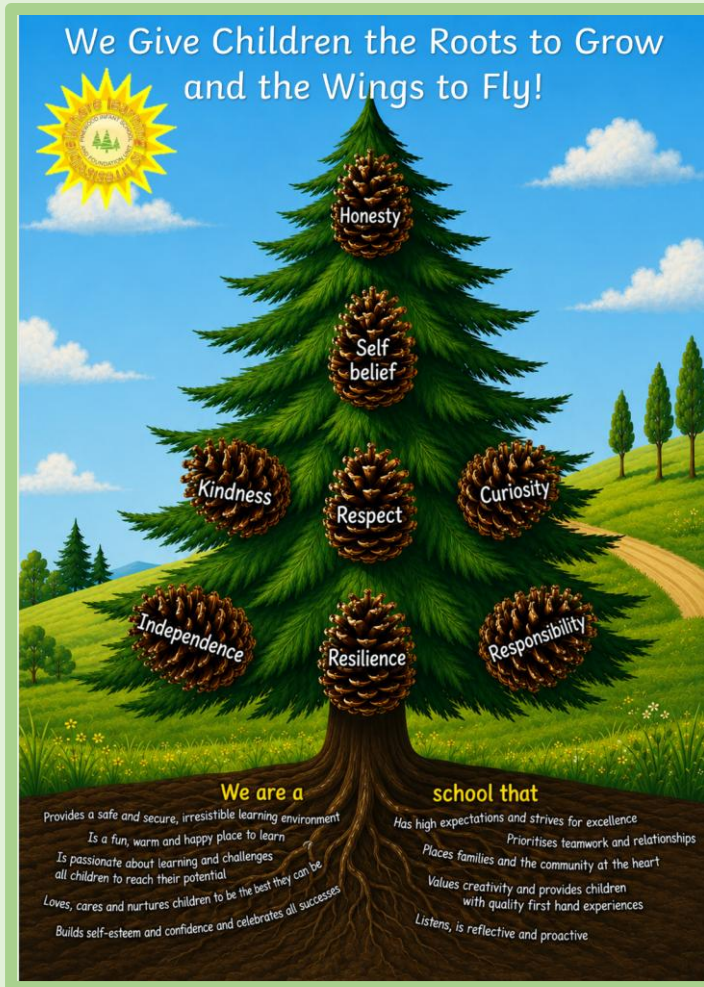


Nursery/F1 Long Term Plan 2026-2027

“At Pinewood, we aim to ‘Make Learning Irresistible’. This runs through everything we do, from lessons, our learning environment both indoors and outdoors to visits and visitors. Our school is an amazing place to be and the staff and children are all very proud to be part of the Outstanding Pinewood Pride!

Children feel valued and loved in school and staff pride themselves on building strong relationships with both parents/carers and children. We teach literacy and maths to a high standard and children make excellent progress throughout the EYFS. We treat every child as an individual and are committed to the development of the ‘whole child’. We want children to enter KS1 happy, self-assured, independent learners with a thirst to learn and the confidence to know that they can do anything they want to do and that we will support them on their journey





Our Vision Statement

Together we give children the roots to grow and the wings to fly

Our Mission Statement

We make learning irresistible

R is for **Relationships**

O is for **Opportunities**

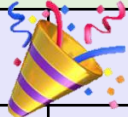
O is for **Outcomes**

T is for **Talk**

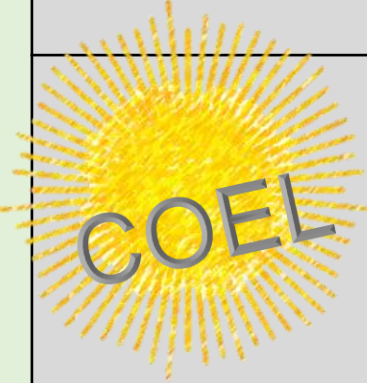
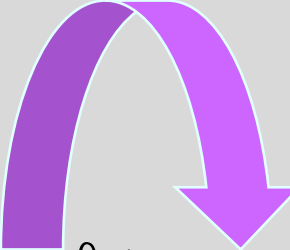
S is for **School Values**



