



Greenfield Nursery School Curriculum Ambitions

Updated 2026



The Greenfield & Hurst Drive Federation

www.GreenfieldandHurstdrive.co.uk

Executive Headteacher:
Mrs F Ajose



By the end of Nursery, our ambition is that all children will be able to:

- **Communicate about things that interest them in a variety of contexts**
- **Play independently or with others in the nursery using skills they have been taught around self-regulation, managing self and building relationships**
- **Use age-appropriate physical equipment with confidence and strength**
- **Use my fine motor skills practically in play and self-care**
- **Make simple representation in their marks as I write, draw and paint**
- **Enjoy books and storytelling and know the core stories well**
- **Know initial sounds from set 1 phonics and begin to oral blend and segment words**
- **Can use the maths concepts they have been taught in practical contexts e.g. to follow a recipe, talk about their structures**
- **Demonstrate their knowledge of the world around them, making links to experience they have at home and at school**
- **Demonstrate creativity and imagination through their preferred media e.g. block play, roleplay, art & design and music & song**

Medium Term Planning			
	Autumn	Spring	Summer
Core books	If you're Happy and you Know it Walking Through the Jungle Shh! We have a Plan The Runaway Chapati Little Rabbit Foo Foo Pete the Cat – I love my White Shoes	Dinosaur Roar! Pete the Cat and his Groovy Imagination Goldilocks and the Three Bears Oi! Frog Jaspers Beanstalk What the Ladybird Heard	Pete the Cat and his 4 Groovy Buttons Anansi the Spider The Very Hungry Caterpillar The Tiger who came to Tea Chicken Licken/Duck in a Truck Happy in our Skin
Core rhymes/poems/ring games/math songs	Icky Sticky Bubble-gum Sleeping Bunnies 12345 Fish Alive 3 little Monkeys Sandy Boy/Girl	The Little Green Frog The Goldilocks Song 5 Little Men in a Flying Saucer The Bean Game	5 little men in a flying saucer 5 Little Ducks Tiny Caterpillar on a Leaf Don't wake the Monkey!
Essential Writing Themes of work	Lift the Flap Ourselves Poetry and Rhyme Animal Story	Fairy Tale Books Non-Fiction Book Travel and Vehicle Books People Who Help Us	Math Picture Books How we have Changed More Complex Stories Planting and growing
Phonics	Letters and Sounds Phase 1 Aspects 1-5	Letters and Sounds Phase 1 Aspects 6 RWI Fred Games RWI Picture Cards	RWI Set 1 Oral blending and segmenting
White Rose Maths	More than, fewer than, same Explore and build with shapes and objects Explore repeats Hear and say number names Begin to order number names I see 1, 2, 3 Join in repeats Explore position and space	Show me 1, 2, 3 Move and label 1, 2, 3 Explore position and routes Explore pattern Take and give 1, 2, 3 Match, talk, push and pull Talk about dots Compare and sort collections	Lead on own repeats Start to puzzle Making patterns together Make games and actions Show me 5 My own pattern Stop at 1,2,3,4,5 Match, sort and compare
Possible Trips/visitors	Walk around the school and the grounds Woodland Learning	Reptile Visit Woodland learning Local area walks	PANTS-NSPCC Hurst Drive Transition Local area walks
Key learning experiences developed throughout the year	Cooking Learning recipes to make playdough and paint Gardening and caring for plants Caring for animals		

