

Nursery Curriculum Progression Overview Range 5 – Long Term Plan 2026-2027

Trips, visits and real-life experiences are planned throughout the year, depending on the needs, skills and interests of the children. We follow children's curiosity and interests to provide meaningful experiences that enrich and extend their learning. This may include visits from people in the community, local trips, exploring the school environment and wider community, or experiences linked to children's current interests. High-quality books and stories are also used to inspire and develop children's interests, providing opportunities to explore new ideas, places, cultures, experiences and vocabulary. These experiences are adapted and developed in response to the children, ensuring that learning remains meaningful, engaging and relevant to them.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Events	Black History Month Harvest Festival	Diwali Bonfire Night Remembrance Day Christmas Children in Need	Chinese New Year Mental Health Week	Pancake Day Mother's Day Easter World Book Day	Games with Grandparents	Father's Day
School events/ Trips/ Visitors	Spanish Day	Pantomime Trip Stay and play with parents Church visit Christingle Service Christmas Jumper/Dinner Day		STEM Week World Book Day Fire Fridays Mother's Day Breakfast	Summer Trip	Sports Week/ day Transition Day Father's Day breakfast
Possible Book Focus'	<i>Bear Hunt</i> <i>Chocolate Moose for</i> <i>Greedy Goose</i> <i>Ketchup on Your</i> <i>Cornflakes</i> <i>So Much</i> <i>This is Our House</i> <i>Postman Bear</i> <i>Where are the yellow</i> <i>chicks, spot?</i>	<i>Pass the Jam, Jim</i> <i>Owl Babies</i> <i>Where's my Teddy</i> <i>We're Going on a Leaf</i> <i>Hunt</i> <i>Aliens love Underpants</i> <i>Mog's Christmas</i> <i>Calamity</i> <i>The Gingerbread Man</i>	<u><i>Nick Sharratt</i></u> <i>The Three Little Pigs</i> <i>You Choose</i> <i>Ketchup on Your</i> <i>Cornflakes</i> <i>Shark in the Park</i> <i>Squash and a Squeeze</i> <i>Goldilocks</i>	<i>The Very Hungry</i> <i>Caterpillar</i> <i>Jasper's Beanstalk</i> <i>Kitchen Disco</i> <i>Jack and the Beanstalk</i> <i>Don't Put Your Finger in</i> <i>the Jelly, Nelly</i> <i>Mr Wolf's Pancakes</i>	<i>Down in the Jungle</i> <i>Dear Zoo</i> <i>Handa's Hen</i> <i>Oliver's Milkshake</i> <i>The Tiger Who Came to</i> <i>Tea</i>	<i>The Train Ride</i> <i>The Big Red Bus</i> <i>Mr Gumpy's Outing</i> <i>Winnie the Witch at the</i> <i>Seaside</i> <i>The Disgusting Sandwich</i>

Prime Area - Range 5 Personal, Social and Emotional Development

Children develop their personal, social and emotional skills throughout the year through Exploring Time, circle times, small-group activities and stories. Key workers are assigned to each child, supporting them to build secure relationships and feel confident and settled within the setting.

Adults model and support turn-taking, sharing, playing alongside and with others, and recognising and expressing feelings.

Strong relationships with parents support children's transitions and understanding of home life through home visits, setting visits, stay and play sessions and ClassDojo.

Aspect	Autumn – Building foundations	Spring – Developing and deepening	Summer – Secure and applying
Building Relationships	Enjoys playing alone, alongside others and with others. Shares experiences and play ideas with others. Seeks out companionship with familiar adults and other children	Develops skills of assertion, negotiation and compromise. Begins to consider other people's needs and feelings. Begins to use negotiation when sharing resources and ideas.	Plays cooperatively with others and increasingly resolves conflicts with less adult support Invites others into play and joins others' play confidently. Develops positive and increasingly reciprocal friendships.
Managing Self	Develops a growing awareness of similarities and differences between themselves and others. Begins to recognise their place within their family and social groups.	Develops a sense of belonging through taking part in everyday tasks and routines. Develops confidence and independence in making choices.	Talks about their own experiences, interests and relationships with increasing confidence. Shows increasing confidence in expressing their ideas, preferences and opinions.
Self-Regulation	Talks about some feelings and begins to recognise feelings in others. Seeks support from familiar adults when needed.	Develops strategies for managing feelings and behaviour. Begins to understand how their actions affect others.	Shows increasing ability to manage feelings and respond sensitively to others. Uses negotiation, compromise and other strategies to manage conflict.