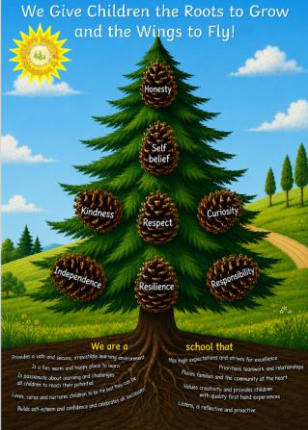
Nursery Curriculum Plan 2026-2027

	 AUTUMN 1	 AUTUMN 2 	SPRING 1	 SPRING 2	 SUMMER 1	 SUMMER 2
General Themes NB: These themes may be adapted at various points to allow for children's interests	Magical Me! Starting nursery/my new class / New Beginnings People who help us / Careers My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe 7 weeks	Fantastic Festivals! Bonfire night celebrations Diwali Ginger bread man – Harvest The Nativity Father Christmas visits Christmas Lists Letters to Father Christmas 7 weeks	Where can a painting take us? Arts & Design focus: Henry Rousseau: Tiger in the storm 6 weeks	Come Outside! The great outdoors Plants & Flowers Weather / seasons Planting beans/seeds Reduce, Reuse & Recycle Easter 5 weeks	Amazing animals! What lives in our pond? Life cycles Farm animals Habitats 6 weeks	Splish Splash Splish! Where in the world shall we go? Send me a postcard! Marine life Seasides in the past Compare: Now and then! Seaside art Reduce, Reuse & Recycle Fun Science / Materials 8 weeks
High quality Texts	1 (2 days) What makes me a me 2&3: Peace At Last 4. Dear Zoo 5. Busy People – Police 6. Ness The Nurse 7. We're Going On A Bear Hunt	1. Non-Fiction firefighter/My mummy is a firefighter 2. Rama and Sita/Diwali 3. Kipper's Birthday 4 & 5: The Gingerbread Man 6: The Christmas Story 7. Father Christmas Needs A Wee	1 & 2: Walking through the jungle 3&4. Tiger 5: Don't wake the tiger 6. Night Monkey Day Monkey	1: Jasper's Beanstalk 2: Rabbit's Spring Adventure 3&4: Non-Fiction ducks/Farmer Duck 5. Farmyard Hullabaloo	1&2: Frog life cycle non fiction/Down by the Cool of the Pool 3&4: Goldilocks & the 3 Bears 5. The Very Hungry Caterpillar 6. Mad About Minibeasts	1&2: What the ladybird heard at the seaside 3&4: Commotion in the Ocean 5&6: The Odd Fish 7&8: 10 Little Pirates
'Wow' moments / Enrichment	Family photos Baby photos Pets in Nurse /police officer visit Diwali Day National Poetry Day 6th October	Guy Fawkes / Bonfire Night/firefighter visit Remembrance Day Children In Need Making Gingerbread EYFS Nativity Santa visit	Art exhibition Valentines Day Chinese New Year	Living duck eggs in (week 3) Planting beanstalks Mother's Day World Book Day 4th March Easter bonnet parade	Caterpillars in Frogspawn in classroom or pond visits Teddy bears picnic	Map work - Find the Treasure End of year family picnic

Nursery Curriculum Plan 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
GENERAL THEMES	Magical Me!	Fantastic Festivals!	Where can a painting take us?	Come Outside!	Amazing Animals!	Splish Splash Splosh!
  OVER ARCHING PRINCIPLES	Characteristics of Effective 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 own 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. 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 & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. 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 upon their learning over time. Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others. <i>PLAY: Pinewood, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'</i> <i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i>					

