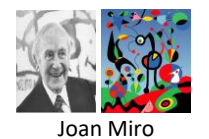
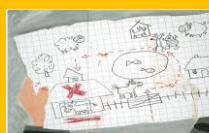


Nursery Curriculum

Revised October 2026

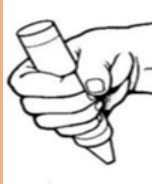
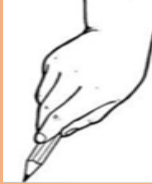
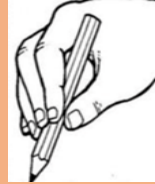
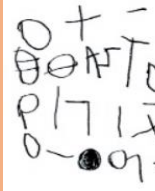
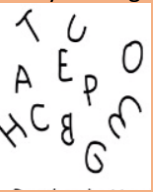
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Themes	Marvellous Me My Home & Community	Explore Autumn	Winter Wonderland	From Bedtime Tales to Fossil Trails!	Off We Go!	Minibeasts, Growing and changing
Where are we going and who will we meet?	    Joan Miro   	      Kandinsky 	  Pablo Picasso   	     	   Vincent van Gogh  	    

Nursery Curriculum

Revised October 2026

Books We Love 5 a-day	Supertato Super Daisy Super Duper You The Colour Monster Non-Fiction – My Body (Big Book)	Stickman Pumpkin Soup We're Going on a Leaf Hunt Non-Fiction - Autumn	The Little Penguin Polar Bear's Son Snowball Non-Fiction - Penguins	The Three Little Pigs Goldilocks and the Three Bears Little Red Riding Hood The Gingerbread Man Non-Fiction – Dinosaurs	Naughty Bus Train Ride Roaring Rockets Captain Yellow Belly Non-Fiction – Farm	The Very Hungry Caterpillar Jaspers Beanstalk What the Ladybird Heard Non-Fiction - Minibeast Encyclopaedia
Songs and Rhymes	I Am Special (RE) If Your Happy and You Know It Head, Shoulders, Knees and Toes	Twinkle, Twinkle Little Star World Nursery Rhyme Week songs Harvest Songs Christmas songs	Here We Go Round the Mulberry Bush I'm A Little Penguin Winter songs	When Goldilocks Went to ... Number rhyme songs	Wheels on the Bus Zoom, Zoom, Zoom We're going to the Moon Pirate songs	There's a worm at the bottom of my garden Incy Wincy Spider There's a Tiny Caterpillar on a Leaf Little Green Frog
WOW Moments & Enrichment Experiences (cultural Capital)	Explore school grounds Meet members of our school community (caretaker, cook, head teacher, office staff)	Autumn Walk Remembrance Day – make a poppy Diwali Day Father Christmas visit Nativity Bury College Pantomime	Chinese New Year Day – Make, taste Chinese food Ice Balloon Reindeer Run	Easter Egg Hunt Easter Bonnet Parade Making pancakes	Dress as a Pirate Day! Observing life cycle of a Butterfly Transport Museum visit Pizza Express Visit	Trip to Farm Growing Beans Planting Seeds Minibeast Hunt! Sports Day at Bury Athletic Ground
Parental Engagement Opportunities	'All Are Welcome Here' – Reading Book Bag Launch! Phonics meeting Stay and Play - Family theme	Play and Stay - Christmas Extravaganza Flashy Sparkle Disco	Play and Stay – Maths focus	Play and Stay – Mothers Day	Play and Stay – Understanding the World Focus	Play and Stay - Transitions Sports Day
Festivals and Key Events	Transition Visits Harvest Black History Month	Diwali Bonfire Night Remembrance Day World Nursery Rhyme Week Children in Need Advent Christmas	Chinese New Year Valentines Day Safer Internet Day Lent Ash Wednesday Shrove Tuesday	Mothering Sunday Eid World Book Day British Science Week Easter	Healthy Heart Week Earth Day	Transition Father's Day Teddy Bears Picnic Day
Personal, Social and Emotional Development	Rules, routines, boundaries and expectations will continually be a focus for the children during their time in the early years. These will be reinforced continually and built upon. In addition, the children will take part in a dedicated lesson each week using the Think Equal Early Years Programme, which focuses on social and emotional learning. Each week, a different theme will be explored through carefully selected storybooks that reflect the children's own cultures, experiences and lives, while also introducing them to those of others. This narrative-based approach creates a supportive and inclusive environment in which children can develop compassion, creativity, critical thinking, empathy and effective conflict-resolution skills.					

