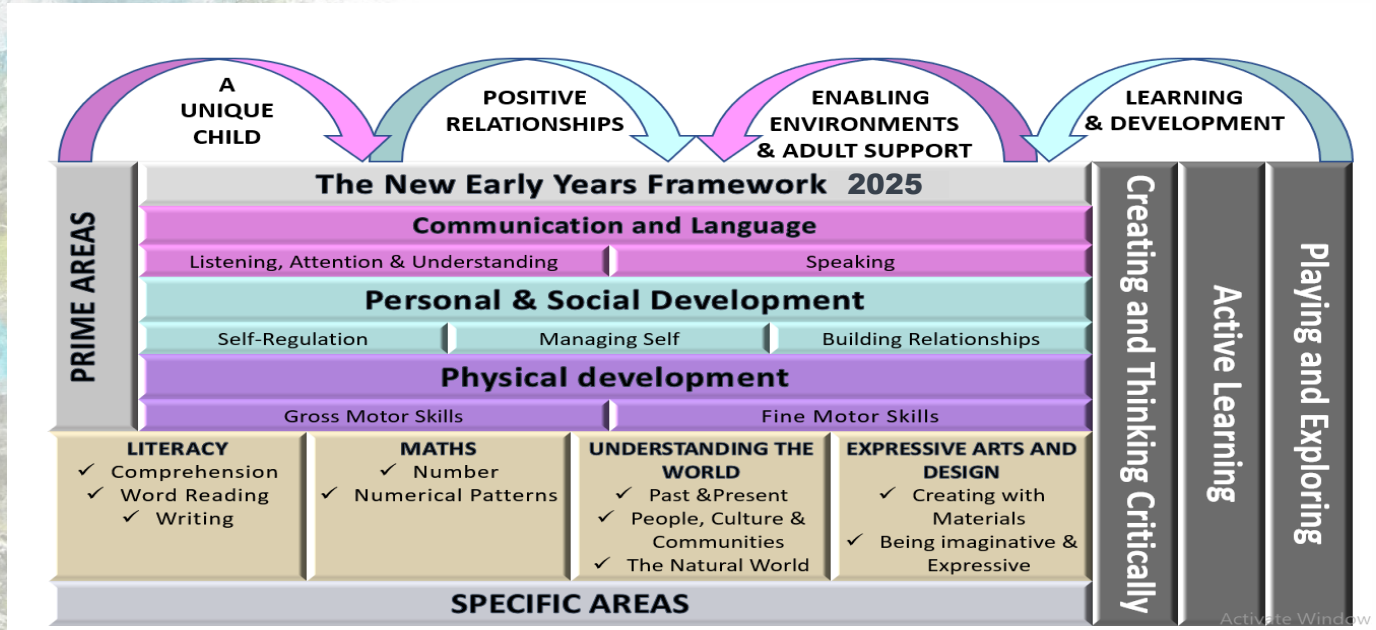
Welford-on-Avon Primary School & Nursery Curriculum Map

'Our vision is to inspire a lifelong love of learning within a safe, inclusive and nurturing environment empowering self-belief, respect and resilience to support our school community to reach their full potential'.

Intent, Implementation & Impact

Intent (Curriculum)	We will provide a safe, nurturing and stimulating environment which supports the growth of communication and language, independence, resilience, collaboration and a love of learning. We will facilitate progression and achievement of developmental milestones through learning attitudes fostered through the development of children's Characteristics of Effective Learning. Each child is valued and enabled to achieve the highest possible outcomes, developing strong foundations for 'learning and life readiness'.
Implementation (Pedagogy)	High quality planning will ensure breadth and depth of learning allowing children to develop their communication, physical, intellectual, emotional & social skills through an abundance of play opportunities. High quality interactions through planned adult-led, guided and child initiated activities within enabling environments both indoors and outdoors will provide opportunities to experience awe and wonder, develop curiosity, knowledge and understanding of the community and wider world broadening their minds and outlook on life, building cultural capital.
Impact (Assessment)	Through on-going observations, formative and summative assessments children's progress will be tracked from baseline at Nursery entrance through to ELGs at the end of Reception. These assessments will inform next step planning and judgements (demonstrated through Learning Journals, books and pupil voice) and will be validated through a planned process of school and consortium moderation. An annual report to parents will summarise each child's achievements along side termly parent consultations.

