

Oakridge Schools Federation
Nursery overview 2026-2027

Theme		Colour and Shape	Once upon a Nursery Rhyme	Space and Rockets	Me Myself and I	10 little books	The world around us
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Characteristics of effective teaching and learning characters		Curious Koala- explore and share my own interests (playing and exploring) explore and try new things (playing and exploring) Reflective Rhino-make choices and practise skills I have been previously taught independently Proactive Penguin- concentrate on achieving something and give attention to tasks, ignoring distractions (creating and thinking critically) thinking of my own ideas and solving real problems (creating and thinking critically) Persevering Pig-Keep on trying when things are difficult and begin to correct mistakes (active learning) Cheerleader Chimp- proud of myself and others (active learning) Have a go hippo - making links between ideas (creating and thinking critically) Collaborative Chameleon- pretend and play, using pretend play to think beyond the 'here and now' (playing and exploring)					
Important dates		Stay and Play	Stay and Play Christmas carols	Stay and Play	Stay and Play Bernardo's teeth cleaning	Stay and Play	Stay and Play Sports Day Leavers Celebration Move up days
Communication and language: <i>Listening attention and understanding</i>	N 1	Good listening skills (sitting, looking, listening) Following directions/simple instructions Familiar role play	Recognising and naming nursery resources, matching them during nursery routines Who? Where? and What? (with visuals) Responding to our name	Small group time Understanding and carrying out simple actions eg Simon says	Understanding action words eg. If you're happy and you know it Pretend play based on own experiences eg putting baby to bed, going to the shops-trip to the shop. (Tesco)	Listening to others in small groups Understands Who? What? and Where? questions Joining in with familiar rhymes – together times	Understanding what simple tools are used for eg. Scissors for cutting Commenting on pictures in books Having conversations with friends

Oakridge Schools Federation
Nursery overview 2026-2027

	N 2	Good listening skills (sitting, looking, listening) Simon Says Joining in with rhymes Commenting on pictures in books – book corner	Using talk to organise their play Pretend play Developing stories using props, story sacks and small world resources	Listening to longer stories, demonstrating they remember much of what happens – together times Asking or answering simple scientific questions including ‘why’ ‘what’ ‘when’ and ‘how’	New vocabulary linked to theme Beginning to offer simple explanations for why things happen	Follows a series of instructions – dough disco Asking questions Contributing sensible comments to discussions and conversations	Listening to stories and talks about the main events within them Using social phrases throughout the day during play
Communication and language: <i>Speaking</i>	N 1	Uses short phrases to share needs and wants Uses short phrases in role play	Asking simple questions to get their needs met New vocabulary linked to theme	Using talk while playing Pronouns ‘I’ and ‘you’	Asking questions beginning with ‘what’ or ‘who’ Painting on the giant easels in the garden being able to name the ‘picture’	Initiating talk with adults to enable their needs to be met Using wider vocabulary based on personal experiences	Communicating ideas, thoughts and feelings with others Asking questions beginning with ‘what’ ‘where’ or ‘who’
	N 2	Using wider range of vocabulary based on their experiences Communicating their ideas, thoughts and feelings Initiating speaking with adults to enable needs to be met	Understanding a variety of two-part instructions Understanding and asking ‘why’ questions	Taking part in games and activities, talking about which ones they enjoy	New vocabulary linked to theme - gardening Understanding that writing is a representation of speech	Conversations with adults and peers based on theme Using plurals and some tenses correctly Using social phrases in their play	Asking questions Expressing ideas and feelings in 4 to 6 worded sentences through role play and discussion based on theme e.g. aeroplane, beach, bus role-play

Oakridge Schools Federation
Nursery overview 2026-2027

Physical Development		PE with coaches multiskills	PE with coaches Gymnastics	PE with coaches Dance	PE with coaches Ball skills	PE with coaches Net and wall games	PE with coaches Athletics
Physical Development: <i>Gross motor skills</i>	N 1	Moving around nursery safely Running	Bikes and trikes Climbing up steps and crawling through obstacles	Ball activities Jumping	Climbing on large equipment with adult support – climbing frames, Imagination Land and Year R playground Using pedals on a trike with support – Infant playground	Walking, running and avoiding obstacles with ease Climbing up stairs confidently with alternate feet – nursery climbing frame, Year R fort	Riding trikes with pedals and steering them – Infant playground Climbing on large equipment with adult nearby – climbing frames, Imagination Land and Year R playground
	N 2	Walking & running around obstacles Climbing on large climbing frames with adults nearby – nursery garden, Imagination Land, Year R fort Standing on one foot Riding trikes using pedals and steering round corners	Moving body in different ways – Imagination Land, Forest School & Year R playground Dancing activities – celebration parties Ball activities on Infant playground Climbing stairs using alternate feet and down 2 steps at a time - nursery garden, Year R fort	Aim, bat and kick a large ball Celebration crafts - using tools safely Riding trikes expertly, turning sharply with ease	Imagination Land, forest school and Year R playground – travelling with confidence and skill in various ways and on different terrains	Hopping Racing, chasing, balancing, riding (scooters & trikes) and ball activities	Sitting cross legged Travelling with confidence & skill around, under, over & through balancing & climbing equipment - nursery garden, Imagination Land, Year R fort, forest school

