



Nursery (3-4yrs) Long Term Curriculum
2026 - 2027

Learning and Progression Across the Nursery (3-4 yrs)Year

How children learn and characteristics of effective learning:

Playing and Exploring

Children investigate, experience possibilities and develop the confidence to have a go.

Active Learning

Children concentrate, keep trying, respond to challenge and enjoy achieving what they set out to do.

Creating and Thinking Critically

Children develop ideas, make connections, choose approaches and review how well they worked.

End of Nursery Aspirations Overview

To become a Confident Communicator who can listen, follow simple instructions, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to talk about ideas and feelings.	To become an Independent Individual who can take off and put on their own coat and shoes, manage their personal needs, know how to keep healthy and look after their teeth and to 'have a go' at new activities.	To become a Fantastic Friend who can be kind, caring and helpful, sharing toys and equipment, following the Nursery Rules to keep everyone safe, showing an awareness that everyone is different.	To become a Funky Finger User who can hold a pencil, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammers) safely and with confidence.
To become a Careful Climber who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways and use a range of equipment.	To become a Remarkable Reader who can show a love for reading, tell their own stories, use the pictures in books to retell familiar stories, recognise and read their own name and names of their friends.	To become a Marvellous Mark Maker who can make marks and talk about what they mean, make marks for different purposes writing labels, lists and birthday cards.	To become a Number Detective who can show a deep understanding of numbers to 5, subitise, compare quantities, create patterns and use positional language.
To become an Excited Explorer who can show curiosity about the world around them, talk about the changes in the seasons, noticing how animals and plants grow vehicles have changed from long ago.	To become a Master of disguises who can pretend to be lots of different characters when engaging in imaginative play with my friends, listening to the ideas of others and taking a lead role in the play.	To become a Magical Musician who can join in with singing and dancing, make up my own songs play a range of percussion instruments in different ways to make different sounds.	To become an Amazing Artist and Architect who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.

Personal, Social and Emotional Development

Children develop a secure sense of self, positive relationships and the confidence to manage feelings, choices and increasing independence.

Self Regulation	Managing Self	Building Relationships	Health and Self Care
Develop appropriate ways of being assertive, e.g. It's my turn now. I want the yellow one. Practice skills of negotiation and compromise, e.g. I would like that one please... Can I play with that when you have finished? Show increasing consideration of other people's needs and more impulse control, e.g. giving up a toy to another who wants it. Is more able to recognise the impact of their choices and behaviours / actions on others and knows that some actions and words can hurt others' feelings. Look to a supportive adult for help to solve conflicts with peers. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Increasingly express their emotions through words rather than actions. Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt. May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares.	Enjoys a sense of belonging through getting involved in daily tasks. Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers. Is sensitive to others' messages of appreciation or criticism. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Show their confidence through taking risks and trying new things or new social situations. Able to express their needs and ask adults for help.	Seek out companionship with adults and other children. Use their experiences of adult behaviours to guide their social relationships and interactions. Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Develop their sense of responsibility and membership of a community, e.g. through helping to tidy up / joining in fully with class routines. Become more outgoing with unfamiliar people, in the safe context of their setting. Enjoy playing alone, alongside and with others, inviting others to play and attempting to join others' play. Play with one or more other children, extending and elaborating play ideas. Beginning to develop specific friendships.	Increasing fork and spoon control. Willing to try a range of different textures and tastes and expresses a preference. Beginning to understand healthy choices about food and drink. Can tell adults when hungry, full up or tired or when they want to rest, sleep or play. Can wash and can dry hands effectively and understands why this is important. Beginning to understand why we need to clean our teeth. Gaining more bowel and bladder control and can attend to toileting needs most of the time themselves. Can name and identify different parts of the body. Observe and can describe in words or actions the effects of physical activity on their bodies. Beginning to say in simple terms why we need to be active. Dresses but still needs some help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zip once it is fastened at the bottom. Take practical action to reduce risk, showing their understanding that equipment and tools can be used safely.
Prompting Questions for deeper thinking			
Which words do we use if we would like a turn? How did that make your friend feel? How do you know? How can we sort this out / solve this problem?	Tell me, why did you choose those resources? Did they work? What did you need help with? Which bit did you find the most difficult? What do you do / like that is different to your friends?	Tell me, who do you like playing with? Why? How do you help others in your class? Why is it important to be kind to other people?	Tell me, what do we need to do to keep our bodies clean and healthy? Can you tell me some of the ways that we can stay safe, e.g. on roads and online? What do you know about different foods?
Key Vocabulary			
take turns, share, help, worried, scared, excited	difference, choice, confident, rule, ask,	behaviour, friendship, problem, turn taking	taste, dislike, clean teeth, hot, sweaty, safe

Progression at a glance: From belonging, routines and supported emotional language to self-regulation, collaboration, reflection and confident transition.

