

In Little Forest Friends we encourage our children to become confident and ambitious, lifelong learners. We aim to develop our children's skills and knowledge as well as encouraging curiosity, aspiration and a love of learning that will continue into adulthood. Whilst this document clearly identifies a progressive and ambitious curriculum in the early years phase, the needs of individual children will always be considered, and the curriculum adapted to meet these needs.



LFF Nursery Curriculum 2025-2026

Excellence, care and fun for all.

EXCELLENCE:

We strive for the highest standards in teaching, learning, and personal development. Our curriculum challenges our children to think critically, act with purpose, and pursue their goals with determination. Excellence means always aiming to do our best—academically, socially, and personally.

CARE

We foster a culture of empathy, respect, and wellbeing. Every learner is known, valued, and supported through a curriculum that prioritises emotional growth, inclusive practices, and meaningful connections. Care is the foundation for a safe and supportive environment where everyone thrives.

FUN FOR ALL:

We believe that learning should be joyful and engaging for every child. Our curriculum includes creative, hands-on experiences that spark curiosity and make school a place of excitement and discovery. “Fun for All” ensures that all children, regardless of background or ability, feel included, inspired, and connected.



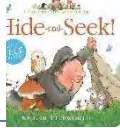

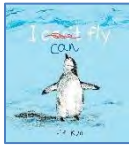


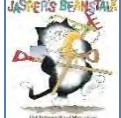


Our School Sparkling rules



<p>Characteristics of Effective Teaching and Learning</p>	<p>Playing and Exploring Children will be learning to:</p> <p>Realise that their actions have an effect on the world, so they want to keep repeating them.</p> <p>Plan and think ahead about how they will explore or play with objects.</p> <p>Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.</p> <p>Make independent choices.</p> <p>Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</p> <p>Respond to new experiences that you bring to their attention.</p>	<p>Active Learning Children will be learning to:</p> <p>Participate in routines.</p> <p>Begin to predict sequences because they know routines.</p> <p>Show goal-directed behaviour.</p> <p>Begin to correct their mistakes themselves.</p> <p>Keep on trying when things are difficult.</p>	<p>Creating and Thinking Critically Children will be learning to:</p> <p>Take part in simple pretend play.</p> <p>Sort materials.</p> <p>Review their progress as they try to achieve a goal. Check how well they are doing.</p> <p>Solve real problems.</p> <p>Use pretend play to think beyond the 'here and now' and to understand another perspective.</p> <p>Know more, so feel confident about coming up with their own ideas.</p> <p>Make more links between those ideas.</p> <p>Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</p>
<p>Fundamental British Values</p>	<p>In the Early Years, the fundamental British Values are explored in ways that are meaningful to young children. Fundamental British values are important democratic values. Overall, the goal of these values is to enable people to be part of a democratic society and to help them to look after others around them.</p> <p>The Fundamental British Values are:</p> <p>Democracy</p> <p>The rule of law</p> <p>Individual liberty</p> <p>Mutual respect and tolerance of those of different faiths and beliefs.</p>		

Age Related Expectations * Teaching and learning to be differentiated through short term planning, driven by assessment

Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme:	Super Duper Me!	If You Go Down to the Woods Today...	Arctic Adventure	Down in the Jungle	In the Garden	Splish, Splash, Splosh!
Planning around a quality text: <i>To be chosen following children's interests.</i>	 	 	 	 	 	 
Linked texts In addition, children will have the opportunity to explore other stories/texts that capture children's interest and support the different areas of learning. (See our booklist) <i>Green- Trad Tales</i> <i>Black- Fiction</i> <i>Blue- Non-Fiction</i> <i>Poetry / rhyme</i> <i>Historical</i>	<i>Super Duper You!</i> <i>The Colour Monster</i> <i>The Three Little Pigs</i> <i>Our Class is a Family</i> <i>I like Bees, I don't like Honey! Who are you?</i> <i>All are welcome</i> <i>All kinds of families</i>	<i>Little Red Riding Hood</i> <i>The Gruffalo</i> <i>The Leaf Thief</i> <i>The Big Book of Nursery Rhymes</i> <i>I Love the Seasons: Autumn</i> <i>A Walk in the Woods: A Changing Seasons Story</i>	<i>Be Brave Little Penguin</i> <i>One Day on our Blue Planet: Antarctica</i> <i>Goldilocks and The Three Bears</i> <i>Winter is Here</i> <i>A Thing Called Snow</i> <i>I Love the Seasons: Winter</i>	<i>What Do You Do with a Tail Like This?</i> <i>Rumble in the Jungle</i> <i>One Day on our Blue Planet: Savannah</i> <i>Little Why</i> <i>Dear Zoo</i> <i>The Animal Boogie</i>	<i>We're Going on a Bear Hunt</i> <i>How Do You Make a Rainbow?</i> <i>Errol's Garden</i> <i>A Seed in Need</i> <i>Mad about Minibeasts</i> <i>Jack and the Beanstalk</i>	<i>The Ugly Duckling</i> <i>The Three Billy Goats Gruff</i> <i>Tadpole to Frog</i> <i>The Rainbow Fish</i> <i>Tiddler</i> <i>Little Turtles Book of Blue</i> <i>One Day on our Blue Planet: In the Ocean</i> <i>Peepo</i>