EYFS 2025 Framework



Welford Nursery Long Term Plan 2026 ~ 2027

Nursery Long Term Plan 26-27

C of L	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**I am Special!**	**Autumn Festivals**	**Winter Magic**	**Come Outside**	**Our Beautiful Planet**	**Creatures Great and Small**

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

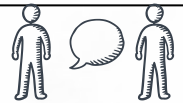
Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

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.

PLAY: At Welford On Avon, we understand that children learn best when they are absorbed, interested and active. We understand that young children benefit from a balanced curriculum which includes teaching that's been planned ahead and also makes time for their spontaneous learning. Children need organised, adult-led guided learning to bring new ideas and experiences to their lives. They need well-planned, specific learning experiences. These will deepen and consolidate their learning over time. 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 provides consistent opportunities for children to learn 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.'. EYFS Team

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**I am Special!**	**Autumn Festivals**	**Winter Magic**	**Come Outside**	**Our Beautiful planet**	**Creatures Great and Small**
Festivals and Special Occasions Enrichment Days	Harvest Festival Visit to local church TBC Birmingham Mission Food Collection Individual Birthdays Values awards - weekly Star of the Week – weekly Phonics information for Parents – TBC Christmas card designs 2/10/26	Sukkot 25/09/26 – 2/10/26 Black History Month 01/10/26 World Mental Health Day 10/10/26 Guy Fawkes / Bonfire Night 05/11/26 Diwali 08/11/25 World Nursery Rhyme 11/11/26 Remembrance day 11/11/26 Children in Need 13/11/26 Anti bullying week 16/11/26 Odd Sock Day 17/11/26 St Nicholas Day 6/12/26 Christmas fayre / winter Festival 4/12/26 Advent ?? Christmas Nativity 11/09/26 Open Evening ?? Christmas Party ??	Safer internet day 09/02/27 Lunar New Year 06/02/27 GOAT Big schools birdwatch 05/01/27-12/02/27 International polar bear day 27/02/27	World Book Day 04/03/27 Science Week 05/03/27 Red Nose Day 19/03/27 Mother's Day 07/03/27 Oral hygiene week – dentist visit 20/03/27 Anti- Bullying Week Shakespeare Week 21/03/27 Easter 05/04/26 Egg hunt Easter competition World Earth Day 22/4/27 World Turtle Day 23/05/27 Maypole dancing 25/05/27 Maypole Dancing Reserved 26/05/27 Spring Assembly TBC	World Oceans Day 08/06/27	Music morning TBC MFL TBC Nursery Sports Day 30/06/27?? Summer Fayre TBC Transition Day TBC
Assessment opportunities	• In-house - Baseline data on entry • On-going assessment • Parents evening info TBC	• On going assessments • Pupil progress meetings • Midterm Assessments	• On going assessments	• On going assessments • Pupil progress meetings	• On going assessments	• Pupil progress meetings • Progress reports • Transition Nursery to Reception meeting • End of Year data

