

Nursery Curriculum 2025/26

All About Me and My Family	Our Local and Wider Community	Transport and Worldwide Exploration	Oceans and Creatures of the Deep	What Can We Find in Our Garden? (Minibeasts and Life Cycles)	Transition – Managing change
Personal, Social and Emotional Development Building Relationships Becomes more outgoing with unfamiliar people Builds constructive and respectful relationships Self-Regulation Increasingly follows rules, understanding why they are important Express their feelings and consider the feelings of others Managing Self Be increasingly independent in meeting their own care needs Know and talk about the difference factors that	Personal, Social and Emotional Development Building Relationships Develops sense of responsibility and membership of a community Work and play cooperatively and take turns with others Self-Regulation Increasingly follows rules, understanding why they are important Show resilience and perseverance in the face of a challenge Managing Self Be increasingly independent in meeting their own care needs	Personal, Social and Emotional Development Building Relationships Shows more confidence in new social situations Shows sensitivity to their own and others' needs Self-Regulation Increasingly follows rules, understanding why they are important Identify and moderate their own feelings socially and emotionally Managing Self Talk about their feelings using words like 'happy', 'sad', 'angry' and 'worried' Identify and moderate their own feelings socially and emotionally	Personal, Social and Emotional Development Building Relationships Shows more confidence in new social situations Shows sensitivity to their own and others' needs Self-Regulation Remembers rules without needing an adult to remind them Thinks about the perspective of others Managing Self Select and use activities and resources, with help when needed Shows resilience and perseverance in the face of a challenge	Personal, Social and Emotional Development Building Relationships Plays with one or more other children, extending and elaborating play ideas Shows sensitivity to their own and others' needs Self-Regulation Develops appropriate ways of being assertive Thinks about the perspective of others Managing Self Select and use activities and resources, with help when needed Show resilience and perseverance in the face of challenge	Personal, Social and Emotional Development Building Relationships Plays with one or more other children, extending and elaborating play ideas Shows sensitivity to their own and others' needs Self-Regulation Find solutions to conflict and rivalries Thinks about the perspective of others Managing Self Makes healthy choices Know and talk about the difference factors that support their overall health and wellbeing: Regular physical activity Healthy eating Toothbrushing

support their overall health and wellbeing: Regular physical activity Healthy eating Toothbrushing Sensible amounts of screen time Having a good sleep routine Being a safe pedestrian	Know and talk about the difference factors that support their overall health and wellbeing: Regular physical activity Healthy eating Toothbrushing Sensible amounts of screen time Having a good sleep routine Being a safe pedestrian				Sensible amounts of screen time Having a good sleep routine Being a safe pedestrian
Physical Development Gross Motor Skills Continue to develop their movement, balancing, riding and ball skills. Develop overall body strength, balance, co-ordination and agility Fine Motor Skills Show preference for a dominant hand Develop their small motor skills so that they can use a range of tools competently	Physical Development Gross Motor Skills Start taking part in some group activities which they have made up themselves, or in teams. Combines different movements with ease and fluency Fine Motor Skills Show preference for a dominant hand Develop their small motor skills so that they can use a range of tools competently	Physical Development Gross Motor Skills Match their developing physical skills to tasks and activities in the setting. Progress to a more fluent style of moving, with developing control and grace Fine Motor Skills Use one-handed tools and equipment, for example, making snips in paper with scissors Develop confidence, competence, precision and accuracy when engaging in activities with a ball	Physical Development Gross Motor Skills Collaborates with others to manage large items. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Fine Motor Skills Use one-handed tools and equipment, for example, making snips in paper with scissors Develop confidence, competence, precision and accuracy when engaging in activities with a ball	Physical Development Gross Motor Skills Skip, hop, stand on one leg and hold a pose for a game like musical statues. Progress towards a more fluent style of moving, with developing control and grace Fine Motor Skills Use a comfortable grip with good control when holding pens and pencils Develop the foundations of a handwriting style which is fast, accurate and efficient	Physical Development Gross Motor Skills Choose the right resources to carry out their own plan. Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor. Fine Motor Skills Use a comfortable grip with good control when holding pens and pencils Develop the foundations of a handwriting style which is fast, accurate and efficient

