



Lawn Primary and Nursery School **Nursery** 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 6 weeks	TERM 5 7 weeks	TERM 6 8 weeks
Possible Themes	All about me 	Let's Celebrate 	People Who Help Us 	In the Garden 	On the Farm 	Down in the Jungle
Core texts						

Sub-themes These themes may be adapted at various points to allow for children's interests to flow through the provision	Myself My Family My Body/Senses My Feelings My House My Nursery/Routines Family traditions	Diwali Bonfire Night Remembrance Christmas Birthdays Autumn/Winter changes Light and dark	Nursery staff Cook Site manager Doctor Dentist Vet	Pond Bugs Growing (cress) Spring/Summer Fruit/vegetables Worms/compost	Three Little Pigs Animals Baby animals Vehicles Eggs Food	Animals Footprints Animal prints Trees Birds Transition
Personal, Social and Emotional Development	We are learning to... Separate from main carer using a comfort object, familiar adults, routines and spaces to help with self-soothing	We are learning to... Talk about what makes us special	We are learning to... Build confidence to playing and speaking in groups	We are learning to... Develop confidence to share ideas	We are learning to... Find out about keeping safe	We are learning to... Find out about similarities and differences
Self-regulation	Build relationships with adults and peers	Find out about similarities and differences	Share ideas during role play	Play cooperatively with others, initiating play and keeping it going by giving ideas.	Take turns during games and role play	Talk about changes and how that makes us feel
Managing Self	Explore the new environment with adult support	Build confidence in group activities	Take turns in games and storytelling	Talk about feelings through stories	Build confidence to share experiences with more unfamiliar people	Develop confidence to try new experiences
Building Relationship	Learn classroom routines and rules	Take turns and share	Develop perseverance through challenges	Play cooperatively with others	Play cooperatively	Cooperate and share ideas
	Explore feelings and emotions	Talk about feelings linked to celebrations	understand how others might be feeling (beginning to)_	Build resilience when trying new activities	Develop independence in daily routines and exploring the environment	Celebrate what makes us unique
	Take turns	Develop independence in routines	Become more familiar with their key carer	Develop independence during routines	Talk about feelings and how to cope with them (losing- link to Sports Day, upset)	Reflect on memories
	Beginning to play alongside and with others	ask for help when needed. (beginning to)	Talk about feelings through stories	Care for living things	Approach a wide range of adults (outside keyworker) when needing support (beginning to)	

Commented [SA1]: Nursery should focus much more on talking about themselves in the here and now, building vocabulary, noticing similarities and differences, and developing a sense of belonging. Reception can then build on this by introducing change over time, wider communities, geography and history concepts.

JIGSAW	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Communication and Language Listening, attention and understanding Speaking	We are learning to... Settle into routines and listening to adults Learn new vocabulary linked to classroom routines Follow simple instructions Joining in with songs and familiar rhymes Talk about themselves and their immediate families use 3-4 words in a sentence (begin to) answer simple questions (beginning to)	We are learning to... listen to stories about celebrations learn vocabulary linked to celebrations and festivals Join in with repeated phrases and familiar rhymes and stories talk about experiences at home (beginning to) Follow simple two-step instructions Ask simple questions Retell familiar events in simple sentences	We are learning to... Join in with repeated phrases and refrains Retell familiar stories using props Learn and using story language Listen carefully during story times talk about characters and events, such as "people who help us" (beginning to) Respond to simple 'what' questions Use talk during imaginative play use 4-5 words in a sentence (begin to)	We are learning to... Learning new vocabulary linked to living things (minibeasts and plants) Talk about favourite minibeasts and why Listen to and join in with story language answer questions about books and experiences (begin to) Follow instructions during activities Use talk during imaginative play use 'and' to join ideas. (begin to)	We are learning to... Learn new vocabulary linked to the farm Talk about story settings Listen to traditional stories and joining in with repeated phrases Ask simple questions Follow instructions during games and activities Share opinions	We are learning to... Learn vocabulary linked to adventures and places Talk about what might happen next in a story Listen to stories from different places and about different animals ask questions about the world (Beginning to) Respond to simple 'when' questions Use talk during imaginative play Join in with repeated phrases and storytelling