Parent Communication

CLL	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	**I am Special!**	**Autumn Festivals**	**Winter Magic**	**Come Outside**	**Our Beautiful planet!**	**Creatures Great and Small**
Parental Involvement & Communication	• Parent Induction information ppt. • Parents Evening 2/11/26 • Parents Evening 9/11/26 • Harvest Assembly 8/10/26 • Wow/ I am proud certificates • Parent information sheet • Weekly newsletters • Daily Meet & Greet	• Wow certificates • Nativity Performance • Weekly newsletters • Open evening • Sharing assemblies • Daily Meet & Greet	• Wow certificates • Weekly newsletters • Parent information sheet • Parents Evenings • Sharing assemblies • Daily Meet & Greet	• Open Evening TBC • Wow certificates • Weekly newsletters • Spring Assembly • Daily Meet & Greet	• Wow certificates • Weekly newsletters • Parent information sheet • Sharing assemblies • Daily Meet & Greet	• Open Evening TBC • Wow certificates • Parents transition meeting- with new class teacher • Nursery Class Assembly • Weekly newsletters • Sports Day • Annual Progress Reports

Nursery Long Term Plan 26-27

CLL	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	**I am Special!**	**Autumn Festivals**	**Winter Magic**	**Come Outside**	**Our Beautiful planet**	**Creatures Great and Small**
Communication and Language We will talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism	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.***					
Ongoing development of listening, attention and understanding; Speaking.	Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily meet and greet, daily group discussions, sharing circles, PSED times, stories, daily story time, daily rhyme/ song times, singing, speech and language interventions, social snack time (with adults joining the children and modelling conversation skills), EYFS productions, assemblies and weekly interventions. Specific vocabulary focus is highlighted in daily planning.					

Nursery Long Term Plan 26-27

PSED	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	**I am Special!**	**Autumn Festivals**	**Winter Magic**	**Come Outside**	**Our Beautiful planet!**	**Creatures Great and Small**

Managing Self
Self - Regulation
Building Relationships

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 will be supported to **develop emotional literacy, promote a positive sense of self, set themselves simple goals, have confidence in their own abilities and develop resilience and patience.** Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, oral hygiene and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, skills for co-operative and collaborative interaction and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.**

Show an understanding of their own feelings and those of others, and begin to **regulate their behaviour accordingly**. Set and work towards simple goals, being able to wait for what they want and **control their immediate impulses when appropriate**. Give **focused attention to what the teacher says**, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

- ✓ Controlling own feelings and behaviours
- ✓ Applying personalised strategies to return to a state of calm
- ✓ Being able to curb impulsive behaviours
- ✓ Being able to concentrate on a task
- ✓ Being able to ignore distractions
- ✓ Behaving in ways that are pro-social
- ✓ Planning
- ✓ Thinking before acting
- ✓ Delaying gratification
- ✓ Persisting in the face of difficulty.

"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.

Throughout the Year we use Mr Men and Little Miss Characteristics of Effective Learning and Growth Mindset strategies to highlight CoEL skills.

PSED	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	I am Special!	**Autumn Festivals**	**Winter Magic**	**Come Outside**	**Our Beautiful Planet!**	**Creatures Great and Small**
We follow the Jigsaw PSHE Resource, NSPCC Pantosaurus & Clever Never Goes but PSED development is also ongoing and responsive to children's needs	At Welford-on-Avon Nursery we create a supportive and nurturing climate and ethos which provides children with a sense of safety, security, belonging and self worth by: • Establishing and developing mutually respectful relationships with and between adults and children • Understanding children's idiosyncrasies, qualities and attributes so they feel valued and develop positive attitudes towards themselves and others • Knowing and understanding children's family contexts and dynamics • Setting rules, establishing boundaries, following routines and explaining consequences • Modelling and explaining behavior's and emotions and how to manage and resolve conflict • Empowering children to be independent enabling them to make informed choices and decisions • Using praise to build confidence					
	Being in my World • Who me? • How am I feeling today? • Being at nursery • Gentle hands • Our rights • Our responsibilities	Celebrating Difference • What am I good at? • I'm special, I'm me • Families • Houses and homes • Making friends • Standing up for yourself	Dreams and Goals • Challenge • Never give up • Setting a goal • Obstacles and support • Flight to the future • Footprint award	Healthy Me! • Everybody's body • We like to move it, move it • Food glorious food • Sweet dreams • Keeping clean • Stranger danger	Relationships • My family and me • Make friends part 1 • Make friends part 2 • Falling out and bullying part 1 • Falling out and bullying part 2 • Being the best friends we can be	Changing Me • My body • Respecting my body • Growing up • Growth and change • Fun and fears • Celebrations

Nursery Long Term Plan 26-27

PD	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	**I am Special!**	**Autumn Festivals**	**Winter Magic**	**Come Outside**	**Our Beautiful Planet!**	**Creatures Great and Small**

Physical development

Handwriting

We follow Twinkl cursive loop handwriting scheme

Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.

