






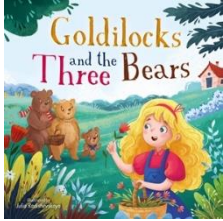
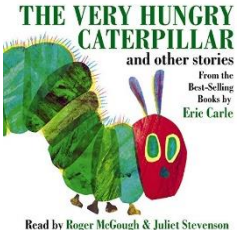


Oakwood Infant and Nursery School Curriculum Overview

F1 Nursery Long Term Plan 2025-2026

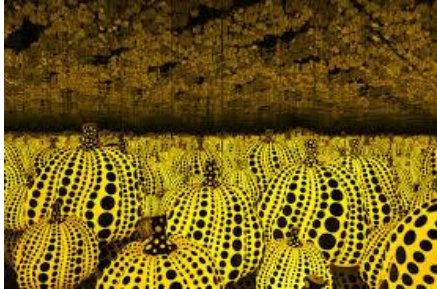



Curriculum objects are informed by Development Matters 2021


	AUTUMN 1 4.9.25-24.10.25 7 weeks	AUTUMN 2 3.11.25- 19.12.25 7 weeks	SPRING 1 5.1.26-13.2.26 6 weeks	SPRING 2 23.2.26-27.3.26 5 weeks	SUMMER 1 13.4.26-22.5.26 6 weeks	SUMMER 2 1.6.26-23.7.26 7 weeks
Project	<u>Home Sweet Home</u> 	<u>Sparkle Season</u> 	<u>To The Rescue!</u> 	<u>Down at the Bottom of the Garden</u> 	<u>Over the Hills and Far Away</u> 	
Themes	Family/Pets Belonging Nursery rules and expectations	Celebrations Using your senses Autumn	Careers Dreams and Goals Spring	Life cycles Spring Growing Healthy Eating	Transport The local environment and environments further away Transition Summer	


<p>Key Texts</p>	<p><i>Owl Babies</i> by Matrin Waddell and Patrick Benson</p>  <p><i>Dear Zoo</i> by Rod Campbell</p> 	<p><i>Goldilocks and The Three Bears</i></p>  <p><i>Little Robin Red Vest</i> by Jan Fearnley</p> 	<p><i>Mog and The Vet</i> by Judith Kerr</p>  <p><i>Little Red Riding Hood</i></p> 	<p><i>The Very Hungry Caterpillar</i> by Eric Carle</p>  <p><i>Jasper's Beanstalk</i> by David McKee</p> 	<p><i>The Train Ride</i> by June Crebbin</p>  <p><i>The Hundred Decker Bus</i> by Mike Smith</p> 	<p><i>When Dragon Goes to School</i> by Carly Hart</p>  <p><i>We're Going on a Bear Hunt</i> by Michael Rosen</p> 
<p>Additional Texts</p>	<p><i>Hug</i> by Jez Alborough</p> <p><i>In Every House, On Every Street</i></p>	<p><i>Pumpkin Soup</i> by Helen Cooper</p> <p><i>We're Going on a Leaf Hunt</i> by Miki Sakamoto</p>	<p><i>Where's Spot?</i> By Eric Hill</p> <p><i>Emergency!</i> By Margaret Mayo and Alex Ayliffe</p>	<p><i>The Tiny Seed</i> by Eric Carle</p> <p><i>I love Chinese New Year</i> by Eva Wong Nava</p>	<p><i>Noah's Ark</i></p> <p><i>Naughty Bus</i> by Jan Oke</p>	<p><i>Clean Up</i> by Nathan Byron</p> <p><i>Once Upon a Tide</i> by Tony Mitton</p>

