

Roberts Primary School

Nursery Curriculum 2026-2027

Roberts Primary School's curriculum planning demonstrates a clear progression of knowledge and skills throughout the academic year. The knowledge outcomes are drawn directly from the Educational Programmes within the Statutory Framework for the Early Years Foundation Stage (EYFS). Careful consideration has been given to progression from Nursery into Reception and into Year 1 and beyond, ensuring a coherent and sequential curriculum that builds on prior learning and provides full curriculum coverage.

Our curriculum is designed to enable every child to thrive throughout their individual learning journey. Teaching and learning are adapted where necessary to meet the diverse needs of all learners, ensuring that every child can access the curriculum, make progress, and achieve their full potential.

	Autumn 1	Autumn 2
Term dates	1 st September – 23 rd October 2026 (8 weeks)	2 nd November – 18 th December 2026 (7 weeks)
Theme	I Can Do It!	Let's Celebrate
Traditions and Celebrations	Autumn – 23.9.25 Harvest – end of September 2026	Diwali – 8.11.26 Remembrance Day – 11.11.26 Children in Need – 20.11.26 Hannukah – 4-12.12.26 Christmas – 25.12.26

Roberts Primary School

Nursery Curriculum 2026-2027

Key Enquiry Questions

- What can I do by myself?
- What am I good at?
- Can I try something new?
- How can I keep trying when something is difficult?
- Who can help me if I get stuck?
- How do I feel when I achieve something?
- How can I show someone what I can do?
- What makes me feel proud?
- How can I help my friends to have a go?
- What should I do if I make a mistake?
- What would I like to learn to do next?

- What does it mean to celebrate?
- What special celebrations do we have?
- Why do people celebrate special days?
- How do we celebrate with our families?
- What celebrations are important to different people?
- What happens at a birthday celebration?
- What foods might we eat when we celebrate?
- What music, songs and dances are part of celebrations?
- What special clothes might people wear?
- How do we decorate for a celebration?
- How can we make something special for someone else?
- How do celebrations make us feel?
- How are celebrations the same and different?
- What can we do to make everyone feel included?
- What would our own special celebration look like?

Roberts Primary School

Nursery Curriculum

2026-2027

	Prime Area - Communication and Language	
Educational Programme for Communication and Language	Communication and language is developed and supported through high quality, skilful interactions between adults and children, through the language rich learning environment, through the frequent stories and books that children hear and enjoy and through engaging experiences and investigations which promote the acquisition and understanding of a rich range of vocabulary and language structures.	
	Prime Area - Personal, Social and Emotional Development	
PSED Educational Programme	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy, 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, cooperate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. Personal, Social and Emotional Development.	
P.S.H.E. <i>(Jigsaw)</i>	Being me in my world (Rule of Law)	Celebrating differences (Tolerance)

Roberts Primary School

Nursery Curriculum

2026-2027

	Prime Area - Physical Development
Educational Programme for Physical Development	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence
	Specific Area - Literacy
Educational Programme for Literacy	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).

Roberts Primary School

Nursery Curriculum

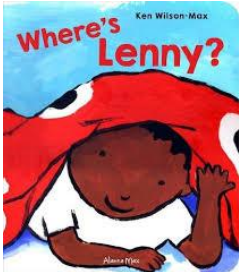
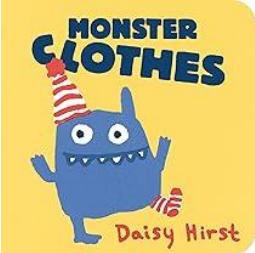
2026-2027

Phonics	 Little Wandle Foundations – Letters and Sounds We follow the systematic synthetic phonics program of 'Little Wandle Foundations – Letters and Sounds'. Letters and Sounds – A complete Phonics resource to support children (littlewandlelettersandsounds.org.uk)	
	Autumn 1 'Rhyme Time'	Autumn 2 'Rhyme Time' 'Progression of Sounds'

Roberts Primary School

Nursery Curriculum

2026-2027

Reading	Foundations: Love of Reading  The Foundations for a Love of Reading guidance, resources and planning are intended to support you in fostering a strong Reading for Pleasure culture in Nursery, while developing children's language. Through expertly developed lessons and activities children will receive: • Multiple opportunities to read and engage with the text. • Language development opportunities. Multiple opportunities to connect to the book through nursery rhymes, action songs, poems and songs that link.	
Key Texts including 'Little Wandle Foundations for Reading'	<u>Little Wandle – Love of Reading</u> 1.  'Where's Lenny?' by Ken Wilson-Max	<u>Little Wandle – Love of Reading</u> 3.  'Monster Clothes' by Daisy Hirst

Roberts Primary School

Nursery Curriculum 2026-2027

Nursery Rhyme focus:

1, 2, 3, 4, 5 Once I Caught a Fish Alive

Connect to the book:

-Exploring your senses — jam, fabric, bubbles, wooden spoon

-‘Hide and Seek’ by Matt Goodfellow — Caterpillar Cake Collection

<http://clpe.org.uk>

Little Wandle — Love of Reading

2.