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** with both objects and adults. Through planned activity and opportunities for play both indoors and outdoors, we 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 well-being. **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 practice of using small tools (Busy Fingers), with feedback and support from adults, allow children to develop **proficiency, control and confidence.**

Physical Development is valued and promoted through:

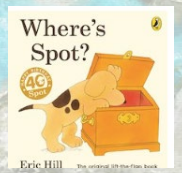
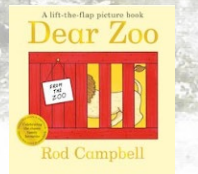
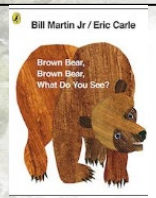
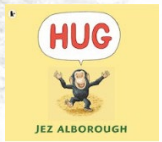
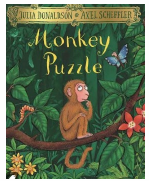
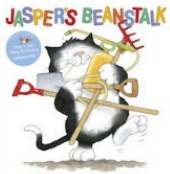
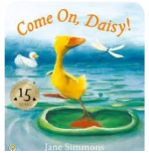
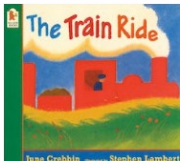
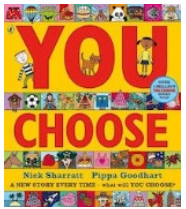
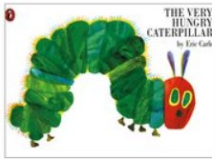
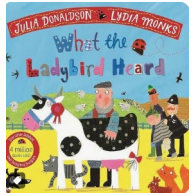
- Weekly PE sessions using Get Set 4 PE
- Capitalising on transition times to promote gross motor skills e.g. stand in the line on one leg.
- Brain gym exercises throughout the day to promote crossing the midline.
- Finger Gym Station to develop wrist and finger strength, finger isolation and pincer grip.
- Offering a wide variety of mark making tools and equipment e.g. hole punches, various mark making tools, scissors etc. to support the development of muscle strength and the control and manipulation of real tools.
- Using the outdoor area daily for Physical Development where large and small apparatus is planned, organised, displayed and available for children to use independently.
- Equipping the outdoor area with resources to promote balance and upper body strength e.g. balance bikes, wheeled vehicles, large building blocks and crates.
- Engage children in structured activities: guide them in what to draw, write or copy.
- Fit for play –
- Squiggle while you wriggle!

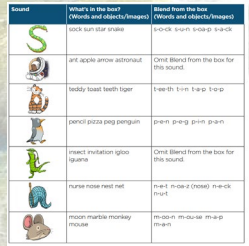
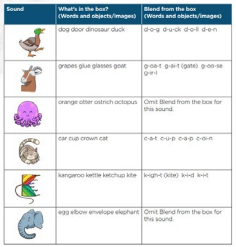
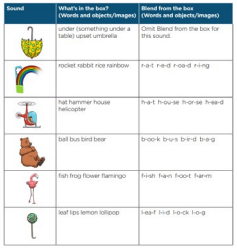
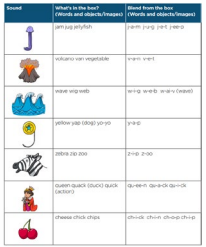
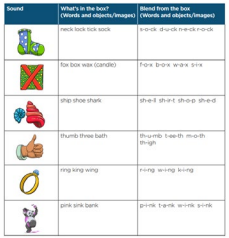
PD	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	**I am Special!**	**Autumn Festivals**	**Winter Magic**	**Come Outside**	**Our Beautiful Planet!**	**Creatures Great and Small**
Physical Development **Daily opportunities for Gross Motor activities through active learning.** **PE** **Forest school weekly.**	Introduction to PE Fundamentals to PE • Witches and wizards • Pirates • Mythical creatures • Superheroes • Monsters	Gymnastics	Fundamentals to PE 2	Dance • Learn two country dances to be performed as part of Maypole dancing	Athletics • Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking	Athletics • Ball skills • Races / team games involving gross motor movements • Obstacle activities • Sports day
PE Weekly PE sessions will take place in addition to daily planned physical activities www.getset4pe.co.uk	From Development Matters 20': • Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.				