Nursery Curriculum Plan 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me!	Fantastic Festivals !	Where can a painting take us?	Come Outside!	Amazing Animals!	Splish Splash Splosh!
Our Pinewood values 	Values: Kindness & Self-belief Books: Kindness: Dogger, Room on the broom The Giving Tree Lost and Found Self belief Gruffalo How to Catch a Star	Values: Honesty & Independence Books: Honesty: Do unto otters Independence: Iggy Peck architect Lost and found The missing Piece The Way back Home	Value: respect Books Bog Baby Little Rabbit Foo Foo The Great Kapok Tree Tusk Tusk	Value: responsibility Books One world Bog baby The great kapok Tree	Value: curiosity Books The mole who knew it was non on his business	Value: resilience Books Peace at last After the Storm Peter and the wolf Kevin the Cat with the Magic Hat Up and Down Monkey Puzzle The Way Back Home

It goes without saying that we want our children to reach their potential academically whilst here at Pinewood. But education is about so much more than this. As a team, we decided to link our vision and values to a pine tree theme where we provide the roots in order for children to grow and finally have the wings to fly onto the next part of their educational journey. Values are the principles that guide our behaviour and thinking as a school. The values we want to instil in our children here at Pinewood can be seen on the pine cones.

Our school aim is 'To make learning irresistible' as this encompasses what we do at Pinewood in order to meet our vision.

Our school prioritises relationships. We really care for each other as a staff team, for our children and our families. Pinewood is a lovely place to be. Our values are not just laminated on classroom walls, they permeate through everything we do and our behaviours as a team. You feel the ethos of our school the second you walk through the door. We prioritise the inner curriculum as much as the more easily recognisable outer curriculum. We want our children to leave us with academic intelligence, emotional intelligence and ethical intelligence.

Nursery Curriculum Plan 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me!	Fantastic Festivals!	Where can a painting take us?	Come Outside!	Amazing Animals!	Splish Splash Splosh!
BRITISH VALUES SHARING CIRCLES	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
ASSESSMENT OPPORTUNITIES	In-house - Baseline data on entry National Baseline data by end of term Little Wandle Phonics assessments EYFS team meetings GLD Projections for EOY	Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term Assessments Little Wandle Phonics assessments Handwriting assessments	Local schools moderation EYFS team meetings Phase meeting and internal moderations Little Wandle Phonics assessments Maths fluency assessments Handwriting assessments Tricky word assessments	Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Little Wandle Phonics assessments Maths fluency assessments Handwriting assessments Tricky word assessments	Local schools moderation EYFS team meetings Little Wandle Phonics assessments Maths fluency assessments Handwriting assessments Tricky word assessments	Pupil progress meetings Reports LA moderation EYFS team meetings EOY data Little Wandle Phonics assessments Maths fluency assessments Handwriting assessments Tricky word assessments
PARENTAL INVOLVEMENT	Open door policy DOJO involvement Family photos Baby Photos	DOJO involvement Nativity/Christmas Craft Parents Evening Readers assembly	DOJO involvement Art exhibition	DOJO involvement Parents Evening Easter bonnet parade Farm trip Readers assembly	DOJO involvement	DOJO involvement Reports End of year family Picnic 100/200 readers assembly

Diversity Texts to be read throughout the year during story time sessions

BAME main characters	Cultural Diversity	Neurodiversity	Physical Disabilities	Different Families
So much Shine Astro Girl Lulu's first day Baby goes to market Mommy saying Full, full full of love 15 things not to do with a puppy Jabari jumps Izzy gizmo Little people big dreams books	The big book of families Maisie's scrapbook Hats of faith The jasmine sneeze Golden domes and silver lanterns	We're all wonders Perfectly Norman Incredible you I see things differently Mr Gorski I think I have the wiggle fidgets Because What makes me a me? The unbudgable curmudgeon	Its ok to be different When Charlie met emma Only one you Don't call me special Happy to be me Millie gets her super ears	My pirate mums Mt two grandads The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies

Nursery Curriculum Plan 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me	Fantastic Festivals!	Where can a painting take us?	Come Outside	Amazing Animals!	Splish, Splash, Splosh!
Personal, Social and Emotional Development	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
Managing Self Self regulation Making relationships	•Know my own feelings, and know that some actions and words can hurt others' feelings. •Know how to express my own feelings •To be able to identify some emotions and feelings. •Begin to understand how others might be feeling. •Begin to explain rules to their peers. E.g: sharing what they should be doing. •Know how to play in a group, extending and elaborating play ideas •Know that my family is important and that they look after me •Know how to demonstrate friendly behaviour and form good relationships. •Know I can use an adult as a secure base Know that I can seek out others to share experiences •Talk with others to solve conflicts and come up with solutions such as compromises. •Know that there are differences between people such as skin colour, hair colour, gender, special educational needs •Know friends might feel and think different things and that is ok •Know how to talk with other children when playing and will communicate freely about my own home and community •Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. •Know how to confidently ask adults for help. •Know that some things are private e.g. toileting •Know adults should help keep us safe •Know not to put unknown objects into your mouth •Beginning to know how to look after my teeth •Beginning to know about foods that are healthy and unhealthy •Know how to wash my hands properly •Know and talk about the different factors that support their overall health and wellbeing, drawing on their own experiences. E.g; food choices, hygiene, oral health etc. •Sort healthy and unhealthy foods, knowing the impact and effects they have on the body. •Be able to tend to all needs independently.					

- Know some classroom rules.
- Know how to follow rules and understand why they are important
- Know how to select and use activities and resources independently
- Know how to responsibly carry out small tasks.
- Know they have responsibilities in Nursery
- To take responsibilities within their environment, feeling like they belong within a community.
- Know that I should accept the needs of others and can take turns and share resources, sometimes with support from others
- Know that my needs may not always be met straight away but that it is ok
- Know that I should respond to a few appropriate boundaries
- Develop appropriate ways of being assertive, rather than becoming upset or distressed
- Know how to cooperate with familiar people e.g. turn taking
- To have an idea and goal of what they want to achieve.
- Know that praise for what I have done is a good thing and welcome and value praise
- Know that I will be safe when I separate from my main carer even if I may need support
- Know how to express my own preferences and interests
- To have explored seasonal changes throughout the year through exploring and talking about what we see
- To know how we have changed since we were babies
- To begin to articulate something we can do now that we couldn't do when we were a baby
- To know we will change as we grow up

Nursery Curriculum Plan 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me!	Fantastic Festivals!	Where can a painting take us?	Come Outside!	Amazing Animals!	Splish, Splash, Splosh!
Communication and Language Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in our setting.	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, Word Aware interventions. Daily story time using high quality texts (from the EYFS brilliant reads list)	Settling in activities Making friends What do you want to be when you grow up? Wellcomm intervention Rhyme of the week Sign of the week Settling in activities Making friends Show an interest in the lives of other people - Know how to respond to my name and change my activity when encouraged - Know how to use everyday words to talk about people I know - Know how to follow simple instructions with visuals - Know how to listen and respond to adults and peers Key vocab: <i>colours, nursery areas, adult names, rules & routines</i>	Develop vocabulary: Word aware Wellcomm interventions Discovering Passions Understand how to listen carefully and why listening is important. Discuss familiar celebrations Rhyme of the week Sign of the week - Know how to follow two-step simple instructions with visuals - Know how to concentrate for slightly longer periods - Know how to join in with a small group - Know how to remember and join in with stories and rhymes Key vocab: <i>celebrations, describing words, food/ingredients, feelings</i>	Develop vocabulary: Word aware Wellcomm intervention Describe events (Chinese New Year) Settling in activities Rhyme of the week Sign of the week - Know how to speak in 2/3/4 word sentences - Know how to understand more simple questions and answer appropriately - Know how to express desires, feelings and needs - Know how to begin to hold two-way conversations with adults and peers Key vocab: <i>seasonal language, revisit colour, light & dark</i>	Wellcomm intervention Word Aware: explore vocab - Sign of the week Rhyme of the week Know how to begin to understand and ask why and how questions - Know how to remember and use new words - Know how to engage in imaginary role-play sometimes building stories around objects and toys Key vocab: <i>Chick life cycle, planting/growing, recycling</i>	Wellcomm intervention Word Aware: Explore Vocab Learn and recite, poems and songs Rhyme/rhyming sentences Rhyme of the week Sign of the week Settling in activities - Know how to explain my own thinking/ideas - Know how to describe the story settings and characters - Know how to join in with the repeated lines and refrains - Know how to use language as a powerful means of widening contacts and sharing feelings Key vocab: <i>Frog life cycle, seasonal changes, animals and habitats, feelings</i>	Wellcomm intervention Word Aware: Explore Vocab Sign of the week Rhyme of the week - Know how to communicate effectively with my peers and adults - Know how to follow three-step simple instructions, sometimes without visuals - Know how to anticipate key events in stories - Know how to take turns in small groups - Know how to ask simple questions and wait for a response Key vocab: <i>emotions, positional language/prepositions, recycling</i>