C & L is developed throughout the year through high quality interactions, daily group discussions, talking partners, circle time, Voice21 activities, Think Equal times, puppets, stories, singing, rhymes, story sacks, Tales Toolkit sessions, SAL interventions, Wellcomm Interventions, EYFS productions and assemblies.				
Communication and Language	Autumn 1 Listening, Attention and Understanding Listen with interest to the noises adults make when they read stories. Listen to simple stories/rhymes and understand what is happening, with the help of the pictures. Identify familiar objects and properties when described: for example: 'blue car', 'shiny apple'. Understand and act on longer sentences like "Can you show me the red car" Understand simple questions about 'who', 'what' and 'where'	Autumn 2 Listening, Attention and Understanding Concentrate for around 3 minutes. Join in with rhymes and songs by making sounds and by moving body. Respond to adults making sounds and moving their bodies. Responds to own name. Match objects to names and will bring favourite toy when asked. Respond to very simple requests especially when shown first by an adult. Anticipate actions and sounds from an action toy. Explore objects using senses. Understand more simple questions and instructions. E.g., 'Where is your shoe?' Identify own friends. Operate some ICT or mechanical toys.	Spring 1 & 2 Listening, Attention and Understanding Concentrate for around 6 minutes. Respond to own name and will change my activity when encouraged to by adults. Identify characters and actions in favourite books. Respond to two requests: "Get your water bottle and coat". Respond to simple questions. Identify objects according to simple properties. Initiate some actions in play that are familiar from home. Understand between 200 and 500 words. Understand 'why' questions, like: "Why do you think the boy is sad?" Focus on adults as they read or sing, responding with sounds and movements. Enjoy listening to longer stories and can remember much of what happens.	Summer 1 & 2 Listening, Attention and Understanding Turn head and focus on adults and friends as I speak and play, responding to comments. Listen to and follow directions. Remember and join in with rhymes and familiar stories. Find the right tool for a job. Follow instructions using prepositions. Respond to a string of requests one after another (not quickly). Ask and respond to 'why' questions. Follow a story with props and pictures. Show interest in the lives of other people or events. Recognise some similarities and differences between people. Show interest in other technological items.
	Speaking Use gestures with limited talk. Copy sounds and words like 'all gone'. Use everyday words to talk about people known to them. Beginning to build vocabulary with support. Enjoy using unfamiliar words. Repeat unfamiliar language from a book Beginning to sing songs and rhymes. Can start to put short sentences together	Speaking Make requests using two words. Use everyday words to talk about known people. Copy sounds and words a lot. Use 50 or more single words. These will also become more recognisable to others. Start to compose short sentences together with 2-3 words.	Speaking Express feelings, desires and needs. Begin to hold a conversation. Remember and use new words. Vocabulary is increasing rapidly. Ask questions and respond to questions using simple sentences. Play make-believe games.	Speaking Start to link simple sentences. Explain in simple sentences what happened and what might happen. Use tense, intonation and rhythm to enhance meaning. Use vocabulary to express imaginary events in play. Engage in imaginary role play sometimes building stories around toys and objects.

Physical Development	The physical development of children will be promoted through carefully planned continuous provision and purposeful activities both inside and out the classroom. Gross and fine motor skills of early years children will be developed by providing opportunities for them to run, crawl, jump, skip, slide, hop, climb, balance, catch and throw, weave ribbons, manipulate play dough, paint, cut and stick, mark-make using different tools, letter formation/handwriting activities etc. Daily Dough Disco Activities Health and Self-Care is promoted daily through establishing routines that enable children to become more independent by putting on their own coat or apron, washing their own hands, toileting themselves and cleaning their teeth. Children will also learn about keeping healthy through learning about the importance of handwashing, toothbrushing, eating healthily and exercise.					
	Autumn 1 P.E. Me & Myself	Autumn2 P.E. Fun & Games	Spring 1 PE Movement Development	Spring 2 PE Ball Skills	Summer 1 PE Throwing & Catching	Summer 2 PE Working with Others
Literacy Developing a love of storytelling and mark-making through the Tales Toolkit approach. Encouraging and providing opportunities for children to engage in mark-making during independent play. Children will be supported to give meaning to the marks they create using a range of materials, including pens, pencils, chalk, sand and paintbrushes. Fostering a love of reading through the provision and sharing of high-quality texts within the classroom reading area. Books will be carefully selected to complement and enhance current topics and children’s interests. A daily ‘5-a-Day’ story approach will be incorporated, alongside regular opportunities for children to take home and share reading books, with home-school reading books changed regularly to encourage continued engagement with reading.						
English Writing	Autumn 1 Explore making marks, sometimes giving meaning to marks Random scribbling 	Autumn 2 Cylindrical grasp (whole hand)  Pre-writing shapes – circles, straight lines Draw basic pictures using circles and lines Use lines to look like writing. Scribble writing Left to right direction Begin to assign meaning. 	Spring 1 Digital grasp  Pre-writing shapes Write symbols and shapes that look like writing. Assign meaning to the marks Attempts to write initial letter name 	Spring 2 / Summer 1 Modified tripod grasp  Prewriting shapes I talk about my writing and give meaning. Copy name 	Summer 2 Tripod grasp  Write some letters correctly Write some or all of their name Apply knowledge of print to early writing 	