	<p>by Jess Hitchman</p> <p>Spot Loves Nursery by Eric Hill</p> <p>Wanda's Words Got Stuck by Lucy Rowland</p> <p>Binny's Diwali by Thrity Umrigar and Nidhi Chanani</p> <p>Traditional Tale The Three Little Pigs</p>	<p>The Leaf Thief by Alice Hemming</p> <p>The Nativity Story</p> <p>Dear Santa by Rod Campbell</p> <p>Traditional Tale The Gingerbread Man</p>	<p>A Super Hero Like You by Dr Ranj (non-fiction)</p> <p>Zog and The Flying Doctors by Julia Donaldson</p> <p>Traditional Tale The Elves and The Shoemaker</p>	<p>and Li Xin</p> <p>How Do Flowers Grow? By Usborne (non-fiction)</p> <p>Can you Find my Eid Presents? By A. M. Dassu and Junissa Bianda</p> <p>Traditional Tale Jack and The Beanstalk</p>	<p>Who Sank The Boat? By Pamela Allen</p> <p>You Can't Take an Elephant on The Bus by Patricia Cleveland-Peck</p> <p>Amazing Machines Collection by Tony Mitton (non-fiction)</p>	<p>A Place Called Home by Kate Baker</p>
<p>Project Launch</p>	<p>Children bring in photographs of family and pets.</p>	<p>Children to come to nursery in party clothes and make party hats. Adult to show the children a sparkler.</p>	<p>Village Role Play</p>	<p>Visit to the local allotment or garden center.</p>	<p>Train ride to Matlock.</p>	

Project Outcome	Parent craft event	Christmas celebration	Create a booklet all about people who help us.	Plant some cress and bean seeds and watch them grow.	Parent project to make a 100-decker bus.	Graduation photograph / end of year craft.
Additional Enrichment Opportunities (Trips/visitors/celebrations)	Diwali (Hindu) 20.10.25 Autumn walk	Halloween 31.10.25 Bonfire Night 05.11.15 Remembrance Day 11.11.25 Anti-bullying Week 11-14.11.15 Children in Need 21.11.25 Road Safety Week 19-25.11.25 Walk to the postbox and post letters to Santa Christmas party and Christmas carol concert	Safer Internet Day 10.2.26 Valentine's Day 14.2.26 Children's Mental Health Week 9-15.2.26 First Day of Ramadan (muslim) 17.2.26 Visit from a firefighter Visit from a police officer/PCSO Visit from a nurse Visit from a post	Pancake Day 17.2.26 Children help to make pancakes Mother's Day 15.3.26 Eid-al-Fitr (muslim) 19.3.26 Easter (Christian) 5.4.26	Father's Day 21.6.26	Whole school seaside trip

			man			
Artistic Study	<p>Yayoi Kusama – Painting</p> 	<p>Andy Goldsworthy – Sculpture</p> 	<p>Paul Klee – Drawing</p> 			
<p>Communication and Language</p> 	<p>Use talk to organize themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</p> <p>Pay attention to more than one thing at a time, which can be</p>	<p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Enjoy listening to longer stories and can remember much of what happens.</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary</p> <p>Understand ‘why’ questions, like: “Why do you</p>	<p>Sing a large repertoire of songs.</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <p>Use a wider range of vocabulary.</p>	<p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</p> <p>Develop their pronunciation</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Use a wider range of vocabulary.</p> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so</p>

	<p>difficult.</p>	<p>Use longer sentences of four to six words.</p>	<p>think the caterpillar got so fat?"</p> <p>Sing a large repertoire of songs.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p>	<p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p>	<p>but may have problems saying: • some sounds: r, j, th, ch, and sh • multi- syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p>	<p>fat?"</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</p>
<p>Personal, Social and Emotional Development (PSED)</p> 	<p><u>Being Me in My World</u></p> <p>Develop their sense of responsibility and membership of</p>	<p><u>Celebrating Difference</u></p> <p>Select and use activities and resources, with help when needed. This</p>	<p><u>Dreams and Goals</u></p> <p>Talk about their feelings using words like 'happy', 'sad', 'angry' or</p>	<p><u>Healthy Me</u></p> <p>Remember rules without needing an adult to remind them.</p> <p>Play with one</p>	<p><u>Relationships</u></p> <p>Understand gradually how others might be feeling.</p> <p>Develop appropriate ways</p>	<p><u>Changing Me</u></p> <p>Talk with others to solve conflicts.</p> <p>Find solutions to conflicts and rivalries. For</p>

