falling down (Out of the Ark) Big red combine harvester (Out of the Ark) One, two, three little acorns (Out of the Ark) Put your coat on (Out of the Ark)	Where did the pancake go? (Out of the Ark) Easter Bunny song (Out of the Ark) Wet, wet, wet (Out of the Ark) 5 shiny eggs (Out of the Ark) Twit Twoo (Out of the Ark) It must be Spring (Out of the Ark) Somebody's waking up (Out of the Ark) This little light of mine Jesus loves me This is the day that the lord has made	Dance with your fingers (Out of the Ark) Caterpillar (Out of the Ark) Sunglasses (Out of the Ark) He's got the whole world in his hands Peace like a river I've got the joy, joy, joy
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COEL



Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Over Arching Principles



Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.

Start Points	New starters – Play & Stay sessions All about me data and transition info Transition reports from other settings Children’s interests – displayed in classroom to promote sense of belonging and encourage quality interactions Characteristics of Learning and overarching principles How do we know these things and how can we find out more? Exchanging how the children have settled in via Tapestry observations Reflecting on our learning journey – Baseline tracking
Pupil-led learning	Children’s interests Themes provided in the environment – adults join children at play Sharing news, own stories, photos including what parents put on Tapestry online journal Voting for stories , recognitions activities etc
Visits and visitors	Lambs Ducks Head Teacher and other school staff Chobham Adventure Farm People who help us e.g. Dentist, Nurse, police and fire service
Local area	Local trips – Post-box, Co-op, school and St Mary’s church
Links to understanding wider society	British Values, democracy Talking about our immediate families and wider community. Celebrating significant events – local and global, within our own community and linked to children’s diversity Religion focus as we are a faith school – cultural diversity
Our curriculum is taught through a careful balance between adult-led and child-initiated learning, with carefully planned continuous provision and an enabling environment that evolves to meet the needs of our cohort.	

Prime Area – Communication and Language

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. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. 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, storytelling 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.

Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact
Listening, Attention and Understanding	To begin to listen to the adults. To be able to listen to a short story.	To be able to listen to a longer story. To recall and join in with familiar songs. To begin to understand instruction that has one part. To understand why listening is important and how it can keep us safe.	Begin to listen to others/peers. To begin to understand who and what questions. To understand the use of objects.	To recall and join in with familiar phrases from traditional stories. To begin to have conversations about stories with adults. To begin to understand instructions that has two parts. To show understanding of prepositions such as 'under', 'on top' and 'behind' by carrying out an action.	To engage in conversations about stories with peers. To begin to retell a familiar story using picture sequencing or words. To be confident in singing a large repertoire of songs.	To have conversations with adults and peers with back and forth exchanges. To begin to use language to anticipate what might happen next and make predications from experiences.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.

- Screen all children using the **WellComm Language Assessment** to identify speech, language and communication needs.
- Implement targeted interventions and monitor progress for children identified as needing additional support.
- Use visual timetables, now-and-next boards, symbols, photographs and communication boards to support understanding and communication.
- Use signing and visual cues to support children with SEND and non-verbal children.
- Adapt communication strategies and visual supports to meet individual needs.
- Work collaboratively with parents and external professionals to support communication and language development.
- Show parents how to share stories effectively and promote the importance of reading at home.

Prime Area – Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 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, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact
Self-Regulation	To separate from parents/carers upon arrival. To follow one step instructions from an adult within in the nursery.	To show an understanding of taking turns with adult support. Can wait for short periods of time with adult support for resources.	Show consideration for others during play. To adapt behaviour to a range of situations. To follow two step	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' and identify a range of other emotions.	To begin to talk with others to solve some conflicts. Shows increasing patience in social situations, understanding	To maintain focus during group times such as circle time. Show increasing confidence in new situations such as	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to

			instructions from an adult in the nursery. To move between activities and daily routines with increasing independence with visual or verbal cues.	To consider the feelings and needs of others. To start to control their emotions using a range of techniques learnt from the Colour Monster stories.	that others have a turn before them.	‘transitions time’ to the reception class.	wait for what they want and control their immediate impulses when appropriate. Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self	To begin to understand the nursery routine. To be aware of the nursery Golden rules. To wash hands independently. To begin to explore different areas within the nursery inside and outside. To begin to eat independently (using a fork/spoon).	Begin to show independence in using the toilet. To begin to recognise where their coat peg and tray are. To have confidence to try new activities. To ask an adult for help. Begin to develop	To put coat on independently. To show an understanding of the nursery Golden rules and understand why they are important. To begin to select and use activities and resources, with help when needed. To begin to develop a sense of responsibility	To begin to use appropriate cutlery with increasing independence. To begin to do their zip up on their coat. To begin to find solutions to conflicts and rivalries.	Be increasingly independent in meeting their own care needs, e.g., using the toilet, washing and drying their hands thoroughly. To understand the importance of healthy choices about food, drink, activity and tooth brushing.	To take increasing responsibility for their own belonging such as coats and jumpers. To show a ‘can do’ attitude and seek support when needed from an adult or another peer.	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of