‘Kindness Makes Us Strong’ by Sophie Beer

Nursery Rhyme focus:

Five Little Ducks

Nursery Rhyme focus:

Here we go round the mulberry bush

Connect to the book:

-Exploring your senses — tasting tomatoes

-‘Monster March’ by Jane Newberry — Big Green Crocodile Collection

<http://clpe.org.uk>

Non-Fiction



‘I Love the Seasons — Autumn’ by Lizzie Scott

Roberts Primary School

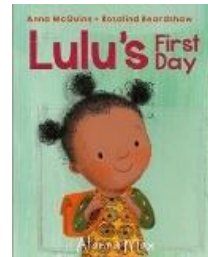
Nursery Curriculum 2026-2027

Connect to the book:

- Bake chocolate chip cookies
- Exploration of percussion Instruments
- ‘Crayon Poem’ by James Carter

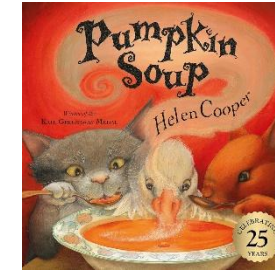
<http://childrens.poetryarchive.org>

Fiction

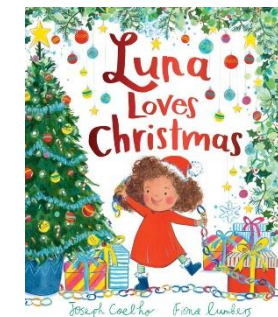


‘Lulu’s First Day’ by Anna McQuinn

Fiction



‘Pumpkin Soup’ by Helen Cooper



‘Luna Loves Christmas’ by Joseph Coelho

Roberts Primary School

Nursery Curriculum

2026-2027

	Specific Area - Mathematics
Educational Programme for Mathematics	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 ten-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 be afraid to make mistakes.
	 The Nursery maths scheme of learning covers the DfE statutory framework of the EYFS and the Educational Programme for mathematics. It supports to deliver a curriculum that embeds early mathematical skills, thinking and talk. Our scheme supports the ethos of EYFS, ensuring a hands-on, practical approach to learning, whilst at the same time enabling practitioners to create a mathematically-rich curriculum. Additionally, the Nursery maths scheme revisits key mathematical concepts and develops them throughout the year. The scheme has been divided into 24 blocks and provides a variety of opportunities to develop the understanding of number, shape, measure, and spatial thinking. These blocks are not divided into terms as they can be started at any time of the year. However, we would recommend following the progression in sequence. Teaching and Learning - The maths scheme supports in teaching key aspects of the EYFS maths curriculum. The scheme supports the teaching of early maths skills through both adult-led and continuous provision activities. The focus is on introducing the foundations of mathematics through key practical experiences. The scheme builds on early mathematical concepts slowly and develops these throughout the year, so children gain a deep understanding. The counting principles are threaded throughout the scheme.

Roberts Primary School

Nursery Curriculum

2026-2027

	Supporting children to gain an understanding of the counting principles. 1. The one-to-one principle. 2. The stable-order principle. 3. The cardinal principle. 4. The abstraction principle. 5. The order-irrelevance principle. These principles are covered in more detail on the following pages.	
	Comparison 1 More than, fewer than, same VIEW Shape, space and measure 1 Explore and build with shapes and objects VIEW Pattern 1 Explore repeats VIEW Counting 1 Hear and say number names VIEW Counting 2 Begin to order number names VIEW Pattern 2 Join in with repeats VIEW Shape, space and measure 2 Explore position and space VIEW	
	Specific Area – Understanding the World	
Educational Programme for Understanding the World	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.	
Understand the World (Geography)	I can talk about the world around me Special places	World Celebrations Where do they take place?

Roberts Primary School

Nursery Curriculum

2026-2027

Understanding the World (History)	My Family- I can talk about my family I can talk about me	World Celebrations When did they start? How long ago?
Understanding the World (Science)	Autumn- Changes in Weather Changes in the season	Winter- Changes in Weather Changes in the season
Understanding the World (RE)	Autumn – 23.9.25 Harvest – end of September 2026	Diwali – 8.11.26 Hannukah – 4-12.12.26 Christmas – 25.12.26

Roberts Primary School

Nursery Curriculum

2026-2027

	Specific Area – Expressive Art and Design	
Educational Programme for Expressive Art and Design	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.	
EAD – Expressive Arts and Design (Art and Design)	<u>Creating with Materials</u> Related to theme "I can do it!" Mark Making with paint, pencils and other tools Harvest Pictures – Sticking Create Family pictures Autumn finger painting pictures	<u>Creating with Materials</u> Related to the theme "Let's Celebrate!" Firework Pictures Diwali Pictures Christmas Cards Winter pictures
Expressive Arts & Design (Design Technology)	I can begin to use tools. Children to attempt to use a range of tools to experiment cutting, sticking and creating their own junk models	Christmas decorations Use a range of tools to experiment junk modelling
Expressive Arts & Design (Music)	Experiments and creates movement in response to repetitive music, rhymes and stories.	Learning Celebration Songs for performances Responding to celebration music in dance and movement.