Matthew Arnold Primary
Curriculum Long Term Plan

2026 – 2027 Year: Nursery

This document sets out intended learning experiences by term. It is designed to support practitioner's planning and will be adapted flexibly to meet the needs, stages and interests of the children through short-term planning.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	**All about me/ My Family** **Transition/ settling in** **Black History month** **Halloween**	**Autumn/ Special Events/ Kindness** **Christmas**	**Winter** **Chinese New year** **Space**	**Growing** **On the Farm** **Easter**	**Superheroes** **People Who Help Us (Real Life Superheroes)** **Transport**	**Under the Sea** **Pirates**
Text	Hello Friend The Colour Monster Harry and the Dinosaurs go to School Elmer All are Welcome How Do You Feel? The Mega Magic Hair Swap Leaf Man Room on the Broom	Diwali The Night Before Diwali Kippers Birthday Kippers Toybox Christmas The Ginger Bread Man Stickman The Jolly Postman The Nativity	Arctic (Information books)- Journey into the Arctic Lost and Found Goldilocks and the Three Bears We're Going on a Bear Hunt Whatever Next Aliens Love Underpants	Jack and the Beanstalk Pig Gets Stuck Farmer Duck Spot goes to the Farm Oliver's Vegetables Five Little Easter Bunnies We're going on an Egg hunt	We're going to find the Monster Superworm Real Life Superheroes Superkid A Journey Through Transportation My Big Book of Transport Billy Goats Gruff	Hooray for Fish A World Beneath the Waves Under The Sea Pirates Love Underpants The Pirates Next Door Ten Little Pirates Little Red Riding Hood What the Ladybird Heard at the Seaside
Independence - including toilet training and selfcare, oral health	On My Potty by Leslie Patricell II Want My Potty (Little Princess) by Tony Ross Once Upon a Potty by Alona Frankel Pirate Pete's and Princess Polly's Potty Book: Potty Training for Boys and Girls by Andrea		Dressing/undressing e.g. putting on own coats. Healthy bodies-importance of physical activity and healthy foods on the body		Preparing for transition (N2 children). Preparing for change (N1 children). Continue with toilet training activities as applicable	

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	Pinnington At the Dentist					
Parents as Partners	*Stay and Play*	*PJ and hot chocolate stay and read* *Christmas Stay and Play*	*Stay and Play* *Number Day*	*Easter Bonnet Parade*	*Superhero Day*	*Sports Day*
Parents as Partners Resources	*https://www.nhs.uk/start-for-life/toddler/learning-to-talk/learning-conversations-and-telling-stories-3-to-5-years/*		*https://www.bbc.co.uk/tiny-happy-people*		*https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/look-say-sing-play/*	
Enrichment Activities	Big Art	Reindeer Visit	Caterpillar Music	Farm Dental Health Session	People who help us visits (fire brigade, nurse, midwives, dentist)	Farm Visit
Key Dates	Black History Month World mental health day	Bonfire night Remembrance day Diwali Anti-Bullying week Children in Need Christmas Jumper Day	Chinese New Year Safer Internet Day	World Book Day Mother's Day Easter Eid	Walk to school week	Father's Day World Refugee Day
Characteristics of Learning	***Playing and exploring:*** *Children investigate and experience things and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning* ***Active learning****: Children concentrate and keep on trying if they encounter difficulties. They are proud of their achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence* ***Creating and thinking critically****: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.*					

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Overarching Principles	***Unique Child:*** *Every child is unique and has the potential to be resilient, capable, confident and self-assured.* ***Positive Relationships:*** *Children flourish with warm, strong and positive partnerships between all staff and families. This promotes independence across the EYFS curriculum and both school and families are united and can work together.* ***Enabling Environments:*** *Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build on learning over time.* ***Learning and Development:*** *Children develop and learn at different rates. We must be aware of all children and support those who need greater support than others*

Communication and Language

Curriculum Goal	*To become a confident communicator!*
Daily Practice to support CL development	*Daily Story Time, Song time, Daily carpet time, Ongoing Wellcomm, Home role play area, high quality back and forth interactions, daily group discussions, whole class sharing, stories, nursery rhymes and poems, singing, Bucket Therapy*

Skill	Autumn	Spring	Summer
Listening, Attention and Understanding	- Listens to others in one-to-one or small groups, when conversation interests them - Understands use of objects (e.g. Which one do we cut with?)	- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories - Listens to familiar stories with increasing attention and recall - Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture	- Focusing attention – can still listen or do, but can change their own focus of attention - Is able to follow directions (if not intently focused) - Responds to instructions with more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box - Beginning to understand why and how questions
Speaking	- Beginning to use more complex sentences to link thoughts (e.g. using and, because) - Able to use language in recalling past experiences	- Uses talk to explain what is happening and anticipate what might happen next - Questions why things happen and gives explanations. Asks e.g. who, what, when, how	- Uses intonation, rhythm and phrasing to make the meaning clear to others - Talks more extensively about things that are of particular importance to them - Builds up vocabulary that reflects the breadth of their experiences

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	- Can retell a simple past event in correct order (e.g. went down slide, hurt finger) -	- Beginning to use a range of tenses (e.g. play, playing, will play, played) - Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture	- Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle
Personal, Social, Emotional Development			
Curriculum Goal	*To become a kind, independent individual!*		
	- Seeks out companionship with adults and other children, sharing experiences and play ideas - Uses their experiences of adult behaviours to guide their social relationships and interactions - Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themself in relation to social groups and to their peers - Expresses a wide range of feelings in their interactions with others and through their	- Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it - Is sensitive to others' messages of appreciation or criticism - Enjoys a sense of belonging through being involved in daily tasks - Is aware of being evaluated by others and begin to develop ideas about themselves according to the	- Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers - Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play - Is sensitive to others' Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help - Is more able to recognise the impact of their her choices and