The Opportunities and Experiences document acts as a menu for practitioners to select ideas for how core aspects of learning can be built into provision so that pupils can develop their understanding of the key concepts that they have learned. This is not exhaustive and practitioners will need to be responsive to their young people.

Listening and Understanding - What will pupils know and be able to do?					
Maintain Concentration	Tuning into Sounds	Following Instructions	Understanding Language Structures	Listening to Stories and Rhymes	Developing Conversation
Focusing attention – can still listen or do, but can change their own focus of attention Able to follow directions (if not intently focused)	Can recognise rhythm and rhyme. Can identify simple alliteration. Can orally blend and segment simple vc and cvc words.	Respond to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box.	Understand use of objects (e.g. Which one do we cut with?). Show understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture. Begin to understand why and how questions. Understand and often use colour, number and time related words, for example, 'blue' bus, 'two' fingers.	Listen to familiar stories with increasing attention and recall. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.	Be able to have a proper conversation, though they may flit around the topic a bit and be difficult to follow at times. Be able to answer questions about 'why' something has happened.

Speaking - What will pupils know and be able to do?				
Speak clearly with an increasing command of English	Uses Language for a range of purposes	Participate in class and group discussions, performances, role play and simple debate	Hold the interest of the Listener	Acquire New Vocabulary Quickly
Have mostly clear speech, although may continue to have difficulties with a small number of sounds – for example 'r' – as in 'rabbit', 'l' – as in 'letter', 'th' as in 'thumb', 'sh' as in 'show', and 'j' as in 'jam'. Begin to use more complex sentences to link thoughts (e.g. using and, because). Begin to use a range of tenses (e.g. play, playing, will play, played). Continue to make some errors in language (e.g. runned) and absorbs and uses language they hear around them in their community and culture. Use different types of words to do different things, e.g. to describe what things look like ('big', 'soft') / where they are – 'under', 'on' / what they are for – 'eating', 'playing' / that say who they are – 'me' / to describe how many - 'lots'.	Use language to report on past and present experiences. Use language to reason logically. Describe events that have already happened, E.g. "We got dressed up and we went to the hall and singed songs. All the mummies and daddies did watch". Start to be able to plan games with others.	Uses talk to imagine - pretending that objects stand for something else in play, e.g. This box is my castle. Talks more extensively about things that are of particular importance to them. Use talk to explain what is happening and anticipate what might happen next. Offer individual responses in class situations, e.g. opinion, idea, answer to who, what, why, how questions. Make confident contributions in small groups expressing their ideas and opinions, e.g. I think we should put the ... on the ... to make it bigger. Growing in confidence to share ideas when working with a talk partner. Beginning to enjoy speaking in front of others when they have a part e.g. a school production.	Use intonation, rhythm and phrasing to make meaning clear to others. Beginning to use different voices and pauses for effect, linked to simple emotions.	Build up vocabulary that reflects the breadth of their experiences. Understand at least 1000 words. Is beginning to connect words e.g. animal words, words for body parts, words related to the home / garden.

Progression at a glance: From attentive listening and simple supported talk to sustained conversation, precise vocabulary and logical, detailed explanation.

Physical Development including Physical Education

Daily movement, fine and gross motor opportunities, outdoor learning and planned PE build strength, coordination, control, confidence, safe

Gross Motor Skills					
Negotiate space and obstacles safely Spatial awareness		Developing strength, balance and coordination		Move energetically	
Confidently crawl and climb in, out, over and under obstacles (proprioception). Can find space to play games that need larger areas, e.g. ball games, building with large loose parts. Able to move more quickly and fluently around the outdoor space, confidently avoiding obstacles and people when walking and running and sometimes jumping small things in their way (proprioception). Rides trikes, balance bikes, scooters and scooter boards / floor surfers confidently around the setting avoiding other people and objects.		Go up steps and stairs, or climb up apparatus, using alternate feet. Can grasp and release with two hands to throw and catch a large ball, beanbag or an object. Static and dynamic balance on a range of equipment and obstacles, e.g., logs, planks and blocks, knowing to put their arms out to help them when they are unsure. Stand on one leg and hold a pose for a game like musical statues. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Build using a wider variety of heavier loose parts, e.g. tyres. Use large-muscle movements to wave flags and streamers, paint and make marks. Creates lines and circles pivoting from the shoulder and elbow (shoulder and elbow articulation). Able to sit on the carpet and on chairs for increasing amounts of time using core strength to keep them upright and stable. Continuing to develop bilateral integration. Can cross the midline, e.g. touching opposite toes with opposite hands.		Can skip and hop and is developing strength and confidence when running, jumping and climbing. Is developing stamina when walking, beginning to walk further distances. Is beginning to learn to swim. Is active for at least 180 minutes per day (UK Chief Medical Officer's Physical activity guidelines). Beginning to say in simple terms why we need to be active.	
Prompting Questions for deeper thinking					
Which is the best place in Nursery to play ball games? Why? Tell me, what do I need to do to move the scooter? Which parts of my body do I need? How can I run around in Nursery and stay safe?		Can you show me how you can balance on the box / plank / log? Can you show me how you stand on one foot? What do you need to think about? How can we carry the xxx to the xxx? How many people do we need? Can you show me how you try to catch the big ball?		Why is it important that we run around and get out of breath? How does our body change when we exercise? What is your favourite exercise?	
Key Vocabulary					
crawl, space, over, under, quickly, safely		climb, grab, balance, carry, streamers, opposite		skip, hop, swimming, healthy, exercise	
Links to Get Set 4 PE Scheme					
AUTUMN		SPRING		SUMMER	
Introduction to PE Unit 1	Dance Unit 1 Actions, Dynamics, Space & Performance	Gymnastics Unit 1 Shapes, Balances, Rolls & Jumps	Fundamentals Unit 1 Running, Balance, Jumping, Hopping & Skipping	Balls Skills Unit 1 Sending, Catching, Tracking & Dribbling	Games Unit 1 Sending & Receiving, Dribbling, Attacking & Defending and Space
Key Vocabulary					
balance bend rules jog hop direction fast jump land run throw safely safe slow space stop	low shape travel action direction finish position high move quickly slowly space counts	Around copy land balance roll star through hold over shape still bend jump rock squeeze straight travel	balance agility record drive bend hold fast copy jump land run safely hop slow space still stop squeeze travel	bounce dribbling catch hit kick partner points ready roll run score target throw ball	pass team space throw catch run direction score points partner jump land rules aim safely stop lose win

