Deansfield Nursery Goals Curriculum Overview 2026-2027

Play	**Use pretend play to think beyond the 'here and now'**
Create	**Create your own story**
Write	**Write at least 2 letters of your name**
Explore	**Become an intrepid explorer who can discuss routes and locations**
Perform	**Perform your own dance to an audience**
Follow	**Follow a recipe using fruit that you have grown.**
Learn	**Become a confident learner**
Organise	**Be part of a team to organise and participate in a Mini Olympics**

Play	**Use pretend play to think beyond the 'here and now'**	**Separate confidently from carers and make strong relationships with adults in Nursery** Select, use, sort and count resources **Show interest in other children's play** Talk about themselves and their life experiences **Engage in pretend play by using objects to represent other objects** Understand position through words alone **Put 4 or 5 words together to make short sentences** Talk about their feelings **Increasingly follow rules** Plan what to make using construction toys, junk modelling, paper, scissors and tape. **Put on own coats**	**Explore a wider range of activities and play for longer periods of time** Children begin to share, acknowledge, copy and work with one another. **Make plans and organise resources, negotiating with one another for which resources to use** Encourage the children ask one another questions about their play, they use longer sentences and link sentences **Start to think about other peoples feelings** Practice some Self regulation routines **Become increasingly confident and safe when using, scissors, trowels, tweezers, hammers, screwdrivers, logs, sticks, playdough and mud kitchen equipment.** Take photos and use Ipads **Understanding why rules are important**. Put on own coats and pull up zips.	**Play together with a specific idea in mind, allow others to play their roles, share and take turns, and follow the agreed rules, as they play with a common goal.** Develop strategies, make plans and designs, collect props and items that are needed for pretend play. **Talk about their own feelings and understand how others might be feeling** Ask many questions using words like 'what' 'where' and 'why' **Use number in play to set and solve problems.** The children use tools with increasing confidence. They have an idea of what they want to make and how they want it to look. **Persevere with difficulties**	**The children use pretend play to think beyond the 'here and now' They make plans, set simple goals and persevere to achieve them. They are kind, caring and helpful and can play co-operatively whilst considering others' ideas and feelings.**
Create	**Create your own story.**	Children listen to stories with increasing attention **Join in with rhymes and songs** Can copy a pattern of sound in songs **Think of different endings to stories** Sequence a known story **Retell stories using small world figures/puppets** Can join in with rhyming stories **Recite and touch count to 5** Show numbers on fingers to 5 **Act out stories as part of a group** Can Follow instructions with three key words like: "Can you wash dolly's face?" Fill in the missing word in known Rhyme	**Children respond to stories.** They ask and answer questions and make links with their own life experiences. -use the internet to answer some questions (adult support) **Explore characters and settings in stories** Make up a story and retell as part of a group **Learn new vocabulary and more complex forms of language** Have extended conversations about stories **Can find a rhyming pair**	**Children help to create a story to share with others** They become familiar with the way stories are structured **Develop correct pronunciation** Use longer sentences **Be able to express a point of view and to debate when they disagree** Make up new words to old songs and rhymes , and play alliterations games **Can continue a rhyming string**	**Children will tell a story with a character, setting, problem and solution for their story. They tell their story to one or more people.**
Write	**Write at least 2 letters of your name.**	**Build up gross and fine motor skills** Make random marks with their fingers, tools. Chalk, paint etc **Explore musical instruments** Squiggle Whilst You Wiggle **Draw circles, faces and x shapes** Find own name card **Identify objects /people with the same initial sound.** Subitising to 3	Squiggle Whilst You Wiggle **Children talk about their marks with others and give meaning to these** Can draw lines and circles, zig zags and c shape **Become familiar with language of directionality such as 'up, down, round and round.'** Children can find their name card and are look at it when attempting to write their name **Can copy sounds such as ssss and use the correct mouth movements to make simple sounds.** Write one letter of their name correctly **Starting to hear initial sounds in words** Explore shape	Squiggle Whilst You Wiggle **Children hold their pen or pencil with a comfortable grip.** **They write two letters of their name clearly** Can hear and say the initial sounds in words **Starting to orally blend and segment words** Use print and letter knowledge in early writing **Play alliterations games** Write cards for family members.	**Children hold their pen or pencil with a comfortable grip. They write two letters of their name clearly and with correct directionality.**
