



EYFS: Nursery – LTP 2025-2026



Purposeful Projects Overview

Our Purposeful Projects enable us to have an overall ‘clear picture’ of what we teach, alongside an opportunity for our children to be involved in the direction of their learning as it unfolds. Our projects:

- Offer real purposes for learning and often culminate in an exciting event or celebration
- Offer rich opportunities for children to achieve our Intent Statement, Key Outcomes, Educational Programmes and ELGs
- Have potential to develop learning in all seven Areas of Learning and the Characteristics of Effective Teaching and Learning
- Ensure we have a broad and balanced curriculum offer over the year which stimulates children’s interests
- Prepares our children for learning in Year 1

Our purposeful projects are planned in more detail on half termly MTPs using ‘Development Matters’, to map out appropriate skills, enhanced provision and learning opportunities.

Curriculum intent – key statements:

- **Responsive curriculum – developed and adjusted for the needs of the children**
- Work in partnership with families
- Children feel safe and have a sense of belonging in our school community
- Celebrate diversity
- Develop children’s language and communication skills
- Promote a love of reading
- Develop social skills and promote school core values
- Ability to work with others
- Promote resilient and independent learners
- Enhance learning through wider experiences

Key outcomes:

Our children are:

- Independent, curious and resilient learners
- Proud to be part of their school community
- Confident communicators

Nursery

| Purposeful Project Theme | Purpose | Key outcomes | Links to Curriculum Intent | Exciting Event |
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| <p>Autumn time</p> <p>Autumn 1</p> | <p>To talk about what they see using an increasingly new vocabulary</p> | <p>Independent, curious and resilient learners Confident communicators</p> | <p>Work in partnership with families</p> <p>Develop children’s language and communication skills</p> <p>Promote a love of reading</p> <p>Opportunity to work with others</p> <p>Promote resilient and independent learners</p> <p>Enhance learning through wider experiences</p> | <p>Autumn walk</p> <p>Pumpkin Exploration</p> |
| <p>How I celebrate</p> <p>Autumn 2</p> | <p>To know that people celebrate different things in different ways and talk about their own experienced.</p> | <p>Independent, curious and resilient learners Proud to be part of their school community Confident communicators</p> | <p>Work in partnership with families</p> <p>Children feel safe and have a sense of belonging in our school community</p> <p>Celebrate diversity</p> <p>Develop children’s language and communication skills</p> <p>Promote a love of reading</p> <p>Develop social skills and promote school core values</p> <p>Opportunity to work with others</p> <p>Promote resilient and independent learners</p> <p>Enhance learning through wider experiences</p> | <p>Light our own bonfire and watch a sparkler</p> <p>Mini Christmas performance</p> <p>Christmas decorations and party</p> |

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| <p>Around the world</p> <p>Spring 1</p> | <p>To talk about what they see using an increasingly new vocabulary</p> | <p>Independent, curious and resilient learners Confident communicators</p> | <p>Develop children’s language and communication skills</p> <p>Promote a love of reading</p> <p>Develop social skills and promote school core values</p> <p>Opportunity to work with others</p> <p>Promote resilient and independent learners</p> <p>Enhance learning through wider experiences</p> | <p>Sensory experiences linked to hot/ cold countries</p> |
| <p>On the Farm</p> <p>Spring 2</p> | <p>To develop an interest in different occupations (farmer, vet). To understand the need to respect and care for the environment and living things.</p> | <p>Independent, curious and resilient learners Proud to be part of their school community Confident communicators</p> | <p>Develop children’s language and communication skills</p> <p>Promote a love of reading</p> <p>Develop social skills and promote school core values</p> <p>Opportunity to work with others</p> <p>Promote resilient and independent learners</p> <p>Enhance learning through wider experiences</p> | <p>Farm visit</p> <p>Easter bonnet parade. Easter egg nests, egg hunt.</p> |
| <p>Growth and change</p> <p>Summer 1</p> | <p>To understand key features in the life cycle of living things. To understand the need to respect and care for the natural environment and living things.</p> | <p>Independent, curious and resilient learners Proud to be part of their school community Confident communicators</p> | <p>Work in partnership with families</p> <p>Children feel safe and have a sense of belonging in our school community</p> <p>Develop children’s language and communication skills</p> <p>Promote a love of reading</p> | <p>Observe own caterpillars and release once turned into butterflies.</p> <p>Plant seeds.</p> |