Understanding the World Past & Present Begin to make sense of their own life-story and family history Talks about members of their immediate family and community People, Culture & Communities Names and describes people who are familiar to them The Natural World Explore a collection of materials with similar and/or different properties Explore the natural world around them	Understanding the World Past & Present Shows interest in different occupations Comment on images of familiar situations in the past Recognise that people have different beliefs and celebrate special times in different ways People, Culture & Communities Continues developing positive attitudes about the differences between people Understand that that some places are special to members of their community The Natural World	Understanding the World Past & Present Compare and contrast characters from stories, including figures from the past Comment on images of familiar situations in the past People, Culture & Communities Continues developing positive attitudes about the differences between people Draw information from a simple map The Natural World Explore how things work Recognise some similarities and differences between	Understanding the World Past & Present Talks about what they see, using a wide vocabulary Compare and contrast characters from stories, including figures from the past People, Culture & Communities Recognise some similarities and differences between life in this country and life in other countries The Natural World Explores the natural world around them Recognise some environments that are different to the one in which they live	Understanding the World Past & Present Talks about what they see, using a wide vocabulary Compare and contrast characters from stories, including figures from the past People, Culture & Communities Talk about what they see, using a wide vocabulary The Natural World Begins to show respect and care for the natural environment Understands the key features of a plant and an animal	Understanding the World Past & Present Talks about what they see, using a wide vocabulary Name and describe people who are familiar to them People, Culture & Communities Continues developing positive attitudes about the differences between people Understand that some places are special to members of their community The Natural World Plant seeds and care for growing plants

	Explore how things work Describes what they hear, see and feel outside	life in this country and life in other countries			Understand the effect of changing seasons on the natural world around them
Communication and Language Listening, Attention and Understanding Enjoys listening to longer stories and can remember much of what happens Engages in story time Describes events in some detail Speaking Uses longer sentences of four to six words Uses talk to help work out problems and organise thinking and activities	Communication and Language Listening, Attention and Understanding Sing a large repertoire of songs Learns rhymes, poems and songs Speaking Develop pronunciation Asks questions to find out more and to check they understand what has been said to them Learns new vocabulary and uses new vocabulary	Communication and Language Listening, Attention and Understanding Pays attention to more than one thing at a time, which can be difficult Listens to and talks about stories to build familiarity and understanding Speaking Develop pronunciation Develop communication, but may continue to have problems with irregular tenses and plurals Use new vocabulary in different contexts	Communication and Language Listening, Attention and Understanding Understand a question or instruction that has two parts, such as 'get your coat and wait at the door'. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Speaking Start a conversation with an adult or friend and continue it for many turns Articulate their ideas and thoughts in well-formed sentences Learns new vocabulary and uses new vocabulary	Communication and Language Listening, Attention and Understanding Understand 'why' questions, like: 'why do you think the caterpillar is so fat?' Ask questions to find out more and to check they understand what has been said to them Speaking Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Learns new vocabulary and uses new vocabulary	Communication and Language Listening, Attention and Understanding Use a wider range of vocabulary Connects one idea or action to another using a range of connectives Speaking Use talk to organise themselves and their play Develops social phrases