Fine Motor Skills			
Pencil Grip (CUSP Early Foundations Writing Link)	Tools and fixings CUSP Early Foundations EAD Art and Design Technology Focus Link)	Drawing CUSP Early Foundations EAD Art and Design Technology Focus Link)	Sculpting CUSP Early Foundations EAD Art and Design Technology Focus Link)
Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Use static tripod grip (may already use dynamic tripod grip).	Use scissors accurately. Begin to use cutlery accurately. With supervision, use staplers and hole punches safely. Use masking tape, Sellotape (and cutter), elastic bands, Pritt stick and PVA glue accurately. Begin to use treasury tags. With supervision, begin to use an age appropriate hammer and screws (goggles and gloves).	Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings, like happiness, sadness, fear, etc. Form the first five pre-writing shapes accurately.	Use playdough and plasticine to sculpt specific ideas. Begin to use key vocabulary to describe what they have created, e.g. squashed, squeezed, pulled.
Prompting Questions for deeper thinking			
Tell me, how do I use the scissors to snip the xxx? Show me how you hold your pen/ pencil. What different marks can you make? Can you draw a square? (Notice accuracy of start point and direction.) Which hand is most comfortable when you are drawing?	Can you find a ... how can we fix it to the ...? What tool are you using? How do you use it safely? Which fixing will be best for...?	What do you need to put on the person you have drawn? What could you use to help you? I like xxx what idea are you trying to show? How were you feeling when you drew that? How is the person / animal in your drawing feeling? Why?	How is dough different to Plasticine? Which is easier to make things with? Can you tell me how you created that xxx? What did you need to do with the Plasticine / dough? How can I make a xxx what will I need to do with the dough / Plasticine?
Key Vocabulary			
scissors, cutting snipping, grip, hold, press	stapler, hole punch, treasury tag, tools, goggles, safely	shape, lines, drawing, wavy, straight	plasticine, squash, squeeze, pull, push
Social, Emotional Thinking Progression			
Social development	Emotional Development	Progression of Thinking	
Take turns. Learn to share equipment with others. Share their ideas with others.	Try again if they do not succeed. Practice skills independently. Confident to try new tasks and challenges	Begin to identify personal success. Choose own movements and actions in response to simple tasks e.g. choosing to travel by skipping Begin to provide simple feedback saying what they liked or thought was good about someone else's performance.	

Progression at a glance: From safe movement, developing coordination and supported tool use to fluent physical skills, fine-motor control, independence, teamwork and confident participation and independence.