Physical Development	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...
Gross Motor Skills	Develop gross motor skills outdoors: Climbing, balancing, running and jumping	Develop fine motor activities linked to celebrations (threading, decorating, wrapping)	Join in with action songs and movement rhymes	Moving like different minibeasts	Engage in large movement activities (obstacle courses linked to farm)	Explore outdoors confidently and safely
Fine Motor Skills	use alternate feet when climbing apparatus	Use scissors with increasing control	Join in with fine motor activities linked to “people who help us”	navigate obstacle courses inspired by habitats	be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness.	Refine fine motor skills
	Develop fine motor activities (threading, playdough, tweezers)	Explore movement through music and dancing.	Dancing and movement to nursery rhymes	develop fine motor activities using one handed tools (threading, tweezers)	Refine fine motor through activities (construction, threading, tool use)	use a tripod grip.
	hold mark-making tools with increasing control	make large movements and use flags or streamers.	show a preference for a dominant hand.	use scissors independently to cut along a line	develop pencil control through drawing patterns (zig zags, lines, cross etc)	confidently use scissors independently to cut around a simple shape
	make light marks and hold my crayons using a fist grip or Palmar Supinate Grasp.	To copy dance moves	Develop greater pencil and tool control, using a comfortable grip	develop pencil control through drawing patterns (zig zags, lines, cross etc)	Mark making (tracks, roads and maps lined to farm)	Mark making using large and small movements
	With support, use the toilet.	Take part in outdoor balancing, climbing and movement	make snips in paper using hand-over-hand scissors	develop confidence with outdoor movement	use scissors confidently and make straight, zig zag and circular snips using one hand.	copy triangles, circles and squares using a static tripod grasp or static quadropod grasp.
		Develop self-care and hygiene routines	copy horizontal lines, vertical lines and circular lines, when holding pencil in a digital pronate grasp.	Develop self-care skills	Outdoor balancing and climbing	Developing independence and self-care
		independently put on coats, with support for the zip	Develop gross motor development outdoors		Developing coordination	show good balance as they sit on the bike and steer around obstacles.
	Throughout the year we will...					
	Take part in ‘Squiggle While you Wiggle’ and ‘Funky Fingers’ activities so that we can use a range of tools with care, control and confidence.					
	Develop our tripod grip when using a pencil or pen.					
	Hold and use scissors with increasing confidence and control.					

Literacy	Key Focus: Books, rhyme and talk Children will: Handle books carefully Begin to understand print carries meaning Join in with repeated phrases Talk about familiar stories Recognise their name and familiar labels within the environment	Key Focus: Story language, rhyme and celebrations Children will: Join in with repeated refrains Begin to talk about characters and events Continue recognising their name Enjoy sharing books with adults and peers Know that we read English text from left to right and top to bottom	Key Focus: Storytelling, rhyme and repetition Children will: Retell familiar stories with support Begin to sequence simple events Recognise familiar book features Enjoy and join in with rhyme and repeated language Begin to talk about favourite books and characters	Key Focus: Story language and information books Children will: Talk about favourite animals and characters Begin to talk about story events Enjoy non-fiction texts about plants and minibeasts Recognise familiar words and pictures in books	Key Focus: Stories, journeys and information texts Children will: Join in with repeated refrains Talk about animals on the farm Enjoy books about the farm Begin to talk about events in stories Recognise familiar signs and symbols	Key Focus: Stories, adventures and experiences Children will: Join in with repeated refrains Talk in detail about stories: characters and settings Explore books about different places Begin to retell familiar events Enjoy sharing favourite stories with peers
	We will be learning to... Use large movements and patterns Make marks on/ in various surfaces draw circles and lines give meaning to marks draw faces (beginning to)	We will be learning to... Make marks linked to celebrations Draw fireworks and patterns Use circular and zig-zag movements Begin to give meaning to drawings Explore early name marks Decorate cards, invitations, Santa letters, gift tags	We will be learning to... Draw emergency vehicles Marks linked to rhymes and stories Large-scale mark making Giving meaning to marks (calls from emergency vehicles) Beginning to represent stories through pictures	We will be learning to... Giving meaning to marks and pictures (shopping list, Mother's Day cards) Begin to trace some letters in sensory materials (sand, flour) bug patterns and prints Begin observational drawings (minibeasts)	We will be learning to... Draw animals Create maps of the farm Large-scale chalk mark making outdoors Draw favourite animals Give meaning to marks (write list of animals)	We will be learning to... Write some or all of name Confidently trace some letters in sensory materials (sand, flour) and begin to use wax crayons Represent ideas through pictures Large-scale outdoor mark making Giving meaning to marks (Father's Day cards)