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| | | | <p>Develop social skills and promote school core values</p> <p>Opportunity to work with others</p> <p>Promote resilient independent learners</p> <p>Enhance learning through wider experiences</p> | |
| <p>People around me</p> <p>Summer 2</p> | <p>To learn and celebrate differences in others.</p> <p>To learn about different occupations.</p> | <p>Independent, curious and resilient learners</p> <p>Proud to be part of their school community</p> <p>Confident communicators</p> | <p>Work in partnership with families</p> <p>Children feel safe and have a sense of belonging in our school community</p> <p>Celebrate diversity</p> <p>Develop children's language and communication skills</p> <p>Promote a love of reading</p> <p>Develop social skills and promote school core values</p> <p>Opportunity to work with others</p> <p>Promote resilient and independent learners</p> <p>Enhance learning through wider experiences</p> | <p>Family photos</p> <p>Visits from services – police/ fire engine</p> <p>Bus trip (soft play)</p> |

Additional Parent Partnership Opportunity Overview

Our Parent Partnership opportunities support us to work in partnership with parents and develop strong relationships with them. They support us to ensure all children's needs are met and promote positive parent-child activities and interactions. These opportunities are developed to empower parents to try new activities at home.

| Event | Purpose | Key outcomes | Links to curriculum intent |
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| <p>Story session</p> <p>Autumn 1</p> | <p>To promote routines, reading and communication at home</p> <p>To share key information with parents about their child's learning and how they can be supported at home.</p> | <p>Proud to be part of their school community</p> <p>Confident communicators</p> | <p>Our parent partnership opportunities allow us to promote all of our Curriculum Intent key statements:</p> <p>Work in partnership with families</p> <p>Children feel safe and have a sense of belonging in our school community</p> <p>Celebrate diversity</p> <p>Develop children's language and communication skills</p> <p>Promote a love of reading</p> <p>Develop social skills and promote school core values</p> <p>Opportunity to work with others</p> <p>Promote resilient and independent learners</p> <p>Enhance learning through wider experiences</p> |
| <p>(World Nursery Rhyme week)</p> <p>Parent Christmas sing along</p> <p>Autumn 2</p> | <p>To teach parents simple nursery rhymes they can sing with their children</p> <p>To celebrate each child's development.</p> <p>To share key information with parents about their child's learning and how they can be supported at home.</p> | <p>Independent, curious and resilient learners</p> <p>Proud to be part of their school community</p> <p>Confident communicators</p> | |
| <p>Spring 1</p> | | | |
| <p>Mother's Day session</p> <p>Spring 2</p> | <p>To celebrate each child's development.</p> <p>To share key information with parents about their child's learning and how they can be supported at home.</p> | <p>Independent, curious and resilient learners</p> <p>Proud to be part of their school community</p> <p>Confident communicators</p> | |
| <p>Summer 1</p> | | | |
| <p>Booknic</p> | <p>To encourage families to take part in joint activities</p> | <p>Independent, curious and resilient learners</p> | |

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| Sport's Day | To engage parents in a school community event and celebrate their child's achievements | Proud to be part of their school community Confident communicators | |
| Reports | To celebrate each child's development. | | |
| Summer 2 | To share key information with parents about their child's learning and how they can be supported at home. | | |

Identified subject development

| | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Sum 2 |
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| <p>To ensure that Communication and Language is a priority and to support our children to meet our EYFS key outcome of 'being a confident communicator' we have developed an adapted approach to ensure that both the Communication and Language and English curriculums are delivered effectively.</p> <p>We start our Nursery year with a range of pre-phonics activities to ensure our children are ready to access RWI sessions and learn some initial sounds and oral blending in the Summer term. We plan activities to support these developmental stages using 'The Ultimate Guide to Phonological Awareness'. This prepares our children for continuing with the RWI phonics program in Reception and into KS1.</p> | | | | | | |
| Phonics development | Stage 1 Speech discrimination - Recognise speech/ non speech sounds 2 planned sessions per week once all children are in. | Stage 2 Syllable awareness 2 planned sessions a week for each aspect. | Stage 3 Onset and Rime Stage 4 Rhyme detection 2 planned sessions a week for each aspect. | Stage 5 Initial sounds Stage 6 Rhyme production 2 planned sessions a week | Embed Stages 1-6 RWI sessions Speed Sounds Set 1 Fred Talk 2 planned sessions a week. | |
| Communication and Language | Nursery rhymes - Select a range of traditional/ action rhymes/ counting rhymes - Select one of these nursery rhymes to focus on each week | | Learn and play with nursery rhymes Make simple nursery rhyme maps Guess rhyming words Beat/ clapping | Enjoy stories and develop book language Share stories related to purposeful project learning. Link to indoor/outdoor play. | | |
| | | | | Book handling | T4W – story map well known/ repetitive stories | |

