

## Woodley EYFS - Nursery Long Term Curriculum Overview 2025-26

Observe

Plan

Assess

Planning a sequenced curriculum to ensure all children make progress and for the next stage of their education.



### 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:** Each child is unique, and while we can be guided by an understanding of some general patterns of development, progression is uneven and unfolds differently for each child.

**Positive Relationships:** Partnerships with parents can be truly effective only when parents and practitioners work together to enable children to create meaningful connections to their wider world and to foster a love of learning.

**Enabling Environments:** Enabling environments offer children security, comfort, engagement, and opportunity. Spaces should be planned to both nurture and inspire children, recognising their interests and curiosities, encouraging questioning, awe and wonder, and sustained shared thinking.

**Learning and Development:** Effective practice begins with observation, tuning into the child and then building a relationship. Professionally informed knowledge of child development then supports understanding children's interests, development, and learning, and planning for next steps.

**PLAY:** Children have a right to play: Children's right to play is recognised as so vital to their wellbeing and development that it is included in the United Nations Convention to the Rights of a Child (1989). Play both indoors and outdoors is a fundamental commitment to children throughout EYFS.

NURSERY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Intent	Children care about themselves and each other.		Children care about the local area and the wider world.		Children care about their achievements.	
Curiosity Question	What do I know about me?	What do I know about my family and friends?	Who can I help and who helps me?	How do we care about our world?	How do I grow and how does the world around me grow?	Where would you go on an adventure?
EY / Curriculum Links	UW / Science	UW / History	UW / PSED / PSHE	UW / Science/ Geography	UW/Science/ History	UW / Geography / Science
Themes Will also link to children's interests	Similarities and differences Autumn	Houses and Homes Families	Pets People who help us Traditions	Habitats Environment issues	Growing New Life	Travel Imagination
Celebration / Special Events	Black History Month CARE Day - Making artwork to send to a local care home.	Nursery Rhyme Week Diwali Hanukkah Christmas Performance	Ramadan / Eid Lunar New Year Valentines	CARE Day - Planting flowers and watering plants in the school garden. Eid Easter	World Bee Day	CARE Day - Creating a mural or art installation at a local community centre.
Focus texts	When Autumn comes We're going on a lion hunt Brown Bear Brown Bear That's not my Witch	Owl Babies Wow it's night time Shark in the Park Three Little Pigs Pip and Posy and the Christmas Tree Dear Santa	The Three Little Pigs My book of pets Lulu gets a cat Emergency! Maisy's Chinese New Year Slug in Love	Aqua Boy Someone swallowed Stanley Tidy Hungry Caterpillars Eid The Easter Story	Jaspers Beanstalk What the Ladybird Heard Hattie Peck Lulu loves flowers The Hungry Caterpillar Maisy loves Bees	Lost and Found Duck in the Truck Roar! Sally and the Limpet Commotion in the Ocean
Nursery Rhymes	Twinkle Twinkle Little Star Grand Old Duke of York. Polly put the kettle on Two Little Dickie Birds Sing a song of sixpence When I was One Humpty Dumpty I hear Thunder	Three elephants came out to play Incy Wincy Spider Christmas themed songs	Heads, shoulders, knees and toes Row Your Boat Wheels On The Bus Miss Polly had a dolly Pat-o-cake	Mary Had a Little Lamb Old McDonald Had a Farm Baa Baa Blacksheep	Hickory Dickory Dock Five Little Ducks Five Little Monkeys Here is the beehive Five elephants came out to play.	Jack & Jill Alphabet Song Ten Green Bottles 1,2,3,4,5 Once I caught a fish alive 1,2 buckle my shoe
Enrichment Opportunities	Stay and Play	Nursery Rhyme Week  CARE Day: We care about each other		Local walk. Environmental listening walk.  CARE Day: We care about the world	Growing and planting seeds  Trip to Farm	CARE Day: We care about our achievements

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### Communication and Language

At Woodley we focus on developing high quality interactions between adults and children to support language development. Strategies including the ShREC approach ensure we support our children to become better communicators and improve outcomes later in life.

