



EYFS Askern Littlemoor Infant Academy Nursery Curriculum Overview 2026/2027

**Our Curriculum**

Our five themes which run throughout the year ensure that children have a broad and balanced curriculum. The themes are as follows;

**The Changing Year** – observing seasonal changes, Colours Around Us – experimenting with and learning about colour.

**Colours Around Us** – experimenting with and learning about colour,

**All About Me** – learning about ourselves, how to express our interests and fascinations.

**The Natural World** – developing a love of nature and learning how to care for and be responsible for the environment.

**Let's Celebrate** – celebrating many different religious festivals and cultural events throughout the year.

**Our EYFS Vision**

In Askern Littlemoor Infant Academy, we fully support that:

*'Every child deserves the best possible start in life and the support that enables them to fulfil their potential.'* Early Years Foundation Stage Framework 2021

Our intention is that our children feel safe and secure at all times, developing creative thinking, independence, high levels of engagement and perseverance. We strive to ensure that every child has a high level of well-being and develops a desire to learn and a love of learning that will stay with them for their entire lives.

Our children are provided with the basic skills needed in order to be confident communicators, readers, writers and mathematicians.

We celebrate the world in which we live, developing children's understanding and awareness of other cultures, beliefs and identities. Most importantly, we teach our children to have respect for themselves and for others.

**Our Curriculum Intent**

We prioritise communication and language, personal, social and emotional development, and physical development as the foundations for all learning. Our curriculum supports children from their earliest experiences through to the Early Learning Goals, ensuring progression, inclusivity, and readiness for Year 1.



**High-Quality Continuous Provision and Adult-Led Learning**

At Askern Littlemoor Nursery, we provide a carefully balanced curriculum that blends high-quality continuous provision with focused adult-led group times. Our continuous provision is intentionally planned and thoughtfully resourced to reflect the developmental needs, interests, and fascinations of our children. Each area of the environment offers rich opportunities for exploration, independence, and sustained engagement, enabling children to initiate their own learning and develop deep levels of involvement across all areas of development.

Our provision is regularly enhanced to ensure it remains purposeful, stimulating, and responsive to ongoing observations. This approach allows children to revisit and rehearse key skills in meaningful contexts, developing confidence, curiosity, and autonomy.

Alongside this, we deliver short, well-structured adult-led group sessions for key curriculum areas including **phonics, mathematics, personal, social and emotional development (PSED), topic learning, and Helicopter Stories**. These sessions ensure progression and introduce new concepts in a supportive small-group setting, allowing adults to model language, scaffold learning, and deepen children’s understanding. The combination of child-initiated learning and adult-led teaching creates a holistic, balanced curriculum that equips children with the foundational knowledge, skills, and dispositions needed for future learning.

<b>Aspire Character Traits</b>	<p>As part of our Aspire curriculum we nurture our pupils, enabling them to become:</p> <p style="text-align: center;"><b>Ambition, Support, Persistence, Inspire, Resilience and Effort</b></p>		
<b>Key Themes linked to KS1</b>	<b>Ourselves and Our Community</b>	<b>Materials and the Natural World</b>	<b>Around the World and Celebrations</b>
<b>Key Events</b>	<p>Harvest Festival(s): September/October 2026</p> <p>Black History Month: 1 October – 31 October 2026</p> <p>Navaratri (Hindu): Expected October 2026</p> <p>Dussehra (Hindu): Expected October 2026</p>	<p>National Storytelling Week: January/February 2027</p> <p>Chinese New Year (Year of the Goat): 6 February 2027</p> <p>Children's Mental Health Week: 1–7 February 2027</p>	<p>National Numeracy Day: May 2027</p> <p>Mental Health Awareness Week: May 2027</p> <p>Buddha Day/Vesak (Buddhist): May 2027</p> <p>National Children's Gardening Week: May 2027</p>