Nursery Curriculum Plan 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical me!	Fantastic Festivals!	Where can a painting take us?	Come Outside!	Amazing animals!	Splish, Splash, Splosh!
<u>RE</u> Understanding the world/PSE Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	Know special people in their immediate family Know about belonging to our family Know and respond to special friends in school Know I have to look after things in the nursery begin to know there are similarities and differences between us Know that homes are our special places Talk about our own bedrooms Know that school is a special place Know I have to look after things in the nursery Talk about where we like visiting e.g. the park.	Explore belonging to our Nursery Name a way to celebrate Name an artefact associated with a celebration Take part in celebration activities Know that we have special times that are important to us like birthdays, Christmas, Easter Talk about significant events in my own experience routines and customs Know some songs relating to a celebration	Know I have to look after things in the nursery Know that we have school and family	Engage with a collection of stories that we have identified as special in F1	Begin to know how to care for living things	Begin to know how to keep ourselves safe

Nursery Curriculum Plan 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical me!	Fantastic Festivals!	Where can a painting take us?	Come Outside!	Amazing animals!	Splish, Splash, Splosh!
<u>Literacy</u> Comprehension - Developing a passion for reading Children will visit the library bus weekly	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	Know how to fill in missing words from well-known rhymes Know how to show preference for a book or a song or a rhyme.	Know how to identify myself in a story and show enjoyment for stories about familiar people Know how to hold a book, turn the pages and indicate an understanding of pictures and print.	Know how to begin to be aware of the way stories are structured. Know how to show interest in illustrations and print in books and print in the environment.	Know how to describe main story settings, events and principal characters. Know how to make suggestions about what might happen next in a story	Know how to talk about events and characters in a book Know how to suggest how a story might end	Know how to describe main story settings, events and principal characters. Know how to tell a story to friends
<u>Word Reading</u> Children will be working in different groups for Read Write Inc. SH – Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words . Ditty sheets, introduction of Red Ditty Books and Purple books for more confident readers.	Know how to join in with rhymes and stories	Know how to identify rhymes. I can join in with the rhythm of well-known rhymes and songs. Know how to notice and repeat sounds	Know how to understand that print has meaning Know how to hold a book the right way up and turn pages by myself	know that print can have different purposes know the names of the different parts of a book	know that we read English text from left to right and from top to bottom Know how to identify signs and symbols in the environment and recall what they mean/ I can ascribe meaning to other marks, like on signage.	Know how to spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

Nursery Curriculum Plan 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical me!	Fantastic Festivals!	Where can a painting take us?	Come Outside!	Amazing animals!	Splish, Splash, Splosh!
Writing	Know how to randomly scribble on the page, sometimes with both hands. Know how to begin to balance when sitting. Know how to make connections between my actions and the marks being made.	Know how to control the marks on the page. Know how to use a range of tools to make marks and show an interest in my own marks and others marks.	Know how to make connections between my actions and the marks being made. Know how to ascribe meaning to my marks	Know how to distinguish between the different marks I make. Know how to tell an adult what my marks mean Know how to draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using whole arm and body. Know how to copy shapes, letter and pictures	Know how to identify sounds from my own name in other words. Know how to write some or all of my name.	Know how to use some of my print and letter knowledge in my early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Know how to write some letters accurately

