



Lawn Primary
and Nursery School

Lawn Primary and Nursery School **Saplings** Curriculum Overview 2026 -27

In the EYFS, planning will be adjusted according to the interests and needs of the children.

Throughout all learning, we will ensure activities and interactions support the

Characteristics of Learning:

Playing and exploring – Engagement: Finding out and exploring, playing with what they know, being willing to ‘have a go’.

Active learning – Motivation: Being involved and concentrating, keeping trying, enjoying achieving what they set out to do.

Creating and thinking critically – Thinking: Having their own ideas, making links, choosing ways to do things.



SUBJECT	TERM 1 7 weeks	TERM 2 7 weeks	TERM 3 6 weeks	TERM 4 4 weeks 3 days	TERM 5 6 weeks	TERM 6 8 weeks
Possible Themes	Let's Explore!	Growing and Changing	Let's Notice!	Let's go!	Wonderful world	Let's have a go!
Core texts						

Sub-themes These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting Nursery: my key person, my routine, my peg and belongings, saying hello and goodbye My family: who's in my family, people who care for me My Body: head, shoulders, knees, toes, looking after my body My Feelings: happy, sad, excited Moving: fast and slow, stop and go Things that go: bus, wheels, cars, bikes	Growing on the Farm: baby animals, counting, feathers, eggs, farm sounds Growing and healthy: growing, healthy food change, days and routines Growing in the Garden: plants, Harvest, Autumn Working together, Size Day and Night: Bedtime family, feelings, daily routines, belonging Celebrating Together: Christmas traditions, giving, music, singing, celebrations	Looking After Me: healthy routines, bedtime, daily care, independence, feeling safe Animals and People We Care About: pets, families, friendships kindness, caring Exploring our Environment: weather outdoor exploration, natural materials, movement, using our senses Water Explorers: water floating, counting, journeys, animals	Transport and journeys: buses trains, cars, bikes tractors, walking fast/slow, stop/go over/under/through People at work: builders, firefighters doctors, farmers postal workers shop workers Animals and their homes: farm animals, pets, woodland animals, birds, animal homes, nests, dens Off on an adventure: tunnels, obstacle courses, treasure hunts, natural materials, small world, making vehicles, building places to go	Growing around us: flowers, plants seeds, vegetables, leaves, watering, sunshine, soil Minibeasts. worms, snails ladybirds, caterpillars, butterflies, spiders Colours and change: mixing, changing, wet/dry, light/dark, same/different colours in nature Patterns everywhere: nature, clothes music, movement, objects, loose parts	I can do it: independence, feelings, resilience, cooperation, dressing, self-care, helping, turn-taking, trying tricky things, asking for help, working together Move it: coordination, balance, spatial awareness, physical confidence, trikes, obstacle courses, tunnels, climbing, balancing, stop/go games, dancing What can I do with it: investigating, building, comparing, counting, fitting, stacking, arranging, loose parts, blocks, boxes, tubes, sand/water, containers, ramps, posting, construction Let's look after it: plants, flowers, living things, seasonal change and caring, watering plants, planting, looking for flowers/bugs, caring for nursery garden, observing seasonal changes Make, Move & Pretend paint, collage, playdough, junk modelling, transient art, instruments, dance, puppets, small world role play, storytelling
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Personal, Social and Emotional Development Self-regulation Managing Self Building Relationship	Form secure attachments with key adults.	Begin to wait for short periods and respond to simple expectations	Begin to recognise when they need help and seek support appropriately.	Cope with small changes in routine.	Talk about feelings using simple vocabulary.	Manage feelings with increasing independence.
	Begin to recognise and express basic emotions.	Start to use words or gestures to express needs.	Use adult support to regulate emotions.	Begin to understand simple boundaries and expectations.	Begin to solve simple disagreements with adult support.	Follow familiar routines and expectations with confidence.
	Begin to follow simple routines with support.	Develop increasing independence in self-care (feeding, coat, belongings).	Show increasing confidence in daily routines.	Select resources independently and help tidy away.	Show confidence when trying new experiences.	Show resilience when faced with challenges.
	Become familiar with nursery routines.	Begin to follow one-step instructions.	Attempt dressing tasks with support.	Persevere with simple challenges.	Manage more aspects of personal care independently.	Demonstrate independence in everyday nursery routines.
	Begin to wash hands and tidy away with adult support.	Begin to share adult attention and join simple games.	Begin to take turns with support.	Play cooperatively for short periods.	Develop sustained play with others.	Build positive friendships, cooperate in small groups and begin to resolve simple conflicts with adult guidance.
	Make simple choices.	Show interest in other children's play.	Build friendships with familiar children.	Begin to show empathy and kindness towards others.	Take turns with less adult support.	
	Begin to play alongside others.					
	Respond to familiar adults and children.					
	Develop a sense of belonging.					