Oakridge Schools Federation
Nursery overview 2026-2027

Physical development: <i>Fine motor skills</i>	N 1	Mark making-backwards and forwards and circular motions	Drinking from an open cup Playdough-squeezing and rolling	Independent feeding Simple puzzles Large brushes on easels	Building towers of six or seven blocks – construction area Painting on the giant easels in the garden being able to name the ‘picture’	Pouring own drinks at snack time Threading large beads on a lace – funky fingers area Makes snips in paper using scissors	Holding mark-making equipment using 4 finger or modified tripod grip Drawing a person with a head and adds one or two features
	N 2	Pours own drinks at snack time Threads large beads – funky fingers Snips with scissors	Drawing a person with a head and other features Simple printing –celebration crafts Exploring simple tools and joining materials – Divali, Bonfire and Christmas crafts	Creating pictures from experience Using a knife e.g. spreading butter on toast at snack time	Eating skilfully Using a range of media and tools to express ideas - junk modelling	Copying recognisable letters from name Cutting along lines	Holding pencils in fingers Exploring ways of changing malleable materials – dough disco
Personal, social and emotional development: <i>Self-regulation</i>	N 1	Developing independence	Developing independence Emotions-Happy and sad	Being kind Affectionate towards others when they are upset	Responding appropriately to praise Showing empathy	Listening to others when one to one or in a small group Starting to talk about their feelings “I am sad because, I am happy because”	Can wait when asked for their needs to be met

Oakridge Schools Federation
Nursery overview 2026-2027

	N 2	Good listening, good sitting, good looking at Together Times Group time activities talking about feelings	Independent in washing and drying hands Resolving conflicts independently	Following rules Turn taking activities – Orchard games	Selecting and using resources through continuous provision	Focussing attention in group times – together times, Jigsaw, story times	Talking about and sharing feelings on transition to school & leaving nursery
Personal, social and emotional development: <i>Managing self</i>	N 1	Separating from parent or carer with support of their key-person	Developing personal awareness and independence eg toileting and feeding	Recognising when they are thirsty and getting a drink Putting on our coat	In the process of toilet training, Personal needs- wanting to feed themselves, pulling down pants independently	Follows nursery routines and rules with the help of an adult Separates happily from parent or carer when coming into nursery	Uses toilet when needed with adult support Pulling pants down and up independently Increased levels of independence - feeding themselves, opening drinks bottles
	N 2	Separating happily from carer Following rules and routines with adult help – tidy up times Increasing independence at lunchtimes and using the toilet	Conversations with key person about interests, needs and opinions Using tools and equipment safely – woodwork, forest school Team work	Being friendly Following rules independently Visitors – being more outgoing with unfamiliar adults	Selecting and using resources through continuous provision Preparing their own healthy snacks	Independent in managing toileting Gardening and using tools - following rules, understanding the need for them	Accessing continuous provision independently Sun hats and sun cream – able to talk about why it's important

Oakridge Schools Federation
Nursery overview 2026-2027

Personal, social and emotional development: <i>Building relationships</i>	N 1	Getting to know key person and other children in nursery	Getting to know key person and other children in nursery	Playing alongside others	Joining in make believe play with others Helping adults with jobs	Seeks out key-person for comfort and reassurance Talking about people who are special to them	Playing with one or two children of their choice Having conversations with familiar children or adults
	N 2	Seeking out key-person Making friends	Resolving conflicts independently Group time conversations & sharing Tapestry uploads from home talking about who is special to them	Large construction - developing and elaborating ideas Being friendly	Following rules & understanding the need for them Understanding the things people need to be healthy & happy	Extending & elaborating play ideas with one or more other children	Conversations with adults, communicating requests or sharing news – talking about the move to ‘big school’
Shared Texts / Love of reading		Press here Mix it up Say zoop Let’s play Dot! Scribble! Go! The Colour Monster	The great nursery rhyme disaster There was an old lady who swallowed a fly Car, car, Truck, Jeep The Whales on the Bus Go go pirate boat Rumble rumble dinosaur Selection of christmas stories	Whatever next The way back home The little rocket You choose in space On the launch pad There’s no place like space Roaring rockets	I can do it by myself Who are you? What makes me a me? I like myself Super duper you I love me	Ten little... Monsters Monkeys Superheroes Dinosaurs Pirates Princesses Unicorns Bugs Penguins Robots Aliens	Tap the magic tree My world, your world The big book of bugs Do you love bugs? A first book of nature. Look what I found series
Rhyme of the week							