Prime Area - Range 5 Communication and Language

Communication and Language is developed throughout the year through high-quality interactions, daily group discussions, circle times, stories, singing and Story of the Week. Children take part in What is it Wednesday sessions, Welly Walks and Fire Fridays, providing opportunities to introduce and explore new vocabulary, develop understanding and encourage children to talk about their experiences and the world around them.

We use WellComm and Verbo to support children's speech, language and communication development. Speech and language interventions are delivered by our trained Speech and Language Champion, ensuring children receive targeted support to develop their communication skills.

Aspect	Autumn – Building foundations	Spring – Developing and deepening	Summer – Secure and applying
Listening and Attention	Listens to others in one-to-one and small-group situations when interested Joins in with familiar rhymes, songs and repeated phrases	Listens with increasing attention and recall. Anticipates key events and phrases in familiar stories and rhymes	Maintains attention for longer periods and can shift attention when needed. Follows increasingly complex directions.
Understanding	Understands the purpose of familiar objects. Responds to familiar instructions.	Understands positional language such as under, on top and behind. Begins to understand questions about why and how.	Follows instructions containing several elements. Demonstrates understanding of more complex questions and explanations.
Speaking	Begins to use longer sentences to link ideas. Talks about past experiences. Begins to use a wider range of tenses.	Uses talk to explain what is happening and what might happen next. Retells simple events in the correct order. Asks questions such as who, what, when and how	Gives explanations and talks confidently about experiences and ideas. Uses an increasingly broad vocabulary reflecting their experiences. Uses talk confidently in imaginative play and storytelling

Prime Area - Range 5 Physical Development

Children develop their gross and fine motor skills daily through Busy Fingers, Physi Gym and Dough Disco. They have extended periods of time to access the outdoor provision, including bikes, scooters, skateboards, climbing equipment and a range of other physical resources. Weekly PE sessions are delivered through GetSet4PE. Children are given regular opportunities to develop the fine motor control and hand strength needed to hold a pencil effectively and develop accurate letter formation, supporting their transition into Reception.

Aspect	Autumn – Building foundations	Spring – Developing and deepening	Summer – Secure and applying
Moving and Handling Gross and Fine motor	Explores increasingly complex movements such as climbing, balancing, jumping and spinning. Develops control when using tools such as paintbrushes and scissors. Creates lines and circles using controlled movements from the shoulder and elbow	Moves with increasing spatial awareness and adjusts speed and direction. Develops control when throwing and catching large balls and other objects Shows focus and stamina when developing new physical skills.	Demonstrates increasing control, coordination, balance and stamina. Uses a range of one-handed tools and equipment with increasing control Combines movements and physical skills confidently during play
Health and Self-care	Develops increasing independence in personal care routines Develops confidence in managing clothing and belongings	Understands that exercise, food, water, sleep and hygiene contribute to good health Begins to understand and manage risks during physical experiences	Demonstrates increasing independence in caring for their own health and wellbeing. Shows increasing awareness of safety and manages some risks independently

Specific Area - Range 5 Literacy

Nursery children take part in daily phonics sessions using the Little Wandle scheme. A weekly book is selected from our core books, and mark making is encouraged across all areas, both indoors and outdoors. Puppets, story sacks and other engaging resources are used during Exploring Time and adult-led sessions to develop children's communication, language and literacy skills. Squiggle Whilst you Wiggle is also planned to encourage children to start early mark making.

Aspect	Autumn – Building foundations	Spring – Developing and deepening	Summer – Secure and applying
Reading	Enjoys an increasing range of fiction, non-fiction, print and digital books. Uses vocabulary influenced by their experiences of books and stories Recognises some familiar names and words	Describes story settings, events and characters in increasing detail. Re-enacts and reinvents familiar stories in play. Continues rhyming strings and identifies alliteration	Recalls and discusses stories and information that have been read to them Develops increasing phonological and phonemic awareness. Hears and says the initial sounds in words
Writing	Gives meaning to marks and uses marks in play and meaningful situations. Develops increasing control when making marks Shows interest in letters and familiar written words	Ascribe meaning to their marks Begins to make letter-type shapes to represent the initial sound of their name and other familiar words Imitates adults' writing using continuous lines, shapes and symbols	Attempts to write their own name and other words using lines, circles, curves or letter-type shapes. Shows interest in letters on a keyboard and identifies initial letters.