Communication and Language Listening, attention and understanding Speaking	We will be learning to... Listen to familiar songs, rhymes and stories.	We will be learning to... Listen for short periods during group times.	We will be learning to... Listen with increasing attention to stories and conversations.	We will be learning to... Maintain attention for longer during small group activities.	We will be learning to... Listen and respond appropriately in conversations.	We will be learning to... Listen attentively during stories, discussions and group activities.
	Respond to their name and simple one-step instructions.	Follow simple instructions linked to familiar routines.	Follow two-part familiar instructions with support.	Understand a wider range of vocabulary and simple concepts (e.g. big/small, in/on, fast/slow).	Follow familiar two-step instructions independently.	Understand and respond to a wider range of questions and vocabulary
	Begin to join in with repeated words and actions.	Recognise and respond to simple questions such as "Where is...?" or "What is this?"	Begin to understand simple 'who', 'what' and 'where' questions.	Begin to ask simple questions.	Understand an increasing range of descriptive vocabulary.	Hold simple conversations, taking turns with others.
	Use gestures, facial expressions and one or two-word phrases to communicate needs.	Begin to combine two or three words together.	Use simple sentences to express wants, needs and ideas.	Use language to comment on play and describe familiar people, objects and events.	Speak in longer phrases and simple sentences.	Talk about past experiences and current interests using increasingly clear sentences.
	Begin to use familiar vocabulary from daily routines and play.	Use an increasing range of vocabulary linked to familiar experiences, people and objects.	Begin to talk about what they are doing during play.	Engage in simple back-and-forth conversations with adults and peers.	Retell parts of familiar stories using pictures and props.	Use a growing vocabulary to explain, describe and share ideas.
		Attempt to name familiar animals, toys and everyday items.	Use new vocabulary introduced through books, songs and experiences.		Use topic vocabulary within play and adult-led activities.	

Physical Development Gross Motor Skills Fine Motor Skills	We will be learning to... Move confidently around the nursery environment, negotiating space and avoiding obstacles.	We will be learning to... Develop increasing control when running, stopping, climbing and negotiating space outdoors.	We will be learning to... Move with increasing confidence in different ways (running, jumping, climbing, balancing). Begin to use alternate feet when climbing steps and equipment. Respond to movement in music and action rhymes. Use two hands together for a range of tasks. Begin to manipulate one-handed tools such as paintbrushes, chunky crayons and large tongs. Make controlled marks with a palmar supinate grasp.	We will be learning to... Pedal and steer trikes with increasing independence. Move safely around others, showing awareness of space. Explore different ways of moving during dance and physical play. Develop greater control when using one-handed tools such as tweezers, tongs and hammers. Begin to snip paper with adapted scissors and explore circular, vertical and horizontal mark making.	We will be learning to... Move confidently and safely in a range of outdoor activities. Travel over, under, through and around equipment with increasing coordination. Join in with games requiring stopping, starting and changing direction. Use a wider range of one-handed tools with increasing accuracy. Begin to use scissors with adult support. Make purposeful marks using smaller tools and different surfaces. Develop hand strength through a variety of practical activities.	We will be learning to... Demonstrate increasing coordination, balance and confidence during large physical activities. Pedal trikes independently and negotiate space safely during games and outdoor play. Use loop scissors to make simple snips. Hold chunky mark-making tools with increasing control. Manipulate small objects using finger strength and coordination. Show greater precision when drawing, painting and creating.
	Join in with action songs using whole-body movements. Begin to climb, balance and use steps with support. Explore making marks using whole-arm movements. Use hands and fingers during action rhymes and finger plays. Explore squeezing, rolling, pressing and patting malleable materials. Begin to use both hands together during play.	Begin to pedal and steer ride-on toys with support. Copy simple dance and movement patterns. Develop hand strength through squeezing, stretching, pinching and rolling dough. Begin to manipulate larger tools such as spoons, brushes and scoops with increasing control. Explore making purposeful marks.				
Independence and self-care	Begin to wash and dry hands with support. Attempt to put belongings away. Begin to sit safely during mealtimes and snack.	Show increasing confidence during daily routines. Begin to help with dressing, including attempting coats and shoes with adult support.	Attempt to put on own coat with support. Feed independently using a spoon and begin to use a fork.	Manage simple self-care routines with less adult support. Help tidy resources and take responsibility for personal belongings.	Put on own coat with increasing independence. Begin to use a knife and fork with support during role play and snack opportunities.	Demonstrate increasing independence in dressing, toileting, handwashing and mealtimes. Persevere with physical challenges and ask for help when needed.