Prime Area – Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. 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. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact
	Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. To start to show an interest with the ride on equipment outside. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Encourage and explain some of the rules of lining up and queuing, such as not standing too close or touching others. Giving children simple verbal and visual reminders. Offer a wide range of creative materials and experiences to develop with gross and fine motor skills; such as pencils for drawing and writing,		To begin using motor skills to do things independently, like buttons and zips. To show an awareness of how to use the pedal bike. Start eating independently and learning how to use a knife and fork. Begin to use one-handed tools and equipment, for example, making snips in paper with scissors. To become increasingly development in selecting and using creative materials and tools safely.		Walk, run, jump and climb independently. Ride a tricycle with increasing control. Collaborate with others to manage large items, such as moving long planks safety, carrying large crates and gym mats. Show increasing control when using one handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils.		Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping and climbing. Hold a pencil effectively. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when mark making.

	paintbrushes, scissors, knives, forks and spoons.			
Get Set for PE units	Introduction to PE Units 1 and 2 are used during the year to enhance our outdoor provision. These units explore different ways of moving confidently through running, jumping, hopping, skipping, balancing and crawling. Skills covered include moving around safely in a space and being able to stop, following instructions, working cooperatively with a partner and taking turns. In the Summer term, to get children ready for school, we begin to have PE sessions working on these skills.			
Implementation	- Physical development in nursery focuses on building fundamental movement skills, including agility, balance, and coordination. Children are supported to develop control and body awareness through a range of active play experiences, while also growing in confidence to explore movement, take risks, and participate in physical activity. - While exploring our large outdoor wooden pirate ship the children get to navigate different levels of safety. They build confidence and body control when using the slide and fireman's pole, learning to assess risk and move with increasing independence. - Physical develop is promoted continuously throughout the day both inside and outside. - Teach and model how to eat safely and with good manners in a group, taking turns and being considerate to others. - Explain why safety is an important factor in handling tools and moving equipment and materials. - Provide a wide range of opportunities for children to move throughout the day: indoors and outside, alone or with others, with and without apparatus. - Teach the skills needed for mark making and using one handed tools.			
Fine motor skills activities	Throughout the nursery year, we provide a wide range of opportunities to develop children's fine motor skills through both adult-led activities and continuous provision. Children are encouraged to develop strength and control in their hands and fingers through activities such as threading, cutting, dough manipulation, mark making, construction, and using a range of tools and resources. In line with <i>Development Matters</i> , children are supported to 'develop their fine motor skills so that they can use a range of tools competently, safely and confidently' and to 'use a comfortable grip with good control when holding pens and pencils.' We also support children to 'hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.' Children are given daily opportunities to practise skills such as using scissors, fastening clothing, pouring, and manipulating small objects, helping them to build hand strength, coordination, and precision. Through repeated practice and encouragement, children develop increasing confidence and control, preparing them for the physical demands of early writing in Reception."			
Gross motor skills	Throughout the nursery year, we provide a rich range of opportunities to develop children's gross motor skills through both indoor and outdoor continuous provision. Children are encouraged to move in a variety of ways, including running, jumping, climbing, balancing, and travelling over, under, and through equipment. Our outdoor area, including climbing equipment such as our wooden pirate ship, slide, and fireman's pole, supports children to build strength, coordination, and confidence in their physical abilities. We carefully plan opportunities to support progression in line with <i>Development Matters</i> , which states that children should be supported to 'develop their core strength, stability, balance, spatial awareness, coordination and agility' and to 'develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and			

other physical disciplines.’ Children are encouraged to ‘combine different movements with ease and fluency’ and to ‘develop confidence, competence, precision and accuracy when engaging in activities that involve a ball’ through both structured and child-initiated play. Adult interactions support children to take managed risks, persevere with challenges, and develop increasing control over their movements as they grow in confidence throughout the year.”