Vocabulary is carefully planned, taught and revisited throughout the year. Core texts are specifically chosen to support language development, oral retelling and current themes.

All children are assessed using the communication and language tool WELLCOMM. With a thorough understanding of children's starting points we can continue to support their communication through targeted and whole class provision.

Children's early language and oracy are developed through the use of Tales Toolkit which helps our children become confident in the mechanics of storytelling. Our Nursery children will be become confident in singing a selection of carefully chosen nursery rhymes and songs which will prepare them for future learning.

#### Educational Programme

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, story-telling 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**.

Listening & Attention	Children will learn to:  Listen to short stories and remember some key parts.  Shift their attention from one task to another. E.g. stopping their play and tidying up.  Understand a one-part simple instruction e.g. hang up your coat.  Use some new words from the focus books when re-telling the story.  Understand how to take turns in a conversation.	Children will learn to:  Listen to stories and talk about the characters, and answer some questions about the story.  Begin to answer a why question with support.  Understand two-part instructions e.g. 'Get your lunch box and your coat'.  Use some new words in context within their play.  Start conversations and continue them for one or two turns.  Use sentences with at least four words	Children will learn to:  Listen to longer stories and re-tell it using props or pictures.  Answer a 'why' question.  Understand instructions with two (or more) parts successfully.  Speak using a wide range of vocabulary.  Start conversations with adults or friends and keep it going for many turns.  Use sentences with six words.
	Use phrases with at least three-four words  Use some phrases to help them resolve conflict e.g. stop please, I don't like it.  Listen and take part in play with a friend using some words.	Use talk to express a point of view e.g I don't like the wolf because he was unkind.  Begin to use talk to organise their play. E.g. 'I want to be Mummy'	Use talk independently to express a point of view when they disagree with an adult or friend.  Use talk to organise themselves and their play co-operatively.

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<b>Personal, Social and Emotional Development</b>						
<p>Building nurturing positive relationships with our children is priority during their first term of Nursery. Self and co-regulation is supported by gentle routines which allow the children to feel safe and secure. Children are taught about our whole school values and what this looks like in Nursery. Zones of Regulation are explicitly taught to enable the children to use language to describe their feelings. Children are supported to navigate conflicts through the use of scripts and social stories. We follow the 'Jigsaw PSED and mindfulness' scheme of learning to teach our children key skills and knowledge.</p>						
<p><b>Educational Programme</b></p> <p>Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and</b> wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, 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 <b>achieve at school and in later life</b>.</p>						
Jigsaw themes	Being Me in My World	Celebrating Difference	Dreams & Goals	Healthy Me	Relationships	Changing Me
<b>Self-Regulation</b>	Children will learn to:  Have confidence to express wants and needs e.g. I want the red car, 'I need help'.  Know that feelings can be named and be talked about.	Children will learn to:  Begin using words/phrases for self-avocation e.g. 'no-thank you I don't like that' and 'can I have a turn when you're finished?'  Begin expressing their needs and feelings verbally and begin to negotiate.  Understand that other children/characters etc have feelings and talk about this.	Children will learn to:  Begin using words/phrases for self-avocation e.g. 'no-thank you I don't like that' and 'can I have a turn when you're finished?'  Begin expressing their needs and feelings verbally and begin to negotiate.  Understand that other children/characters etc have feelings and talk about this.	Children will learn to:  Develop appropriate ways of being assertive e.g. you can have a turn when I'm finished' and 'I will be the driver, you be the passenger'.  Talk with others to solve conflicts e.g. 'let's take turns'.  Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' along with awareness of others e.g. frustration and calm.	Children will learn to:  Develop appropriate ways of being assertive e.g. you can have a turn when I'm finished' and 'I will be the driver, you be the passenger'.  Talk with others to solve conflicts e.g. 'let's take turns'.  Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' along with awareness of others e.g. frustration and calm.	Children will learn to:  Develop appropriate ways of being assertive e.g. you can have a turn when I'm finished' and 'I will be the driver, you be the passenger'.  Talk with others to solve conflicts e.g. 'let's take turns'.  Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' along with awareness of others e.g. frustration and calm.
	Know that there are rules and expectations in Nursery and begin to respond to them.  Use the toys and resources in Nursery safely and with purpose often following ideas and suggestions from adults.	Know and understand some of the reasons for rules and expectations and begin to understand consequences.  Have their own ideas about their learning (sometimes supported by an adult) e.g. making a	Know and understand some of the reasons for rules and expectations and begin to understand consequences.  Have their own ideas about their learning (sometimes supported by an adult) e.g. making a	Follow rules independently (most of the time) and understand why they are important  Independently select resources to complete a task or activity of their own choosing.	Follow rules independently (most of the time) and understand why they are important  Independently select resources to complete a task or activity of their own choosing.	Follow rules independently (most of the time) and understand why they are important  Independently select resources to complete a task or activity of their own choosing.