Literacy	Enjoy sharing books with a familiar adult.	Choose to look at familiar books independently or alongside an adult.	Join in with familiar stories by repeating words, phrases and actions.	Select favourite books and handle them carefully, turning pages independently.	Enjoy listening to longer stories and remember key events or repeated phrases.	Talk about favourite books and respond to simple questions about stories.
	Listen to songs, rhymes and simple stories, joining in with actions, sounds and repeated words.	Begin to remember repeated words and phrases from favourite stories and rhymes.	Recognise favourite books and anticipate what happens next.	Talk about familiar characters, objects and events in stories using simple language.	Join in confidently with familiar rhymes, songs and stories.	Retell familiar stories through play, puppets and small world resources.
	Show interest in pictures and point to familiar objects when named.	Respond to simple questions about pictures.	Show increasing interest in illustrations and discuss what they can see.	Begin to answer simple questions about what they have heard.	Develop an awareness that print carries meaning.	Understand that books are read from front to back and pages turn in order.
	Explore making marks using fingers, hands and a variety of large tools.	Make marks freely using a range of materials.	Begin to add marks to drawings that have meaning.	Make purposeful marks to represent ideas, people and objects.	Make a wider range of purposeful marks using increasing control.	Create marks with a clear purpose and explain their meaning.
	Enjoy the sensory experience of mark making on different surfaces without expecting a finished product	Begin to give meaning to marks during play. Use pretend writing during role play, for example making shopping lists, writing in cards or taking food orders.	Experiment with different mark-making tools and surfaces. Copy simple lines and movements demonstrated by an adult.	Explore making different types of marks including vertical, horizontal and circular movements. Begin to explain what marks represent.	Begin to imitate adult writing during play and everyday activities. Use marks to represent familiar experiences and ideas.	Begin to combine different marks and shapes to represent objects, people and simple ideas. Show increasing confidence when choosing mark-making tools independently.

Mathematics	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to	We will be learning to...
	Join in with number songs, rhymes and finger plays. Begin to use counting words during play. Respond when given one or two objects. Join in with repeated actions and anticipate familiar parts of songs and routines Notice simple repeated patterns in everyday life. Explore positional language through play (in, out, up, down). Investigate objects with different shapes, sizes and textures. Begin filling and emptying containers	Show an interest in quantity using words such as more. Begin to notice when groups have one or many objects. Recognise familiar daily routines and anticipate what happens next. Continue and copy simple patterns using actions, sounds or objects with adult support. Explore capacity by filling and emptying containers. Use language such as full and empty. Build simple structures using blocks and construction resources.	Engage in counting-like behaviours, pointing or touching objects in sequence. Join in with counting songs and stories. Notice patterns in the environment and in familiar stories. Begin to sort objects by simple features such as colour or size. Explore how objects fit together through inset puzzles and shape sorters. Investigate position using in, on, under and through.	Use number words in play and everyday routines with increasing confidence. Begin to compare quantities using language such as more and lots. Create simple repeating patterns using objects, natural materials or loose parts with adult support. Predict familiar sequences within the nursery day. Explore capacity through sand and water play using a range of containers. Move around and through spaces using language such as over, under, between and through	Join in confidently with counting songs and begin to count objects during play, although not always accurately. Notice when there are more or fewer objects. Continue and create simple patterns using colours, objects or movements. Recognise and anticipate repeated routines and sequences. Compare containers using language such as full, empty, holds more and holds less. Explore position using top, bottom, inside and outside. Build increasingly complex structures using a variety of resources.	Use counting words more confidently in play and everyday experiences. Begin to recognise small quantities without counting in familiar situations. Create their own simple patterns, arrangements and sequences during play. Talk about what comes next in familiar routines or patterns. Compare objects by size using language such as big, small, long and short. Explore length, height and capacity through practical play. Investigate fitting, stacking and arranging objects in different ways.

