May Park Nursery Curriculum 2026-27

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Linked end of Year Goals
Topic	The Wonderful World of Me	Festivals	Traditional Tales	Life Cycles	Kings, Queens and Fairytales	Summertime	
Key and Supporting Texts	Key Texts My World, Your World – Melanie Walsh A World for Me and You – Uju Asika Binny's Diwali – Thrity Umrigar The Pumpkin Who Was Afraid of the Dark – Michelle Robinson	Key Texts Owl Babies - Martin Waddell The Bonfire Dance – Christopher Stokes Bertie's Poppy – Inez Bunclark The Christmas Bear – Ian Whybrow The Nativity Story (Traditional)	Key Texts Goldilocks and the Three Bears The Three Little Pigs The Three Billy Goats Gruff The Gingerbread Man Logan's Lantern – Lucy Tandon Copp Ramadan Around the	Key Texts The Very Hungry Caterpillar – Eric Carle Vishal's First Holi – Kem Cho Sammy Spider's First Passover – Syvia Rouss My Mum is Fantastic – Nick Butterworth My Most Exciting Eid – Zeba Talkhani	Key Texts Zog – Julia Donaldson George and the Dragon (Traditional story) George and the Dragon (Mouse) Princess Smarty Pants – Babette Cole The Paperbag Princess – Robert Munsch	Key Texts Jasper's Beanstalk – Nick Butterworth The Sunflower That Went Flop – Joy Cowley Ali's First Eid al Adha – Alexa Sansly That's My Daddy – Ruth Redford	

	Floppy – Guido Van Genechten We're going on a Bear Hunt – Michael Rosen	Sammy Spider's First Hannukah – Sylvia A Rouss Lima's Red Hot Chilli – David Mills	World – Ndaa Hassan	A Vaisakhi to Remember – Simran Jeet Singh There's a Bunny in Your Book – Tom Fletcher Handa's Surprise – Eileen Browne	My First Vesak – Priya Kumari The Cave – Rob Hodgson	All About Families – Felicity Brooks Kitchen Disco – Clare Foges	
Personal, Social and Emotional	**Making Relationships** Separate from main carer with support and start to explore the nursery environment, sometimes with support. WC 8.9.25 WC 15.9.25	**Making Relationships** Becomes for independent in their transition from parent to nursery setting. WC 3.11.25 WC 10.11.25 May need support of a familiar adult.	**Making Relationships** Start to understand what sharing means and how to share whilst playing alongside others with adult support. WC 5.1.26 WC 12.1.26	**Making Relationships** Play with one or more other children, extending and elaborating play ideas. WC 23.2.26 WC 2.3.26 Starts to understand that	**Making Relationships** Seeks out others to share experiences and recognises play cues from peers. WC 20.4.26 WC 27.4.26 Shows empathy and concern for others by	**Making Relationships** Shows confidence to explore new situations with appropriate support from adults (i.e. visiting reception). WC 1.6.26 WC 8.6.26	**4** **Manage emotions and seek help when needed** **5** **Independently access learning across the setting.**

	Begins to interact with other children and key worker in the safe context of nursery setting. WC 22.9.25 WC 29.9.25 WC 6.10.25 WC 13.10.25 WC 20.10.25 **Sense of Self** Develop appropriate ways of being assertive. WC 8.9.25 WC 15.9.25 WC 22.9.25 WC 29.9.25 WC 13.10.25 WC 20.10.25	WC 17.11.25 WC 24.11.25 Show more confidence in interactions with peers and adults in the setting. WC 1.12.25 WC 8.12.25 May choose to share experiences with a friend. WC 15.12.25 WC 22.12.25 **Sense of Self** Knows and responds to their own name, starts to show preferences and particular interests.	Play with one or more other children. WC 19.1.26 WC 26.1.26 WC 2.2.26 WC 9.2.26 WC 16.2.26 **Sense of Self** Is gradually learning that actions have consequences but not always the consequences the child hopes for. WC 5.1.26 WC 12.1.26 Is becoming more independent in selecting and using resources. WC 5.1.26 WC 12.1.26 WC 19.1.26 WC 26.1.26 WC 2.2.26	other people have different likes and dislikes to their own. WC 9.2.26 WC 16.3.26 WC 23.3.26 **Sense of Self** Is developing an interest in difference - such as gender, ethnicity and ability. WC 23.2.26 WC 2.3.26 Is able to independently assert ideas and preferences appropriately. WC 9.2.26 WC 16.3.26 WC 23.3.26	displaying an appropriate response. WC 4.5.26 WC 11.5.26 WC 18.5.26 **Sense of Self** Starts to understand differences in gender, ethnicity and ability and how these make us unique and special. WC 20.4.26 WC 27.4.26 Children show responsibility by independently demonstrating a willingness to	Selects activities and resources sometimes with a goal in mind. WC 15.6.26 WC 22.6.26 **Sense of Self** Is becoming increasingly aware of what they are good at, and what they can't do yet (but will learn to do). WC 1.6.26 WC 8.6.26 WC 15.6.26 WC 22.6.26 WC 29.6.26 WC 6.7.26 WC 13.7.26 **Understanding Emotions**	