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	<p>Diwali (Hindu, Sikh, Jain): 8 November 2026</p> <p>Remembrance Day: 11 November 2026</p> <p>Anti-Bullying Week: 16–20 November 2026</p> <p>Children in Need: 20 November 2026</p> <p>Road Safety Week: November 2026</p> <p>Hanukkah (Jewish): Expected December 2026</p> <p>Christmas Jumper Day: 10 December 2026</p> <p>Christmas Nativity and Christmas Events: December 2026</p> <p>Christmas Day (Christian): 25 December 2026</p>	<p>Safer Internet Day: 9 February 2027</p> <p>Shrove Tuesday/Pancake Day (Christian): 9 February 2027</p> <p>Ash Wednesday (Christian): 10 February 2027</p> <p>Valentine's Day: 14 February 2027</p> <p>Lent Begins (Christian): 10 February 2027</p> <p>World Book Day: 4 March 2027</p> <p>British Science Week: 5–14 March 2027</p> <p>Mothering Sunday (Christian): 7 March 2027</p> <p>Eid ul-Fitr (Muslim): Expected 10 March 2027</p> <p>Holi (Hindu): Expected March 2027</p> <p>St Patrick's Day: 17 March 2027</p> <p>National Careers Week: 1–6 March 2027</p> <p>Red Nose Day: 19 March 2027</p> <p>Palm Sunday (Christian): 21 March 2027</p>	<p>World Environment Day: 5 June 2027</p> <p>Eid ul-Adha (Muslim): Expected May/June 2027</p> <p>Refugee Week: June 2027</p> <p>Healthy Eating Week: June 2027</p> <p>National School Sports Week: June 2027</p> <p>Sports Day: June/July 2027</p> <p>Father's Day: 20 June 2027</p> <p>Water Safety Week: June 2027</p> <p>Transition Day/Move-Up Day: July 2027</p> <p>Summer Fair: June/July 2027</p> <p>Class Assemblies and Parents' Workshops: Throughout the term</p>
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			<p>Good Friday (Christian): 26 March 2027</p> <p>Easter Sunday (Christian): 28 March 2027</p> <p>Easter Celebrations and Egg Hunts: March/April 2027</p> <p>Passover/Pesach (Jewish): Expected April 2027</p> <p>Vaisakhi (Sikh): 14 April 2027</p> <p>Ram Navami (Hindu): Expected April 2027</p> <p>Earth Day: 22 April 2027</p> <p>St George's Day: 23 April 2027</p>			
<p><b>Term</b></p>	<p><b>Autumn 1 (8 weeks, week 1 2 days)</b></p>	<p><b>Autumn 2 (7 weeks)</b></p>	<p><b>Spring 1 (6 weeks)</b></p>	<p><b>Spring 2 (5 weeks)</b></p>	<p><b>Summer 1 (7 weeks)</b></p>	<p><b>Summer 2 (6 weeks)</b></p>



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Core Texts/Topic themes	The Colour Monster/The Colour Monster starts school Where's Spot? and other spot stories We're going on a bear hunt Room on the broom/Meg and Mog stories	Owl Babies The Three Little Pigs Dear Santa The Christmas Story	Brown Bear, Brown Bear, what do you see?  The Rainbow Fish  Dear Zoo	Dinosaur Roar!  Goldilocks and the three bears  Peely Wally/The Easter Story	Jack and the beanstalk  Oliver's Vegetables  How to catch a star	Handa's Surprise  The Train Ride  The Very Hungry Caterpillar
Career Lessons	Helping people  Nurse/Doctor/Dentist	Science  Vet	Maths  Professional Cake Maker	English  Author, Puppeteer	Technology  Train Station Worker	Art and design  Artist – Violet Bradley
Core Rhymes/Poems	Poems from Michael Rosen: A Great Big Cuddle  I can see a rainbow Teddy Bear Teddy Bear Five Little Pumpkins Leaves in the Autumn	Poems from Michael Rosen: A Great Big Cuddle  Traditional Bonfire Night Poem The Wind Doth Blow Christmas Is Coming	Poems from Michael Rosen: A Great Big Cuddle  Down in the Jungle One, two, three four five, once I caught a fish alive Ship on the ocean	Poems from Michael Rosen: A Great Big Cuddle  Five Little Dinosaurs When goldilocks went to the house of the bears Chick, chick, chicken 5 Little Ducks	Poems from Michael Rosen: A Great Big Cuddle  I'm climbing higher I'm a little seed Five little men in a flying saucer	Poems from Michael Rosen: A Great Big Cuddle  Orange and Lemons Green Caterpillar There's a Tiny Caterpillar on a Leaf