Nursery Curriculum

Revised October 2026

	Early Mark Making Begins to use gross motor movements to make marks. Develops shoulder and core stability. Explores a range of materials to create lines and shapes. Talks about what they have drawn and created What might Children’s Writing Look Like? Large-scale circular or vertical marks made with whole arm movements (e.g. paint rollers, chalks, water). Scribbles and random lines made with intent.	Controlled Mark Making Begins to vary pressure and control in drawing lines and shapes. Discussing what they have drawn-giving meaning to marks What might Children’s Writing Look Like? More controlled lines; begins to draw enclosed shapes (circles, crosses). Marks begin to appear in rows or clusters.	Ascribing Meaning to Marks Begins to understand that print carries meaning. Starts to link talk and mark making — “That says mummy.” Refines grip from palmar to tripod grasp. What might Children’s Writing Look Like? Marks may accompany verbal explanations. Attempts at writing “messages” in play (e.g., writing a note in role play).	Symbols and Letters Notifies letter shapes in their environment. Begins to experiment with letter-like forms Understands directionality (left-to-right). Building on tripod grasp What might Children’s Writing Look Like? Random letters, shapes, or lines that represent writing. May use letters from their name within mark making.	Emergent Name Writing Begins to identify own name in print and attempts to reproduce it. Understands that writing follows a sequence of letters and sounds What might Children’s Writing Look Like? Strings of marks and random letters that may resemble their name. May use capital letters or write from right to left.	Early Composition & Purposeful Writing Begins to use marks to express ideas or retell experiences. Shows awareness that writing has different purposes. What might Children’s Writing Look Like? Combines drawings and symbols to represent stories. Writes letters or strings of symbols to label or caption.
Phonics	Phase 1 Aspect 1 - Environmental Sounds Aspect 2 – Instrumental Sounds Aspect 3 – Body Percussion	Phase 1 Aspect 4 – Rhythm & Rhyme Aspect 5 – Alliteration Aspect 6 – Voice Sounds	Phase 1 Aspect 5 – Alliteration Aspect 6 – Voice Sounds Aspect 7 – Oral blending & segmenting	Phase 1 Aspect 5 – Alliteration Aspect 6 – Voice Sounds Aspect 7 – Oral blending & segmenting	Read Write Inc	Read Write Inc
Reading	Comprehension Understand key concepts about print: Shows an interested in books and rhymes and may have favourites. Handles books and printed material with interest. Shows an interest in books and rhymes and may have favourites. Reading Developing a phonological awareness: Shows an interest in rhymes and may have favourites. Joins in with clapping along to songs and rhymes. Notifies and repeat sounds.	Comprehension Understand key concepts about print: Know books have words and pictures. Know words have meaning. Enjoy sharing books with an adult. Reading Developing a phonological awareness: Recognise my name Point to print in the classroom environment. Recognise signs from local environment (shops, fast food, bus stop, metro) Enjoy songs and rhymes, tuning in and paying attention. Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing	Comprehension Understand key concepts about print: Recognise my name in line up of names. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own ideas. Develop play around favourite stories using props Reading Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Listens for rhyming words. Counts or clap syllables in a word. Recognise words with the same initial sounds such as snake, sausage, sock.	Comprehension Understand key concepts about print: Recognise my name in line up of names. Holds a book, turn the pages and indicate an understanding of pictures and print. Tell a story to friends. Talk about events and characters in books. Make suggestions about what might happen next in a story. Reading Developing a phonological awareness: so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as apple and ant. -can orally segments and blend		