Specific Area – Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact
	Join in with songs and rhymes. Enjoy sharing books with an adult. Begin to develop listening and attentions skills in addition to being able to sit for periods of time. Doing puzzles to support cognitive development of the brain. Build a bank of language through conversations and discussions about stories to develop their vocabulary and understanding of stories.		Repeat words and phrases from familiar stories. Make comments and shares their own ideas about stories they have read. Develop play around favourite stories using props. Enjoy drawing freely. Add some marks to their drawings and give meaning to the marks made.		Notice some print, such as the first letter of their name, door numbers, or a familiar logo. Understand some key concepts about print, such as; print has meaning, we read English text from left to right and from top to bottom and page sequencing.		Develop a love for stories. Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced

				vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Phonics	Begin with developing listening and attentions skills in addition to being able to sit for periods of time. Develop sound discrimination.	Play rhyming games. Introduce initial sounds game. Begin to count syllables in words beginning with the children's names.	Introduce the Read, Write, Inc. programme for nursery, starting with Fred games and identifying the individual letter sounds. Displaying letter cards as we teach.	
Implementation	• We prioritise the development of children's communication and language through high-quality interactions, conversations, modelling and extending vocabulary. • We provide a language-rich environment where children are exposed to a wide range of stories, rhymes, songs, poems and non-fiction texts every day. • We share high-quality and diverse books that promote a love of reading and reflect children's experiences, cultures and backgrounds. • We read aloud frequently and engage children in discussions about stories to develop comprehension, vocabulary and speaking skills. • We develop early phonological awareness through songs, rhymes, alliteration, rhythm and listening games. • We help children understand that print carries meaning by using environmental print, labels, signs and books throughout the provision. • We provide meaningful opportunities for mark making and early writing indoors and outdoors across all areas of learning. • We encourage children to give meaning to their marks and drawings, supporting them to communicate ideas, stories and experiences. • We develop fine motor skills through a range of activities that build the strength and control needed for writing. • We model reading and writing for real purposes during play and daily routines. • We prepare children for the foundations of Read Write Inc. Phonics by developing phonological awareness through listening games, rhymes, alliteration, rhythm, oral blending and sound discrimination activities. • We observe and assess children's literacy development to identify next steps and provide targeted support where needed.			

- We work closely with families to support early literacy and encourage sharing books, stories, songs and rhymes at home.
- We ensure all children, including those with SEND and EAL, can access literacy through visual supports, adapted resources and targeted interventions where appropriate.

Specific Area – Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding. Children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact
	Sort objects by colour, size and type. Match objects and pictures. Use language such as same, different, big and small. Join in with counting songs and rhymes.	Count small groups of objects. Subitise quantities to 3. Compare small groups. Explore one, two and three through stories and play.	Count groups to 5. Match quantities to representations. Continue subitising to 5. Compare groups using more and fewer.	Explore full/empty, heavy/light, long/short. Compare quantities during play. Solve simple practical problems.	Recognise and create simple repeating patterns. Notice patterns in the environment. Continue counting and subitising.	Use counting independently in play. Explore numbers that are meaningful to them. Solve practical problems. Talk about quantities, shapes and measures confidently.	Mathematics in nursery supports children to build a strong foundation for future learning. By the end of the setting, children will confidently recognise numbers up to 10 and begin to subitise quantities within this range without counting. They will explore, recognise and copy simple repeating patterns, developing early reasoning skills. Children will notice and

We provide opportunities for children to develop secure number sense, mathematical vocabulary and confidence through songs, rhymes, games, practical activities and daily routines. We encourage children to notice patterns, compare quantities, explore number relationships and solve mathematical problems in meaningful ways.

Specific Area – Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact
People and Communities	Make connections between the features of their family and other families. To talk about the Christmas Story and how it is celebrated. Discuss Guy Fawks and firework safety. Introduce Diwali and how it is celebrated around the world. Take part in the rehearsals and performance of the Nativity story.		Notice and developing positive attitudes about the differences between people. To talk about Lunar New Year and join in with some traditional food tasting. To learn how Easter is celebrated around the world. Re-enact the Last Supper story and take part in an Easter Egg hunt.		Begin to make sense of their own life-story and family's history. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.		In Nursery, Understanding the World is delivered through play-based, hands-on experiences that encourage children to explore, investigate and make sense of the world around them. Carefully chosen stories, songs and conversations are used to introduce new ideas, develop language and spark curiosity, while real-life experiences—such as nature walks, sensory exploration and practical activities—help children build
The World	Explore natural materials, indoors and outside. To explore and recognise seasonal changes (Autumn).		Explore collections of materials with similar and/or different properties. To know about and recognise the signs of Winter and Spring.		Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice. Know that there are different countries in the world and talk		