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Marvelous Me	Outer Space	Teriffic Tales	Amazing Animals	Growing Gardens	Ready, Steady, Go
Settling In x 3 days	The Way Back Home Geography Links travel, journeys home, space	Favourite Nursery Rhymes	Do Baby Elephants Suck their Trunks?	The Extraordinary Gardener Science links Nature	Come Outside Weather /Seasons
Come to school too Blue Kangaroo	Astro Girl Space travel, occupations	The 3 Little Pigs Number 3, respecting property, sequencing, role play small world	The same but different Too, Science, nature naming animals	The Extraordinary Gardener Science links Plants growing	Come Outside Weather /Seasons
The Family Book	The Dot Art, being expressive, identity, planning making doing	You Choose Fairytales Traditional Tale links Traditional Tales Repetition of language	Tiddler Modern Classic Tales	Errol's Garden Growing and Changing Seasons	Unplugged PSHE Screentime
My Family and other Families/My Hair PSED-Kindness sharing	The Cuddle Poetry Theme	The Queen's Hat Geography links, travel, compare city of London to Kendal	Splash Science, nature naming animals	Errol's Garden Science links What makes plants grow?	Unplugged PSHE Screentime
All Through The Night Towns, cities, travel, maps, Geography KUW	I am Nefertitti Diversity, expressing yourself Art CUSP		The Good Egg Easter Theme	Tidy PSHE Links Friendship Kindness Litter Picking	The Suitcase
Home is Where the Birds Sing, Our home/family, all kinds of homes around the world, thinking of others	What Happened to You Empathy, disabilities	Celebrations – Chinese New Year 6th Feb		Tidy PSHE Links Friendship Kindness Litter Picking	The Worrysaurus Talking about worries/ what they are scared of PSHE links, transition
The Body Book Vegetables- healthy eating- make soup	The Stick Man Christmas celebrations				
7 weeks + 3 days	7 weeks	6 weeks	4 weeks	6 weeks	7 weeks

	AUTUMN		SPRING		SUMMER	
Topic Theme	Marvelous Me	Outer Space	Teriffic Tales	Amazing Animals	Growing Gardens	Ready, Steady, Go
Word reading, decoding and fluency						
Phonics	Little Wandle will cover all of the word reading and decoding requirements of Development Matters and Birth to 5 Matters.					
	Phase 1 phonics- environmental sounds, identifying sounds, hearing differences in sounds Rhymes- Twinkle, Twinkle Little Star Wind the Bobbin Up	Initial sounds- s a t p i n Oral blending Rhymes- Hickory Dickory Dock Humpty Dumpty Miss Molly Had a Dolly	Initial sounds- m d g o c Oral blending Rhymes- Pat a Cake One Two Buckle My Shoe Mary, Mary Quite Contrary	Initial sounds- k e u r h Oral blending Rhymes- Ring a Ring of Roses Round and Round the Garden Jack and Jill Hey Diddle Diddle	Initial sounds- b f l j v Oral blending Rhymes- The Wheels on the Bus Grand Old Duke of York Down at the Station	Initial sounds- w y z qu recap Oral blending Rhymes- 1,2,3,4,5 Once I Caught a Fish Alive A Sailor Went to Sea Row, Row, Row Your Boat Incy Wincy Spider
Tuning into sounds	Can recognise rhythm and rhyme.		Can identify simple alliteration		Can clap and count syllables in words. Can orally blend and segment simple vc and cvc words.	
Fluency	Increasing awareness of how stories should be read e.g. with different voices, loud and quiet moments, pauses.		Becoming increasingly confident to echo read / copy my voice in CUSP Early Foundations Structured Story Times.		Is able to say how to read something (after hearing what the words are from the adult) and may correct an adult's reading, e.g. "His voice wouldn't sound like that!"	
Comprehension						
Paying attention to print	Recognise familiar words and signs such as own name, advertising logos and screen icons. Know information can be relayed through signs and symbols in various forms		Understand the five key concepts about print: 1. print has meaning 2. print can have different purposes 3. we read English text from left to right and from top to bottom 4 . the names of the different parts of a book 5. page sequencing.			
Enjoyment and engagement with books and reading	Look at and enjoy print and digital books independently. Show interest in illustrations and words in print and digital books and words in the environment.		Listen to and join in with stories and poems, when read to in whole class, one-to-one and small groups situations. Begin to express opinions about the books that are read to them.		Handle books and touch screen technology carefully and the correct way up with growing competence. Begin to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps.	
Anticipate – where appropriate – key events in stories	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Is beginning to predict when reading stories, e.g. suggest how a story might end.					
Use and understand recently introduced vocabulary	(during discussions about stories, non-fiction, rhymes and poems and during role-play) Begin to use story language in imaginative play Uses words they have heard in conversations about stories					
Vocabulary Development	Build up vocabulary that reflects the breadth of their experiences. Understand at least 1000 words. Is beginning to connect words, e.g. animal words, words for body parts, words related to the home / garden.					
Listening to stories and rhymes	Listen to familiar stories with increasing attention and recall. Join in with repeated refrains and anticipate key events and phrases in rhymes and stories					

Progression at a glance: From recognising sounds and meaningful mark making to enjoying of reading to comprehension recall.