Nursery Curriculum

Revised October 2026

Mathematics	Autumn 1 Comparison 1 More than, fewer than, same Pattern 1 Explore repeats Counting 1 Hear and say number names Pattern 2 Join in with repeats	Autumn 2 Pattern 3 Explore Patterns Counting 2 Begin to order number names Subitising 1 I see 1,2,3 Shape, space and measure 1 Explore and build with shapes and objects	Spring 1 Shape, space and measure 2 Explore position and space Subitising 2 Show me 1,2,3 Counting 3 Move and label 1,2,3 Shape, space and measure 3 Explore position and routes	Spring 2 Shape, space and measure 4 Match, talk, push and pull Counting 4 Take and give 1.2.3 Subitising 3 Talk about dots Comparison 2 Compare and sort collections Pattern 4 Lead on own repeats	Summer 1 Pattern 5 Making patterns together Patterns 6 My own patterns Subitising 4 Make games and actions Counting 5 Show me 5	Summer 2 Counting 6 Stop at 1,2,3,4,5 Comparison 3 Match, sort, compare Shape, space and measure 5 Start to puzzle
School Values	Thankfulness	Advent Hope, Love, Joy & Peace	Love	Friendship	Trust	Respect
RE	Theme - Me Others, and the World Around Me I am special Harvest	Theme - Me Others, and the World Around Me Special People Christmas	Theme – Jesus, Stories Jesus Heard The Bible	Theme – Jesus, Stories Jesus Told Parables Easter	Theme - Special places, times and objects Friendship, Special Times	Theme – Special places, times and objects Prayer, Special Places
	Understanding the World					
	Science Focus					
	Children will be taught science through carefully planned continuous provision and purposeful activities. Children will have the opportunity throughout the year to experience child-led enquiry allowing them to observe changes over time, identify and classify objects, research, fair test and seek patterns.					

Nursery Curriculum

Revised October 2026

	Seasons – look for Autumnal changes Talk about themselves and people who are special to them. Name some parts of their body. Explore and use their five senses during play. Talk about things they can see, hear, smell, taste and touch. Begin to recognise and talk about their feelings. Show increasing independence in daily routines. Join in with songs, stories and activities about the body.	Seasons – Autumn Use their senses to explore and talk about the world around them. Notice and describe things they can see, hear, smell and touch outdoors. Recognise that the environment changes during autumn. Talk about some features of autumn, such as falling leaves, colder weather and changing colours. Explore a range of natural materials including leaves, sticks, pine cones and stones. Describe natural objects using simple vocabulary such as smooth, rough, soft, hard, wet and dry. Show curiosity about the natural world through exploration and investigation. Ask simple questions and comment on what they notice during outdoor learning experiences.	Seasons – Winter Explore animals that live in cold places. Talk about ice, snow and cold weather experiences. Name and explore a range of everyday materials. Sort objects by simple features such as hard/soft or rough/smooth. Observe ice melting and water freezing with adult support. Use simple vocabulary such as cold, ice, melt and freeze. Ask questions and talk about what they notice.	Seasons- Spring Notice signs of spring in their environment. Enjoy exploring the EYFS garden. Help care for plants through watering and planting. Observe plants growing over time. Explore objects that float and sink through play. Begin to make simple predictions during investigations. Use simple vocabulary to describe what they see and do.	Recognise that plants are living things. Name some parts of a plant, such as the flower, leaf and stem. Help to care for plants by watering them. Talk about simple changes they notice as plants grow. Observe seeds, bulbs or plants growing over time. Recognise that animals and plants grow and change. Talk about baby and adult animals, such as a chick and hen or caterpillar and butterfly. Explore different habitats such as gardens, ponds, farms and woodlands. Match familiar animals to their habitats with support. Show care and concern for living things in the environment. Use simple vocabulary to talk about growth and change. Ask questions and talk about things they notice in nature.	Seasons - Summer Recognise some signs of summer. Explore and enjoy the nursery outdoor environment. Observe flowers, plants and insects in the garden. Help care for plants through regular watering. Talk about what they can see, hear and find outdoors. Show curiosity about living things and the natural world. Use new vocabulary related to summer, plants and minibests.
	History Focus					
	Talk about themselves and their family. Name people who are special to them. Recognise that all families are different. Recognise that they were once a baby. Talk about ways they have grown and changed. Compare baby photographs with how they look now. Identify familiar family members. Talk about who lives in their home.	Begin to understand that some things happened a long time ago. Talk about things that are different now. Use words such as old and new. Know that dinosaurs lived a long time ago. Name some familiar dinosaurs. Talk about what dinosaurs looked like. Know that dinosaurs lived in different places. Explore dinosaur habitats through play and stories. Know that dinosaurs are no longer alive today. Begin to understand that dinosaurs lived in the past. Know that fossils are remains or clues from long ago. Explore fossil shapes and patterns. Make simple fossil prints using dough or clay.	Begin to understand that some things happened a long time ago. Talk about things that are different now. Use words such as old and new. Name different types of transport such as trains, cars, boats and aeroplanes. Talk about how people travel from one place to another. Explore transport through stories, play and pictures. Explore old vehicles and trains. Talk about trains from the past. Know that museums help us learn about things from long ago.			
Figures from the past – Artists Joan Miro, Wassily Kandinsky Guy Fawkes	Figure from the past - Mary Anning the palaeontologist. Artists – Georgia O’Keeffe, Pablo Picasso	Figures from the past –George Stevenson, Wright Brothers Pirates - Blackbeard Artists – Henri Matisse, Vincent van Gough				