	To begin to play alongside others and share resources and ideas with support. WC 13.10.25 WC 20.10.25 **Understanding Emotions** Start to learn ways to regulate emotions and calm down with modelled support from adults. WC 8.9.25 WC 15.9.25 WC 22.9.25 WC 29.9.25 Starts to show appropriate behaviours seeking comfort -	WC 3.11.25 WC 10.11.25 WC 17.11.25 WC 24.11.25 Experiments with their own and other people's views of who they are through play, behaviours and the way they talk about themselves. WC 1.12.25 WC 8.12.25 WC 15.12.25 WC 22.12.25 **Understanding Emotions** Becomes more independent in regulating emotions and can sometimes	WC 9.2.26 WC 16.2.26 Understanding Emotions Understands and responds to rules and routines. WC 5.1.26 WC 12.1.26 Does not always need an adult to remind them of a rule. WC 19.1.26 WC 26.1.26 Can identify and label emotions correctly using words like happy, sad, angry and worried. WC 19.1.26 WC 26.1.26	Understanding Emotions Shows an increasing ability to participate in collective co-operation sometimes with support. WC 23.2.26 WC 2.3.26 Shows an increased understanding of how others might be feeling. WC 23.2.26 WC 2.3.26 Starts to understand how their actions affect others and begins regulate	help or undertake a task. WC 4.5.26 WC 11.5.26 WC 18.5.26 **Understanding Emotions** Becomes more independent in engaging in co-operative play with peers. WC 20.4.26 WC 27.4.26 Reacts appropriately to the emotional responses of others. WC 20.4.26 WC 27.4.26	Uses strategies to understand and regulate own emotional responses and understand those of others, sometimes with support. WC 1.6.26 WC 8.6.26 Can frequently independently follow established rules and routines. WC 15.6.26 WC 22.6.26 WC 29.6.26 WC 6.7.26 WC 13.7.26	

	I.e. comfort object, hand-holding, familiar adult. WC 13.10.25 WC 20.10.25 Start to understand rules and routines, starts to show co-operation and collective responsibility. WC 13.10.25 WC 20.10.25	use strategies to calm self. WC 3.11.25 WC 10.11.25 Can start to recognise own emotions and express them appropriately with support and visuals. WC 17.11.25 WC 24.11.25 Starts to remember own key group - location, peers and key-worker. WC 1.12.25 WC 8.12.25 Starts to respond to adult modelling for	Sometimes attempts to use modelled strategies to try and resolve low-level conflict. WC 2.2.26 WC 9.2.26 WC 16.2.26	impulsive behaviors. WC 9.2.26 WC 16.3.26 WC 23.3.26	Can sometimes independently follow established rules and routines. WC 4.5.26 WC 11.5.26 WC 18.5.26		

		how to resolve conflict using words and actions. WC 15.12.25 WC 22.12.25					
Communication and Language	**Speaking** Learns new words rapidly through stories and can use them when communicating. WC 8.9.25 WC 15.9.25 WC 22.9.25 WC 29.9.25 Enjoys singing familiar songs. WC 13.10.25 WC 20.10.25 **Listening and Attention**	**Speaking** Starts a conversation with an adult or peer. WC 3.11.25 WC 10.11.25 May need support to stay on topic for many turns. WC 17.11.25 WC 24.11.25 Starts to express emotions using appropriate language.	**Speaking** Starts to use a wider range of vocabulary. WC 5.1.26 WC 12.1.26 Uses 3/4 word sentences when communicating. WC 5.1.26 WC 12.1.26 Is able to talk about familiar books. WC 19.1.26 WC 26.1.26	**Speaking** Express a point of view when they disagree using words using 3/4 word sentences. WC 23.2.26 WC 2.3.26 Engage and extend conversations with adults and peers. WC 23.2.26 WC 2.3.26	**Speaking** Starts to use sentences of four to six words. WC 20.4.26 WC 27.4.26 Be able to tell a long story. WC 20.4.26 WC 27.4.26 Uses talk to organise their play using simple sentences. WC 4.5.26 WC 11.5.26 WC 18.5.26	**Speaking** Use sentences of four to six word, including expressing a point of view to a peer. WC 1.6.26 WC 8.6.26 Develops awareness of tenses and plurals and begins to try and use them (even if incorrectly used). WC 15.6.26 WC 22.6.26	**1** **Concentrate for a sustained period.** **2** **Follow a simple instruction (including pick, play, put away)** **3** **Initiate and respond to conversation/ questions with adults and peers in a simple sentence.**