Explore	**Become an intrepid map making explorer**	**Explore Nursery environment through listening walks, talk about sounds that they like and don't like.** Create a marching band **Copy a range of voice sounds** Practice touch counting to 5 **Draw circles, faces and x shapes.** Look at maps of local area/uk/world **Make a simple map** Talk about seasons and weather changes **Discuss internet safety (every term)** Can start and stop playing an instrument at a signal	Use small world equipment to create a 3D map of a farm/town. **Draw road maps for cars to drive on. Add features and label them. Discuss routes and locations** Explore features and characteristics of China and the artic regions. **Draw zigzags and c shapes** Start to Identify initial sounds in words both orally and in print **Start to blend sounds together** Touch count to find totals **Give robot commands using position words** Discuss our climate and other climates of the world **Draw a simple map of a zoo/jungle** **Use Vocabulary such as Environment , Place, Feature, World, City, Map, Similar and Different**	Create maps plotting features using letter knowledge. **Children talk about the maps they have created discussing routes and locations** Talk about seasons and weather changes **Oral blending and segmenting/initial sound activities.** Describe a familiar route **Give commands using beebots** Recognise numerals to 5. Explore musical instruments from around the world/ over time	**Children will become intrepid explorers who show curiosity about the world around them, can describe a familiar route and can use some of their print and letter knowledge when drawing a simple map.**

Perform	**Perform your own dance to an audience.**	**Children will participate in 5 a day, dough disco, dance/yoga** Join in with action songs and rhymes **Listen with increased attention to sounds -Play listening games** Move in time to the beat **Clap the syllables in own name** Starting to clap syllables in other words	**Joining in with dancing and ring games.** Follow simple instructions such as "Clap your hands" or "Let us turn around." **Use props such as ribbons or pom poms to create different actions.** Clap the syllables in words **Perform a group dance to an audience** Use vocabulary of instruction – 'follow', 'lead', 'copy'	**Explore a wide range of music from different cultural backgrounds** Describe the sudden changes they hear e.g., Loud, fast, slow etc. **Explore different ways of moving their bodies** Can follow an adult's lead **Perform own dance to a small group**	**Children choose a piece of music individually or in a small group. They create their own dance routine, moving in time to the pulse of the music being listened to and physically responding to changes in the music.**
Follow	**Follow a recipe using fruit that you have grown.**	Mix ingredients including sand and water, flour and water, mud and water **Use tools -wooden spoons, sieves, scoops, rolling pins, cookie cutters and knives.** Use trowels to prep the soil for growing **Use Knife and fork in playdough** Follow simple recipes in areas such as the mud kitchen. **Count scoops and use different size containers** Follow adult instructions	**Mix powder paints** Follow the steps in making a chapati /flat bread with an adult. **Children measure using scoops/spoons and containers** They learn to kneed/roll/flatten **Reflect on the cooking process** Use knives and hand blender to make fruit smoothies (with support) **Plant seeds and bulbs and know how to care for them** To know about healthy living **Look at shopping lists/menus** Identify two written words with the same initial letter	**In small groups follow a recipe to make a strawberry flatbread with an adult** Independently measure using spoons, cups and scoops **Recognise numbers and count quantities correctly** Collect fruit/vegetables from the garden **Use knives to cut the vegetables** Look at recipes and create own shopping lists using their print and letter knowledge **Compare quantities using more than/fewer than**	**Children follow the steps of a recipe independently. They measure, count and cut ingredients to make a pizza using some fruit from the garden.**