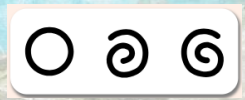
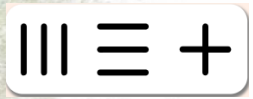
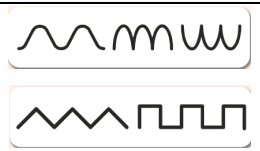
Nursery Long Term Plan 26-27

Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	**I am Special!**	**Autumn Festivals**	**Winter Magic**	**Come Outside**	**Our beautiful Planet!**	**Creatures Great and Small**
Reading is at the core of everything that we do! 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 Corbetts reading and poetry spines, Pathways, assemblies and weekly interventions. Daily story time	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). At Welford-on-Avon Nursery reading and the enjoyment of books is highly valued and promoted through daily direct teaching in the form of Phonic sessions, Story and Rhyme Time and listening to children read. We develop enthusiastic emerging readers who take delight in listening to stories, enjoy reading for pleasure and know how to use text to find out information by: • Teaching early knowledge and skills of reading • Fostering a love of books by sharing and talking about texts • Immersing children in sounds, words, rhythm, rhyme and song • Modelling the pleasure and joy that books provide • Demonstrating that text has meaning • Showing the characteristics of a fluent reader A selection of text to be used throughout the term. These will be supplemented with other text TBC.					
	We are all different What makes you special? We are all welcome The colour monster This is our house Harry the happy mouse Memories Jar of happiness Kind Huge bag of worries The Little Red Hen The Owl Babies	The Leaf Man We're going on a leaf hunt Sammy spider's first Sukkot Poppies video The Runaway Chapatti Goldilocks Farmer Duck Christmas Story / Nativity	The Hat/The Mitten A Walk in the Woods Little Robin Red Vest One winters night Snow bears Jack Frost Snowballs The snowman Winter magic	The Tiny Seed Oliver's Vegetables The dandelion seed The Enormous Turnip The princess and the pea Tree, Seasons come and seasons go An egg is quiet/A nest is noisy	One plastic bag 10 things I can do to help my world Someone swallowed Stanley I can save the ocean Here we are Atlases World in Danger Lucky escape Clem and Crab	Range of text linked to minibeast TBC The Very Hungry Caterpillar

Nursery Long Term Plan 26-27

Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	I am Special!	**Autumn Festivals**	**Winter Magic**	**Come Outside**	**Our beautiful Planet!**	**Creatures Great and Small**
Reading is at the core of everything that we do! **Pie Corbett reading and poetry spines**	Reading the same book over several weeks is a highly effective, research-backed strategy for helping young children develop language skills, recognise patterns, and master repetitive refrains. Repeated exposure to familiar texts enables children to build their vocabulary, develop their understanding of sentence structures, and deepen their comprehension of stories. As children become familiar with the text, they begin to predict what comes next, join in with repeated phrases, and gain confidence as emerging readers. To support this approach, we will use carefully selected Pie Corbett Reading Spine books in Nursery, revisiting them over a four week period, so that children can fully engage with and internalise the language, rhythm, and structure of high-quality texts. These books will continue to be accessible within the environment, along with supporting props to enhance their experience.					
	A selection of text to be used throughout the term. These will be supplemented with other text TBC.					
	 	 	 	 	 	 

Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	I am Special!	**Autumn Festivals**	**Winter Magic**	**Come Outside**	**Our Beautiful Planet!**	**Creatures Great and Small**
Phonics	Little Wandle Synthetic Systematic Phonics Resource We will provide experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development. Children's phonological and phonemic awareness will develop through fun, engaging games and nursery rhymes. Developing these skills in Nursery will lay the best possible foundations for learning phonics in Reception. There are two aspects to Foundations for Phonics: Rhyme time and Tuning into sounds. • Rhyme time explores rhyme to build up a bank of shared language, develop children's understanding of the world and familiarity with the sounds in words. • Tuning into sounds teaches phonological and phonemic awareness through games.					
	During the first half term, no sounds will be introduced- focus on Rhyme time and settling children into routines.					
Nursery Rhymes World Nursery Rhyme Week 11th-15th Nov	Jack and Jill Incy Wincey spider Humpty Dumpty Pat-a-cake Hey diddle diddle Ring 'a' ring 'a' roses	Twinkle, twinkle Hickory, Dickory Dock Wind the bobbin up One, two, buckle my shoe	The Wheels on the Bus The grand old duke of York	Baa, baa, black sheep Mary, Mary Quite Contrary	Miss Polly had a Dolly A sailor went to sea	1,2,3,4,5 Once I caught a fish alive Row, row, row your boat

Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Letter-join	**I am Special!**	**Autumn Festivals**	**Winter Magic**	**Come Outside**	**Our Beautiful Planet!**	**Creatures Great and Small**
Handwriting is PE on paper! **Gross motor skills activities to help improve strength, control and endurance for handwriting.**	• Pre writing patterns will be introduced as an introduction to handwriting. • Gross and fine motor skills and warm up exercises will become part of our daily routine. • Pupils will learn the vocabulary associated with handwriting and letter shapes. • Air writing and other actions will be modelled where patterns and letter shapes can be practised on a large scale. • Children will be supported to sit comfortably and to hold a pencil correctly. • They will be encouraged to make marks on paper using various writing tools. • A variety of classroom resources will be used to develop the skills for handwriting, making it fun and engaging.					
	Circles and spirals	Lines and diagonals	Lines and diagonals	Jellies and zigzags	Loopies and waves	Consolidating
						

Nursery Long Term Plan 26-27

Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	I am Special!	**Autumn Festivals**	**Winter Magic**	**Come Outside**	**Our Beautiful Planet!**	**Creatures Great and Small**

Math's

"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – ***Shakuntala Devi***

Master the Curriculum:
A range of approaches and resources are used to supplement this and ensure that children develop depth of understanding.

At Welford on Avon Nursery, we want to develop fluent mathematicians who have a deep conceptual understanding of number. Mathematics is valued and promoted through daily direct teaching using Master the Curriculum, alongside other supporting materials, and purposeful learning opportunities.

During the planning process careful consideration is given to the next steps in learning. Each area of the provision is equipped with relevant math's resources to enable children to practice and apply their mathematical knowledge and skills.

A Math's Area is situated within the provision. It offers a variety of open ended resources that promote a conceptual understanding of number encouraging children to become confident and fluent.

The resources are thoughtfully organised on open shelves so that children can see what and how many are available, access them independently and tidy up time can be optimised as an opportunity to practice and rehearse number skills.

Within the environment adults capitalise on every opportunity to present mathematical problems for children to think about and solve. They support children in practicing and applying their mathematical knowledge and skills by encouraging them to talk about their thinking, provide explanations and give reasons for their answers.