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| | <ul style="list-style-type: none"> - Incorporate props for this nursery rhyme at carpet sessions - Encourage parents to sing these at home through – weekly poster ‘Our nursery rhyme of the week is -’/ sending a paper copy of the words /sending an electronic version via Tapestry/ family sing-a-long session in Autumn 2 <p>Celebrate ‘Nursery rhyme week’ see separate Autumn 2 planning</p> | Alter characters/ objects to develop own nursery rhymes | Identify the 5 key concepts of print Talk about what is happening and give their own ideas | Become familiar with stories Retell repetitive stories orally including some simple actions. Begin to introduce oral story telling actions Use language of beginning/ middle/ end |
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| Fine motor skill focus | <p>Write Dance Enjoy participating in a group physical activity. Begin to have an awareness of space around them to avoid obstacles and other people. Use large muscle movements to wave material, to paint and make marks. Create lines and circular shapes. Use 2 hands symmetrically to do the same actions E.g. clap hands, make marks. Begin to make large anticlockwise movements. Manipulate tools using a comfortable grip.</p> | <p>Dough Disco Using playdough, Learn basic dough disco moves to support the skills needed to use one handed tools and equipment such as scissors – squeeze, roll a ball, pat/splat it, poke it, roll a sausage, pinch, tear/rip, stretch, pass it, twist... Make large and small anticlockwise movements and retrace vertical lines. (roll a sausage and swipe along and back using your fingers)</p> | <p>Story Dough Using playdough, follow a simple movement pattern (using dough disco moves as a warmup) Use and remember sequences and patterns of movements relating to music and rhythm (nursery rhymes and songs) E.g. wheels on the bus – roll a ball and turn it round and round, squeeze the dough for the bell ‘ding ding ding’, wipers go ‘swish swish swish’ pat the dough between hands....</p> |
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We use the Mastery in Number scheme in EYFS. Through this approach our children engage well in teaching sessions and develop their maths skills and knowledge in readiness for continuing Mastery Number in Reception. It is the approach adopted across the whole school.

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| Maths | Colours- red, blue, yellow, green, purple. Matching – comparison between objects relating to colour/shape and size. Sorting- shape similarities/ difference between objects. | Number 1 Number 2 – subitising Number 2 Pattern | Number 3 – subitising Number 3 Height and Length | Number 4 Number 4: Composition Mass | Number 5 Number 5: Composition Sequencing Positional Language Capacity | More than Fewer than 2D Shapes & 3D shapes What comes after? What comes before? |
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PSHE opportunities are planned and promoted on a day-day basis through the provision. It is also taught as a discrete subject following the Jigsaw scheme which is a whole school approach.

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| Jigsaw | Being Me in My World | Celebrating Difference | Healthy Me | Dreams and Goals | Relationships | Changing me |
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Computing is carefully planned to maximise opportunities for children to experience technology in the learning environment in preparation for the KS1 Curriculum.

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| | Follow simple visual timetables for daily routines. Use IT props in role play for e.g. pretend phone/ toaster/ kettle. | Access age-appropriate click and drag activities. | Use a simple menu to change pen colour/ change shape/ pen thickness/ erase. | Follow story maps to retell simple stories in order. Use a simple menu to change pen colour/ change shape/ pen thickness/ erase. | | |
| We have a number of additional programs of work spread across the year specifically designed to meet the needs of the children at Henley Green. | | | | | | |
| | | Internet Safety week | | Oral health week program | Road safety day – Beep, beep day | Tizz Time – protective behaviours |

Additional Opportunities linked to seasonal activities/ whole school initiatives

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------|--|--|--|----------|--|
| | Halloween - 31 st Oct Bonfire Night - 5 th Nov World Nursery Rhyme Week - 10 th -14 th Nov Christmas 25 th Dec | Valentine's Day - 14 th Feb Pancake Day – 17 th Feb Ramadan – 17 th Feb –18 th March | Easter Sunday – 5 th April Eid al-Fitr – 19 th / 20 th March Mother's Day 15 th March | | Father's Day – 21 st June Eid al-Adha 26 th – 30 th May King's Birthday 22 nd June |