<p>Further links to topics, festivals and non-fiction texts from pathways to write and core texts:</p>	<p><b>The Colour Monster / The Colour Monster Starts School</b></p> <p>Feelings and Emotions</p> <p>Starting School and Transitions</p> <p>Friendship and Belonging</p> <p><b>Where's Spot? and Other Spot Stories</b></p> <p>Family and Relationships</p> <p>Exploration and Discovery</p> <p>Communication and Language</p> <p><b>We're Going on a Bear Hunt</b></p>	<p><b>Owl Babies</b></p> <p>Family and Belonging</p> <p>Feelings and Emotions</p> <p>Confidence and Independence</p> <p><b>The Three Little Pigs</b></p> <p>Homes and Communities</p> <p>Problem Solving</p> <p>Perseverance and Resilience</p> <p><b>Dear Santa</b></p> <p>Celebrations and Traditions</p> <p>Wishes and Aspirations</p>	<p><b>Brown Bear, Brown Bear, What Do You See?</b></p> <p>Colours and Patterns</p> <p>Animals and Living Things</p> <p>Communication and Language</p> <p><b>The Rainbow Fish</b></p> <p>Friendship and Kindness</p> <p>Sharing and Relationships</p> <p>Confidence and Self-Esteem</p> <p><b>Dear Zoo</b></p> <p>Animals and Habitats</p>	<p><b>Dinosaur Roar!</b></p> <p>Dinosaurs and Prehistoric Life</p> <p>Similarities and Differences</p> <p>Confidence and Self-Expression</p> <p><b>Goldilocks and the Three Bears</b></p> <p>Families and Homes</p> <p>Choices and Consequences</p> <p>Problem Solving</p> <p><b>Peely Wally / The Easter Story</b></p> <p>Health and Wellbeing</p> <p>Growth and Change</p>	<p><b>Jack and the Beanstalk</b></p> <p>Growth and Change</p> <p>Adventure and Exploration</p> <p>Confidence and Resilience</p> <p><b>Oliver's Vegetables</b></p> <p>Healthy Living</p> <p>Growing and Plants</p> <p>Family and Relationships</p> <p><b>How to Catch a Star</b></p> <p>Space and the Universe</p> <p>Curiosity and Discovery</p>	<p><b>Handa's Surprise</b></p> <p>Diversity and Different Cultures</p> <p>Friendship and Kindness</p> <p>Food and Healthy Eating</p> <p><b>The Train Ride</b></p> <p>Journeys and Travel</p> <p>Exploration and Discovery</p> <p>The Local Environment</p> <p><b>The Very Hungry Caterpillar</b></p> <p>Life Cycles and Growth</p> <p>Healthy Living</p>
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	<p>Adventure and Exploration</p> <p>The Natural World</p> <p>Resilience and Perseverance</p> <p><b>Room on the Broom / Meg and Mog Stories</b></p> <p>Friendship and Kindness</p> <p>Imagination and Creativity</p> <p>Problem Solving and Teamwork</p>	<p>Communication and Language</p> <p><b>The Christmas Story</b></p> <p>Celebrations and Traditions</p> <p>Faith and Beliefs</p> <p>Kindness and Caring for Others</p>	<p>Making Choices</p> <p>Exploration and Discovery</p>	<p>Celebrations, Traditions and Faith</p>	<p>Dreams and Aspirations</p>	<p>Change and Transformation</p>
<p>Inclusion for Travellers includes links to traveller history, artefacts and ornaments, books and images that celebrate traveller festivals e.g., Appleby Fair – Resource Packs to be prepared for travelling children and extra support given to traveller parents with communication/school trips.</p>						
<p>WOW moments</p>	<p><b>The Colour Monster / The Colour Monster</b></p>	<p><b>Owl Babies</b> <i>An Owl Babies Night Adventure, where</i></p>	<p><b>Brown Bear, Brown Bear, What Do You See?</b></p>	<p><b>Observing eggs hatch into chickens</b></p>	<p><b>Jack and the Beanstalk</b> <i>A Giant Beanstalk</i></p>	<p>Observing Caterpillars to butterflies</p>