Oakridge Schools Federation
Nursery overview 2026-2027

Foundations for Phonics: Little Wandle	N 2	Focus on understanding together time rules and routines – good sitting, good looking, good listening for the first half term	Phonics activities 'Bertha The Bus' – sounds 's' 'Bertha The Bus' – sounds 'a' 'Bertha The Bus' – sounds 't' 'Bertha The Bus' – sounds 'p' 'Bertha The Bus' – sounds 'i' 'Bertha The Bus' – sounds 'n'	Phonics activities What's in the box? – sounds M & D What's in the box? – sounds G & O What's in the box? – sounds C & K What's in the box? – sounds E & G What's in the box? – mixture of all sounds, children to guess	Phonics activities What's in the box? or 'Bertha The Bus' – sounds 'u' What's in the box? or 'Bertha The Bus' – sounds 'r' What's in the box? or 'Bertha The Bus' – sounds 'h' What's in the box? or 'Bertha The Bus' – sounds 'b' What's in the box? or 'Bertha The Bus' – sounds 'f' What's in the box? or 'Bertha The Bus' – sounds 'l'	Phonics activities What's in the box? or 'Bertha The Bus' – sounds 'v' What's in the box? or 'Bertha The Bus' – sounds 'w' What's in the box? or 'Bertha The Bus' – sounds 'z' What's in the box? or 'Bertha The Bus' – sounds 'qu' What's in the box? or 'Bertha The Bus' – sounds 'ch' What's in the box? or 'Bertha The Bus' – sounds 'qu' & 'ch'	Phonics activities 'Bertha The Bus' – sounds 'ck' 'Bertha The Bus' – sounds 'x' 'Bertha The Bus' – sounds 'sh' 'Bertha The Bus' – sounds 'th' 'Bertha The Bus' – sounds 'ng' 'Bertha The Bus' – sounds 'nk'
Writing	N 1	Drawing freely	Tummy time drawing in large open space in nursery	Mark-making on a large scale outside – on upright surfaces and on Infant playground	Enjoys drawing and writing on paper and on different textures, such as in sand or playdough	Add some marks to their drawings, which they give meaning to. For example: "That says mummy."	Make marks on their picture to stand for their name
	N 2	Experimenting with a range of mark-making materials – pens, chalks, crayons	Meanings to marks – Christmas cards	Early mark making-ascribing meaning	Writing first letter from name	Writing labels –e.g. For animals	Writing for a purpose – list for going on holiday, shopping lists

Oakridge Schools Federation
Nursery overview 2026-2027

		Mark-making on various surfaces – floor, upright chalkboards, whiteboards, notebooks					
Maths: (Whiterose)		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 with repeats Explore position and space	Show me 1 2 3 Move and label 1, 2, 3 Explore position and routes Explore own first 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 Make patterns together Make games and action	Show me 5 My own pattern Stop at 1, 2, 3, 4, 5 Match sort Compare
Understanding the world:		The nursery environment	Autumn Halloween Diwali Firework night Christmas	Houses and homes Important buildings here and abroad	Animals – pets, farm, wild Life cycles	Planting, growing and caring for seeds/ plants Weather	Holidays Days out, picnics etc.
Expressive Arts and Design		Enjoying music and song time Simple imaginative/representational play Building with blocks (3 block towers)	Using talk when pretending Celebration songs Firework paintings, pumpkin carving, rangoli designs, Christmas cards,	Pretend play familiar role play Building structures Painting	Junk modelling Tummy time mark-making with large chalks Pretend play based on own experiences	Musical instruments Making marks in flour, shaving foam, sand Playdough and tools	Action songs and rhymes Moving to music Colour mixing