<b>Building Relationships</b>	<p>Know there are other children in nursery that they can play with.</p> <p>Develop trust for adults within nursery and become confident to interact with them.</p>	<p>Cakes for mummy and start to choose the correct resources to complete their plans.</p> <p>Learn how to initiate play with peers, begin turn-taking and co-operating.</p> <p>Begin to have confidence when interacting with adults outside of Nursery (but within school).</p>	<p>Know how to play with their friends extending and elaborating play ideas.</p>
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<b>Physical Development</b>						
<p>Our children's physical development is prioritised daily. Movement is a non-negotiable in our Nursery. Our outdoor area is designed to develop children's gross motor skills especially balance and co-ordination. Daily provision is focused on developing fine motor movements, resources are chosen to challenge small muscles in preparation for writing. We use movement schemes including Squiggle and dough disco are focused on developing both large and small muscles and follow a progressive approach to mark making and handwriting patterns. Children will also have a taught PE lesson by an experienced coach.</p>						
<p><b>Educational Programme</b></p> <p>Physical activity is vital in children's all-round development, enabling them to pursue <b>happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, coordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness, coordination and agility</b>. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye coordination</b>, which is later linked to <b>early literacy</b>. 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 <b>proficiency, control and confidence</b>.</p>						
Get Set 4 PE	Outdoor Play / settling in	Outdoor Play	Fundamentals: Unit 1	Dance: Unit 1	Gymnastics: Unit 1	
Gross Motor Skills	<p>Children will learn to:</p> <p>Explore outdoor equipment willingly, often with adult support. E.g. they may need to hold an adult's hand whilst accessing the trim trail.</p> <p>Begin to pedal or scoot independently.</p> <p>Jump with both feet together.</p> <p>Begin to balance briefly.</p> <p>Use two hands/arms together e.g. to move a scarf up and down</p> <p>Move arms freely across body space</p>	<p>Children will learn to:</p> <p>Pedal and scoot with independence</p> <p>Use balance bikes with feet lifted briefly</p> <p>Walk along balance beams with minimal support</p> <p>Jump forward with two feet</p> <p>Hop (often one attempt at a time)</p> <p>Cross the midline during play</p> <p>Make smooth, co-ordinated movements</p> <p>Keep one hand dominant</p>		<p>Children will learn to:</p> <p>Move with confidence, balance and co-ordination.</p> <p>Ride tricycles and balance bikes independently</p> <p>Balance, hop and jump with control</p> <p>Cross the midline section of their body successfully</p> <p>Children move with rhythm and co-ordination.</p>		

<b>Fine Motor Skills</b>	<p>Use tools, including pencils and paintbrushes with interest</p> <p>Make snips in paper with scissors</p> <p>Increase their stamina in fine motor tasks</p> <p>Put one arm into their coat/cardigan.</p> <p>Attempt their zip with adult support</p>	<p>Cut along straight lines</p> <p>Draw circles, lines and crosses</p> <p>Develop a comfortable pencil grip</p> <p>Put both arms into their coat successfully</p> <p>Begin to connect their zip</p>	<p>Hold a pencil comfortably and confidently to draw a person and other simple representations</p> <p>Cut around a square and circle shape.</p> <p>Put on their coat, shoes/wellies independently.</p> <p>Zip up their own coat (mostly successful)</p>
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### Literacy