	<p><b>Starts School</b>  <i>A Colour Monster Feelings Day</i>, where children explore different emotion stations through sensory play, music, stories and art, ending with making their own Colour Monster.</p> <p><b>Where's Spot? and Other Spot Stories</b>  <i>A Spot Hunt Around Nursery</i>, with footprints, clues and hiding places leading children on an exciting search to find Spot.</p> <p>A visit from a real puppy</p> <p><b>We're Going on a Bear Hunt</b>  <i>A Real-Life Bear Hunt Adventure</i> around the outdoor</p>	<p>the nursery is transformed into a woodland with nests, twinkling lights and owl sounds, and children search for the missing owl babies before reuniting them with their mummy.</p> <p><b>The Three Little Pigs</b>  <i>A Build a House Challenge</i>, where children work in teams to build houses from straw, sticks and bricks and test them against the Big Bad Wolf's "huff and puff" machine (hairdryer or fan).</p> <p><b>Dear Santa</b>  <i>A Special Delivery from Santa</i>, where children receive a</p>	<p><i>A Colour Safari Adventure</i>, where children go on a hunt around the nursery and outdoor area to find objects and animals matching the colours in the story, ending with creating a giant class colour collage.</p> <p><b>The Rainbow Fish</b>  <i>A Rainbow Fish Under-the-Sea Experience</i>, where the room is transformed into an underwater world and children take part in sharing activities before creating a collaborative shimmering Rainbow Fish display.</p>	<p><b>Dinosaur Roar!</b>  <i>A Dinosaur Discovery Day</i>, where children become palaeontologists and excavate dinosaur bones and fossils from a giant sand pit before meeting a "baby dinosaur" that has appeared in the nursery.</p> <p><b>Goldilocks and the Three Bears</b>  <i>A Teddy Bears' Picnic and Porridge Party</i>, where children visit the Three Bears' cottage, taste different porridges, compare sizes and help solve the mystery of who has been in the house.</p> <p><b>Peely Wally / The Easter Story</b></p>	<p><i>Adventure</i>, where children discover a huge beanstalk growing in the nursery overnight and follow clues up to the giant's castle, finding golden eggs, treasure and magic beans along the way.</p> <p><b>Oliver's Vegetables</b>  <i>A Farmer for the Day Experience</i>, where children harvest vegetables from the garden, prepare simple healthy snacks and visit a vegetable market role-play area.</p> <p><b>How to Catch a Star</b>  <i>A Space Explorer Day</i>, where children enter a darkened "space dome" filled</p>	<p><b>Handa's Surprise</b>  <i>A Taste of Africa Day</i>, where children explore African fruits, fabrics, music and storytelling, ending with tasting the fruits from Handa's basket and creating their own surprise baskets.</p> <p><b>The Train Ride</b>  <i>A Nursery Train Journey Adventure</i>, where the classroom is transformed into a train station and children travel through different landscapes and seasons, collecting tickets and spotting things from the story along the way.</p> <p><b>The Very Hungry Caterpillar</b></p>
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	<p>area, travelling through grass, mud, water and a "cave" to find the bear.</p> <p><b>Room on the Broom / Meg and Mog Stories</b>  <i>A Magic School Day</i>, where children receive a special invitation and spend the day making potions, creating wands and completing magical challenges.</p>	<p>personalised letter from Santa and take part in a Santa's Workshop Day with present wrapping, toy making and letter writing.</p> <p><b>The Christmas Story</b>  <i>A Nativity Experience</i>, where children dress up as characters from the story and journey through the different events of the first Christmas using props, music and role play.</p>	<p><b>Dear Zoo</b>  <i>A Zoo Keeper for the Day Experience</i>, where children receive mystery animal crates to open, discover different animals and habitats, and take part in caring for the animals around the nursery.</p>	<p><i>An Easter Adventure Day</i>, where children follow clues on an Easter trail, plant new life in the garden and take part in an interactive retelling of the Easter Story through drama and role play.</p>	<p>with stars, planets and moon projections, then complete a mission to catch their own star and make a wish.</p>	<p><i>A Butterfly Garden Experience</i>, where children observe real caterpillars growing and changing over time before releasing butterflies and celebrating with a Very Hungry Caterpillar picnic.</p>
Handwriting	<p>Up and down movement</p> <p>Arches, circles and spirals</p>	<p>Upwards/downwards lines</p> <p>Spirals and figure of 8 (vertical and horizontal)</p>	<p>Side to side lines</p> <p>Squares, diagonal lines, triangles</p>	<p>Wave lines</p>	<p>Zig zag lines</p>	<p>Arches</p>
Early Phonics/language		<p>General sound and auditory</p>	<p>Rhythm and rhyme</p>	<p>Rhythm and rhyme</p>	<p>Alliteration</p>	<p>Voice sounds</p>