Phonics	Phase 1 Focus	Phase 1 Focus	Phase 1 Focus	Phase 1 Focus	Phase 1 Focus	Phase 1 Focus
	Environmental sounds Instrumental sounds Body percussion Rhythm and rhyme	Rhythm and rhyme Alliteration Voice sounds Environmental sounds Instrumental sounds	Rhythm and rhyme Alliteration (to being to count and clap syllables in a word) Voice sounds Oral blending and segmenting Environmental sounds	Alliteration Voice sounds Oral blending and segmenting (sheep/ pig/ duck/ horse) Environmental sounds Rhythm and rhyme	Oral blending and segmenting Alliteration Voice sounds Rhythm and rhyme Environmental sounds	Oral blending and segmenting Alliteration Voice sounds Rhythm and rhyme Environmental sounds
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...
	show an understanding of 1:1 counting to 5 count beyond 5, saying number names in order show an awareness of 2D shapes in the environment select shapes appropriately when building make comparisons between objects relating to size Sort and match objects Explore colours Compare size Count through songs and play	count up to 5 objects through songs and celebrations talk about and explore 2D shapes using relevant mathematical vocabulary such as flat/sides/ round/ straight/ corners subitise to 3 begin to describe a sequence of events accurately Show finger numbers up to 5 Combine shapes to make new ones Sort and group objects Compare size and quantity Explore repeating patterns	talk about and explore patterns in the environment demonstrate through games and role play an understanding of positional language use the language of more and less/fewer to compare quantities count forwards and backwards make comparisons between objects relating to weight	talk about what happened today, yesterday and tomorrow independently create and talk about own patterns using a range of objects and resource use vocabulary linked to describing size and length make comparisons between objects relating to capacity describe a sequence of events	select and use shapes appropriately in play, combining them to make models and enclosures solve mathematical problems with numbers to 5 use positional language in their play create and repeat simple patterns Sort and compare animals	match number of objects to numeral talk about and explore 3D shapes make comparisons between objects relating to size, length, weight and capacity discuss and describe routes and locations notice and correct an error in a repeating pattern

Understanding the World Past and Present People, Culture and Communities Natural World	We are learning to... Talk about ourselves, including our name, age and things we like. Talk about significant events in our life (walking/ talking/ growing) Recognise and name people who are special to us (mummy, daddy, brother/sister/grandparents). Begin to talk about who lives in our home. Notice similarities and differences between ourselves and our friends (hair, eyes, height, interests, favourite things). Talk about our feelings and begin to recognise how others might feel. Become familiar with our nursery environment and routines. Explore our outdoor environment using our senses (welly walk) Use new vocabulary to describe ourselves, our families and what we see around us.	We are learning to... Talk about celebrations that are special to us and our family. Share our own experiences of birthdays and family celebrations. Recognise that different families celebrate different special occasions (emphasis on sharing experiences rather than remembering facts- birthdays,) Develop positive attitudes towards similarities and differences between people. Talk about the people who are important during celebrations. Join in with simple traditions and celebrations at nursery. Notice changes in the natural world as Autumn becomes Winter. Explore light and dark through play and investigation. Begin to describe simple sequences and routines through everyday experiences and unplugged algorithms.	We are learning to... Talk about the people who help us at home. Recognise the adults who help us at nursery. Learn how family members care for us. Begin to understand how adults help keep us healthy, safe and happy. Learn nursery routines and know who can help us. Use new vocabulary to talk about familiar people. Recognise that people do different jobs. Show interest in different occupations. Talk about what different people do. Explore the tools and equipment people use. Role play different occupations. Ask simple questions about people's jobs	We are learning to... use senses to explore the world around them. Talk about the life cycle of a frog. Look at similarities and differences between plants/ animals plant their own seeds and care for growing plants. describe a sequence of events- Beebots. begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from.	We are learning to... use senses to explore natural materials. explore different materials with similar/different properties. create repeating patterns – scribaloo. begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from.	We are learning to... explore and talk about the forces recognise that there are different places in the world talk about the differences between countries that they have experienced or seen in photos (different homes, foods and celebrations) explore different animal habitats discuss and describe routes and locations- Beebots. Look at seasonal change (Summer)
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Commented [SA2]:
Nursery