	Listens with interest to familiar adults when listening to stories, songs and rhymes. WC 8.9.25 WC 15.9.25 WC 22.9.25 WC 29.9.25 WC 13.10.25 WC 20.10.25 **Understanding** Understands 'what' and 'who' questions (I.e. who is that? What are you eating?) WC 8.9.25 WC 15.9.25 WC 22.9.25 WC 29.9.25	WC 1.12.25 WC 8.12.25 WC 15.12.25 WC 22.12.25 **Listening and Attention** Enjoy listening to and retelling stories - remembers some of the story accurately. WC 3.11.25 WC 10.11.25 WC 17.11.25 WC 24.11.25 Can show single channelled attention. WC 1.12.25 WC 8.12.25 WC 15.12.25 WC 22.12.25	Sing a large repertoire of songs. WC 2.2.26 WC 9.2.26 WC 16.2.26 **Listening and Attention** Pay attention to more than one thing at a time, responding when their name is called. WC 5.1.26 WC 12.1.26 Recognizes environmental sounds. WC 19.1.26 WC 26.1.26 **Understanding** Understand 'who' 'what' and 'why' questions.	Use a wider range of vocabulary. WC 9.3.26 WC 16.3.26 WC 23.3.26 **Listening and Attention** Enjoy listening to and be able to retell stories. WC 23.2.26 WC 2.3.26 Starts to show increased attention during small group times. WC 9.3.26 WC 16.3.26 WC 23.3.26 **Understanding** Understand a question or	**Listening and Attention** Enjoys listening to longer stories and can remember much of what happens. WC 20.4.26 WC 27.4.26 Starts to show a willingness to listen to others when sharing experiences. WC 4.5.26 WC 11.5.26 WC 18.5.26 **Understanding** Understand a question or instruction that has two parts independently.	WC 29.6.26 WC 6.7.26 WC 13.7.26 **Listening and Attention** Is starting to show more sustained attention in small group 1:1. WC 1.6.26 WC 8.6.26 **Understanding** Is beginning understand prepositions by carrying out an action or following an instruction. WC 15.6.26 WC 22.6.26 WC 29.6.26	

	Understand and respond to their name when called. WC 13.10.25 WC 20.10.25	**Understanding** Can follow a simple instruction (1 step). WC 3.11.25 WC 10.11.25 WC 17.11.25 WC 24.11.25 Developing an understanding of simple concepts (I.e. fast/slow, good/bad). WC 1.12.25 WC 8.12.25 WC 15.12.25 WC 22.12.25	(ie, why are you doing that?) WC 5.1.26 WC 12.1.26 WC 2.2.26 WC 9.2.26 WC 16.2.26	instruction that has two parts with support. WC 23.2.26 WC 2.3.26	WC 20.4.26 WC 27.4.26	WC 6.7.26 WC 13.7.26	
Physical Development	**Moving and Handling** Develops gross movements using outside area - climbing,	**Moving and Handling** Use large muscle movements to develop gross motor - I.e.	**Moving and Handling** Develop movement through balancing and climbing using	**Moving and Handling** Extend range of movements - including during formal P.E.	**Moving and Handling** Start to take part in group activities - adult-	**Moving and Handling** Use one handed tools and equipment effectively.	**6** **Independently dress themselves and take care of toileting needs.** **7** **To be able to hold pencils and**

	running, using bikes & scooters. WC 8.9.25 WC 15.9.25 Moves toys and bodies around objects and explores fitting into spaces. WC 22.9.25 WC 29.9.25 Safely navigate steps using one step at a time - going up and down stairs. WC 22.9.25 WC 29.9.25 Explore one handed tools such as pencils, scissors, glue sticks and other mark making tools.	parachute, flags, streamers, chalk. WC 3.11.25 WC 10.11.25 Begins to understand and choose different ways of moving – skips, hop, jump, crawl, slither. WC 17.11.25 WC 24.11.25 Use bikes and scooters with increased skill and control - pedaling, balancing, starting and stopping. WC 1.12.25 WC 8.12.25 WC 15.12.25 WC 22.12.25	outside equipment. WC 5.1.26 WC 12.1.26 Develop physical skills that match to a task/activity in the setting I.e. throwing balls in hoops, cutting playdough with knife, spade to dig. WC 5.1.26 WC 12.1.26 Kicks a large ball with either foot, throws with increasing force and accuracy, starts to catch ball using hands and chest. WC 19.1.26 WC 26.1.26	sessions whilst using apparatus. WC 23.2.26 WC 2.3.26 Start to show a preference for a dominant hand. WC 23.2.26 WC 2.3.26 Begin to develop a comfortable grip when holding pens and pencils with support. WC 23.2.26 WC 2.3.26 Start to attempt to form letters from own name. WC 9.3.26 WC 16.3.26 WC 23.3.26	led or child initiated. WC 20.4.26 WC 27.4.26 More consistently use a comfortable grip when holding pens and pencils - sometimes with support. WC 20.4.26 WC 27.4.26 Choose appropriate resources for physical activity - for example trowel for digging. WC 20.4.26 WC 27.4.26	WC 1.6.26 WC 8.6.26 Use a comfortable grip with good control when holding pens and pencils. WC 15.6.26 WC 22.6.26 Skip, hop, stand on one leg, hold a pose for a game like musical statues. WC 29.6.26 WC 6.7.26 WC 13.7.26 Increasingly able to use and remember sequences and patterns of movement.	**scissors effectively**