Learn	**Become a confident learner**	**Encourage the children to plan, organise and set goals for themselves** Encourage the children to think about and link up previous knowledge and experiences **Weaving /wrapping on a large frame** Threading activities **Use the internet to find out about space and stars** Introduce children to the work of artists from across times and cultures. **Festivals/celebrations** Look at shadows and notice differences between them **Experiment with light and dark**	**Encourage the children to think about how to carry out a task. What might happen if…?** Use 'thinking language' involving words such as 'think', 'know', 'guess' and 'remember' **Sort objects according to one or more criteria** Take part in sequencing tasks. **Understand that the beliefs of others may be different from their own** Begin to correct their mistakes themselves **Freezing melting activities** Colour mixing **Oral hygiene** Investigate Forces including magnets	Encourage the children to come up with their own ideas and explanations. **Investigate water including floating and sinking** Think about why things happen and what might happen next **Encourage the children to think about how they achieved their goals and what might they do differently next time** Persevere with difficulties **Pay attention to more than one thing at a time** Introduce children to the work of artists from across times and cultures. -boats/ships	**Children reflect on their learning through their Nursery Journey books** **They comment on their thinking and the way they go about learning.** **They comment on what they find hard and what helps them.** **Children show that they are developing metacognition.**
Organise	**Be part of a team to organise and participate in a Mini Olympics**	**To increasingly understand and follow the expectations of the class** To be able to express a point of view **Develop gross motor skills through movement, balancing, riding, log rolling, and ball skills** Climb/Hang from climbing frame **Develop sense of responsibility and membership of a community – have jobs at tidy up time, help the group** Experiment with symbols and marks as well as numerals **Count and use numbers 1-3 to set and solve problems**	**Match developing physical skills to tasks and activities eg decide whether to crawl, walk or run across a plank, depending on its length and width.** Use talk to organise themselves and their play **Remember rules without an adult needing to remind them** Solve real world mathematical problems with numbers up to 4 **Number recognition to 5** Recording using marks/ numerals/Symbols **Talk about feelings(themselves and others)**	**Become more confident, competent, creative and adaptive movers.** Continue to develop their movement, balancing, riding and ball skills **Know why safety is an important factor in handling tools and moving equipment and materials** Find solutions to conflicts and rivalries. **To explore and talk about forces they can feel** Use numbers 1-5 in play to set and solve problems. **Recognise/write/make rule posters for the class** Be able to express a point of view and to debate when they disagree.	**As a team the children will organise and take part in a mini-Olympics** Understand how others might be feeling **Accept winning and losing** Keep and record scores using number knowledge **Talk with others to solve conflicts**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes/ interests	**Ourselves and our world. London, Kings and queens**	**Traditional tales Festivals/Celebrations Diwali 8th Nov Hanukkah 4th-12th Dec Christmas**	**People who help us Transport**	**Changes Eid al-Fitr 9th March Holi 22nd March**	**Mini beasts Eid al-Adha 16th May**	**Water - under the sea and Holidays**
Literacy	**Suggested texts:** Spot and Maisie stories Our King Charles The naughty knight The queens hat Fantastic families Two places to call home Is that your mamma Sleeping Beauty **London Guide Books**	**Suggested texts:** Winnies amazing pumpkin 3 Little pigs Golilocks Jack and the beanstalk Gingerbread Man The magic paintbrush **Recipe Books**	**Suggested texts:** Farmer Duck Titus troublesome tooth Percy the park Keeper stories Naughty Bus The mega magic hair swap **Flashing engines**	**Suggested texts:** Titch The ugly 5 Shine Avocado Baby Teeny Weeny Tadpole Billys Sunflower The enormous Turnip Pip and the egg **Tadpole to Frog**	**Suggested texts:** Superworm The Lazy ladybird Aaaarrggh, Spider Hungry Caterpillar Natures trail **First fabulous facts**	**Suggested texts:** Mr Gumpys outing Winnie under the sea Rainbow Fish Smiley Shark Julian is a mermaid Coming to England The storm whale Somebody swallowed Stanley **Surprising sharks**
Topic based Knowledge **Celebrations**	**Ourselves .The Royal Family Castles and palaces Famous sites in London eg London eye, Tower bridge Harvest**	**Houses from around the world Building materials Diwali Christmas Hannukah**	**Chinese New Year Occupations Helping others Transport**	**Oral health Growing up Planting and growing from seeds Forces Holi Easter Eid al-Fitr Vincent Van Gogh**	**Mini-beast facts Habitats**	**Underwater animal facts Locations around the word**
Little Wandle Phonics	Rhyme time activities	S a t p i n m	d g o c k e	u r h b f	L j v w y z qu	ch ck x sh th ng/nk