Nursery Curriculum

Revised October 2026

Geography Focus			
	Scale – Near/ Local Where do I live? Encourage children to talk about their home, family and people who are important to them. Name and describe familiar people, noticing similarities and differences between themselves and others. Talk about the nursery environment and local area, helping children become familiar with the name of the town where they live and attend nursery. Explore photographs and simple aerial images of the nursery and surrounding area, encouraging children to notice and comment on what they can see. Take part in local walks to observe familiar buildings, features and places within the community. Create simple picture maps and representations of familiar places through drawing, painting and construction. Learn about people who help us in the community, such as police officers, firefighters, doctors, dentists, postal workers and school staff. Engage in role-play activities based on familiar community roles and experiences. Share books, stories and photographs that reflect children's own families, homes and communities. Talk about past and present events in their own lives, such as birthdays, family celebrations and special occasions. Festivals - Diwali, Bonfire Night, Harvest, Christmas, Season of Autumn – changes in weather, clothes, plants and animal life	Scale – Far/World Places on world map /globe. Begin to notice where different places are on a globe, map or in story books. Talk about places that are familiar to them, including their home, nursery and local area. Explore different environments, including the Arctic and Antarctica, and compare them with places that children know. Learn about countries and cultures that are important to the children in the class and their families. Talk about homes, weather, clothing, transport and daily life in different places around the world. Notice similarities and differences between people's lives, homes and environments, developing respect for different ways of living. Use photographs, stories, videos and first-hand experiences to help children understand the wider world while avoiding stereotypes and recognising that people within communities live in many different ways. Festivals - Chinese New Year, Easter, Mother's Day Seasons of Winter & Spring – changes in weather, clothes, plants and animal life	Drawing and making maps - real and imaginary Explore simple maps through stories such as We're Going on a Bear Hunt, What the Ladybird Heard and pirate adventures. Begin to understand that maps can help us find places and follow journeys. Use positional language such as on, in, behind, under, next to and between during play and everyday activities. Begin to use directional language such as forwards, backwards, up, down, near and far when describing movement and routes. Talk about journeys they make with their family and how they travel to nursery. Learn about different forms of transport including cars, buses, trains, boats and aeroplanes. Explore features seen on journeys through stories and small-world play, such as tunnels, farms, fields, harbours, coasts and lighthouses. Observe and talk about features of the local environment. Create simple maps and representations of familiar places, including the nursery, outdoor area and local surroundings. Develop curiosity about the world around them through stories, discussion and exploration. Festivals – Father's Day, Ramadan, Eid Season of Summer – changes in weather, clothes, plants and animal life
Technology Focus			
	ICT Explore how things work - explore wind-up toys, buttons/flaps on books making sounds I.T. within the home, school and classroom - take a selfie using class I-Pad / photograph on Autumn walk	ICT I.T. within the home, school and classroom – explore technology in the role-play area such as toy air fryer, vacuum cleaner, camera, toaster and kettle E-Safety Learn keeping safe when the using the internet Internet Safety Day	ICT I.T. – within the home, school and classroom – explore technology in the role-play area such as toy shopping till, calculators, doctors set, walkie talkies Computer Science - Robotics Programming a Bee-Bot to follow simple instructions