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Mastering Number and White Rose shape, space and measure develop fluency, spatial reasoning and a deep understanding of number through practical exploration.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn Term	Comparison 1		Shape, space and measure 1		Pattern 1		Counting 1		Counting 2		Subitizing 1	
	More than, fewer than, same		Explore and build with shapes and objects		Explore repeats		Hear and say number names		Begin to order number names		I see 1, 2, 3	
Spring Term	Pattern 2		Shape, space and measure 2		Subitizing 2		Counting 3		Shape, space and measure 3		Pattern 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 own first patterns	
Summer Term	Counting 4	SSM 4	Subitizing 3	Comparison 2	Pattern 4	SSM 5	Pattern 5	Subitizing 4	Counting 5	Pattern 6	Counting 6	Comparison 3
	Take and give 1, 2, 3	Match, talk, push and pull	Talk about dots	Compare and sort collections	Lead on own repeats	Starting 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

Curriculum following White Rose Maths Scheme. **DEVELOPMENT MATTERS LINKS (3-4yrs)**

AUTUMN Term 1					
Comparison 1 – More than, fewer than, same		Shape, space and measure 1 – Explore and build with shapes and objects		Pattern 1 – Explore repeats	
Collect objects to compare amounts Make simple comparisons of amounts Look for collections of large and small amounts	Compare and talk about large and small amounts Make large and small collections Make collections the same	Explore and play with shapes Show interest in simple differences between shapes Put shapes and blocks into position	Select Shapes for a reason Begin to explore and describe natural shapes and objects Find and collect objects for a purpose.	Listen to repeats in songs and stories Start to join in with repeats Start to join in with repeats from stories	Clap along to songs Make line patterns with own sequences Choose blocks to build roads and towers
AUTUMN Term 2					
Counting 1 Hear and say number names		Counting 2 Begin to order number names		Subitizing 1 I see 1, 2, 3	
Hear some number names Join in saying some number names Model saying number names in order	Practise saying number names in order Join in stable order counting forwards Join in stable order counting backwards	Model saying 1, 2 and 3 in play Copy the sequence of 1, 2 and 3 Copy fingers to represent 1, 2 and 3	Begin to count actions Say number names in order Begin to recognize that anything can be counted	Notice images in books Respond to "I see 1, 2, 3" Recognise "I see 1, 2, 3"	Copy "I see 1, 2, 3" Point to 1, 2, 3 Recognize 1, 2, 3 in well-known tales

SPRING Term 1					
Pattern 2 – Join in with repeats		Shape, space and measure 2 – Explore position and space		Subitising 2 – Show me 1, 2, 3	
Join in with repeated actions in songs Join in with repeats in songs and stories Sing some refrains independently	Have a sense of daily routines Say what happens next Make arrangements in art	Respond to simple language of position Arrange blocks in a chosen position Select shapes for a space	Recognise when 2 objects are the same shape Explore and describe shapes and objects Sort shapes and objects into simple categories	Copy fingers to show 1 Copy fingers to show 2 Copy fingers to show 3	Show 1 finger when seeing 1 item in stories Show 2 or 3 fingers when seeing 2 or 3 in stories Show 1, 2, 3 on fingers when asked
SPRING Term 2					
Counting 3 – Move and label 1, 2, 3		Shape, space and measure 3 – Explore position and routes		Pattern 3 – Explore own first patterns	
Make actions when saying counting words Move fingers when saying counting words Count out up to 3 objects from rhymes	Notice number symbols as labels Label amounts as 1 and not 1 Label amounts as 1, 2 or 3	Explore shape resources Explore more complex inset jigsaws Talk about simple positions	Move into simple positions Move through positions Follow simple small-world routes	Explain simple pattern arrangements Make roads and bridges with intent Choose blocks to copy simple creations	Make simple line patterns with objects Make simple pattern arrangements Show an interest in patterns and shapes
SUMMER Term 1					
Counting 4 – Take and give 1, 2, 3	Shape, space and measure 4 – Match, talk, push and pull	Subitising 3 – Talk about dots	Comparison 2 – Compare and sort collections	Pattern 4 – Lead on own repeats	Shape, space and measure 5 – Starting to puzzle
Choose a group to count Take out 2 from a group Take out 3 from a group Give others 2 items Give others 3 items Count 3 objects with one-to-one correspondence	Match simple shapes Push some shapes and blocks together Make simple arrangements Talk about arrangements Follow simple routes outside	Become familiar with dot patterns Say when there is 1 dot Say when there are 2 dots Say when there are 3 dots Recognise 1 and 2 in different arrangements	Notice when two collections are the same Make collections of small objects the same Make collections of large objects the same Recognise two collections are the same using large and small objects Make collections the same using large and small objects Sort and talk about their own collections	Join in fully with sequences and songs Sing rhymes independently Lead sequences and songs Read on in familiar repeating stories Copy art-based simple patterns Explore own line and repeating patterns in art	Complete shape-match puzzles Complete simple jigsaws Match objects to pictures Match objects to shadows Explore objects and small world from different positions Make simple routes in small world with lines and curves
SUMMER Term 2					
Pattern 5 – Making patterns together	Subitising 4 – Make games and actions	Counting 5 – Show me 5	Pattern 6 – My own pattern	Counting 6 – Stop at 1, 2, 3, 4, 5	Comparison 3 – Match, sort, compare
Sing their own songs independently Clap in time to a beat Make and talk about movement patterns Talk about objects in patterns and arrangements Copy AB patterns with support Continue AB patterns	Match dot patterns Be introduced to subitising games Play subitising games Copy sets of sounds Listen to and represent sounds with fingers Look for collections of large and small amounts	Sing rhymes to 5 and join in with movements Move props to 5 Move props back from 5 Show fingers to Begin to count 5 objects with one-to-one correspondence Match numerals to quantities when acting out songs	Continue AB patterns Create their own AB patterns Notice an error in a pattern Build constructions with simple enclosures Copy simple repeated constructions Begin to sequence some events	Count out up to 5 objects from a larger group Explore counting to 5 in different ways Verbally count to a given number Label objects with numerals Independently show fingers to 5 Begin to make marks to represent quantities	Compare up to 5 different objects Compare by matching Make the same set by matching Match by type Recognise attributes of objects Begin to sort some objects by type