			about the differences they have experienced or seen in photos. To know about and recognise the signs of Summer.	meaningful connections through first-hand learning. Continuous provision plays a key role in supporting children to revisit, practise and extend their understanding independently through exploration, role play and open-ended activities, ensuring learning is engaging, accessible and matched to the needs and interests of all children.
Implementation	• Provide open-ended play materials inside and outdoors. • Encourage children's exploration, curiosity, appreciation and respect for living things. • Encourage children to bring natural materials into the setting, such as leaves and conkers picked up from the pavement or park during autumn. • Be open to children talking about differences and what they notice. • Point out the similarities between different families, as well as discussing differences. • Model positive attitudes about the differences between people including differences in race and religion. Support children's acceptance of difference. • Have resources which include: • positive images of people who are disabled • books and play materials that reflect the diversity of life in modern Britain including racial and religious diversity • materials which confront gender stereotypes. • Make collections of natural materials to investigate and talk about. • Provide equipment to support investigations. Such as: magnifying glasses, tweezers and bug pots. • Spend time with children talking about photos and memories. • Introduce new vocabulary related to the occupation and encourage children to use it in their speech and play. • Show and explain the concepts of growth, change and decay (pumpkins) with natural materials. • help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars or duck eggs. • Encourage children to refer to books and online resources. • Explore how different materials sink and float. • Celebrate and value cultural, religious and community events and experiences that are relevant to our children in the nursery. • Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.			

Specific Area – Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. 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. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Intent	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Impact
Creating with materials	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Sometimes give meaning to the marks they make. Manipulate and play with different materials, such as gloop, shaving foam, play dough, sensory play materials. To create simple representations of themselves. To draw and colour with pencils, felt tip pens and chalk.		Make simple models. Develop their own ideas and then decide which materials to use to express them. To share their creations with the adults in the class.		Express ideas and feelings through making marks marking. Create our own duck life cycles using materials such as, feathers, egg shells, fabric and coloured paper. Making our own healthy food plates, using a wide range of different fruit and vegetables to print with. To begin to use colours for a particular purpose.		Children will confidently explore and use a range of materials, tools, colours, textures, and designs to create their own artwork. They will enjoy sharing and talking about their creations with others, and use props and materials imaginatively when acting out stories, characters, and role-play experiences. ----- Children will use their imagination to explore music, movement, role play, and creative activities. They will express their own ideas, thoughts, and feelings through art, storytelling,

				dance, music, and imaginative play, confidently sharing their experiences with others.
Being imaginative and Expressive	Anticipate phrases and actions in rhymes and songs. Enjoy and take part in action songs. Start to develop pretend play, pretending that one object represents another. Play sound-matching games. Begin to explore the different sounds the musical instruments make.	Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses. Explore colour and colour mixing. Develop simple storylines in their pretend play.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a zoo, different buildings, train stations, car parks and a play park. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Remember and sing songs. Develop simple storylines in their pretend play with peers. Explore and engage in music making and dance.	
Implementation	• Stimulate their enjoyment of music through singing and playing musical and singing games. • Offer a wide range of different materials and encourage children to make marks in different ways. • Introduce children to a broad selection of action songs. • Sing songs regularly so that children learn the words, melody and actions off by heart. • Help children to develop their pretend play by modelling, sensitively joining in and helping them to elaborate. • Provide a wide range of found materials ('junk') as well as blocks, card and materials with different textures. • Provide appropriate tools and joining methods for the materials offered. • Provide lots of flexible and open-ended resources for children's imaginative play. • Help children to negotiate roles in play and sort out conflicts. • Notice children who are not taking part in pretend play, and help them to join in. • Listen and understand what children want to create before offering suggestions.			

	• Provide resources to enable children to join materials together, such as, PVA glue, Pritt sticks, Cellotape and masking tape. • Talk to children about the differences between colours. Help them to explore and refine their colour mixing. • Support children’s drawing and model making by spending time with them. • Encourage their own creative ideas, and talk together about the meanings of their work.	
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