Art Focus						
Children are provided with open-ended opportunities to extend their Expressive Arts and Design experiences through role-play opportunities within the learning environments and access to a creative area where they can draw, paint and make pictures and models						
Expressive Arts & Design	Drawing & Painting Explore making marks using large circular movements and simple lines with a range of tools. Encourage children to draw people, talking about features they notice such as eyes, mouths, arms and legs. Create self-portraits and pictures of familiar people using paint, crayons, pencils and chalk. Use hands, fingers and other body parts to make prints and patterns, noticing the shapes and marks they create. Explore how colours can be mixed together to make new colours through adult-supported activities. Experiment with a variety of painting tools, including brushes, sticks, fingers, rollers, sponges and combs to create different effects. Join in conversations about colour and begin to choose colours for paintings of fruits, vegetables and other familiar objects. Explore printing with fruits, vegetables and everyday objects to create repeated patterns and designs.	3D, Collage & Textures Explore clay, dough and other malleable materials by squeezing, rolling, pressing and shaping. Create simple models inspired by celebrations such as Diwali, including making marks and patterns in the clay. Use paint, collage materials and different tools to create pictures inspired by special celebrations such as Bonfire Night and Diwali, exploring colour, texture and pattern. Experiment with splatter painting, dabbing, printing and other techniques to create different effects. Print with a variety of circular objects and explore arranging shapes and colours to create colourful patterns. Look at the artwork of Wassily Kandinsky, noticing the circles, colours and patterns in his work. Create simple artwork inspired by his use of shapes and colour. Explore natural materials by making leaf prints and leaf rubbings, talking about the patterns, shapes and textures they can see.	Drawing & Painting Explore making circles, lines and other marks using a range of drawing tools and large movements. Encourage children to represent their ideas through drawing and painting, including creating pictures inspired by winter animals such as penguins and polar bears. Explore drawing and mark making outdoors and indoors using chalks on large surfaces. Tear, scrunch, stick and layer a variety of collage materials to create winter-themed pictures. Look at Pablo Picasso's artwork Penguin, talking about the lines, shapes and marks used. Encourage children to create their own simple penguin-inspired drawings using a variety of media. Explore printing techniques using sponges, potatoes and everyday objects to create patterns and designs on egg shapes and other seasonal artwork.	3D, Collage & Textures Create pictures and cards for special people, using a variety of mark-making tools, paints and collage materials. Explore spring flowers through drawing, painting and colour mixing activities. Look at the artwork of Georgia O'Keeffe, noticing the colours and shapes in her flower paintings. Create artwork inspired by flowers using a range of media. Explore printing using stamps, sponges and everyday objects to create patterns and designs for cards and pictures. Tear, scrunch, stick and layer different materials to decorate egg shapes and create seasonal artwork. Use a range of collage materials, including paper, tissue, fabric and natural materials, to explore colour, texture and pattern. Join in imaginative and creative activities linked to familiar stories, such as creating bear masks inspired by Goldilocks and the Three Bears.	Drawing & Painting Explore making marks, lines, circles and simple shapes using a variety of drawing tools and surfaces. Encourage children to represent vehicles, homes and familiar objects through drawing and painting, talking about what they have created. Draw pictures based on familiar experiences, such as journeys to nursery, noticing and discussing what they see on the way. Explore printing with shapes, sponges and everyday objects to create patterns, tracks and designs. Experiment with different colours, shapes and textures through painting and printing activities. Look at the artwork of Vincent van Gogh, particularly Sunflowers, noticing the colours, shapes and brushstrokes used. Create flower artwork inspired by his paintings using paint, collage and mixed media.	3D, Collage & Textures Explore drawing mini-beasts, flowers and plants using pencils, crayons, chalks and other mark-making tools. Talk about the features of mini-beasts and plants, adding marks and details to their drawings and paintings. Work together with others to build large models using a range of construction materials, developing ideas through shared play. Explore printing with shapes, sponges and natural materials to create patterns inspired by mini-beasts and the natural world. Observe the colours, shapes and patterns found on butterflies and create butterfly prints using paint and folding techniques to explore symmetry. Use junk modelling materials to explore joining, building and creating simple mini-beast models.