	WC 22.9.25 WC 29.9.25 Explore malleable materials to develop hand strength. WC 13.10.25 WC 20.10.25 **Health and Self-Care** Understand the need for healthy eating - snack time and meal choices for lunch. WC 8.9.25 WC 15.9.25 Begin to develop independence in dressing - coats, jumpers, apron, shoes, socks. WC 8.9.25	Start to show a preference for a dominant hand when using one handed tools including pens and pencils. WC 1.12.25 WC 8.12.25 WC 15.12.25 WC 22.12.25 Explore malleable materials - patting, stretching, rolling, twisting. WC 15.12.25 WC 22.12.25 **Health and Self-Care** Understand the need for good sleep - you need to sleep to be healthy and well.	Use one handed tools in situations that develop hand-eye co-ordinations with increasing independence. WC 2.2.26 WC 9.2.26 WC 16.2.26 **Health and Self-Care** Understand the need for being active and staying fit and healthy. WC 5.1.26 WC 12.1.26 Begin to develop independence in dressing - coats, jumpers, apron, shoes, socks. WC 5.1.26 WC 12.1.26	Begins to collaborate with others to move large items safely in the garden - understands when something is too heavy to move alone. WC 9.3.26 WC 16.3.26 WC 23.3.26 **Health and Self-Care** Understand the need for brushing teeth. WC 23.2.26 WC 2.3.26 What happens if you do not brush your teeth. WC 23.2.26 WC 2.3.26	To use one-handed tools and equipment, for example, making snips in paper with scissors, using tools. WC 4.5.26 WC 11.5.26 WC 18.5.26 Match physical skills to tasks and activities in the setting. WC 4.5.26 WC 11.5.26 WC 18.5.26 Begin to challenge own physical skills. WC 4.5.26 WC 11.5.26 WC 18.5.26	WC 29.6.26 WC 6.7.26 WC 13.7.26 **Health and Self-Care** Is becoming more independent in their understanding of appropriate risk. WC 1.6.26 WC 8.6.26 Is more independent in taking appropriate steps when they feel hot (or cold). WC 1.6.26 WC 8.6.26 Starting to show a willingness to try new tastes and textures.	

	WC 15.9.25 Developing ability to independently drink - put straw in milk, hold cup effectively with two hands, drink without spilling. WC 22.9.25 WC 29.9.25 Develop independence in eating - put food in own mouth and understand when to chew and swallow to eat safely. WC 13.10.25 WC 20.10.25 Develop toileting needs - understand when toilet is needed	WC 3.11.25 WC 10.11.25 Begin to develop independence in dressing - coats, jumpers, apron, shoes, socks. WC 17.11.25 WC 24.11.25 Start to try and use zips and buttons. WC 17.11.25 WC 24.11.25 Developing ability to independently drink - put straw in milk, hold cup effectively with two hands, drink without spilling. WC 17.11.25 WC 24.1.25	Start to try and use zips and buttons. WC 5.1.26 WC 12.1.26 Drink independently – access water fountain and own water bottles including opening and closing bottle. WC 19.1.26 WC 26.1.26 Develop independence in eating. WC 19.1.26 WC 26.1.26 Become more independent in using utensils at lunch time.	Become more independent in using zips and buttons. WC 23.2.26 WC 2.3.26 Drink independently - access water fountain and own water bottles including opening and closing bottle. WC 23.2.26 WC 2.3.26 Become more independent when using a knife and fork/spoon at mealtimes. WC 23.2.26 WC 2.3.26	**Health and Self-Care** Starts to understand danger and seeks out support in their risk play. WC 20.4.26 WC 27.4.26 Starts to be able to identify when they are tired and what steps to take when this happens (i.e. rest, find a quiet space). WC 20.4.26 WC 27.4.26 Starts to understand when and why they feel hot and with support can take appropriate steps	WC 15.6.26 WC 22.6.26 Observes and controls breaths. Able to take deep breaths to help regulate self. WC 29.6.26 WC 6.7.26 WC 13.7.26 Can use the toilet independently most of the time. WC 1.6.26 WC 8.6.26 WC 15.6.26 WC 22.6.26 WC 29.6.26 WC 6.7.26 WC 13.7.26	

	and either ask or go independently. WC 13.10.25 WC 20.10.25 Wash hands at appropriate times. WC 13.10.25 WC 20.10.25 Knows when own nose needs to be wiped. WC 13.10.25 WC 20.10.25	Develop independence in eating – put food in own mouth and understand when to chew and swallow to eat safely. WC 17.11.25 WC 24.11.25 Start to try to use eating utensils at lunch time. WC 1.12.25 WC 8.12.25 WC 15.12.25 WC 22.12.25 Develop toileting needs - understand when toilet is needed and either ask or go independently. WC 1.12.25	WC 19.1.26 WC 26.1.26 Start to use a knife to cut food. WC 19.1.26 WC 26.1.26 Becoming increasingly independent in accessing the toilet when needed. WC 2.2.26 WC 9.2.26 WC 16.2.26 Can ask for support if appropriate. WC 2.2.26 WC 9.2.26 WC 16.2.26	Becoming increasingly independent in accessing the toilet when needed. WC 9.3.26 WC 16.3.26 WC 23.3.26 Can ask for support if appropriate. WC 9.3.26 WC 16.3.26 WC 23.3.26 Close door and flush toilet after use. WC 9.2.26 WC 16.3.26 WC 23.3.26	(i.e. have a drink, take off jumper, find shade, put on a hat). WC 4.5.26 WC 11.5.26 WC 18.5.26 Is independent in washing and drying hands. WC 4.5.26 WC 11.5.26 WC 18.5.26		