Expressive Arts & Design Creating With Materials Develop their own ideas and the decide which materials to use to express them Start to make marks intentionally Creates collaboratively, sharing ideas, resources and skills Being Imaginative and Expressive Anticipate phrases and actions in rhymes and songs Join in with songs and rhymes, making some sounds Develop storylines in their pretend play	Expressive Arts & Design Creating With Materials Explores paint, using fingers and other parts of their bodies as well as brushes and other tools Express ideas and feelings through making marks, and sometimes give meanings to the marks that they make Creates collaboratively, sharing ideas, resources and skills Being Imaginative and Expressive Show attention to sound and music Ove and dance to music Watch and talk about dance and performance art, expressing their feelings and responses.	Expressive Arts & Design Creating With Materials Explore different materials using all their senses to investigate them Creates collaboratively, sharing ideas, resources and skills Being Imaginative and Expressive Make rhythmical and repetitive sounds Start to develop pretend play, pretending that one object represents another. Enjoy taking part in action songs such 'twinkle twinkle' Listen attentively, move to and talk about music, expressing their feelings and responses.	Expressive Arts & Design Creating With Materials Explore different materials using all their senses to investigate them Makes simple models which express their ideas Creates collaboratively, sharing ideas, resources and skills Being Imaginative and Expressive Use their imagination as they consider what they can do with different materials Explore and engage in music making and dance, performing solo or in groups	Expressive Arts & Design Creating With Materials Explore different materials using all their senses to investigate them Creates collaboratively, sharing ideas, resources and skills Return to and build on their previous learning, refining ideas and developing their ability to represent them Being Imaginative and Expressive Explore voices and enjoy making sounds Explore a range of sound makers and instruments and play them in different ways Develop storylines in their pretend play	Expressive Arts & Design Creating With Materials Explore different materials using all their senses to investigate them Creates collaboratively, sharing ideas, resources and skills Return to and build on their previous learning, refining ideas and developing their ability to represent them Being Imaginative and Expressive Start to develop pretend play, pretending that one object represents another. Listen attentively, move to and talk about music, expressing their feelings and responses.
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Literacy Comprehension Understand five key concepts about print – print has meaning Develop their phonetical awareness so they can – spot and suggest rhymes Word Reading Engages in extended conversations about stories, learning new vocabulary Writing Enjoy drawly freely Add some marks to their drawings which they give meaning to Uses some of their print and letter knowledge in their early writing	Literacy Comprehension Understand five key concepts about print – page sequencing Develop their phonetical awareness so they can – spot and suggest rhymes Word Reading Engages in extended conversations about stories, learning new vocabulary Writing Enjoy drawly freely Add some marks to their drawings which they give meaning to Uses some of their print and letter knowledge in their early writing	Literacy Comprehension Understand five key concepts about print – Print can have different purposes Develop their phonetical awareness so they can – spot and suggest rhymes Word Reading Engages in extended conversations about stories, learning new vocabulary Writing Enjoy drawly freely Add some marks to their drawings which they give meaning to Uses some of their print and letter knowledge in their early writing	Literacy Comprehension Understand five key concepts about print – We read left to right, top to bottom Develop their phonetical awareness so they can – count or clap syllables in words Re-reads books to build up confidence in word reading, their fluency and their understanding and enjoyment Word Reading Engages in extended conversations about stories, learning new vocabulary Writing Writes some or all their name Writes some letters accurately	Literacy Comprehension Understand five key concepts about print – The names of different parts of a book Develop their phonetical awareness so they can – count or clap syllables in words Re-reads books to build up confidence in word reading, their fluency and their understanding and enjoyment Word Reading Engages in extended conversations about stories, learning new vocabulary Writing Writes some or all their name Writes some letters accurately	Literacy Comprehension Develop their phonetical knowledge so they can – Recognise words with the same initial sound Re-reads books to build up confidence in word reading, their fluency and their understanding and enjoyment Word Reading Engages in extended conversations about stories, learning new vocabulary Writing Writes some or all their name Writes some letters accurately
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Mathematics Number Take part in finger rhymes with numbers Recite numbers past five Show finger numbers up to five Describe familiar route Numerical Patterns Notice patterns and arrange things in patterns Begins to describe a sequence of events using language 'first and then'	Mathematics Number Compare amounts, saying 'lots, more and same' Compare quantities using language 'more than' and 'fewer than' Say one number for each item in order 1,2,3,4,5 Experiment with their own symbols and marks as well as numerals Discuss routes and locations, using words like 'in front of or behind'. Numerical Patterns Complete inset puzzles Begins to describe a sequence of events using language 'first and then'	Mathematics Number React to changes of amount in group of up to three items Say one number for each item in order 1,2,3,4,5 Know that the last number reached when counting a small set of objects tells you how many there are in total Link numerals and amounts Numerical Patterns Compares sizes and weights using gesture and language Makes comparisons between objects relating to size, length, weight and capacity	Mathematics Number Know that the last number reached when counting a small set of objects tells you how many there are in total Counts objects, actions and sounds Numerical Patterns Builds with a range of resources Combines shapes to make new ones Selects shapes appropriately; flat surfaces for a building and a triangular prism for a roof	Mathematics Number Say one number for each item in order 1,2,3,4,5 Know that the last number reached when counting a small set of objects tells you how many there are in total Counts beyond ten Numerical Patterns Notices and arranges things in patterns Talk about and identifies the patterns around them using informal descriptive language	Mathematics Number Say one number for each item in order 1,2,3,4,5 Know that the last number reached when counting a small set of objects tells you how many there are in total Counts beyond ten Numerical Patterns Notices and arranges things in patterns Extends and creates ABAB patterns Notice and corrects an error in repeating patterns
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