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<p>and communication enrichment</p>	<p>General sound and auditory discrimination - Instrumental sounds</p> <p>Taking turns Ready, steady, go Listening skills Cause and Effect games</p>	<p>discrimination - instrumental sounds</p> <p>Body percussion</p> <p>Taking turns Ready, steady, go Listening skills Cause and Effect games</p>	<p>Taking turns Ready, steady, go Listening skills Cause and Effect games</p>	<p>Alliteration</p> <p>Taking turns Ready, steady, go Listening skills Cause and Effect games</p>	<p>Taking turns Ready, steady, go Listening skills Cause and Effect games</p>	<p>Oral blending and segmenting</p> <p>Taking turns Ready, steady, go Listening skills Cause and Effect games</p> <p>Introducing RWI letter sounds</p>
<p>Personal, Social and Emotional Development links to JIGSAW</p>	<p><u>Being me in my world</u> Similar and different Friendships Feelings</p>	<p><u>Celebrating difference</u> I am special Families Homes</p>	<p><u>Dreams and Goals</u> Challenge Resilience Setting goals support</p>	<p><u>Healthy Me</u> My body and oral health Food Sleep Hygiene Strangers</p>	<p><u>Relationships</u> Making friends Falling out Bullying Being kind</p>	<p><u>Changing me</u> My body Changes Change Celebration</p>
<p>Protecting Oral Health (re-visit each term)</p> <p><b><i>*Interactive display in each classroom supporting how to look after our teeth*</i></b></p> <p><b>Include rhymes, brushing teeth reward system to be sent home and visit from the dental nurse.</b></p>	<p>PowerPoint presentation – Why do we have teeth? Our teeth are special How many teeth do you have?</p>	<p>PowerPoint presentation – Do you know how to look after your teeth? Learn how to brush your teeth Children to bring in their tooth brush from home (supervised brushing game)</p>	<p>PowerPoint presentation – First visit to the dentist</p>	<p>PowerPoint presentation – food and drink sorting activity. What foods do you think are good/bad for your teeth?</p>	<p>Food and Drink – exploring in more depth: What foods are bad for your teeth?</p>	<p>Food and Drink – Exploring in more depth – what foods are good for your teeth?</p> <p>Conclusion: What makes strong and healthy teeth?</p>