		WC 8.12.25 Able to pull clothes down and back up. WC 1.12.25 WC 8.12.25 Wash hands at appropriate times. WC 1.12.25 WC 8.12.25 Know when own nose needs to be wiped and does so independently with a tissue. WC 15.12.25 WC 22.12.25					
Literacy	**Reading** Enjoys rhythmic activities including musical instruments,	**Reading** Shows preferences for favourite stories, rhymes and songs.	**Reading** Starts to recognise syllables in words and clap	**Reading** Starts to recognise initial sounds in words. WC 23.2.26 WC 2.3.26	**Reading** Starts to recognise rhyme in words. WC 20.4.26 WC 27.4.26	**Reading** Increasingly able to recognise rhymes independently. WC 1.6.26	**8** **To recognise own name and attempt to write some or all of name**

	beats, songs and rhymes. WC 8.9.25 WC 15.9.25 Can join in with a simple action. WC 22.9.25 WC 29.9.25 Enjoys listening to a range of stories, rhymes and poems showing some engagement. WC 22.9.25 WC 29.9.25 Recognises and can talk about some logos, characters, words or their own name. WC 13.10.25 WC 20.10.25	WC 3.11.25 WC 10.11.25 Can fill in the missing word in a known song, rhyme or story. WC 17.11.25 WC 24.1.25 Starts to look at books independently holding them the right way up and turning some pages. WC 1.12.25 WC 8.12.25 **Writing** Starts to distinguish between the different marks they make. WC 17.11.25 WC 24.11.25 WC 15.12.25	along to them with an adult. WC 5.1.26 WC 12.1.26 Have conversations about stories they have heard using new vocabulary. WC 19.1.26 WC 26.1.26 Starts to recognise their own name. WC 19.1.26 WC 26.1.26 Understands about turning pages from front to back in sequence. WC 2.2.26 WC 9.2.26 WC 16.2.26 **Writing**	Can count syllable in words with adult support. WC 23.2.26 WC 2.3.26 Increasingly uses new vocabulary from stories in their play. WC 9.3.26 WC 16.3.26 WC 23.3.26 Understands we read left to right, top to bottom. WC 9.3.26 WC 16.3.26 WC 23.3.26 Can recognise their own name. WC 9.2.26 WC 16.3.26 WC 23.3.26	Can recognise words with the same initial sounds. WC 20.4.26 WC 27.4.26 Understands there are different kinds of books - stories, poems, recipes, facts. Starts to tell own stories with a start and end. WC 4.5.26 WC 11.5.26 WC 18.5.26 **Writing** Uses some of their print and letter knowledge in their early writing. WC 20.4.26	WC 8.6.26 Start to understand and name some different parts of a book - title, author, illustrator, blurb. WC 15.6.26 WC 22.6.26 WC 29.6.26 WC 6.7.26 WC 13.7.26 **Writing** Can write some letters accurately. WC 1.6.26 WC 8.6.26 If interested children begin to write simple	

	Writing Mark - make in a range of contexts and mediums to start to develop a love of writing. WC 8.9.25 WC 15.9.25 WC 22.9.25 WC 29.9.25 WC 13.10.25 WC 20.10.25	WC 22.12.25	Starts to use lines, circles and curves in their mark making. WC 5.1.26 WC 12.1.26 Start to try and write their own name using early mark-making. WC 19.1.26 WC 26.1.26 WC 2.2.26 WC 9.2.26 WC 16.2.26	**Writing** Ascribes meaning to their marks and paintings. WC 23.2.26 WC 2.3.26 Writes own name with some correct letters or letter type shapes. WC 9.3.26 WC 16.3.26 WC 23.3.26	WC 27.4.26 Writing some letters accurately. WC 4.5.26 WC 11.5.26 WC 18.5.26 Can write some letters from their name. WC 4.5.26 WC 11.5.26 WC 18.5.26	words using their letter knowledge. WC 15.6.26 WC 22.6.26 Can write some or all of their name. WC 29.6.26 WC 6.7.26 WC 13.7.26	
Maths	Number focus: 0 Can Do - Ordinal & Cardinal Principles throughout routine. Counting songs, stories, rhymes,	Number focus: 1 Can Do - Ordinal & Cardinal Principles throughout routine. WC 1.12.25 WC 8.12.25	Number focus: 2 Can Do - Ordinal & Cardinal Principles throughout routine. Counting songs, stories, rhymes,	Number focus: 3 Can Do - Ordinal & Cardinal Principles throughout routine. Counting songs, stories, rhymes,	Number focus: 4 Can Do - Ordinal & Cardinal Principles throughout routine. Counting songs, stories, rhymes,	Number focus: 5 Can Do - Ordinal & Cardinal Principles throughout routine. Counting songs, stories, rhymes,	9 **Secure in numbers to 5**