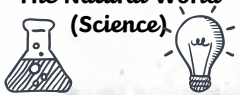
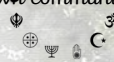
We ensure that they are able to provide explanations, give reasons for their answers and tackle future challenges by:

- Providing opportunities for children to practice, rehearse and apply mathematical knowledge and skills
- Encouraging children to investigate numbers by exploring their characteristics and patterns, understanding how they can be manipulated using different operations
- Encouraging them to think logically so that they can make connections and solve problems
- Fostering children's acquisition and use of mathematical vocabulary to justify and explain their ideas
- Providing fluency tasks to help children strengthen their foundational knowledge. They practise applying their skills and understanding to different number problems with varying contexts and levels of complexity, while independently choosing the method they use to tackle number problems successfully. Fluency brings together problem-solving and reasoning.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
• Colours • Matching • Sorting • Subitising 1 • Number 1	• Subitising 2 • Number 2 • Pattern	• Subitising 3 • Number 3 • Triangles • Number 4 • Rectangles/squares • Number 5	• Number 6 • Height and length • Mass • Capacity	• Sequencing • Positional • Fewer/more than • 2D shape • 3D shape	• Composition 1-5 • What comes after? • What comes before?

Nursery Long Term Plan 26-27

Understanding the World	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	**I am Special!**	**Autumn Festivals**	**Winter Magic**	**Come Outside**	**Our Beautiful Planet!**	**Under the Sea**
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.					
ONGOING THROUGHOUT THE YEAR	**Past and Present (History):** Understand the past through settings, characters and events encountered in books. Compare and contrast characters from stories. **People, Cultural and Communities (Geography/ RE):** Discussions about similarities and differences in fiction and non-fiction books. Sharing of children's own cultures and experiences outside of school. New RE Warwickshire syllabus. **The Natural World (Science):** Plants and flowers, weather and seasons, forest school, exploring natural world around them, changing states of matter. **Science investigational skills/ language development**. Seasons/ Investigation station with changing resources throughout the year.					

Understanding the World	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	**I am Special!**	**Autumn Festivals**	**Winter Magic**	**Come Outside**	**Our Beautiful Planet!**	**Creatures Great and Small**
The Natural World (Science) 	• What are germs? • Characteristics of ourselves	• Why are the leaves falling from the trees? • Seasonal change	• Winter • Birds and animals in winter • Make bird cake	• Spring • New life – life cycles • Planting and growing • World earth Day	• What is plastic? • Plastic pollution in the ocean • Life cycle of the sea turtle	• What is a minibeast? • Lifecycle of the butterfly
People, Cultural and Communities (Geography) 	• Where do I live? • Navigating around the classroom environment • Visit to local church • Explore maps of local area	• Favourite places to visit • Changes in the environment • Where does our food come from?	• Cold places in the world – Making comparisons with where we live		• Maps to locate different countries and key features such as oceans, mountains, deserts etc.	• Caring for our environment
People, Cultures and Communities (RE) They will begin to understand and value the differences of individuals and groups within and beyond their own community. 	• Special people and Me • Harvest Festival • Sukkot	• How we celebrate traditions differently / same • Festivals of Light – Bonfire Night, Diwali • What is Christmas to me and others? • St Nicholas Day • Christmas	• How do I and other people celebrate?	• The road to Easter • What is Easter to me and others?	• What can I and other people learn from stories?	• What makes places special to me and others?
Past And Present (History) 	• How have I changed since I was a baby? • Routine of the day	• What are our favourite celebrations each year?	• Why do we wear clothes at different times of the year? • What are our favourite celebrations each year?	• History of Welford maypole	• Big Lego spill – history of the big spill to present day	Learning journey – sharing memories of time in Nursery

Nursery Long Term Plan 26-27

Expressive Art & Design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	I am Special!	**Autumn Festivals**	**Winter Magic**	**Come Outside**	**Our Beautiful Planet!**	**Creatures Great and Small**

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 and Design Skills applied and developed throughout the year:

Sketching and drawing- enclose space and begin to represent objects.
Painting- use tools to apply paint, explore colour and how colours can be changed.
Sculpture- manipulate materials to achieve a planned 3D effect.
Printing- experiment with different materials to produce a printed image.
Collage- Explore a variety of different materials. Experiment with colour, design and texture.
Appreciation of artists- talk about what they like or don't like. Know what an artist is.
Art and Design provides lots of links to Fine Motor Skills. It also enhances language skills as children explain their work to others.
The role play element will be greatly supported by small world and role play areas linked to topics and children's interests.