Understanding the World Past and Present People, Culture and Communities Natural World	We are learning to...	We are learning to...	We are learning to...	We are learning to...	We are learning to...	We are learning to...
	Begin to recognise familiar people in their own lives and talk about family members, key people and familiar routines.	Continue to develop a sense of belonging within the nursery community.	Enjoy stories about people, animals and familiar places.	Begin to recognise different people and occupations within their community through stories, visitors and role play.	Talk about familiar people and experiences from home and nursery.	Recognise that people are different and celebrate similarities and differences through photographs, stories and discussions.
	Enjoy stories about people, animals and everyday experiences.	Recognise familiar celebrations and routines within the setting.	Begin to notice similarities and differences between themselves and others.	Continue to explore the natural world using all of their senses.	Begin to notice similarities between different families and experiences.	Develop an increasing sense of belonging within their nursery community.
	Explore the outdoor environment using their senses.	Explore seasonal changes during autumn through welly walks.	Explore living things by looking for insects and animals in outdoor spaces.	Observe animals and begin to notice where they live. Use simple positional language such as in, on and under during investigations.	Observe seasonal changes during spring and early summer.	Explore plants, flowers and living things in the local environment.
	Notice autumn weather such as wind, rain and cold.	Investigate natural materials such as soil, sand and leaves.	Investigate soil, mud and natural materials through digging and sensory play.	Use simple interactive toys and equipment independently, repeating actions to achieve an outcome.	Notice growing plants, flowers and mini-beasts during outdoor exploration.	Observe changes in the natural world throughout the seasons and begin to care for living things through simple activities such as watering plants.
	Investigate natural materials including leaves, soil, sticks and puddles.	Use their senses to explore textures, sounds and smells outdoors.	Observe what animals do and talk about what they notice.		Begin to use vocabulary such as sunny, warm and grow.	
	Begin to use simple vocabulary such as cold, wet and leaf.	Investigate a range of technology toys, noticing how actions make things happen (press, push, pull, twist).	Explore technology as part of everyday play, showing curiosity about how simple equipment works.		Explore technology through music, sound-making toys and simple digital resources with adult support.	Show increasing confidence when using simple technology independently, understanding that different equipment has different purposes.
	Explore simple cause-and-effect toys, pressing buttons, turning handles and investigating what happens.					

Expressive Arts and Design Creating with materials Being Imaginative	We are learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...	We will be learning to...
	Explore a range of materials using their senses.	Explore paint, colour and collage materials.	Make intentional marks using a variety of media including paint, chalk, crayons and natural materials.	Explore combining different materials when creating.	Explore colour mixing and notice changes when combining colours and materials.	Select materials independently to create simple models, pictures and transient art.
	Investigate how materials can be squeezed, rolled, pressed, twisted and changed.	Experiment with making different marks and begin to notice how colours and materials change.	Explore joining and stacking construction materials in different ways.	Build simple models using a range of construction resources.	Begin to join, stack and balance construction materials to create simple models.	Combine materials with increasing confidence to represent their own ideas and experiences.
	Make spontaneous marks using hands, fingers and a variety of tools.	Explore simple construction materials to build and create.	Create sounds and simple sound effects during play.	Begin to choose resources independently to express ideas.	Use a variety of media to express their own ideas.	Sing familiar songs with increasing confidence.
	Listen to and join in with familiar songs, rhymes and action games.	Join in with familiar songs using actions and sounds.	Act out familiar experiences through role play and small world play.	Move expressively to music using whole-body movements.	Use role play to recreate familiar routines and experiences.	Move creatively in response to different types of music.
	Copy simple movements and actions from adults.	Explore loud/quiet and fast/slow through music and movement.	Join in with repeated words and actions from favourite stories and songs.	Develop imaginative play alongside others, acting out familiar experiences and stories.	Explore movement, dance and music with increasing confidence	Develop imaginative play by acting out stories, using props, puppets and small world resources to represent ideas and experiences.
	Begin to engage in pretend play, using one object to represent another (e.g. a block as a phone or cup).	Continue pretend play using familiar objects and simple role-play scenarios.		Experiment with instruments and sound-making resources.	Use small world resources to develop simple imaginative stories.	

British Values Where this might be seen in EYFS:	Mutual respect Developing warm relationships with key adults and peers; learning to share toys and resources with support; celebrating children's achievements; using kind words and gentle hands; exploring similarities and differences through books, songs and photographs; celebrating festivals and special occasions from a range of cultures; modelling respect for the environment and living things.		Mutual Tolerance Learning alongside children from different backgrounds; sharing stories, songs and celebrations from a range of cultures; encouraging children to notice and value similarities and differences; celebrating events such as Diwali, Chinese New Year, Christmas, Eid and Birthdays; promoting inclusive play and ensuring every child feels valued and included.		Rule of law Following simple nursery routines and expectations; learning to use kind hands and kind words; tidying away resources together; taking turns during games and group activities; learning about keeping safe indoors and outdoors; building positive relationships with familiar adults who provide consistent boundaries; exploring people who help us through stories and visitors.		Individual liberty Encouraging children to make simple choices throughout the day (resources, snacks, books, activities); supporting children to express their preferences, interests and feelings; promoting independence in self-care and play; encouraging children to try new experiences and develop confidence; celebrating each child's uniqueness and interests.		Democracy Giving children opportunities to make choices through play and routines; encouraging children to communicate their ideas, wants and needs; taking turns to choose songs, stories and activities; listening to children's voices during small group and circle times; encouraging children to recognise that everyone's ideas are valued.;	
Enrichment Opportunities	Welcome teddy bear picnic	Autumn Welly Walk Leaf collecting Exploring pumpkins Christmas baking	Winter Welly Walk Nursery Rhyme Week	Pancake Day Mother's Day	nature walk	Summer splash day Sports Day Parents picnic				