Progression at a glance: From noticing small quantities and counting accurately to selecting representations, spotting relationships and explaining mathematical reasoning.

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Understanding the World including Computing

First-hand experiences help children investigate people, places, nature, culture, technology and change. Technology and computing are developed purposefully within this wider exploration.

Key Tasks Overview

Autumn Term		Spring Term		Summer Term	
Marvelous Me	Outer Space	Teriffic Tales	Amazing Animals	Growing Gardens	Ready, Steady, Go
Locational Knowledge	People and Communities,	Geographical Skills and Fieldwork	Seasonal changes and weather	Geographical Skills and Fieldwork	Seasonal changes and weather
Place Knowledge	Seasonal Changes	People and Communities,	Environmental Changes	Plants	Forces & How Things Work
Animals Including Humans	Their Families	Everyday Materials	Enquiry	People and Communities,	Significant people / events locally
Changes within living memory		Understanding the past through story		Chronology	

Geography Links		RE Links		
Locational Knowledge	Place Knowledge	Seasonal changes and weather	Geographical Skills and Fieldwork	People and Communities, including different religious and cultural communities
Name the school. Recognise, name and locate areas around the school setting and the grounds, e.g. playground, hall, wild garden, library, forest school, trim trail etc. Discuss their immediate environment using knowledge from observation, discussion and maps.	Know that there are different countries in the world, using stories and discussions about holidays. Talk about the differences they have experienced or seen in photos. Know the name of the place and street in which they live. Know about a city and how it is different from where they live. Name physical and human features from stories, e.g. woods, forest, city, ocean.	Know the difference between day and night, dark and light. Name more weather types, e.g. storm, thunder, lightning, rainbow, cloudy. Know that we wear different clothes for different weather.	Describe what they see using a wide vocabulary. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Use simple maps, recognise water as blue and land as green on the maps. Use physical resources, e.g., floor mats, small world, loose parts to make simple representations of maps to identify water / land. Draw simple maps of their environments or linked to stories / curriculum,	Enjoy joining in with family customs and routines. Recognise and describe special times or events for family or friends. Show interest in different occupations and ways of life indoors and outdoors. Continue developing positive attitudes about the differences between people.
Prompting Questions for deeper thinking				
Tell me, where do I need to go to find the library / playground / lunch hall? Which parts of our Nursery can you see on the map? What do you see on your way to school?	Where have you visited / been on holiday? How did you get there? Tell me, what can you see in this photo? What are the buildings like? What is there? What are people wearing? What might I see if I visited London?	How are night and daytime different? What do we do at night that we don't do in the day? Let's look at some pictures of the weather. What can you see? Can you describe what the weather is doing here? Why does Pete need to be in a boat in our story Tidy?	Can you describe what is near your home? Tell me, what can you see on this map? Look at this map of London. Which places did the Queen see when finding her hat?	Tell me about some special times in your family. (Use photos.) How is your family the same as, and different from, other families? What jobs do your family do? (Ask families to send photos in if appropriate.)
Key Vocabulary				
lunch hall, playground, trim trail, library, garden (localise for your school)	place, street, holiday, city, London, difference	weather, day, night, light, dark, storm, thunder, lightning, rainbow, cloudy	difference, then, now, old, new	what, how, explore, look, question