In Nursery our texts are carefully planned out to ensure our children are exposed to a variety of different genres and authors. Our story time is protected and a non-negotiable in our Nursery! During story time children are encouraged to listen carefully for understanding and join in when asked. Our reading area is well loved, comfortable and stocked with texts the children are familiar with to allow stories to become embedded. We offer a weekly library where children can select from a range of quality texts to take home to share, families are encouraged to use the texts to talk about the story and develop language. Our environment is stocked with books children can refer to within their play.

#### Educational Programme

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).

<b>Comprehension</b>	Children will learn to:	Children will learn to:	Children will learn to:
	Listen to stories and remember some of the key events.  Repeat key phrases from stories	Have awareness of characters, story setting and story structure.  Tell stories with props (chosen as a whole class or individually).	Engage in extended conversations about stories using new vocabulary e.g. be able to talk about characters with good understanding.  Answer what, where and why questions about a story.
<b>Word Reading</b>	Enjoy and remember a selection of rhymes and songs.  Clap and tap out a beat in songs or rhymes  Handle a book the correct way, turning the pages one at a time.  To recognise the difference between print and illustrations.	Have awareness of rhyming words.  Understand words can be broken up into parts e.g. recognise when their name is clapped out  Tune into sounds - e.g. environmental, instrumental and body percussion.  Recognise a variety of environmental print.  Recognise the different parts of the book, front/back, title etc.	Spot and suggest rhymes  Count or clap syllables in words  Recognise words with the same initial sounds  Recognise their name without support.  Understand text direction and point out where the story/text starts.

<b>Writing</b>	<p>Make marks freely with a variety of tools, with or without purpose.</p> <p>Make marks with various directions e.g. up/down and circles</p>	<p>Talk about the marks they are making e.g. shape/direction.</p> <p>Give some meaning to the marks they have made e.g. that's mummy</p> <p>Have awareness of the letters in their name in particular their initial.</p>	<p>Explore handwriting patterns with both pencils and sensory outlets.</p> <p>Form the initial of their name and attempts other letters.</p>		
<u>Phonics Shed</u>  Phonics / Early Reading	No Discrete Phonics Lessons. Phonics Shed suggests using our Phonics Shed books and songs during sessions, as well as Chapter 1 games on the Phonics Shed site to introduce children slowly to the scheme. World Nursery Rhyme Week is celebrated in November with additional Phonics Shed planning to support this.	<p>Chapter 1 Introduction</p> <ul style="list-style-type: none"> <li>▪ Joe (main character/hook)</li> <li>▪ Nursery Rhymes</li> <li>▪ Environmental Sounds</li> </ul>	<p>Chapter 1 Element 2 - 4</p> <ul style="list-style-type: none"> <li>▪ Motor Skills</li> <li>▪ Our Bodies</li> <li>▪ Instrumental Sounds</li> </ul>	<p>Chapter 1 Element 5 - 7</p> <ul style="list-style-type: none"> <li>▪ Our Voices</li> <li>▪ Stories, Rhymes and Rhythm</li> <li>▪ From Left to Right</li> </ul>	<p>Chapter 1 Element 8 - 9</p> <ul style="list-style-type: none"> <li>▪ Initial Sounds</li> <li>▪ Beginning to Blend and Segment</li> <li>▪ Chapter 1 Assessment</li> </ul>

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### Mathematics

Our nursery children are taught Maths skills through both our scheme – White Rose Maths, and through daily routines and interactions. Our scheme helps us to focus our learning and ensure progression throughout the year and into Reception. Daily routines embed this learning and allow the children to see their learning in context and real life situations – our self-registration for example introduces children to five frames and the concepts of full and nearly full, one more space etc.