Rhyme time **Each song is repeated during the year**	Humpty Dumpty The Grand old Duke Ring a ring of roses Round and round Wind the bobbin up Twinkle Twinkle Wind the bobbin up	Twinkle Twinkle The Grand old Duke of York Wind the bobbin up Mary Mary 1 2 Buckle my shoe Pat a cake	Baa Baa Down at the station Miss Molly had a dolly The wheels on the bus Hey Diddle Diddle Humpty Dumpty	Mary Mary 1 2 Buckle my shoe Pat a cake Ring a ring of roses Round and round the garden	Incy Wincy Miss Molly had a dolly The wheels on the bus Hey Diddle Diddle Baa Baa	12345 A sailor went to sea Jack and Jill Row Row Row Down at the station
Community events	**Stay and play Home visits**	Christmas Activity Day	Invite in police, paramedic, firefighters etc	Invite Kalpna to talk about Holi Tooth Talk-Visiter Bring your parents to Nursery Day	Bug visitor?	Bring your parents to Nursery Day
Maths Mastery	Reciting numbers to 5 Circle – naming a circle when shown.	Use a Triangle appropriately for pictures/models Select a Triangle/circle from a group of shapes	One-to-one correspondence – match one number name to each item to be counted	Pattern More Sequencing and sorting Counting to 5; line up 1 to 5 in order;	Composition of numbers 1 to 5: introduction to 'part-part-whole' Structure; partitioning a	Make comparisons between objects relating to capacity Compare quantities using more than/fewer than

	Select a circle from a group of shapes Understand position through words alone Counting to 1 2 is more than 1 Counting to 2, the 'twoness' of 2 To complete a 2 part pattern Recognise and use rectangles	3 is more than 2 Counting to 3; comparing numbers 1, 2 and 3 – 'bigger' and 'smaller'; ordering numbers 1 to 3; 3 is made of 2 and 1 Building with blocks and exploring space and pattern 4 is more than 3; counting to 4; the structure of 4 as a square number; recognition of 4 items without counting (subitising) 2D shape Vocab sides', 'corners'; 'straight', 'flat', 'round'. Count scoops and use different size containers weighing Know that numbers identify how many are in a set Describe a familiar route	Select a small number of objects from a larger group – give me one, two or three 4 is more than 3; counting to 4; the structure of 4 as a square number; recognition of 4 items without counting (subitising) Squares – side, corners and edges 5 is more than 4; counting to 5; line up 1 to 5 in order Counting to 4; adding 1 Rectangles and cuboids	identify missing numbers within a 1 to 5 line-up The key principles of counting: one-to-one correspondence; cardinality. stable order Subitising numbers 1 to 5; different ways of arranging blocks to 5; conservation of number Composition of numbers 1 to 5: introduction to 'part-part-whole' Structure; partitioning a whole number into parts; conservation of number Building with blocks and exploring space and pattern Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc	whole number into parts; conservation of number 4 can be partitioned into 2 and 2; and, 1 and 1 and 1 and 1. The number of a group can be changed by adding to it or taking from it; addition and subtraction of 1; number bonds to 5 2D shape Describe a route Combine shapes to make new ones – an arch, a bigger triangle, etc. Addition and subtraction of numbers to 5; number bonds to 5 A review of numbers 1 to 5 More/fewer	Comparison of numbers 1 to 5 using the language of 'greater than' and 'less than' Composition of 5; partitioning and combining 5 in different ways Composition of numbers to 5; exploring the part-part-whole model to partition and combine numbers to 5 Introducing the concept of zero; zero is one less than 1 and an absence of something
N-rich	**Sock washing line**	**Cooking with children**	**Hidden Jewels** **Shapes in a bag**	**Pattern making**	**Counting collections**	**Obstacle course**
8 Goals	**First milestone** **(Development matters statements)**		**Second milestone** **(Development matters statements)**		**Third milestone** **(Development matters statements)**	
Use pretend play to think beyond the 'here and now'	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Use one-handed tools and equipment, for example, making snips in paper with scissors. Take part in simple pretend play, using an object to represent something else even though they are not similar Explore different materials freely, to develop their ideas about how to use them and what to make Begin to make sense of their own life-story and family's history. Understand position through words alone –for example, "The bag is under the table," – with no pointing. Talk about and explore 2D and 3D shapes		Play with one or more other children, extending and elaborating play ideas. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Understand gradually how others might be feeling. Show interest in different occupations. Explore how things work. Develop their own ideas and then decide which materials to use to express them.		- Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." Continue developing positive attitudes about the differences between people Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc Join different materials and explore different textures Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Solve real world mathematical problems with numbers up to 5.	