Prime Areas		Autumn		Spring		Summer	
		Knowledge/skills	Star words	Knowledge/skills	Star words	Knowledge/skills	Star words
Communication & Language	Learning Focus	➤ Develop strategies to ask for help ➤ Learn the name of the Key Person and some peers ➤ Begin to listen and attend to an adult in a small group and 1:1 e.g. short story, songs ➤ To follow instructions to keep safe in the Nursery ➤ Use their preferred method of communication to begin to share needs, wants and interests ➤ Develop and understand vocabulary linked with Nursery routines and expectations ➤ Initiate interaction with preferred adults ➤ Put at least 4 words together to make sentences ➤ Talk about themselves and what they like ➤ Uses plurals ➤ Understand ‘who’ ‘what’ and ‘where’ questions ➤ Answer questions about objects e.g. what do we eat with? ➤ Ask ‘what’ and ‘where’ questions ➤ Use ‘I’ ‘you’ and ‘me’, he, she and ‘me’ pronouns ➤ Use visuals to aid their communication if they need help	Help Snack Drink Yes No Now Next Hello Goodbye	➤ Know the names of important adults and peers that are important ➤ Initiate interaction with peers and adults through words, action and gesture ➤ Begin to link sentences using connectives ➤ Remain on topic in conversation for a short period with an adult or peer ➤ Ask and respond to who and why questions ➤ Wait their turn to speak when playing with others ➤ Express likes and dislikes using vocabulary they have been taught ➤ Increasing attention when listening to stories and answer questions ➤ Join in with familiar songs and rhymes with increasing confidence ➤ Follow simple sequence of instructions linked with routines ➤ Sing a song or rhyme in full ➤ Answer simple problem-solving questions ➤ Talk about the immediate past and future ➤ Understand instructions with 2 parts ➤ Listen to adults and children and show understanding by responding to what has been said ➤ Use visual aids in play if they need support to communicate with adults and children	I Me Names Like Dislike And Where Who Why	➤ Develop language around key daily routines ➤ Sit and attend in a small group and as a whole class for short periods of time ➤ Begin to share ideas through statements and simple sentences ➤ Talk in sentences of up to 6 words ➤ Develop vocabulary linked to stories and experiences ➤ Confidently request help from a member of staff in a variety of contexts ➤ Be able to maintain a conversation with back-and-forth interaction with peers and adults ➤ Respond to ‘how’ questions ➤ Wait their turn to communicate in a small group using my preferred method ➤ Sing songs they like by themselves without adult prompting ➤ Retell a story they have learnt using the story language from the book ➤ Understand 3 key word instructions ➤ Can tell a simple story about something they have experienced ➤ Talk about the past and future ➤ Link sentences using connectives ➤ Listen in a large group and respond to what is being said to show they are listening	Listen Conversation Wait Respond My turn Your turn Because
		I can communicate to get attention and share my needs, wants and interest		I can communicate with people I am comfortable with about things I like and dislike		I can communicate about things that interest me in a variety of contexts	
		Gross Motor Skills ➤ Use gross motor movements to move equipment (e.g. pick up large block and move it, push a wheelbarrow, pull a balance bike round with their feet) ➤ Pull themselves up onto climbing equipment and move across it with some adult support ➤ Jump from a low height independently ➤ Walk, run and jump on the floor with confidence ➤ Use the gross motor movements to make simple shapes and lines ➤ Throw and catch a large ball ➤ Kick a ball with intent and force ➤ Balance on one foot	Up Down Jump Kick Throw Bat Ball Scissors Thread Change	Gross Motor Skills ➤ Negotiate space when running to not bump into people or furniture ➤ Balance on low beams and equipment without adult support ➤ Follow an adult led sequence of movements ➤ Understands stop, go, fast and slow ➤ Propel themselves on a balance bike in a straight line ➤ Throw a ball in a desired direction ➤ Use a bat to hit a ball in the air ➤ Carry sand/water in a small bucket without spilling ➤ Cross the midline to make gross motor marks ➤ Dangle from a bar ➤ Stack large blocks on top of each other ➤ Use a hand digger/spade to dig into mud and move it	Control Balance Hang Hop Skip Pull Push Roll Start Stop Fast Slow	Gross Motor Skills ➤ Negotiate space in the nursery without bumping into furniture ➤ Stand on one foot ➤ Steer the balance bike when riding ➤ Stop and slow down safely ➤ Confidently balance on equipment without support ➤ Get on and off the climbing frame without support ➤ Aim and throw a ball ➤ Sit on the carpet with legs crossed for a short time ➤ Take steps on stilts ➤ Can hop on one foot ➤ Jump off equipment and land on two feet ➤ Move body into yoga positions and hold them for short periods	Turn Twist Throw Catch Aim Manipulate Hop Cross