#### Educational Programme

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** - such as using manipulatives, including small pebbles and tens frames for organising counting - 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**.

Number	<p>Children will learn to:</p> <p>Compare collections and talk about large and small amounts beginning to use the language of more and fewer.</p> <p>Hear and say number names</p> <p>Count in order and recognise anything can be counted.</p> <p>Perceptually subitise to 3 and begin to recognising when an amount is 3 or not 3.</p>	<p>Children will learn to:</p> <p>Compare and make collections that are equal (focus on size before quantity)</p> <p>Understand numbers to 3, matching quantity to numeral.</p> <p>Count for cardinality with numbers to 3.</p> <p>Recognise the smaller amounts within 3 and represent number to 3 on their fingers.</p> <p>Recognise random and standard dot patterns to 3.</p>	<p>Children will learn to:</p> <p>Compare collections by quantity using language of more and fewer.</p> <p>Count for cardinality to 5, matching quantity to numeral.</p> <p>Make some marks and symbols to represent numbers.</p> <p>Recite numbers past 5</p> <p>Consolidate fast recognition of number to 3 and talk about composition.</p>
Numerical Patterns	<p>Explore patterns within rhymes and make their own line patterns.</p> <p>Anticipate and repeat patterned language within stories.</p>	<p>Explore patterns in the environment</p> <p>Construct their own patterns with blocks for example.</p>	

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### Understanding the World

#### Educational Programme

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.**

<b>Past and Present</b>	Children will learn to:	Children will learn to:	Children will learn to:
	<p>Name and talk about some of their immediate family.</p> <p>Understand some details of their life history.</p> <p>Talk about the concept of the past using words such as yesterday and a long time ago.</p>	<p>Talk in detail about their life history.</p>	<p>Compare photos and illustrations from the past and present.</p>
<b>People, Culture and Communities</b>	<p>Understand and talk about some differences between themselves and their friends.</p> <p>Understand and talk about connections between themselves and other families.</p> <p>Know that there are different countries in the world.</p>	<p>Understand there are different celebrations around the world.</p> <p>Show interest and talk about different occupations.</p>	<p>Talk about some different countries across the world.</p> <p>Continue to develop positive attitudes about the differences between people.</p>
	<p>Explore collections of natural materials e.g. conkers and pinecones and use words to describe them.</p> <p>Explore their immediate outdoor environment and notice and talk about what they see.</p>	<p>Talk about what they see changing around them in their immediate environment.</p> <p>Understand the importance of respecting our natural environment.</p> <p>Talk about sinking and floating.</p>	<p>Plant seeds and observe growth.</p> <p>Understand different lifecycles and talk about the key features</p> <p>Take care of their own immediate outdoor environment.</p>

		<p>Talk about and understand changing states process e.g. ice to water.</p> <p>Talk about and describe some everyday materials.</p>	Explore and talk about different forces they can feel.
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### Expressive Arts and Design

#### Educational Programme

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.

<b>Creating with Materials</b>	Children will learn to:	Children will learn to:	Children will learn to:
	Join construction pieces together to build and balance. Build stories using props Explore with paint and colour mixing. Experiment with different brushes to see what happens. Use glue to stick to their pictures. Paint and draw their face.	Describe the texture of things. Develop their own ideas and then decide which materials to use to express them. Use simple tools and techniques competently and appropriately Draw from their imagination and observation.	Experiment with different ways to join materials. Add details to their drawings and paintings.
<b>Being Imaginative and Expressive</b>	Invent and imagine stories that might happen in the home. Explore sounds and musical instruments. Know and join in with dancing and ring games. Know and be able to join in with simple songs. Play alongside others who are engaged in the same theme.	Begin to develop stories using small world. Remember and sing entire songs. Use available resources to create props to support role play.	Experiment with different ways of playing instruments. Understand that different instruments make different sounds. Show different emotions in their drawings happiness, sadness, fear etc. Create their own songs