Oakridge Schools Federation
Nursery overview 2026-2027

Forest school	N 1	Settling & Site Boundaries ● PSED & Safety: Learns site boundaries (e.g., stopping at the boundary markers); learns the "Stop, Look, Listen" signal; practices supported transitions in outdoor gear. ● Physical: Navigates flat uneven ground without falling; attempts stepping over low logs. ● Tools & Crafts: Explores mud and water using hands, large wooden spoons, and buckets. ● Nature & Ecology: Explores leaf textures, squishing berries, and feeling bark.	Seasonal Shifts & Touch PSED & Safety: Responds to direct name calls; shows comfort in cold or damp conditions with adult encouragement. Physical: Squats to pick up natural objects and returns to standing; climbs low slopes on hands and knees. Tools & Crafts: Uses simple mark-making tools in mud (large sticks, pinecones). Nature & Ecology: Collects fallen autumn leaves; notices crunchy vs. wet leaves.	Movement & Cold Weather Exploration PSED & Safety: Follows 1-step directions (e.g., "Come to the log circle"); notices personal cold boundaries. Physical: Balances on low, stable tree stumps; steps across small muddy gaps. Tools & Crafts: Uses scoops, small pots, and potato mashers in the mud kitchen. Nature & Ecology: Explores ice, frost, and puddles; tests splashing effects	Life Cycles & Fine Motor Growth PSED & Safety: Plays alongside peers in shared spaces like mud kitchens or log piles. Physical: Carries larger items (e.g., small logs or large branches) using two hands. Tools & Crafts: Pours liquids between containers with minimal spilling. Nature & Ecology: Looks for worms and bugs under small rocks; practices "gentle touch" with living things.	Growing & Rough Terrain PSED & Safety: Manages simple personal needs outdoors with adult support (e.g., pulling up wellies). Physical: Runs on uneven terrain; negotiates steeper slopes independently. Tools & Crafts: Uses shell/stone pressings into soft clay or mud dough. Nature & Ecology: Plants large seeds (beans/sunflowers); notices spring greening.	Rhythms & Independence PSED & Safety: Demonstrates confidence away from the main base; understands basic outdoor hygiene (handwashing post-play). Physical: Climbs onto low branches (foot height off ground) under close supervision. Tools & Crafts: Uses natural paintbrushes (twigs, leaves) to mark-make with water or mud wash. Nature & Ecology: Identifies basic mini-beasts; explores summer shade and sun patterns.
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Oakridge Schools Federation
Nursery overview 2026-2027

N2 Focus: Controlled risk management, early tool safety, collaborative problem-solving, structural play, and ecological understanding	N 2	Site Rules & Cooperative Play PSED & Safety: Articulates the basic site rules (e.g., "No picking, no licking," staying inside the boundary). Physical: Negotiates obstacles while carrying materials; navigates wet, slippery surfaces safely. Tools & Crafts: Uses peelers with 1:1 adult supervision to strip bark from thick sticks. Nature & Ecology: Categorizes leaves by color, shape, and size; identifies local trees (e.g., Oak, Sycamore).	Den Foundations & Fire Safety Introduction PSED & Safety: Learns the safety perimeter around a fire circle (e.g., the "Respect Rule" / seated log boundaries). Physical: Works with a partner to lift and move larger branches. Tools & Crafts: Uses string/yarn to wrap and bind simple sticks together (early weaving/knotting prep). Nature & Ecology: Learns about hibernation; builds micro-habitats or "bug hotels" for winter animals.	Shelter PSED & Safety: Identifies simple hazards (e.g., low branches, prickly brambles) and alerts adults or peers. Physical: Pulls self up onto higher logs; demonstrates improved dynamic balance over log balance beams. Tools & Crafts: Uses hand drills (1:1 support) to make holes in wood slices or conkers. Nature & Ecology: Tracks animal footprints in mud/snow; observes seasonal decay and rebirth.	Simple Tools & Active Exploration PSED & Safety: Self-regulates clothing choices (identifies when warm/cold and communicates need for layer adjustments). Physical: Uses ropes to haul loads or assist in climbing small banks. Tools & Crafts: Uses safety scissors or modified shears to cut grass, leaves, and thin stems. Nature & Ecology: Studies mini-beast life cycles (caterpillars, tadpoles); practices	Advanced Construction & Fire Awareness PSED & Safety: Demonstrates understanding of the fire circle protocol (never walking across, stepping over logs safely). Physical: Constructs free-standing lean-to dens using trees and large branches collaboratively. Tools & Crafts: Introduce saws using 1:1 guidance Nature & Ecology: Maps out small areas of the Forest School site using natural materials (stick maps).	Independence & Environmental Stewardship PSED & Safety: Leads lower-risk tasks; reminds peers of safety rules independently. Physical: Demonstrates high-level coordination (climbing, swinging, balance, and fine motor precision). Tools & Crafts: Selects appropriate tools and asks an adult for support to use the tool. Nature & Ecology: Demonstrates active care for the space (leave-no-trace practices, watering
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Oakridge Schools Federation
Nursery overview 2026-2027

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