History Links					
Changes within living memory	Their families	Understanding the past through story	Enquiry (interpretation, comparison, similarities and differences)	Chronology	Significant people / events locally
Order photos of themselves and talk about how they have changed (link to their birthday). Develop an understanding of growth, decay and change over time. Make observations of animals and plants and explain why some things occur and discuss changes. Observe and talk about changes in the seasons and weather.	Begin to make sense of their own life-story and family's history. Enjoy joining in with family customs and routines. Recognise and describe special times or events for family or friends. Linked to family / friends, show interest in different occupations and ways of life indoors and outdoors.	Notice some differences between then and now when reading nursery rhymes and stories, e.g. Five Currant Buns in a Baker's Shop.	Show an interest in the past when reading stories or looking at images. Notice similarities and differences. Look at or touch objects from the past and comment on their appearance. Begin to ask questions about artefacts, suggesting what they might be used for.	Re-tell simple past events related to their own lives in the correct order. Begin to describe a sequence of events, real or fictional, using words such as first ... then. Begin to develop chronological understanding, e.g. ordering photos of themselves. Can predict routines linked to established timetabling, e.g. next we will. Know the days of the week, e.g. through song. • Begin to know the months of the year.	Show interest in the lives of people who are familiar to them. Remember and talk about significant events in their own experience. Know about Queen Elizabeth II, e.g. linked to The Queen's Hat structured story time text. Know that we now have a King
Prompting Questions for deeper thinking					
Look at these photos. Can you tell me how you / your family have changed? Can you describe how this plant / animal has changed? What season do you think it might be (show photos)? Why?	Tell me about some special times in your family. (use photos) How is your family similar to, and different from, other families? What jobs do your family members do? (Ask families to send photos in if appropriate.)	Tell me, who is in this story? Why is she important? (Refer to Queen Elizabeth II in The Queen's Hat.) Let's look at some of the pictures from when Miss Polly had a Dolly was first written. What can you see? How is her doctor different from the doctors we see today?	Tell me, what do you notice about xxx in this story? Describe these two ... What has this one got that the other one hasn't? What is the same and what is different? What do you think this was used for? Why?	Can you put these photos of you in order? Which one comes first? How do you know? Tell me, what happened first in the story? Then what happened? What happened at the end? Can you help me order the days of the week? Which one comes first? How do you know? Can we sing a song to remind us?	Tell me, who is this? Why are they important? What are you celebrating here? Why? Tell me about Queen Elizabeth II. Can you describe what she is doing here? (Show Queen's Hat.) Who is this? (Show picture of the King.)
Key Vocabulary					
order, change(d), grow(th), season, die (plants)	grandparent (and other words, e.g. Nan / Nana / Grampy), parent, special, celebrate, birthday, party	difference, then, now, old, new	what, how, explore, look, question	before, after, next, now, yesterday, tomorrow	jobs, King, Queen, celebration, a long time ago

Science Links		Working Scientifically	Chemistry	Physics	Biology
Animals including Humans	Seasonal Changes	Everyday Materials	Environmental Changes	Plants	Forces & How Things Work
Show care and concern for living things and the environment. Name obvious body parts on humans and animals. Understand the key features of the life cycle of an animal. Name some differences between animals, e.g. fur / colour/markings. Name more excretions, e.g. snot, tears, blood.	Know the difference between day and night, dark and light. Name more weather types, e.g. storm, thunder, lightning, rainbow, cloudy. Know that we wear different clothes for different weather.	Explore different materials freely, to develop their ideas about how to use them and what to make. Talk about the differences between materials and changes they notice. Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and / or different properties.	Begin to understand the effect their behaviour can have on the environment. Begin to understand the need to respect and care for the natural environment and all living things.	Know that fruit and vegetables are plants. Know that some vegetables grow underground and they look different above and below the ground. Understand the key features of the life cycle of a plant. Develop an understanding of growth, decay and changes over time, e.g. observing an apple / banana rotting / school compost heap, wet pile of leaves. Show care and concern for living things and the environment, e.g. keep plants alive by watering them.	Explore how things work, e.g. wind-up toys, pulleys, sets of cogs with pegs and boards. Explore and talk about different forces they can feel.

Prompting Questions for deeper thinking					
I'm wondering, how is this animal different to that one? Tell me, which body parts can you see on this person / animal? What is happening in this picture? What could we do to help that person / animal?	How are night and daytime different? What do we do at night that we don't do in the day? Let's look at some pictures of the weather. What can you see? Can you describe what the weather is doing here? Why does Pete need to be in a boat in our story Tidy?	How would you describe this? How did the pasta change when it went in the water? How are these materials / objects similar?	Why did Pete (Tidy) make a mistake? What did he do to the forest and why was this wrong? How did the animals help him to make it right? Tell me, what is happening to this plant? How is the banana changing? Why?	Where do you think this vegetable came from? How do you know? Where did Errol's carrots come from? (Errol's Garden)	Tell me, how do you think this works? How did you make that move? What did you need to do to make the trike go up the hill?
Key Vocabulary					
shoulders, elbow, neck back, stomach, knees, ankles, tail, fur, whiskers, markings, grow, baby, child, adult, snot, tears, blood, differences	weather, day, night, light, dark, storm, thunder, lightning, rainbow, cloudy	change, senses, explore, mixture, pinecones, conkers, bark, moss	forest, concrete, tidy, ruin, care, places, wildlife	Seeds, rot, change, fruit, vegetable, die underground	Cogs, gears, join,, work, turn

