

Long Term Curriculum Plan: Nursery (2025-2026)						
Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
World/National Events	- Doing it for Dan run - Diwali	- Guy Fawkes - Remembrance Day - Anti-Bullying week - Children in Need - Hanukkah - World Nursery Rhyme Week	- Luna New Year - Safer Internet Day - Beep Beep Day	- Mothers' day - Comic Relief - Ramadan/Eid - Holi		- Fathers' Day - PTA Summer fete
School Events	- Harvest Festival Assembly - Discovery Day: Black History	- Discovery Day: International Day - Advent Assembly - Christmas Stay and Play	- 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 day
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	Growing and minibeasts	All around the world
Possible themes and book focus (These will be selected based on children's current interests and as a result of in the moment planning)	Settling In <i>Find Your Happy</i> What Makes Me, Me? <i>Marvellous Me</i> What makes a good friend? <i>Sharing a shell</i> <i>Kind</i> <i>Pip and Posy The New Friend</i> What are feelings? <i>Pip and Posy's Big Book of Feelings</i> Diwali <i>First Festivals: Diwali</i> Harvest and Autumn (senses) <i>Pumpkin Soup</i> <i>Leaf Man</i> <i>The Leaf Thief</i>	Bonfire Night <i>The Quiet Little Firework</i> Superheroes <i>Supertato</i> Mythical Creatures <i>Zog</i> Magic <i>Room on the Broom</i> Winter <i>The Gruffalo's Child</i> Hannukah <i>First Festivals- Hannukah</i> Christmas <i>The Nativity Story</i> <i>Stick Man</i> <i>Jolly Postman</i>	People who help us <i>Whose Hat is This?</i> Road Safety <i>Topsy and Tim Safety First</i> Emergency Services <i>Emergency</i> Dentist <i>Dentist Trip</i> Learning about the Past <i>Harry and the Bucketful of Dinosaurs</i> Lunar New Year <i>The Lunar New Year Story</i>	Respect <i>Goldilocks</i> Celebrating Difference and Holi <i>The Ugly Duckling</i> <i>First Festivals-Holi</i> Courage <i>Three Billy Goats Gruff</i> Making Sensible Choices and Eid <i>Little Red Riding Hood</i> Easter <i>The Easter Story</i>	On the farm <i>Farmyard Hullabaloo</i> Spring and Growing <i>The Tiny Seed</i> <i>Sam plants a sunflower</i> <i>The Enormous Turnip</i> Minibeasts <i>The Very Hungry Caterpillar</i> Down by the pond <i>Tadpole's Promise</i>	Ice and snow (Antarctica) <i>Polar Bear What do you Hear</i> Deserts (Africa) <i>Rumble in the Jungle</i> Grasslands (North America) <i>Bear Hunt</i> Summer/Sea and Oceans (Australia) <i>Commotion in the Ocean</i> Space <i>Whatever Next?</i> Pirates <i>Pirates Love Underpants</i> Transition <i>The Colour Monster Goes to school</i> <i>Transition</i> <i>One, Two, Three, Four, Five</i> <i>A Sailor Went to Sea</i> <i>Row Row Row Your Boat</i> <i>I Have a Little Turtle</i> <i>A Sailor went to Sea</i>
Experiences/Trips		Walk to the post box Rhyme Time Challenge Songs and craft stay and play	Walk and Talk stay and play Beep Beep Day Road Safety walk Emergency service visitors	Walk to the library		Pirate Day Nursery performance and stay and play
In Reception 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: I can 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: I can manage my own personal needs, take off and put on my coat and shoes, look after my teeth and try new activities. I am a kind, caring and helpful friend. I 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: I show strength, balance and coordination when playing. I move confidently	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

and safely in a variety of different ways. I can use a pen/pencil and hold one handed tools safely and with confidence.	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: I show an enjoyment for reading. I tell my own stories and retell stories I am familiar with. I recognise my name. I can make marks for different purposes and talk about what they mean. I can write some letters from my name.	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 Story dough/secret messaging	Phonics Little Wandle –Daily rhyme time session and tuning into sounds Story dough/secret messaging	Phonics Little Wandle –Daily rhyme time session and tuning into sounds Story dough/secret messaging	Phonics Little Wandle –Daily rhyme time session and tuning into sounds Story dough/secret messaging	Phonics Little Wandle –Daily rhyme time session and tuning into sounds Story dough/secret messaging	Phonics Little Wandle –Daily rhyme time session and tuning into sounds Story dough/secret messaging
Mathematics At the end of Foundation Stage 1 (Nursery) children will be able to: I have a secure understanding of numbers to 5. I 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: I am curious to explore the world around me. I talk about changes that I 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 Diwali	Big Question? What are stars made of? Special celebrations explored Christmas Hannukah	Big Question What makes a rainbow? Special celebrations explored Lunar New Year Easter	Big Question Why do some animals only come out at night? 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: I can choose the resources I need to use to make my own creation. I can talk about what I have made and how I made it. I join in with singing and dancing. I 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 Joan Miro	Focus Artist Richard Long	Focus Artist Jackson Pollock	Focus Artist Eric Carle	Focus Artist Romero Britto