	choral and group counting. WC 13.10.25 WC 20.10.25 **Number** Uses a few number names and language in their play. WC 8.9.25 WC 15.9.25 Starts to say number names for objects when counting, sometimes 1:1. WC 22.9.25 WC 29.9.25 Knows a few numbers of personal significance - how old are you?	Counting songs, stories, rhymes, choral and group counting. **Number** Develop fast recognition of amounts 1 and 2. WC 3.11.25 WC 10.11.25 Count collections of objects 1:1 accurately to 2 (cardinal principle). WC 3.11.25 WC 10.11.25 Starts to recite numbers to 5 in order. WC 17.11.25 WC 24.11.25	choral and group counting. WC 2.2.26 WC 9.2.26 WC 16.2.26 **Number** Talk about real world mathematical problems linked to nursery experiences (for example – how many milk? How many here today?) WC 5.1.26 WC 12.1.26 Count collections of objects 1:1 accurately to 5 with support (cardinal principle). WC 19.1.26 WC 26.1.26	choral and group counting. **Number** Become more independent in accurately counting small amounts 1:1 and using the cardinal principle to say how many you have. WC 23.2.26 WC 2.3.26 Develop fast recognition of amounts to 3. WC 23.2.26 WC 2.3.26 Beginning to use understanding of number to solve practical problems in play and meaningful activities.	choral and group counting. **Number** Can count objects and say number names in order to 5, and sometimes beyond. WC 20.4.26 WC 27.4.26 Recognises numerals to 5. WC 20.4.26 WC 27.4.26 Explore representing numbers - using own symbols and marks, as well as numerals. WC 20.4.26 WC 27.4.26	choral and group counting. **Number** Starting to compare groups and say when they are the same or different. WC 1.6.26 WC 8.6.26 Recite numbers past 5, shows an interest in larger numbers. WC 15.6.26 WC 22.6.26 Is secure in understanding cardinal principle (numbers to 5). WC 15.6.26 WC 22.6.26 Can link amounts to numerals to 5.	

	How many family members? WC 13.10.25 WC 20.10.25 Start to use finger numbers. WC 13.10.25 WC 20.10.25 **Shape, Space and Measure** Anticipate time-based events - using a visual timetable. WC 8.9.25 WC 15.9.25 Responds to some positional language including under and over. WC 22.9.25 WC 29.9.25	Explore representing numbers - early mark making and fingers, objects. WC 1.12.25 WC 8.12.25 Recognises changes in amounts. WC 1.12.25 WC 8.12.25 WC 15.12.25 WC 22.12.25 Use number language such as more, less, fewer. WC 15.12.25 WC 22.12.25 **Shape, Space and Measure** Is able to talk about the sequence of their day using the	Start to link amounts to numerals 'we have 2 bottles here, this is the numeral for 2.' WC 2.2.26 WC 9.2.26 WC 16.2.26 **Shape, Space and Measure** Sorts objects by length. WC 5.1.26 WC 12.1.26 Make comparisons between the features of objects using appropriate language. WC 5.1.26 WC 12.1.26	WC 9.2326 WC 16.3.26 WC 23.3.26 Can sometimes show finger numbers to 5. WC 9.3.26 WC 16.3.26 WC 23.3.26 **Shape, Space and Measure** Starts to understand sequences in stories and how they have a beginning, middle and end. WC 23.2.26 WC 2.3.26 Explores capacity and notices and compares differences.	Can accurately compare quantities and use appropriate language. WC 4.5.26 WC 11.5.26 WC 18.5.26 **Shape, Space and Measure** Explores weight and notices and compares differences. WC 20.4.26 WC 27.4.26 Understands some positional language. WC 20.4.26 WC 27.4.26 Uses shapes for a purpose and combines shapes	WC 29.6.26 WC 6.7.26 WC 13.7.26 **Shape, Space and Measure** Understands position from words alone with no pointing - under, on, in front, behind. WC 1.6.26 WC 8.6.26 Is able to identify different characteristic of objects and compare them. WC 15.6.26 WC 22.6.26 Start to use some shape names accurately. WC 15.6.26 WC 22.6.26	