Key Tasks Overview

Autumn Term		Spring Term		Summer Term	
Marvelous Me	Outer Space	Teriffic Tales	Amazing Animals	Growing Gardens	Ready, Steady, Go
Creating with Materials Loose parts	Creating with Materials Collage	Creating with Materials Patterns and Printing	Creating with Materials Colour mixing	Creating with Materials Sculpture	Creating with Materials Painting
Explore and play with a wide range of media and materials. Create self- portraits, children to select tools and materials. (Monochrome only)	Children will know how to make 2D collages. Children will explore and create simple collages in the style of Alma Thomas. Collage linked with - Going on a Bear Hunt. Collage owls/ texture materials to create art.	Begin to mix colour, use different resources and materials to make models for stories we have read. e.g. Three Little Pigs/ Children will know how to mould clay. Children will explore patterns and repeating shapes for printing. Experiment with printing use a range of objects	African art- selecting colours and media. Natural Materials Art. Use salt dough/ clay Direct observational art- sketches/ painting of spring growth	Children will explore different media to create sculpture using, recycled, natural or man-made materials. Observational art work/ sketches/ painting of spring growth/ summer plants and flowers. Artwork/ sculpture linked with Eric Carle.	Children will know how to make different shades of the same colour. Children will know how to use and mix watercolour paints. Collage & large scale weaving
	Alma Thomas		Hannah Bullen-Ryner		Van Gogh

Drawing / line	Sculpting/3D	Painting	Colour / pattern / texture / shape
Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings, like happiness, sadness, fear, etc.	Use playdough and plasticine to sculpt specific ideas. Begin to use key vocabulary to describe what they have created, e.g. squashed, squeezed, pulled.	Select different tools to paint, e.g. brushes, rollers, sponges, body parts. Explore what happens when they mix primary colours. Choose particular colours to use for a purpose. Show different emotions in their paintings, like happiness, sadness, fear, etc.	Recognise and name a wider range of colours including black, white, grey, silver, gold and the secondary colours (green, orange, purple). Experiment to create different textures, e.g. mixing different materials into paint / glue. Begin to use simple objects and paint to print simple ABA patterns, e.g. cotton reels / vegetables (link to mathematics).
Prompting Questions for deeper thinking			
What do you need to put on the person you have drawn? What could you use to help you? I like xxx. What idea are you trying to show? How were you feeling when you drew that? How is the person / animal in your drawing feeling? Why?	How is dough different from plasticine? Which is easier to make things with? Can you tell me how you created that xxx? What did you need to do with the plasticine / dough? How can I make a xxx? What will I need to do with the dough / plasticine?	Why have you used that colour? Which paint brush size do you think you need for this painting? Why? Which two colours did you mix to make that colour?	Tell me why you have used that colour? How does that colour make you feel? What do you think will happen if we put xxx in the paint or glue? Talk to me about your pattern? What have you used to create it?
Key Vocabulary			
shape, lines, drawing, wavy, straight	plasticine, squash, squeeze, pull, push	choose, tools, mix, try, feeling (and revise colour)	mix, lumpy, smooth, rough, gloopy, pattern (including above named colours)

Tools and fixings	Artists / Wider concepts	Range of materials	Discussion and evaluation
Use scissors accurately. Begin to use cutlery accurately. With supervision, use staplers and hole punches safely. Use masking tape, Sellotape (and cutter), elastic bands, Pritt stick and PVA glue accurately. Begin to use treasury tags. With supervision, begin to use an age-appropriate hammer and screws (goggles and gloves).	Know what an art show is. Name at least one artist. Know that illustrators are artists. Talk about colours and shapes in different pieces of art. Express simple likes and dislikes about different paintings / designs / sculptures saying why they think /feel this.	Explore different materials freely to develop their ideas about how to use them and what to make. Join different materials, beginning to explain choice linked to shape and texture / properties. Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.	Say what they like about their creations. Say what was hard and easy about their creations. Talk about the colours they have used and why. Use increasingly accurate vocabulary to name what they have used to create, e.g. egg box, cereal box, juice bottle, plastic, cardboard. Begin to talk to others about and share their creations showing increasingly more interest in what others have done. I like xxx because ...
Prompting Questions for deeper thinking			
Can you find a ...? How can we fix it to the ...? What tool are you using? How do you use it safely? Which fixing will be best for ...?	What is the name of the artist that painted this? How do you know? What is special about their art? Do you like their art? Why / why not? Tell me, what is an illustrator? What colours and shapes can you see in this painting?	What did you use? Why? How did you join them together? How did you get that to balance / stay up?	What did you find easy / hard when you made your xxx? What do you like best about your Dot Painting? (linked to The Dot) Why? Tell me, what have you used to make your House? (Link to The Three Little Pigs) Why did you choose that? What do you like about xxx's model? Why?