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	behaviour and play, including excitement and anxiety, guilt and self-doubt -	messages they hear from others - May exhibit increased fearfulness of things like the dark or monsters etc and possibly have nightmares - Talks about how others might be feeling and responds according to their his understanding of the other person's needs and wants	behaviours/actions on others and knows that some actions and words can hurt others' feelings - Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable conditions -
Physical Development			
Curriculum Goal	*To become a talented tool user and an amazing athlete!*		
	Daily Squiggle While you Wiggle		
Moving and Handling	- Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise - Walks down steps or slopes whilst carrying a small object, maintaining balance and stability	- Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles - Can balance on one foot or in a squat momentarily, shifting body weight to improve stability - Can grasp and release with two hands to throw and catch a large ball, beanbag or an object	- Creates lines and circles pivoting from the shoulder and elbow - Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons

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Health and Self Care	- Can tell adults when hungry, full up or tired or when they want to rest, sleep or play - Observes and can describe in words or actions the effects of physical activity on their bodies. - Can wash and can dry hands effectively and understands why this is important - Can name and identify different parts of the body - Observes and controls breath, able to take deep breaths, scrunching and releasing the breath - Can mirror the playful actions or movements of another adult or child	- Can name and identify different parts of the body - Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely - Willing to try a range of different textures and tastes and expresses a preference - Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important	- Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. - Dresses with help, e.g. puts arms into openfronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom
Literacy			
Curriculum Goal	*To become a brilliant book worm and a wow writer!*		
Reading	- Listens to and joins in with stories and poems, when reading one-to-one and in small groups - Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories - Begins to be aware of the way	- Knows that print carries meaning and, in English, is read from left to right and top to bottom - Knows information can be relayed through signs and symbols in various forms (e.g.	- Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words

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	stories are structured, and to tell own stories - Talks about events and principal characters in stories and suggests how the story might end - Shows interest in illustrations and words in print and digital books and words in the environment - Recognises familiar words and signs such as own name, advertising logos and screen icons - - Looks at and enjoys print and digital books independently	printed materials, digital screens and environmental print) - Handles books and touch screen technology carefully and the correct way up with growing competence - Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps - Begins to develop phonological and phonemic awareness -	
Writing	- Makes up stories, play scenarios, and drawings in response to experiences, such as outings - Sometimes gives meaning to their drawings and paintings - Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves	- Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right - Includes mark making and early writing in their play	- Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes - Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words - Begins to make letter-type shapes to represent the initial sound of their name and other familiar words
Mathematics			
Curriculum Goal	*To become a master of maths!*		

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Number	- Compares two small groups of up to five objects, saying when there are the same number of objects in each group, e.g. You've got two, I've got two. Same! - May enjoy counting verbally as far as they can go - Subitises one, two and three objects (without counting) - Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers	- Beginning to use understanding of number to solve practical problems in play and meaningful activities - Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. - Uses some number names and number language within play, and may show fascination with large numbers - Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) - Beginning to use understanding of number to solve practical problems in play and meaningful activities - Beginning to recognise that each counting number is one more than the one before	- Beginning to recognise that each counting number is one more than the one before - Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same - Begin to recognise numerals 0 to 10 - Links numerals with amounts up to 5 and maybe beyond - Explores using a range of their own marks and signs to which they ascribe mathematical meanings - Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same
Numerical Pattern	- Chooses items based on their shape which are appropriate for the child's purpose - Responds to and uses language of position and direction	- Responds to both informal language and common shape names - Shows awareness of shape similarities and differences	- Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes - Attempts to create arches and enclosures when building, using trial

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		between objects - Predicts, moves and rotates objects to fit the space or create the shape they would like	and improvement to select blocks
Understanding the World			
Curriculum Goal	*To become an explorer!*		
	- Shows interest in the lives of people who are familiar to them - Enjoys joining in with family customs and routines - Remembers and talks about significant events in their own experience - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world - Talks about why things happen and how things work - Knows how to operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support	- Recognises and describes special times or events for family or friends - Shows interest in different occupations and ways of life indoors and outdoors - - Developing an understanding of growth, decay and changes over time - - Shows care and concern for living things and the environment - Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets - Shows skill in making toys work by pressing parts or lifting flaps	- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family - Begin to understand the effect their behaviour can have on the environment - Knows that information can be retrieved from digital devices and the internet - Plays with a range of materials to learn cause and effect, for example, makes a string puppet using dowels and string to suspend the puppet

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		to achieve effects such as sound, movements or new images	
Expressive Arts and Design			
Curriculum Goal	*To become a creator!*		
	- Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously - Explores and learns how sounds and movements can be changed - Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns	- Engages in imaginative play based on own ideas or first-hand or peer experiences. - Uses available resources to create props or creates imaginary ones to support play - Enjoys joining in with moving, dancing and ring games - Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home - Taps out simple repeated rhythms	- Plays alongside other children who are engaged in the same theme - Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces - Uses tools for a purpose - Develops an understanding of how to create and use sounds intentionally - Continues to explore colour and how colours can be changed - Develops an understanding of using lines to enclose a space, and begins to use drawing to represent actions and objects based on imagination, observation and experience