Nursery Curriculum

Revised October 2026

	Manipulate and explore malleable materials such as dough, clay and plasticine by squeezing, rolling, pressing and shaping. Look at the artwork of Joan Miró, noticing the use of simple shapes, lines and colours. Create their own artwork inspired by his playful and imaginative style. Begin to talk about their creations, sharing what they have made and the choices they have made during the process.	Use a range of construction kits and loose parts to explore building, joining and creating structures. Develop construction skills by balancing, stacking and arranging materials to build towers, enclosures and models for a purpose. Begin to use scissors with support to make snips in paper and cut along simple lines. Explore a variety of collage materials, such as tissue paper, card, foil, natural materials and fabric, to decorate stars, snowflakes and other seasonal creations. Tear, scrunch, stick and layer different materials to create festive cards and pictures. Talk about their creations, describing the materials they have used and what they have made	Use shaped cutters, stamps and printing tools to explore shape, size, pattern and colour through repeated printing. Experiment with a range of painting tools, materials and techniques to create different effects and textures. Begin to make choices about colours, materials and tools when creating artwork. Talk about their creations, describing the marks, colours and materials they have used.	Explore different ways of joining and attaching materials when making masks and other creative projects. Experiment with threading and weaving using wool, ribbons and other materials to create simple patterns and decorations, such as snowflakes. Develop fine motor skills through cutting, sticking, threading, tearing and manipulating a variety of materials	Explore colour mixing and talk about the colours they choose in their artwork. Tear, scrunch, stick and layer a variety of collage materials to create cards and pictures for celebrations such as Father's Day and Eid. Choose from a range of materials and tools to express their own ideas and interests through art. Talk about their creations, describing what they have made and the materials they have used	Manipulate clay, dough and plasticine by squeezing, rolling, pinching, flattening and shaping to create models and imaginative creations. Experiment with cutting, snipping, tearing and sticking a variety of materials to create pictures and collages. Look at the artwork of Henri Matisse, particularly The Snail, noticing the shapes, colours and patterns used. Create simple collage artwork inspired by his work. Choose from a range of materials and tools to develop and express their own creative ideas. Talk about their creations, describing the materials they have used and what they have made.
Design Technology Focus						
	Explore different materials freely, to develop their ideas about how to use them and what to make. (junk modelling, sticking things together with glue/tape). Use a range of construction kits to explore, build and play with. Learn how to use scissors carefully when cutting lines. Use clay, plasticine and dough. Cut, roll and shape. Make a face biscuit.	Explore different ways to join materials. Explore different materials and combine them to make different models for a purpose Use pictures/photographs as inspiration to create structures with different building materials inside and outside. Use clay to create diva lamps	Thread or weave materials to make a winter picture. Learn how to use scissors carefully when cutting lines and shapes. Use clay, plasticine and dough. Cut, roll and shape Experiment with blocks to build a simple model	Make Easter marshmallow nests. Children learn how to melt, mix and measure out ingredients. Make gingerbread men biscuits Make gingerbread men salt dough models Learn how to use scissors carefully cutting out shapes with straight and curved	Make junk model vehicles for the small world area Use clay, plasticine and dough. Cut, roll and shape Use split pins with support to make a moving part. Learn how to use scissors carefully cutting out shapes with straight and curved edges.	Experiment with different clay tools to make patterns, cut, and roll and coil clay to make models of different minibeasts Make junk model mini beasts for the small world area Use clay, plasticine and dough. Cut, roll and shape. Begin to construct, stacking blocks vertically and

Nursery Curriculum

Revised October 2026

	Learn how to handle and use cooking equipment safely.	Learn how to use scissors carefully when cutting lines and shapes. Make a simple fruit salad by peeling and chopping fruit with a table knife.		edges. Use clay, plasticine and dough. Cut, roll and shape Use split pins to make a moving part	Make large models working cooperatively within a group e.g.: a car or lorry.	horizontally, making enclosures and creating spaces. Join construction pieces together to build and balance
The development of children's artistic and cultural awareness supports their imagination and creativity. Regular opportunities to play and explore with musical instruments, learn and perform songs and dance are provided. In addition, a weekly discrete music lesson will be delivered by a teacher from Bury Music Service.						
Music Focus						
	My Magical Voice Using our voices in different ways	Practising for a performance	Notation Graphic	Music for a Story	Listening and Composing	Circle Games