<p>RE Pennine Learning and Doncaster RE syllabus</p>	<p><b>E.4 - Who belongs in my family and community? (Pathway 4 - Personal Journey)</b></p>	<p><b>E.1 - Which places are special to members of our community? (Pathway 1 - The Nature of Religion and Belief)</b></p>	<p><b>E.2 - Why are some objects special? (Pathway 2 – Expressing Belief)</b></p>	<p><b>E.5 - How do people celebrate special times? (Pathway 5 – Influence and Authority)</b></p>	<p><b>E.3 - Who cares for me and how do I help others? (Pathway 3 – A Good life)</b></p>	<p><b>E.6 - How do we understand and care for the world? (Pathway 6 – The Big Picture)</b></p>
<p>Personal, Social and Emotional Development</p>	<p>Separate from main carer and learn to adapt to the Nursery environment.</p> <p>Select and use activities and resources, with some support if needed.</p> <p>Wash hands after using the toilet.</p> <p>Select and use activities and resources, with some support if needed.</p>	<p>To follow daily routines and classroom rules.</p> <p>Aware of behavioural expectations in the Nursery.</p> <p>Show confidence in asking adults for support.</p> <p>Know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies</p> <p>Learn to look after resources within the class.</p>	<p>Learn how to share resources and play in a group.</p> <p>Listen to and follow rules set.</p> <p>Take turns whilst playing and waiting patiently to have a go.</p> <p>Know how to manage their emotions in different situations.</p> <p>Know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'.</p> <p>Know that we must respect our resources and put them back when we have finished with them.</p>	<p>Show independence in accessing and exploring the environment.</p> <p>Independently put on coats and use the toilet.</p> <p>Listen to and follow rules set.</p> <p>Learn to look after resources within the class.</p> <p>Aware of the different areas in the Nursery and how to explore them safely.</p> <p>Approach an adult if they need support.</p>	<p>Initiate play with peers and keep play going by giving ideas.</p> <p>Become more outgoing with unfamiliar people.</p> <p>Show more confidence in new social situations.</p> <p>Begin to find solutions to conflicts.</p> <p>Show an awareness of how others may be feeling.</p> <p>Know that it's important to share and take turns.</p> <p>Know that if I am upset, I can use phrases such as "stop it, I don't like</p>	<p>Confident to talk to adults and peers.</p> <p>Begin to be assertive towards others where necessary.</p> <p>Know how to talk politely and develop an understanding of what is appropriate.</p> <p>Know that it is OK to challenge others, but they must remember to always be kind.</p>



					<p>it" to convey my discomfort.</p> <p>Know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.</p>	
Physical Development	<p>Take care of toileting needs independently.</p> <p>Begin to show a preference for a dominant hand.</p> <p>Climb apparatus safely.</p> <p>Know about personal hygiene and the importance of being clean and tidy.</p> <p>Know that washing hands is important after using the toilet and before we eat.</p> <p>Use feet when climbing apparatus.</p> <p>Show independence with eating and drinking.</p>	<p>Independently put on their coats, with some support for the zipper and buttons.</p> <p>Copy dance moves and to move to different kinds of rhythms.</p> <p>Use mark making resources with increasing independence.</p> <p>Show confidence in dressing up and self-care activities.</p> <p>Know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats.</p> <p>Know how to use mark making</p>	<p>Participate in different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc.</p> <p>Mark make in sensory trays and also copy different patterns.</p> <p>Mark make using a comfortable grip when using pencils and pens.</p> <p>Move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.</p> <p>Hold jugs and containers confidently and pour</p>	<p>Begin to hold the pencil using a tripod like grip.</p> <p>Begin to form numbers and familiar letters, e.g. letters in their name.</p> <p>Look at books independently whilst turning pages one at a time.</p> <p>Balance across a wooden balance beam</p> <p>Know how to use one handed tools effectively.</p> <p>Follow a simple sequence of movements to music and rhythm.</p>	<p>Hold the pencil confidently, using the tripod grip</p> <p>Use scissors confidently and make straight, zig zag and circular snips using one hand.</p> <p>Run skilfully and be able to negotiate space.</p> <p>Aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness.</p>	<p>Secure in holding the pencil, using the tripod grip and form some recognisable letters</p> <p>Copy some of the letters in their name</p> <p>Confident to use scissors and other tools safely.</p> <p>Takes part in group games with support from an adult.</p> <p>Move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc.</p>



		resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint.	from one container into another.	Show awareness of healthy food choices and impact on our body.		
Literacy: Early Writing	<ul style="list-style-type: none"> <li>• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>• Enjoy drawing freely</li> <li>• Make marks on their picture to stand for their name</li> </ul>	<ul style="list-style-type: none"> <li>• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>• Enjoy drawing freely Make marks on their picture to stand for their name</li> </ul>	<ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in their early writing</li> <li>• Write some or all of their name</li> </ul>	<ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in their early writing</li> <li>• Write some or all of their name</li> </ul>	<ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in their early writing</li> <li>• Write some or all of their name</li> </ul>	<ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in their early writing</li> <li>• Write some letters accurately</li> </ul>
Literacy: Early Reading	<p>Enjoys listening to very simple stories and rhymes. Begins to join in with repeated refrains. Handles books with growing care and interest. Talks about pictures using single words or short phrases.</p> <p>Understand the five key concepts about print:</p>	<p>Retells parts of familiar stories using pictures. Identifies characters and key events. Shows interest in traditional tales (big/bad/good).</p> <ul style="list-style-type: none"> <li>• Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the</li> </ul>	<p>Predicts simple story events using pictures. Begins sequencing simple story moments (first/next). Talks about feelings of characters using basic emotion words.</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read</p>	<p>Talks about similarities/differences between story characters. Uses story language (<i>once upon a time, he/she said</i>) with support. Answers simple questions about stories</p> <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word -</p>	<p>Retells a story with beginning/middle/end using prompts. Talks about characters' motives ("He was scared"). Begins creating simple story ideas during play</p> <ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word -</li> </ul>	<p>Retells stories independently using props. Understands more complex feelings in stories. Creates simple narrative sequences in play.</p> <ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with</li> </ul>



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	<ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book - page sequencing</li> </ul>	<p>different parts of a book - page sequencing</p>	<p>English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</p>	<p>recognise words with the same initial sound, such as money and mother</p>	<p>recognise words with the same initial sound, such as money and mother</p> <ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary</li> </ul>	<p>the same initial sound, such as money and mother</p> <ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary</li> </ul>
Communication and Language	<ul style="list-style-type: none"> <li>• Know many rhymes</li> <li>• Use a wider range of vocabulary</li> <li>• Can start a conversation with an adult or a friend</li> <li>• Begin to understand how to listen carefully and why listening is important</li> <li>• Engage in story times</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories</li> <li>• Use longer sentences of four to six words</li> <li>• Know many rhymes</li> <li>• Use a wider range of vocabulary</li> <li>• Can start a conversation with an adult or a friend</li> </ul>	<ul style="list-style-type: none"> <li>• Know many rhymes, be able to talk about familiar books</li> <li>• Can start a conversation with an adult or a friend and continue it for many turns</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens</li> <li>• Develop their communication (irregular tenses and plurals)</li> <li>• Sing a large repertoire of songs (check unit for opportunities)</li> </ul>	<ul style="list-style-type: none"> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story</li> <li>• Understand 'why' questions</li> <li>• 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</li> <li>• Understand a question or instruction that has two parts</li> <li>• Use talk to organise themselves and their play</li> </ul>	<ul style="list-style-type: none"> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story</li> <li>• Understand 'why' questions</li> <li>• 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</li> <li>• Understand a question or instruction that has two parts</li> <li>• Use talk to organise themselves and their play</li> </ul>
Mathematics	<p>Oneness of One</p> <p>Subitise amounts to 3</p> <p>Recite number past 5</p>	<p>Twoness of Two</p> <p>Threeness of Three</p> <p>Say one number for each item in order</p>	<p>Fourness of Four</p> <p>Show 'finger numbers' to 5</p>	<p>Fiveness of Five</p> <p>Recognise numerals 1-5</p> <p>Experiment with their own marks and</p>	<p>Solve real world mathematical problems using numbers 1-5</p>	<p>Compare quantities using language 'more than' and 'fewer than'</p>