		Fine motor skills ➤ Use balloon scissors to cut paper ➤ Take off their shoes and socks support ➤ Dress the lower part of their body (bottoms and pants) ➤ Use their hands with increasing control e.g. feed themselves with a spoon, thread large beads, drink from a cup without spilling ➤ Hold mark making tools to make marks ➤ Put on their own coat ➤ Manipulate playdough using tools to change its shape (e.g. rolling pin) ➤ Use their index finger to make marks in sensory play ➤ Complete an Inset puzzle ➤ Put on an apron to keep clothes dry ➤ Put on their own welly boots	Snip Zip Up Off Gentle Squeeze Roll Spill Dress	Fine Motor Skills ➤ Use scissors to make snips in paper ➤ Use a children’s knife to cut soft fruit into slices ➤ Wash and dry their snack equipment ➤ Use tweezers to pick up and move objects ➤ Use hands to manipulate playdough into shapes of different sizes ➤ Put on their own shoes with the help if a shoehorn ➤ Dress the upper half of their body (e.g. put on a vest or t-shirt ➤ Move objects on a screen (e.g. sorting game) ➤ Copy shapes and lines ➤ Use one handed tools and equipment ➤ Put on a mud suit with some support ➤ Zip up their jacket with help	Slice Cut Pinch Dress Undress Pull Over Grip	Fine Motor Skills ➤ Thread small beads ➤ Cut along lines using scissors ➤ Draw recognisable shapes and some letters ➤ Hold a pen/pencil with a comfortable grip ➤ Dress themselves ➤ Zip up their jacket independently ➤ Cut chunks of hard fruit ➤ Complete a simple puzzle (turning the pieces to make them fit) ➤ Cross the midline when mark making ➤ Create representations by manipulating playdough hands and a variety of tools ➤ Use small blocks to build ➤ Attend to age-appropriate self-care needs independently	Zig zag Curve Belongings Grip Cut Slice Turn Write Round Up Over
		Use their whole bodies to engage in a variety of physical play activities involving gross and fine motor movements	Use large and small movements to do things independently				I can use age-appropriate physical equipment with confidence and strength I can use my fine motor skills practically in play and self-care
Personal, social and emotional development		➤ Know who their key person is and know their name ➤ Can recognise their important people outside of nursery ➤ Can express feelings appropriate to the situation and begin to gain strategies with support from their Key Person ➤ Can say goodbye to their familiar adult, sometimes with adult support ➤ Know where they can go to the toilet, get a drink and have a snack ➤ Begin to follow some basic hygiene routines with reminders ➤ Aware of other children and will parallel play ➤ Show an interest in the toys and resources they like ➤ With support tidy the toys away that they have played with ➤ Follows classroom rules with adult support ➤ Seek and adult for support when there is conflict in play ➤ With adult guidance engage in conflict resolution with peers ➤ Say no to situations they don’t like ➤ Wait their turn for a resource with support from an adult	Names of familiar adults Happy Sad Hello/goodbye Toilet Drink Hungry Thirsty Help No	➤ Playing alongside others ➤ Begin to turn take resources with adult support ➤ Be more willing to explore different parts of the learning environment and take more responsibility for tidying up ➤ Engage with strategies to support self-regulation with adult support ➤ Name some emotions and identify their own feelings using simple language ➤ Build relationships with adults other than my key person ➤ Start to show interest in peers and what they are doing ➤ Can talk about people who are important to me outside of the nursery ➤ I can talk about things I am good at or things I need help with ➤ Know when they need to go to the toilet, feeling hungry and need to rest, sometimes with adult support ➤ Knows the rules of the classroom but still may need support from an adult to follow them ➤ Can ask a friend to play ➤ Can start to manage some conflict by themselves e.g. ‘stop, I don’t like that’ ➤ Use a sand timer with support to wait/take a turn	The names of friends Name other key adults Angry/frustrated I like/don’t like My turn/your turn Cosy corner Frustrated Silly Stop	➤ Resolve conflict using taught strategies ➤ Understanding the routines and expectations of being in Nursery ➤ Managing own belongings ➤ Confidently to use the areas of the classroom and outside ➤ Expressing feelings using taught strategies e.g. Zones of Regulation ➤ Confidently express needs wants and interests ➤ Secure relationships with Key adults ➤ Can take turns independently or sometimes with support ➤ Increasingly engage in co-operative play ➤ Manage transitions within the classroom and to different areas of the school with increasing confidence ➤ Engage in activities that support transition to reception ➤ Talk positively about myself and my peers ➤ Knows the classroom rules and can tell others what they are ➤ Use a sand timer to turn take independently	My turn/your turn Routine Play Group time Belongings Friend Together Myself
		I am settled into Nursery and making simple choices in my play. I am starting to build relationships outside of my family and know who I can go to for help	With adult support, developing greater independence in play and self-help skills and strategies to recognise feelings and emotions				I can play independently or with others in the nursery using skills I have been taught around self-regulation, managing self and building relationships