Specific Area Range 5- Mathematics

We use the White Rose Maths scheme alongside practical, hands-on experiences to teach maths in Nursery. Nursery rhymes are used regularly to develop counting skills, number recognition and subitising.

Children are exposed to maths daily, either through whole-class sessions or small-group activities. Maths is also embedded throughout Exploring Time, both indoors and outdoors, allowing children to develop their mathematical skills through play and real-life experiences.

Aspect	Autumn – Building foundations	Spring – Developing and deepening	Summer – Secure and applying
Number and Numerical Patterns	Compares two small groups of up to five objects, saying when there are the same number. Points or touches each item, saying one number for each item, using the stable order of 1–5. Subitises 1, 2 and 3 objects Begins to recognise numerals 0–10.	Points or touches each item, saying one number for each item, using the stable order of 1–5. Subitises 1, 2 and 3 objects without counting. Counts up to 5 items, recognising that the last number said represents the total Through play and exploration, begins to learn that numbers are made up of smaller numbers. Separates a group of 3 or 4 objects in different ways, beginning to recognise that the total stays the same	Links numerals with amounts up to 5 and maybe beyond. Begins to recognise that each counting number is one more than the one before. Uses spatial language, follows and gives directions and describes what they see from different viewpoints.
Shape, Space and Measures	Explores and adds to simple linear patterns of 2 or 3 repeating items, e.g. AB/ABC Responds to and uses language of position and direction Responds to informal language and common shape names. Chooses shapes appropriate for a purpose.	Shows awareness of similarities and differences between shapes. Finds the longer/shorter, heavier/lighter and more/less full of two items. develops repeating patterns through practical experiences.	Enjoys partitioning and combining shapes to make new shapes Joins in with simple patterns in sounds, objects, games, stories, dance and movement, predicting what comes next. Predicts, moves and rotates objects to fit a space or create a shape.

Specific Area Range 5 - Understanding the World

Children are given regular opportunities to explore and observe the natural world through Welly Walks, Fire Fridays and daily free flow into our Early Years garden. They are encouraged to share their experiences of festivals and celebrations they have taken part in at home, using ClassDojo to share these with the class.

Children also have opportunities to explore and use a range of technology, including the interactive whiteboard and different technological equipment brought into the classroom.

Aspect	Autumn – Building foundations	Spring – Developing and deepening	Summer – Secure and applying
People and Communities	Talks about people who are familiar to them Shares experiences from home and their community. Shows interest in familiar occupations	Talks about family customs, routines and experiences. Remembers and talks about significant events in their own life. Develops awareness of different occupations and ways of life	Recognises similarities and differences between themselves, their friends and families. Begins to compare their own experiences with those of others Talks about different communities, cultures and ways of living.
The World	Comments on and asks questions about their familiar environment Explores natural materials and living things Begins to notice changes in weather, plants and animals	Talks about why things happen and how things work. Notices changes in the natural world Develops vocabulary to describe observations.	Develops understanding of growth, decay and change over time. Shows care and concern for living things and the environment Begins to understand how their behaviour can affect the environment.
Technology	Explores and uses familiar technological equipment Explores simple cause-and-effect technology	Operates simple equipment with increasing independence Uses touchscreen technology with increasing confidence	Uses technology purposefully to support play, learning and exploration Understands that information can be retrieved from digital devices

Specific Area Range 5 - Expressive Arts and Design

Children are taught the skills they need to access the creative area independently and confidently. Their creativity and achievements are celebrated through individual special squares, where children can display work, they are particularly proud of.

A range of musical instruments is available within the provision, with children having regular opportunities to explore and use them during daily singing sessions and phonics activities. Role play remains centred around a home environment, with enhancements added regularly to reflect the children's interests, experiences and developing needs.

Aspect	Autumn – Building foundations	Spring – Developing and deepening	Summer – Secure and applying
Creating with Materials	Explores a range of materials and tools. Explores colour and notices how colours can be changed.	Uses tools for a particular purpose. Develops drawing to represent actions, objects and experiences	Selects and combines materials and tools for their own purposes. Uses drawing and other media to represent ideas based on imagination, observation and experience
Being Imaginative and Expressive	Engages in imaginative play based on experiences and ideas. Creates movements and sounds in response to stories and music Joins in familiar songs and rhymes.	Uses movement, sound and materials to express experiences, ideas and feelings Uses available resources to create props to support play Makes up simple songs and explores musical ideas.	Develops and sustains imaginative narratives in play Combines different forms of expression, such as movement, music, drawing and role play Uses imagination to develop and communicate ideas through art, music, movement and drama