Commented [SA5]: •for occupations the progression is about moving from awareness and interest in Nursery to understanding roles, responsibilities and community contribution in Reception. So for nursery possible focus could be:

- Nursery teachers
- Teaching assistants
- Cook
- Site manager
- Cleaner
- Doctor
- Dentist
- Vet
- Doctor

People they would have experiences

Commented [SA4]: I've altered these to create a much clearer curriculum journey. Nursery establishes children's understanding of **their own identity, family and lived experiences**, while Reception broadens that understanding to **different communities, traditions, chronology and the wider world**, which closely reflects the progression intended in **Development Matters** and prepares children well for the EYFS Early Learning Goals.

Commented [SA3]: The emphasis is on people who help me every day Possible focus

- Mummy, Daddy, Grandma, Grandad
- Brothers and sisters
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		Learn and use new vocabulary linked to celebrations, seasons and light.				
Expressive Arts and Design Creating with materials Being Imaginative	We will be learning to... Show an interest in a range of drawing materials including wax crayons, chalk, chunky pens Begin to make lines, circles and shapes using large and small movements Join in with nursery rhymes. Use various construction materials. Play instruments with increasing control. Create self-portraits Take part in simple pretend play, using an object to represent something else.	We will be learning to... remember and sing entire songs (Christmas songs) explore different materials freely to develop ideas for what and how to make something (link to fireworks) sing familiar songs - changing melody as appropriate. match the pitch of a tune sung by another person.	We will be learning to... make up their own songs. To listen with increased attention to sounds. To construct 'small worlds' with bricks and blocks. To show different emotions in their drawings and paintings (linked to People who Help Us)	We will be learning to... draw with increasing complexity and detail. explore colour and colour mixing. draw shapes and give meaning to them. begin making recognisable representations of objects	We will be learning to... explore different textures. develop complex stories using small world toys use drawing to represent movement or noise.	We will be learning to... respond to what they have heard; expressing their thoughts and feelings. develop ideas and decide which materials to use. join different materials together.
Music	Heads, Shoulders, Knees and Toes One finger, one thumb If you're happy and you know it 1, 2, 3, 4, 5 once I caught Do your ears hang low? Gonna build a house	I hear thunder Twinkle twinkle 10 little fireworks Jingle bells We wish you a merry Christmas	Miss Polly London's burning Five little monkeys The grand old duke of York Humpty Dumpty	There's a worm at the bottom of my garden 5 little speckled frogs Incy Wincy Spider Here we go round the mulberry bush	Five little ducks Old Macdonald Baa baa black sheep Sleeping bunnies Hey diddle diddle	Down in the jungle Nelly the elephant Row, row, row your boat

British Values Where this might be seen in EYFS:	<u>Mutual respect</u> Sharing outside area School rules Visitors to talk to children Links to our Core Values	<u>Mutual Tolerance</u> In addition to previous: Anti-bullying week Celebrations from all cultures – Diwali/Lunar New Year Children in Need	<u>Rule of law</u> In addition to previous: Class rules Encouraging Cooperation Nursery and Reception working as one unit People who Help Us Stranger danger Team games in PE or outside	<u>Individual liberty</u> In addition to previous: Exploring our similarities/differences How we are all unique	<u>Democracy</u> In addition to previous: Speaking and listening at circle times Developing social skills/turn-taking	<u>British Values</u> In addition to previous: Our World- RE topic
	School tour Harvest Headteacher talk Fire engine talk Doctor talk Visit to the shop Family photos gallery	Diwali Bonfire Night Remembrance Sunday Nursery Rhyme Week Tree dressing ceremony Autumn welly walk Christmas Concert	Chinese New Year Valentine's day National Storytelling Week	Pancake Day World Book Day Mother's day Tadpoles Easter	Farm visit to school	Sports Day Father's Day