Specific Areas	Autumn			Spring		Summer	
		Knowledge/skills	Star words	Knowledge/skills	Star words	Knowledge/skills	Star words
Literacy	Learning Focus	➤ Identify different sounds they hear in the environment ➤ Create a variety of different sounds with their voice ➤ Differentiate between loud and quiet sounds ➤ Develop pre-phonics skills through engagement with Phase 1 activities ➤ Recognise their photo for their name card ➤ Say letter names in a song ➤ Look at books on their own or with an adult ➤ Listen to a short story in a small group ➤ Respond to pictures in stories ➤ Join in with familiar songs and rhymes (words or actions) ➤ Handle books correctly ➤ Explore mark making (sensory and tools) ➤ Verbally label their pictures or drawings (e.g. 'it's a cat!') ➤ Mark makes shapes and lines using gross motor skills	Story Song Rhyme Listen Loud Quiet Marks Draw Alphabet	➤ Listen to longer stories ➤ Recall stories (e.g. character names, events, name of the book) ➤ Sing a favourite song in full ➤ Learning new vocabulary linked to stories and other books ➤ Joining in with stories with repeated refrains ➤ Orally constructing simple sentences for adults to scribe ➤ Know the parts of a book and name them ➤ Recognise their name on their name card ➤ Differentiate between different marks (pictures and 'writing') ➤ Draw or paint a picture and tell an adult what they have made ➤ Use pens/pencils with increasing control ➤ Engage in Fred games ➤ Name the picture cards for RWI ➤ Recognise logos ➤ Recognise some letter names ➤ Clap syllables	Line Circle Pen Pencil Rhyme Write Letter Alphabet Syllable	➤ Listen to a range of stories ➤ Retell their favourite core stories ➤ Use words learnt in stories their role play ➤ Simple story sequencing ➤ Recognise their names ➤ Orally tell a story for an adult to scribe ➤ Sing a variety of songs in full ➤ Sound out phonemes in set 1 RWI ➤ Blend words they hear ➤ Begin to segment ➤ Develop awareness of rhyme and alliteration ➤ link letter names and phonemes ➤ Count out syllables in words ➤ Draw and write using a variety of mark making materials ➤ Draw or write in their play (e.g. a shopping list) ➤ Use a pencil or pen to draw or write ➤ Combine shapes to make recognisable pictures, representations or letters ➤ Write some or all their name	Letter names Letter sounds Writing Drawing Language linked to stories Once upon a time The end Rhyme
		I engage in mark making activities I listen to and/or join in with songs and stories I know and like I develop my listening and attention to be able to participate in Phase 1 phonics		I mark make frequently in my play, using a range of tools and materials I like to learn new stories and songs I am ready for RWI set 1 Nursery Phonics		I can make simple representation in my marks as I write, draw and paint I enjoy books and storytelling and know some core stories well I know initial sounds from set 1 RWI Phonics and beginning to blend and segment	
Mathematics		➤ Engage in math songs and rhymes ➤ Say some number names in order ➤ Confidently count to 3 ➤ Count back from 3 ➤ Show 1 and 2 on their fingers ➤ Subitise to 2 ➤ Count out 1 or 2 from a larger group ➤ Understand more and less ➤ Can recognise larger or smaller quantities ➤ Recognise numerals of importance ➤ Build and stack, line up resources ➤ Use the language of weight and capacity in play (e.g. heavy/light, full/empty) ➤ Recognise some patterns e.g. stripes, spots ➤ Sort toys by matching pictures (e.g. at tidy up time)	number names first now next then more than fewer than the same pattern star hear stripe spot zig-zag build stack heavy light full empty sort long short up down under	➤ Count objects, sometimes counting them more than once but saying one number name for each item ➤ Count out 3 from a larger group ➤ Recognise some numerals ➤ 1:1 correspondence to 3 ➤ Subitise to 3 ➤ Understand that 0 means nothing ➤ Begin to understand some counting principles ➤ Make arrangements with shapes and loose parts ➤ Notice patterns and arrange objects in patterns ➤ Use language such as straight and curvy to describe shapes ➤ Use shape to make simple representations e.g. a house ➤ Compare length, weight and capacity ➤ Use measuring resources in play (e.g. scales and measuring tape) ➤ Learn the names of the days of the week	Number names 3 Count Count out Order Amount Line Curvy Curved Large Little Smaller Bigger Corner Straight Nothing Zero Line Longer Shorter Heavier Lighter Between Infront Inside Through After	➤ Understand counting principles ➤ Confidently count to 5 ➤ Count confidently from 5-0 ➤ Subitise to 5 ➤ Use their fingers to count ➤ Show numbers up to 5 on their fingers ➤ Count out up to 5 objects, claps, sounds ➤ Counting irregular arrangements of objects ➤ Counting things that cannot be seen such as actions and sounds up to 5 ➤ 1:1 correspondence to 5 ➤ Put numerals to 5 in order ➤ Identify if a group up to 5 is more or less than another ➤ Use manipulatives to show their understanding of number and number pattern ➤ Copy AB patterns ➤ Creating their own AB patterns ➤ Create more complex structures with blocks ➤ Developing spatial vocabulary – language of position (in, on, under) and direction (up, down, across) ➤ Talk about their block and junk model play using vocabulary related to shape ➤ Use the language of time to talk about their day (e.g. future and past tense) ➤ Know what day it is ➤ Name some 3D shapes	Subitise Find Amount Total Altogether Order Pattern Repeated Enclose In 3D Solid Pyramid Oblong Cuboid 2D Flat Square Triangle Rectangle Circle Shortest Longest Biggest Smallest