	<p>a community.</p>	<p>helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations</p>	<p>‘worried’.</p> <p>Increasingly follow rules, understanding why they are important.</p>	<p>or more other children, extending and elaborating play ideas.</p>	<p>of being assertive.</p>	<p>example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>
<p>Physical Development</p> 	<p>Use large-muscle movements to wave flags and streamers, paint and make marks</p>	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a</p>	<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams.</p>	<p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Match their</p>

		<p>small hole they dug with a trowel.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p>	<p>a dominant hand.</p>	<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Skip, hop, stand on one leg and hold a pose for a game musical statues.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>up zips.</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p>
Literacy	Engage in extended	Engage in extended	Understand that we read	Engage in extended	Write some letters	Write some or all of their



	<p>conversations about stories, learning new vocabulary.</p>	<p>conversations about stories, learning new vocabulary</p> <p>Understand that print has meaning</p>	<p>English text from left to right and from top to bottom</p> <p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Understands page sequencing.</p>	<p>conversations about stories, learning new vocabulary</p> <p>Understand that print can have different purposes</p>	<p>accurately.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p>	<p>name.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Names the different parts of a book</p>
<p>Phonics Mrs Mactivity's Rhyme Town</p>	<p><u>Phase 1 - Aspects 1-3</u> General sound discrimination</p>	<p><u>Phase 1 – Aspect 4-6</u> Rhythm and rhyme</p>	<p><u>-Onset and rhyme - Sentence segmentation -</u></p>	<p><u>Phase 1 - Aspect 7 – Oral blending and segmenting</u></p>	<p><u>Phase 2</u> Embed aspects 1-7</p>	<p><u>Phase 2</u> Continue to teach letter sounds and</p>



Read, Write, Inc.



Environmental sounds

- Notice sounds around them
- Recognize that different objects make different sounds
- Start to identify and name sounds
- Talk about environmental sounds, describing and comparing them

Instrumental Sounds

- Explore instrumental sounds
- Build awareness of how to use instruments to make sounds

- Join in with songs and rhymes
- Recognize words familiar rhythms and rhymes
- Start to recognize that rhyme
- Develop their phonological awareness, so that they can spot and suggest rhymes

Alliteration

- Explore initial sounds of words
- Select objects with a given initial sound from a choice of 2
- Identify initial sounds of words
- Develop their phonological awareness, so

Syllables

Develop their phonological awareness, so that they can count or clap syllables in a word

Plan in opportunities from key texts to practice skills in aspects 1-6 such as rhyming words in a story.

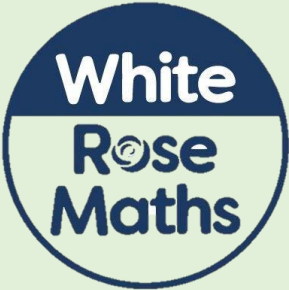
Name the pictures (daily session) Fred games (modelling blending and segmenting) (daily)

Fred games (modelling blending and segmenting)

For children who can orally blend and segment, begin teaching set 1 sounds following the blueprint lesson plans in the handbook. Progress to word time 1.1

word time

	<p>-Talk about instrumental sounds, describing and comparing them</p> <p>-Use instruments to recreate a sound from a given instruction e.g. tap the drum loudly and shake the tambourine quietly</p> <p>Body Percussion</p> <p>-Join in and copy body percussion patterns and sequences</p> <p>-Build awareness of how they can change body</p>	<p>that they can recognize words with the same initial sound, such as money and mother</p> <p>-Play with alliteration</p> <p>Voice sounds</p> <p>-Listen to and remember sounds</p>				
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	<p>percussion sounds</p> <p>-Create their own sequences of body percussions</p> <p>-Join in with longer sequences of body percussions</p>					
<p>Maths</p> 	<p>Compare quantities using language: 'more than', 'fewer than'.</p> <p>Talk about and explore 2D and 3D shapes.</p> <p>Recite numbers past 5.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Notice patterns and arrange things in patterns.</p> <p>Recite numbers past 5</p> <p>Understand</p>	<p>Show 'finger numbers' up to 5.</p> <p>Say one number for each item in order: 1, 2, 3, 4, 5.</p> <p>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>Discuss routes and locations, using words like 'in front of'</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Select shapes appropriately: flat surfaces for building, a triangular prism for a</p>	<p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.</p> <p>Use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles,</p>	<p>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>Link numerals and amounts: for example, showing the right number of objects to</p>

