

Cultural Capital

- Broader understanding of the world.
 - Vocabulary
 - Cultural experiences
 - Personal skills



Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. Our cultural capital helps form our understanding, knowledge, experiences, thoughts and opinions. It helps us achieve goals, be successful, try different things and share our experiences with others.



Nursery – AUTUMN TERM 2026

Spirituality

We work together to encourage everyone to develop the 4 concepts of spirituality: self, others, world and beauty and beyond.



Encounter - Learning about life
 Reflection - Learning from life
 Respond - Putting into action what we believe

Golden Threads



- Sustainability
- Diversity
- Religion
- Outdoor Learning

Substantive concepts, or golden threads of sustainability, diversity and religion will weave throughout the curriculum.

British Values



- Democracy
- Rule of Law
- Individual liberty
- Tolerance of different faiths and beliefs
- Mutual respect

We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Through engaging lessons, challenge and appropriate activities, we can give them a better understanding of themselves and others in the 'community of communities' in which they live. Children will develop their understanding of British values

COMMUNICATION AND LANGUAGE

To develop their phonological awareness – Little Wandle Foundation for Phonics Programme daily.

To enjoy listening to longer stories and can remember much of what happens.

Use a wider range of vocabulary - providing a rich language environment with opportunities for daily small group conversations, regular sharing of books and activities to investigate and question eg investigation station/ vets role play/ daily outdoor learning.

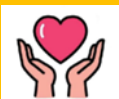
LITERACY

To hear, say sounds using the Little Wandle scheme.

Begin to look at how words are made, through their sounds and segmenting and blending CVC words.

Engage in extended conversations about stories – weekly reading books – see focus texts. .

Continue to 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 different parts of a book-page sequencing.



Learning vocabulary and sharing experiences through key texts.

PHYSICAL DEVELOPMENT

Introduction to PE

Finding space, freezing on command, using and sharing equipment working individually, with a partner and group. Developing skills of running, jumping, skipping.

Fundamentals:

Balancing, running, changing direction, jumping, hopping and travelling. Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, follow rules and instructions and work independently and with a partner.

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Go up steps and stairs or climb apparatus, using alternate feet.

Use one-handed tools and equipment, for example, making snips in paper with scissors, making homes for animals using a variety of materials. .



Gain physical skills which will help with coordination.

PSED

- To become more outgoing with unfamiliar people, in the safe context of their setting.
- Select and use activities and resources, with help when needed.
- To begin to understand and recognise my own feelings and emotions.
- Continue to play with one or more other children, extending and elaborating play ideas using the role-play/ small world areas/ outdoor learning.



Understanding how diverse the world is and how we should be accepting of others.



Mutual respect and team work, understanding people's views through class discussions. Study different communities and the importance of personal safety and trust in the adults who care for us through the stories of Snail and the Whale, Monkey Puzzle and Farmer Duck.



MATHS

To develop fast recognition of up to 3 objects, without having to count them individually ('subitising') – using a selection of objects/counters etc for daily practise.

Recite numbers past 5 – counting groups of animals, organising farm/jungle animals, grouping animals according to characteristics. Say one number for each item in order.



Expressive Arts and Design

Marvellous Me/Let's celebrate
Explore using a variety of marks using print and paint – 'Printing 'Repeat Pattern Printing Roller' 'Marbelled Hole Punch Sketchbook – developing skills such as colour recognition, dexterity and fine motor.
'To Colour' project – exploring the theme of colour.
Explore the world around you and see what you can find. - shape, pattern and line
Listen with increased attention to sounds through daily singing, rhymes and sound matching games linked to Little Wandle sound discrimination phase.
Take part in simple pretend play using the role play vets/small world areas and the outdoor learning stations on a daily basis.



Key
History
Geography
Science
Art
Design Technology
Music

RE

- To read and discuss stories from religious texts – To talk about members of their immediate family and community.
- To celebrate and value cultural, religious and community events and experiences – Bonfire Night, Diwali, Hanukkah, Advent, Christmas



Show respect by listening and learning about others who may have different beliefs or faiths to themselves.

Celebrate and discuss how their beliefs might be the same or different others.



Understanding the World

Marvellous Me/Let's celebrate
Timeline of the year – significant events, celebrations and journey across the Nursery Year
Talk about my own history – baby, toddler and now sharing own memories
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
Use all their senses in hands on exploration of natural materials
Explore collections of materials with similar and/or different properties.
Computing - Mouse Control- Paint it, variety of games (basic mark making)/Online Safety- Learning about the Dolphin and what to do if they see anything they do not like online.



Children have a right to stay safe whilst online.
Appropriate rules when using technology responsibly.



Planting seeds and discussing how we can be sustainable within our local community.



Focus Texts

All About Me

Tiddler – Julia Donaldson
The Lion inside – Rachel Bright
We're going on a bear hunt – Michael Rosen
The smartest giant in town – Julia Donaldson
Fantastic families – Omari Mc Queen
The squirrels who squabbled – Rachel Bright
Giraffes can't dance – Giles Andrae

Let's Celebrate

Focus each week on different celebrations, cultural, religious and community events
Autumn Term.
Fiction and non-fiction texts