		White Rose Math will be used throughout the academic year to teach Mathematical concepts to support the curriculum					
		I engage in play activity to support the development of my math skills		I use mathematical language and concepts in my play		I can use the maths concepts that I have been taught in practical contexts e.g. to follow a recipe, talk about their structures	
Understanding the world		➤ Knows their immediate family ➤ Develops and understanding of texture through messy and malleable play and associated vocabulary ➤ Shows an interest in the nursery and exploring the environment ➤ Recreates home experience in their play (e.g. in the home corner) ➤ Explores with their senses ➤ Notices change in the weather (e.g. if it's sunny or raining) ➤ Explore forces through their play (e.g. floating/sinking) ➤ Can talk about their features (eye colour, hair colour) ➤ Learn about festivals celebrated in the autumn term ➤ Learn how to care for the animals in the Nursery ➤ Help to care for the plants and flowers in the Nursery with an adult ➤ Starts to help look after the classroom and the resources ➤ Explore small world resources ➤ Show curiosity in the unfamiliar	Names Home Nursery Cold/hot Wet/dry Float/sink Explore Celebration Autumn Care Smell Touch Feel Look Push Pull Body parts	➤ Talks more frequently about life outside of school- significant events ➤ Shows interest in caring for the animals at Nursery with adult support ➤ Participate in events at Nursery (e.g. dress up days, forest school) ➤ Know the names of the children in their key group ➤ Notices differences in others (e.g. that adults are taller) ➤ Explore how materials can change (e.g. when water is added to sand/flour etc) ➤ Understands how to use a magnifying glass ➤ Understands the key features of the lifecycle of a chick/duck ➤ Learn how to hold an insect/animal safely ➤ Explore how things work ➤ Use more complex resources to explore the movement of sand and water ➤ Learn about festivals that celebrated in the Spring term. ➤ Look at non-fiction books on topics that interest them ➤ Explore unfamiliar activities and objects	Different Same Curious Grow Cloud Heat Hot Cold Sticky Goosey Celebrate Trip Change Mix Move Explore Body parts	➤ Know the names of most of the children in the class and the names of the adults in the Nursery ➤ Can use vocabulary to describe change (e.g. the water make it sticky) ➤ Understands what is needed to grow a seedling ➤ Understand the key features of the lifecycle of a butterfly ➤ Show greater interest in visitors to the Nursery ➤ Takes on a role in their play based on their knowledge of the world (e.g. a teacher, parent, shopkeeper etc) ➤ Talk about what they see and notice using vocabulary leant ➤ They know what to wear dependent on the weather ➤ Show pride in the classroom and take responsibility for looking after it ➤ With support, use the internet to find out about things that interest them ➤ Talk about when they were a baby and how they are different now ➤ Understand it is ok to be different and have different interests to their friends	Lifecycle Diet Safety Safe Body parts Notice Choose Information Same/different Find out Life Topic words Difference Interests
		Develop curiosity and exploration skills to engage in new and inviting experiences		Actively explore and develop vocabulary linked to their lives and the world around		Demonstrate their knowledge of the world around them, making links to experience they have at home and at school	