		<p>position through words alone – for example, “The bag is under the table,” – with no pointing.</p>	<p>and ‘behind’</p> <p>Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc.</p>	<p>roof, etc.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle, etc.</p> <p>Describe a familiar route.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</p> <p>Compare quantities using language: ‘more than’, ‘fewer than’.</p>	<p>triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’</p> <p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p>	<p>match the numeral, up to 5.</p> <p>Notice and correct an error in a repeating pattern. Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p> <p>Experiment with their own symbols and marks as well as numerals.</p>
Understanding the World	Begin to make sense of their	Use all their senses in	Show interest in different occupations.	Use all their senses in	Explore how things work.	Explore collections of

(UTW)



own life-story and family's history.

Explore how things work.

Begin to understand the need to respect and care for the natural environment and all living things.

hands-on exploration of natural materials.

Explore collections of materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary.

Explore and talk about different forces they can feel.

Talk about the differences between materials and changes they notice.

Explore how things work.

Begin to make sense of their own life-story and family's history.

hands-on exploration of natural materials.

Explore collections of materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary.

Plant seeds and care for growing plants.

Understand the key features of the life cycle of a plant and an animal.

Explore and talk about different forces they can feel.

Talk about the differences between materials and changes they notice.

Begin to make sense of their own life-story and family's history.

Show interest in different occupations.

Continue to develop positive attitudes about the differences between people.

materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary

Begin to make sense of their own life-story and family's history.

Understand the key features of the life cycle of a plant and an animal.

Know that there are different countries in the world and talk about the differences they have experienced

		<p>Continue to develop positive attitudes about the differences between people.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>		<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>		<p>or seen in photos.</p>
Express Art and Design (EAD)	Take part in simple pretend play,	Explore colour and colour mixing.	Explore different materials freely, to develop their	Begin to develop complex	Play instruments with	Use drawing to represent ideas like



	<p>using an object to represent something else even though they are not similar.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Listen with increased attention to sounds.</p>	<p>Use drawing to represent ideas like loud noises.</p> <p>Remember and sing entire songs</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p>	<p>ideas about how to use them and what to make.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p>	<p>stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.</p> <p>Join different materials and explore different textures.</p>	<p>increasing control to express their feelings and ideas.</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>movement.</p> <p>Create their own songs or improvise a song around one they know.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>
<p>Non-negotiable key vocabulary</p>	<p>Family, sister, brother, home, nursery, pet,</p>	<p>Dark, light, hot, safe, firework, lights, candle,</p>	<p>Emergency, police, ambulance,</p>	<p>Caterpillar, butterfly, chrysalis, egg,</p>	<p>Car, bus, train, aeroplane, boat, sink, float, fast, slow, travel, wheel, turning,</p>	<p>park, field, beach, country, map, sky,</p>

	teacher, friend, grown up, rules, ready, respectful, safe, tidy, share, sit, listen	dance, celebrate, dancing, glow, music, loud, quiet, autumn, leaves, conkers, falling, different, the same	doctor, vet, dentist, hospital, help, lost, found, stop, go, rescue, post, letter, uniform, community, winter, ice, snow, slippy, dangerous, frozen	hatch, life cycle, healthy, unhealthy, seed, soil, grow, water, sun, plant, tall, short, fast, slow, wiggly, fly, spring, blossom, fruit	near, far, school, classroom, teacher
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