	Starts to sort by shape and colour. WC 13.10.25 WC 20.10.25 Makes simple models using construction materials. WC 13.10.25 WC 20.10.25 Notices and talks about pattern around them (spotty, stripes, blobs etc). WC 13.10.25 WC 20.10.25	visual timetable (first, then...) WC 3.11.25 WC 10.11.25 Discuss routes and locations describe their relative position using words like 'in front of' and 'behind.' WC 17.11.25 WC 24.1.25 Selects shapes appropriately for tasks (I.e. construction). WC 17.11.25 WC 24.11.25 Talk about the features of shapes when using them for tasks (I.e. straight, flat,	Talk about 2D shapes and their features – what it is, what it is not. WC 19.1.26 WC 26.1.26 Start to create simple patterns (ABAB) using objects or when drawing. WC 19.1.26 WC 26.1.26 Notice and talk about shapes in the environment. WC 19.1.26 WC 26.1.26 Start to understand position using just words. WC 2.2.26 WC 9.2.26 WC 16.2.26	WC 23.2.26 WC 2.3.26 Can start to describe a familiar route when walking around it. WC 23.2.26 WC 2.3.26 Creates simple patterns and start to notice errors and tries to correct them. WC 9.3.26 WC 16.3.26 WC 23.3.26 Talking about and exploring 2D & 3D shapes. What they are. What they are not. WC 9.3.26	to create new ones. WC 20.4.26 WC 27.4.26 Talks about the features of newly created shapes using appropriate vocabulary. WC 4.5.26 WC 11.5.26 WC 18.5.26 Can recognise and extend ABAB patterns independently. WC 4.5.26 WC 11.5.26 WC 18.5.26	Use words such as first, next, then and finally when describing a sequence. WC 29.6.26 WC 6.7.26 WC 13.7.26	

		round, corners, sides). WC 1.12.25 WC 8.12.25 WC 15.12.25 WC 22.12.25 Sorts objects by size. WC 15.12.25 WC 22.12.25		WC 16.3.26 WC 23.3.26			
Maths Vocabulary	Lots More Fewer Less Same Under Over	More Less Fewer Long Short First Then In Front Behind Under On Top	In front Behind More Less Fewer Straight Flat Round Corners Sides	Beginning Middle End	First Next Then Finally	Under On In Front Behind	

Understanding the World	**Past and Present** Explore nursery environment - talk about what you have experienced. WC 8.9.25 WC 15.9.25 WC 22.9.25 WC 29.9.25 **People, Cultures and Communities** Knows their own name and names of members of their immediate family and pets. WC 8.9.25 WC 15.9.25 WC 22.9.25 WC 29.9.25	**Past and Present** Begin to make sense of their own life story and families history - celebrations. WC 3.11.25 WC 10.11.25 **People, Cultures and Communities** Be aware of different kinds of celebrations and who celebrates them. WC 17.11.25 WC 24.11.25 Enjoys playing with small world reconstructions and role-play related to	**Past and Present** Begin to learn about different jobs people do and their roles in society. WC 5.1.26 WC 12.1.26 WC 2.2.26 WC 9.2.26 WC 16.2.26 WC 2.2.26 WC 9.2.26 WC 16.2.26 **People, Cultures and Communities** Start to talk about their local area and community - what do you know? WC 5.1.26	**Past and Present** Can talk about different jobs people do. WC 23.2.26 WC 2.3.26 **People, Cultures and Communities** Start to understand how their school is part of the local community. WC 23.2.26 WC 2.3.26 Continue developing positive attitudes about the differences between people.	**Past and Present** Talk about who is in their family and what they are like. WC 20.4.26 WC 27.4.26 **People, Cultures and Communities** Begin to explore what makes up their local community outside of school. WC 20.4.26 WC 27.4.26 Start to talk about different countries - where do we come from?	**Past and Present** Talk about how they have changed since the start of Nursery. What have I learned? How have I grown? WC 1.6.26 WC 8.6.26 WC 15.6.26 WC 22.6.26 WC 29.6.26 WC 6.7.26 WC 13.7.26 **People, Cultures and Communities** Start to talk about their local community - what makes it special	

	Start to learn names of key worker and some children and have some friends. WC 13.10.25 WC 20.10.25 **The Natural World** Look at plants and living things in our environment and treat them with care. WC 8.9.25 WC 15.9.25 WC 22.9.25 WC 29.9.25	experiences and family. WC 15.12.25 WC 22.12.25 **The Natural World** Explore collections of materials with similar and/or different properties. WC 3.11.25 WC 10.11.25 Talk about what they see using simple vocabulary. WC 17.11.25 WC 24.11.25 Explore how things work. WC 1.12.25	WC 12.1.26 How are we the same or different? WC 19.1.26 WC 26.1.26 Celebrate differences. WC 2.2.26 WC 9.2.26 WC 16.2.26 **The Natural World** Talk about the differences between materials and changes they notice. WC 5.1.26 WC 12.1.26	WC 9.3.26 WC 16.3.26 WC 23.3.26 **The Natural World** Explore how things work through investigation and trial and error. WC 23.2.26 WC 2.3.26 Explore and talk about different forces they can feel. WC 23.2.26 WC 2.3.26 Start to understand the key features of the life cycle of a	Experiences and photos WC 4.5.26 WC 11.5.26 WC 18.5.26 **The Natural World** Talk about growth and change. WC 20.4.26 WC 27.4.26 Plant seeds and care for growing plants. WC 20.4.26 WC 27.4.26 Use all their senses in hands on exploration. WC 4.5.26 WC 11.5.26	WC 15.6.26 WC 22.6.26 Know about some different countries and how they are different - experiences and photos WC 29.6.26 WC 6.7.26 WC 13.7.26 **The Natural World** Talk about growth and change. WC 1.6.26 WC 8.6.26	