Vocab	**Home School Friends Family belong paint model old parent teacher adult play**		**Happy Behaviour grumpy feelings share Take turns Ipad screen home button game help stranger design connect attach**		**Different right wrong The same kindness mistake likes/dislikes Build new now today yesterday time tomorrow week**	
Create your own story	Engage in extended conversations about stories, learning new vocabulary. Sing a large repertoire of songs Show 'finger numbers' up to 5		Enjoy listening to longer stories and can remember much of what happens Respond to what they have heard, expressing their thoughts and feelings. Understand the five key concepts about print: • the names of the different parts of a book Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.		Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Understand the five key concepts about print: • page sequencing Create their own songs or improvise a song around one they know	

Vocab	Sing song actions words clap body parts	**Baby young child adult toddler important**	**Before after next different similar**
Write at least 2 letters of your name	Use large-muscle movements to wave flags and streamers, paint and make marks Write some or all of their name Say one number for each item in order: 1,2,3,4,5. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').	Use a comfortable grip with good control when holding pens and pencils. Understand the five key concepts about print: • we read English text from left to right and from top to bottom Sing the pitch of a tone sung by another person ('pitch match'). Use drawing to represent ideas like movement or loud noises.	Write some letters accurately Play instruments with increasing control to express their feelings and ideas. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs
Vocab	**Drawing twist copy look**	Pattern up down round back side edge corners straight flat round	Letters sounds
Become an intrepid explorer who can draw and use a map	Select and use activities and resources, with help when needed Understand the five key concepts about print: • print has meaning Use all their senses in hands-on exploration of natural materials Recite numbers past 5.	Show a preference for a dominant hand Talk about and explore 2D and 3D shapes and select shapes appropriately Discuss routes and locations, using words like 'in front of' and 'behind'. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	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. Describe a familiar route Combine shapes to make new ones – an arch, a bigger triangle, etc. Understand the key features of the life cycle of a plant and an animal. Make comparisons between objects relating to length
Vocab	**Squeaky high low top bottom Exploring shake maraca shaker instruments scraper**	**Go stop next forwards backwards turn which way App drum tall tap scrape taller weather animals difference world hot cold**	Beebot direction map country town
Perform your own dance to an audience.	Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Skip, hop, stand on one leg and hold a pose for a game like musical statues	Develop their phonological awareness, so that they can: • count or clap syllables in a word Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Start a conversation with an adult or a friend and continue it for many turns. Continue to develop their movement and balancing.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm Compare quantities using language: 'more than', 'fewer than' Start taking part in some group activities which they make up for themselves, or in teams. Remember rules without needing an adult to remind them.
Vocab	**Music dance move loud quiet beat same time**	**Quick slow beat syllable**	**Before after next beat syllable**
Follow a recipe using fruit that you have grown.	Understand the five key concepts about print: • print can have different purposes Explore collections of materials with similar and/or different properties Pay attention to more than one thing at a time, which can be difficult	Develop their phonological awareness, so that they can: • recognise words with the same initial sound, such as money and mother Make comparisons between objects relating to weight Plant seeds and care for growing plants Begin to understand the need to respect and care for the natural environment and all living things. Explore colour and colour mixing.	Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than' Make comparisons between objects relating to capacity and size 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.
Vocab	Cutting safety safely use using tools	**Fruit vegetable life cycle full half empty plant grow how many seed flower**	**More fewer growth equal healthy grown**
Become a confident learner	Become more outgoing with unfamiliar people, in the safe context of their setting. Use a wider range of vocabulary Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Use longer sentences of four to six words Develop their pronunciation but may have problems saying: some sounds: r, j, th, ch, and sh Extend and create ABAB patterns – stick, leaf, stick, leaf	Show more confidence in new social situations Develop their pronunciation but may have problems saying: multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Notice and correct an error in a repeating pattern Explore and talk about different forces they

	Remember and sing entire songs Make comparisons between objects relating to size	Talk about the differences between materials and changes they notice.	can feel. Talk about what they see, using a wide vocabulary 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.
Vocab	**Join, have a go, try long short bigger smaller celebrate past present**	**Sorting comparing hard soft smooth bumpy change**	**Strong water longer shorter heavy light**
Be part of a team to organise and participate in a Mini Olympics	Develop appropriate ways of being assertive Go up steps and stairs, or climb up apparatus, using alternate feet Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Discuss routes and locations, using words like 'in front of' and 'behind'	Talk with others to solve conflicts Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Experiment with their own symbols and marks as well as numerals.	Develop their sense of responsibility and membership of a community Start taking part in some group activities which they make up for themselves, or in teams. Match their 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.
Vocab	**Team exercise body care**	**Numbers order in on under next to**	**Scoring win lose teamwork proud**