	Explore and talk about 2D shapes  Talk about and create patterns	Know that the last number when counting is the total  Understand positional language	Link numeral and amount to 5  Talk about and explore 3D shapes	symbols as well as numerals  Describe a familiar route – including positional language	Compare objects relating to size, length, weight and capacity	Combine shapes to make new ones  Describe a sequence of events
Expressive Arts and Design	<b>Drawing- Marvellous Marks</b>	<b>Drawing- Marvellous Marks</b>	<b>Paint my World</b>	<b>Sculpture &amp; 3D Creation Station</b>	<b>Craft &amp; Design- Let's get Crafty</b>	<b>Seasonal craft &amp; explorations</b>
	How can we make marks and shapes using our hands and tools on different surfaces?	How can we make light and dark colours and use space when we draw and make marks on paper?	What happens when we paint with our hands and mix colours together?	How can we shape, cut and join clay and natural materials to make 3D artworks?	What happens when we cut, join and fold different materials?	How can we share our ideas and record them using different materials?
Famous Artists – One to be studied each term	<b>Mark Bradford – paint using paper</b>  <b>BLACK HISTORY MONTH</b>	<b>Mondrian – Shapes and straight lines (Christmas Calendars)</b>	<b>Van Gogh – Swirls and Curves</b>	<b>Yayoi Kusama – Spots, painting, 3D items, fabric, paper</b>	<b>Wassily Kandinsky - Lines and shapes</b>	<ul style="list-style-type: none"> <li><b>Paul Klee – Shapes</b></li> </ul>
Understanding the World (Science)	<b>Seasonal Change</b>  Talk about the differences between materials and changes they notice.	<b>Materials</b>  Explore and talk about different materials, for example: wood, metal, plastic, fabric, water and rock.  Describe what they see, feel and touch when exploring materials.	<b>Animals</b>  Begin to understand the key features of life cycles, for example: animals, plants, insects.  Talk about what they observe in relation to animals — what they look like, how they move, what they eat.	<b>Dinosaurs and the natural world</b>  Use all their senses to explore natural materials, objects, animals and the world around them.  Talk about what they see, hear, smell, feel	<b>Living things grow and change</b>  <b>Space</b>  Plant seeds and care for growing plants  Understand the key features of the life cycle of a plant and a animal	<b>Life Cycles and Minibeasts</b>  Begin to understand the need to care for the natural environment and living things.  Begin to understand the key features of life cycles, for



		<p>Use all their senses to investigate the world around them, including materials.</p>	<p>Use all their senses to explore natural materials and living things, including insects and small animals.</p> <p>Explore collections of materials, including natural objects like shells, leaves, feathers, bones (often animal-related)</p>	<p>and taste when investigating.</p> <p>Make simple comparisons using sensory language (e.g. loud/quiet, rough/smooth, bright/dark, hot/cold).</p> <p>Respond to sensory experiences, commenting on differences they notice.</p> <p>Begin to understand the key features of life cycles, for example: animals, plants, insects.</p> <p>Talk about what they observe about animals — how they grow, what they need to survive, and how they change over time.</p>		<p>example: animals, plants, insects.</p> <p>Show care and concern for the environment, including plants, animals, and the local area.</p> <p>Begin to understand that actions can help or harm the world, e.g. throwing rubbish away properly, saving water</p> <p>Use all their senses to explore natural materials, including rocks, fossils, stones and textured surfaces.</p> <p>Talk about what they see, hear and feel</p>
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				Recognise that animals have babies, and these babies grow into adults.		
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\*This curriculum map is a progress model – planning is always flexible and linked to the children’s fascinations and interests. The Characteristics of Effective Learning link in to all areas.