	Use all their senses in hands-on exploration of natural materials - collections. WC 13.10.25 WC 20.10.25	WC 8.12.25 WC 15.12.25 WC 22.12.25 Uses pipes, funnels and other tools to carry/transport water. WC 15.12.25 WC 22.12.25	Talk about what they see starting to use a wider vocabulary. WC 19.1.26 WC 26.1.26 Begin to understand the need to respect and care for the natural environment and all living things. WC 2.2.26 WC 9.2.26 WC 16.2.26	plant and animal. WC 9.3.26 WC 16.3.26 WC 23.3.26	WC 18.5.26 Explore and talk about different forces they can feel. WC 4.5.26 WC 11.5.26 WC 18.5.26	Plant seeds and care for growing plants. WC 15.6.26 WC 22.6.26 Understand the life cycle of a plant or animal. WC 29.6.26 WC 6.7.26 WC 13.7.26	
Expressive Art and Design	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials	

	Explores different textures. WC 8.9.25 WC 15.9.25 Begins to explore a variety of construction resources and can use these with support. WC 22.9.25 WC 29.9.25 Begins to explore colour and colour mixing. WC 13.10.25 WC 20.10.25 **Being imaginative and expressive** Enjoys joining in with and can	Explore different materials with support, to develop their ideas about how to use them and what to make. WC 3.11.25 WC 10.11.25 Begins to join different materials together. WC 17.11.25 WC 24.11.25 Explore colour and colour mixing and is able to name primary colours with support. WC 1.12.25 WC 8.12.25 WC 15.12.25 WC 22.12.25	Begins to plan, select materials and create their own designs. WC 5.1.26 WC 12.1.26 Can access and use creative materials independently to support their own ideas. WC 19.1.26 WC 26.1.26 Understands how colours can be changed by combining them. WC 19.1.26 WC 26.1.26 Is able to identify primary colours.	Independently develops their own ideas and can decide which materials to use to express them. WC 23.2.26 WC 2.3.26 Combines colours to use in their artwork. WC 9.3.26 WC 16.3.26 WC 23.3.26 **Being imaginative and expressive** With support explores how drawing can be	Combines materials both horizontally and vertically in their construction. WC 20.4.26 WC 27.4.26 With support can name some secondary colours. WC 4.5.26 WC 11.5.26 WC 18.5.26 **Being imaginative and expressive**	Enjoys creating both 2D and 3D artwork. WC 1.6.26 WC 8.6.26 Uses drawing to accompany the stories they have read. WC 15.6.26 WC 22.6.26 Can identify some secondary colours. WC 29.6.26 WC 6.7.26 WC 13.7.26 **Being imaginative and expressive** Uses closed shapes within their artwork and enjoys	

	remember some songs. WC 8.9.25 WC 15.9.25 WC 22.9.25 WC 29.9.25 To begin to explore sounds listening with increased attention. (Letters and Sounds-phase 1). WC 13.10.25 WC 20.10.25 Starts to explore how sounds can be made by shaking, tapping, rubbing. WC 22.9.25 WC 29.9.25 WC 13.10.25 WC 20.10.25	**Being Imaginative and expressive** Enjoys listening to, recognizing and creating sounds matching pitch and melody. WC 3.11.25 WC 10.11.25 Explore moving in a range of ways in response to music and sounds. WC 17.11.25 WC 24.11.25 Begins to take part in simple pretend play, alone, using an object to represent something else. WC 1.12.25	WC 2.2.26 WC 9.2.26 WC 16.2.26 **Being imaginative and expressive** Begins to express feelings through the choice of sounds that they create. WC 5.1.26 WC 12.1.26 Continues to explore how movements can be changed or used to represent sounds or music. WC 5.1.26 WC 12.1.26	used to represent movements or loud noises. WC 23.2.26 WC 2.3.26 Begins to respond to what they have heard, expressing their thoughts and feelings. WC 23.2.26 WC 2.3.26 Plays alongside their peers making complex stories to support their small world play. WC 9.3.26 WC 16.3.26 WC 23.3.26	Independently explores mark making in response to movements and loud noises. WC 20.4.26 WC 27.4.26 Begins to use different emotions in their drawings (Happy/sad). WC 20.4.26 WC 27.4.26 Uses closed shapes with continuous lines to represent objects in their artwork. Begins to draw with some detail. WC 4.5.26 WC 11.5.26	talking about the objects they represent. WC 15.6.26 WC 22.6.26 Creates drawings with increasing complexity and detail. WC 29.6.26 WC 6.7.26 WC 13.7.26 Enjoys composing their own songs, using sounds, movements to accompany stories. WC 29.6.26 WC 6.7.26 WC 13.7.26	

	,	WC 8.12.25 WC 15.12.25 WC 22.12.25	Enjoys interacting with small world equipment. This may be alone or alongside peers. WC 19.1.26 WC 26.1.26 Explores how construction materials can be used to build small worlds for use during their play. WC 2.2.26 WC 9.2.26 WC 16.2.26	Begins to make closed shapes and continuous lines within their artwork. WC 9.3.26 WC 16.3.26 WC 23.3.26	WC 18.5.26		