		Initial focus on looking after resources whenever a new resource is introduced e.g. lids on pens, washing brushes in-between colour change, changing painting water, leaving the space ready for others ➤ Use a glue stick to combine collage materials ➤ Explore different malleable materials ➤ Make marks with different mark making materials ➤ Experiment with colour and colour mixing ➤ Use a paint palette effectively as a tool to make marks ➤ Pump paint from a dispenser ➤ Make sounds with different instruments, noticing differences in sounds ➤ Join in with songs they know and like ➤ Move different parts of their body to music, rhythmically ➤ Join in with action songs ➤ Use a rolling pin to flatten playdough ➤ Manipulate playdough with their hands to flatten, roll, pinch and squeeze ➤ Using materials to print ➤ Use scissors to cut playdough ➤ Access the woodwork area and develop skills in using a hammer, screwdriver and saw Engage in home corner pretend play	Draw Paint make Mark make Picture Paint Collage Colour names Roll Flatten Pinch Squeeze Snip Cut Tape Glue Sing Song Tools	➤ Make their own paint by combining coloured powder and water ➤ Make imprints in playdough using natural resources ➤ Combine material together e.g. playdough and loose parts to create ➤ Use PVA glue to join materials together ➤ Explore what happens when you mix colour ➤ Engage in role play, pretending to be someone else ➤ Use a stapler and hole punch ➤ Use boxes and blocks to make representations ➤ Use tools to cut and shape playdough ➤ Play instruments along to a song, knowing when to stop and start ➤ Develop skills in using one handed tools and equipment in the woodwork area – screwdriver and saw ➤ Join wood together using tools, nails and screws ➤ Combine shapes to begin to draw simple representations e.g. Mummy - Sing a song in a group or on their own	Mix Create Join Pretend Shape Mould Clave Tambourine Triangle (instrument) Woodblock Holepunch Stapler Rhyme	➤ Make their own portion of playdough by combing materials together, following a recipe ➤ Select materials to make simple representations of people, objects or places ➤ Uses colour for a purpose ➤ Use learnt joining techniques to combine materials to make a model out of junk ➤ Dispense tape and use it to join materials ➤ Use scissors effectively to cut a range of materials ➤ Use leant joining techniques to make a model using wood ➤ Combine small world resources to make up their own worlds and stories ➤ Engage in more complex role play with others, taking on a role ➤ Talk about what they are going to make, what resources they will use and how they will do it ➤ Make up their own songs and rhymes ➤ Mould dough using different techniques to create representations ➤ ions Make up their own song	Imagination Texture Pattern Plan Emotion Feeling Sequence Link Character Use How Melody Represent Building
		Engage with different media and materials to developing confidence in different forms of expression		Demonstrate creativity and imagination through their preferred media e.g. block play, roleplay, art & design and music & song		Confidently access a range of different media to represent their thoughts and ideas both imaginatively and with purpose	