Artists	Jackson Pollock	Yayoi Kusama	Piet Mondrian	Andy Warhol	Hiroshi Fuji	Eric Carle
Learning opportunities:	Color mixing Patchwork Collage 'Me' Portraits Jackson Pollock style Tissue paper art Little red hen colour mix	Pumpkin art Leaf collage Yarn resist autumn trees Poppy art Firework pictures Tie dye art Charcoal leaf rubbings	Winter trees - circles Shape collage Block printing Mod roc hats Sock snowman	Flower art Natural art Easter creative arts Marbling	Clay turtles/mod roc egg Bottle turtle	Recycled art Bottle fish Sun paper art

Expressive Art & Design cont:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	I am Special!	**Autumn Festivals**	**Winter Magic**	**Come Outside**	**Our Beautiful Planet!**	**Creatures Great and Small**
	Supporting children in following and exploring their own interests allows for greater depth of learning and understanding, and higher levels of well being and involvement. (Characteristics of Effective Learning). • Adults model how to use techniques and skills through specific actions and talk to aid children in pursuits and scaffold their learning through exploration. New vocabulary can be introduced through explicit teaching and informal conversation. • Collaborative projects are to be encouraged, as is valuing the skills of others and modelling how a friend may 'help' solve a problem such as holding the string whilst its being cut etc. • Use of familiar and everyday objects so that D&T learning can be inspired to take place at home. • Using books to learn about different structures in both the natural and human world such as nests and dens, house and global landmarks. • Use different seasonal changes and customs and festivals as an inspiration for design and make, including food.					
	Cooking and Nutrition - **Bake a bread roll**	**Seasonal Projects –** **Cook carrot soup** **Apple cooking**	**Structures –** **Sock snowman** **Cardboard tube bird**	**Textiles** **Make an Easter Bonnet**	Links with art and design to use recyclable materials to create models themed around marine life.	**Make a minibeast** Explore and investigate the tools and materials in the junk modelling area.

Expressive Art & Design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	I am Special!	Autumn Festivals	Winter Magic	Come Outside	Our Beautiful Planet!	Under the Sea
BBC	We want children to enjoy music and explore sounds as part of their creative development. Music supports the Expressive Arts and Design area by helping children express ideas, feelings, and imagination through sound and movement. Children will: • Sing songs and rhymes to build memory and language. • Play instruments and explore different sounds. • Move to music, developing rhythm and coordination. • Listen to music from different cultures and styles. • Create their own simple music and sound patterns. These activities are part of daily routines, play, and topic-based learning, supporting both adult-led and child-initiated exploration. By the end of EYFS at Welford, children will: • Enjoy and participate in musical activities. • Use music to express themselves creatively. • Show awareness of rhythm, pitch, and sound. • Meet the Expressive Arts and Design Early Learning Goals, especially in: • Being Imaginative and Expressive • Creating with Materials					
Curriculum Map	Bring the Noise	Dream On	When the Cold Wind Blows	Hands in the Air	I am a robot	Happy
Learning focus:	• Body percussion Dynamics • Understanding silence • Careful listening	• Careful listening • Duration, • Timbre	• Careful listening • Tempo • Dynamics • Duration	• Careful listening • Pulse • Rhythm	• Careful listening • Pulse • Rhythm	• Pulse • Pitch • Tempo • Dynamics
Assembly songs	• Celebrate life today • Make someone happy • Every brand new day • Autumn leaves • Picture of autumn • Beautiful world					