Nursery Curriculum Plan 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical me!	Fantastic Festivals!	Where can a painting take us?	Come Outside!	Amazing Animals!	Splish, splash, splosh!
Maths <i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently , develop a deep understanding of the numbers to 10 , the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics , look for patterns and relationships , spot connections , ‘ have a go ’, talk to adults and peers about what they notice and not additoinbe afraid to make mistakes.					
	Know how to recite some number names in sequence Know how to show interest in and join in with number rhymes	Know how to recite some number names past 5 Know how to have conversations about numbers Know how to say when two small groups have the same number Know how to sort objects using one simple criteria Know how to share play toys with a friend when asked Know how to show finger numbers up to five	Know how to recite some number names in sequence Know how to show interest in and join in with number rhymes Know how to bring one or two objects to an adult when asked Know how to extend a simple ABABAB pattern Know how to experiment with my own symbols, marks and numerals	Know how to create a simple ABABAB pattern Know how to use number names to ten Know how to begin to count small quantities accurately Know how to show understanding of simple comparisons - more Know how to give one more object when asked Know how to identify the shape of everyday objects	Know how to recite some number names in sequence Know how to show interest in and join in with number rhymes Know how to correct a simple pattern Know how to show understanding of simple comparisons - less Know how to take one object away when asked Know how to use informal language such as ‘stripy’ ‘pointy’ when sorting objects Know that the last number reached when counting objects is how many in total Know how to have fast recognition of three objects Know how to compare quantities	Know how to say one number name for each item in order to five Know how to link numerals and amounts Know how to show finger numbers up to five Know how to describe a sequence of events in order Know how to use mathematical language to describe shapes Know how to identify numerals in the environment Know how to represent numbers using marks

Nursery Curriculum Plan 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me	Fantastic Festivals	Where can a painting take us?	Come Outside!	Amazing Animals!	Splish Splash Splosh!
Computing	Our aim is that children leave Pinewood: - having had their lessons brought to life through ICT - as responsible digital citizens who are able to make the most of opportunities presented by the changing digital world - thinking about the safe use of the internet before accessing online material and know who to turn to for help when needed - being able to confidently debug and solve problems • Begin to know how to follow simple instructions. • Begin to know how to sequence actions. • Begin to know how to recognise technology in everyday life. • Begin to know how to use simple digital devices. • Begin to know how to identify technology at home and school • Begin to know how to use technology safely with adult support. • Begin to know how to identify trusted adults. • Begin to know how to talk about technology used at home and school. • Begin to know how to sort objects into groups. • Begin to know how to identify similarities and differences. • Begin to know how to make marks using digital tools. • Begin to know how to take photographs • Begin to know how to use touchscreen devices and simple apps. 					

Nursery Curriculum Plan 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me!	Fantastic Festivals!	Where can a painting take us?	Come Outside!	Amazing Animals!	Splish, Splash, Splosh!
Understanding the world The Natural World KS1 SCIENCE LINKS	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. • Know how to be curious and interested in the natural world; to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life • Begin to talk about some of the things I have observed such as plants, animals, natural and found objects. • Begin to understand that changes happen and have an awareness of seasons and weather patterns. E.g: it is hot in Summer. • Be able to talk about items in the natural world using appropriate vocabulary. • Understand the need to care for and protect the natural world. • Know how to use basic equipment and tools when exploring the outdoor world e.g. hand spades, magnifying jars. • Know how to show interest in planting seeds and care for growing plants • Know how to show care and concern for living things and the environment • Know how to sing songs that relate to my body e.g. head, shoulders knees and toes • Know how to talk about what I see and hear around me, using a wide vocabulary. • Know how to show care and concern for living things and the environment • Know and notice features of objects in the environment • Know how to use all my senses in hands-on exploration of natural materials • Know how to talk about the differences between materials and changes I notice • Know that weather can change • know the name of some living things that are within the immediate natural environment • know how to care for living things and the environment					

Nursery Curriculum Plan 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me!	Fantastic Festivals!	Where can a painting take us?	Come Outside!	Amazing Animals!	Splish, Splash, Splosh!
Understanding the world Past and Present KS1 HISTORY LINKS	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. - know about and discuss an event that happened 'before' - know who is in their family and their place within it - know about the lives of people who are familiar to them - Know about what they were like when they were a baby - When discussing past or present events use tense within their talk, with some accuracy e.g: We went to the park. I played at the park, Look! I am jumping. - Sentences are much longer when discussing events. - Are aware of past events and can draw on these to make links in learning. - I am interested in photographs of myself and familiar people and objects - Comment on images of familiar situations within the past. - Know that there are different occupations (Eg: fire fighters/nurse/police officers) - I am curious about people and show interest in stories about myself and my family					

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General Themes	Magical Me!	Fantastic Festivals!	Where can a painting take us?	Come Outside!	Amazing Animals!	Splish, Splash, Splosh!
Understanding the world People, Culture and Communities KS1 GEOGRAPHY LINKS	Understanding the world involves guiding children to make sense of their physical world and their community . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
	- Know where things belong in my environment e.g. where my bottle/coat/painting goes - Know how to respect and care for the natural environment - Know how to pretend and imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea - Know my friends have similarities and differences - Know about my immediate environment - Know how to use simple positional language - Know about places in and around school					

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General Themes	Magical me!	Fantastic Festivals!	Where can a painting take us?	Come Outside!	Amazing animals!	Splish, Splash, Splosh!
Expressive Arts and Design <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures,</i> <i>Lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i> <i>Ongoing: Know how to explore, use and refine a variety of artistic effects to express my ideas and feelings Know how to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces</i> <i>Know how to join construction pieces together to build and balance</i> <i>Know how to choose the right resources to carry out a task/plan</i> <i>Know the different techniques for joining materials, such as using tape, glue</i> <i>Know how to make use of props and materials when role playing characters in narratives and stories.</i>	The development of children's artistic and cultural awareness supports their imagination and creativity . It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Art • Know how to explore different materials freely, in order to develop my ideas about how to use them and what to make • Know how to develop my own ideas and then decide which materials to use to express them • Know how to talk about what I am creating • Know how to represent a person with identifiable features • Know how to draw identifiable pictures • Know how to begin to use representation to communicate ideas explaining what has been drawn • Know how to use various construction materials • Know how to use a rolling pin to alter the appearance of malleable materials • Know how to use a variety of tools to apply paint (brushes of different sizes, sponges, fingers) • Know and recognise colours. • Know how to use hands and objects to create a print with paint • Know the texture can be different between things • Know how to join different materials and explore different textures. • I have been exposed to a different range of artists • Know what an artist is					
	DT • Use my own ideas and then decide which materials to use to express them • Know how to use various construction materials • Learn about joins with glue, Sellotape, masking tape and pipe cleaners • Talk about what I am creating • Know which things move and which are non-moving • Building structures • Know how to wash hands • Know some names of fruit and vegetables • I have experienced the process of preparing food					

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Music (part of EAD) <i>Singing happens daily and we use songs for everything! The hello and goodbye song, the weather song, days of the week song, phonics and math, to name a few!</i> <i>We regularly sing nursery rhymes and learn new songs links to our themes of learning</i> <i>Instruments are available to use every day in the outdoor area</i> <i>We have a whole school song of the week and we discuss the artists and how the song makes us feel</i>	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	In F1 children are taught a range of simple songs and nursery rhymes along with actions/Makaton and are exposed to the 'weekly song' during snack time. Songs are also used to introduce different sections of the day (weather, welcome, home, days of the week etc) - Know how to sing simple songs - Know a repertoire of familiar songs - Know how to sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs – listening to the pitch of others e.g. twinkle twinkle - Know how to remember and perform sequences and patterns of movements which are related to music and rhythm e.g. head, shoulders . . . - Know a range of nursery rhymes off by heart - know how to create sounds by rubbing, shaking, tapping, striking or blowing - Know that musical instruments make a sound and that these can be explored quietly and loudly - Know the way we play an instrument affects the sound it makes - Know how to move in response to music - Know how to listen with increasing attention to sounds - Know how to create sounds to accompany stories (e.g. bear hunt) - Know how to copy a simple rhythm					