Linked Songs & Rhymes (See also Number Rhymes below)	<i>If You're Happy and You Know It...</i> <i>I'm a Little Teapot</i> <i>Bingo</i> <i>Finger Family</i>	<i>Teddy Bears Picnic</i> <i>Incy, Wincy, Spider</i> <i>Twinkle, Twinkle Little Star</i> <i>Christmas Songs</i>	<i>Teddy Bear, Teddy Bear Turn Around</i>	<i>Down in the Jungle</i> <i>5 Little Monkeys</i> <i>Walking in the jungle...</i>	<i>I Can Sing a Rainbow</i> <i>Sleeping Bunnies</i> <i>Mary, Mary Quite Contrary</i>	<i>5 Little Speckled Frogs</i> <i>5 Little Ducks</i> <i>Row, row, row your boat</i> <i>One, Two, Three, Four, Five</i>
Key Concepts	<i>Myself</i> <i>School</i> <i>Family</i>	<i>Woodland</i> <i>Day to Night</i> <i>Rhymes</i>	<i>Winter</i> <i>Hibernate</i> <i>Cold places</i>	<i>Habitats</i> <i>Animal Groups</i> <i>Past and Present</i>	<i>Mini-beasts</i> <i>Outdoors</i> <i>Weather</i>	<i>Water</i> <i>Ponds</i> <i>Life-cycle</i>

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Dental Nurse – Oral Health	Seasonal Walk Sing Along for Parents/Carers Christmas World Nursery Rhyme Week Earth Day	Firefighter visit – Occupations	Seasonal Walk Pedal Day World Book Day – Whole School	Green Day – Whole School Pedal Day/ scoot to school.	The Oscars Pedal Day/ scoot to school Seasonal Walk
Aspire Opportunities	Nursery						
Parental Engagement	Nursery	Stay & Play	Christmas Sing Along for Parents/Carers Stay & Play	Stay & Play	Stay & Play	Stay & Play Outdoors	Sports Event Teddy Bear's Picnic Stay & Read

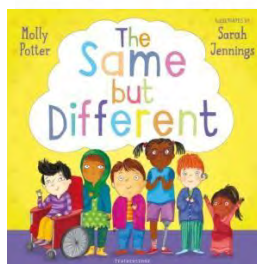
<p>Festivals, Celebrations and Events</p> <p><i>Nursery and Reception also join in with whole school events, enrichment, Aspire opportunities, parent/carer events and celebrations throughout the year.</i></p> <p><i>Children's Birthdays are celebrated throughout the year.</i></p>	<p>Harvest Day</p> <p>Black History Month</p>	<p>Diwali</p> <p>Bonfire Night</p> <p>Remembrance Day</p> <p>World Nursery Rhyme Week</p> <p>Hanukkah</p> <p>Christmas</p>	<p>Chinese New Year</p> <p>Children's Mental Health Week</p> <p>Safer Internet Day</p>	<p>St David's Day</p> <p>St Patrick's Day</p> <p>Shrove Tuesday</p> <p>Ash Wednesday</p> <p>World Book Day</p> <p>Holi</p> <p>Mother's Day</p> <p>Ramadan</p> <p>Easter</p>	<p>St George's Day</p> <p>Eid al-Fitr</p>	<p>Eid Al-Adha</p> <p>Father's Day</p>
<p>Computing is developed throughout the year through use of iPads, interactive whiteboards, remote control resources, listening centre etc. and is woven into the curriculum.</p> <p>Characteristics of Effective Learning and the Fundamental British Values are woven throughout our EYFS Curriculum.</p>						

Nursery Booklist

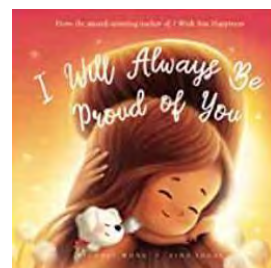
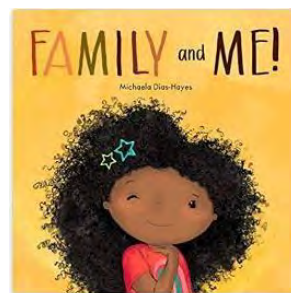
Here is a selection of the wide range of books and texts that we share with the children to support our curriculum.

Our Learning Behaviours Supporting Texts & Stories

Collaboration



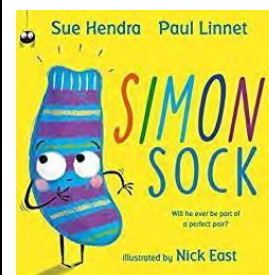
Pride



Determination



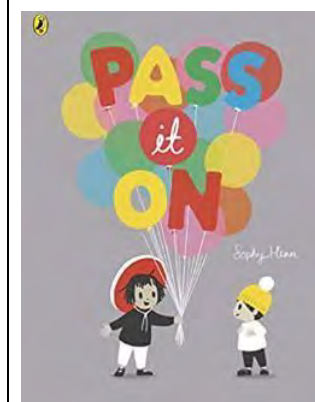
Curiosity



Independence

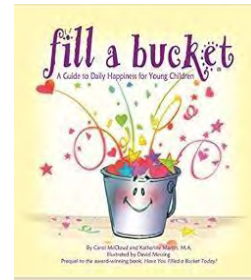
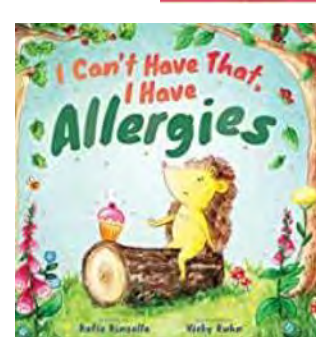
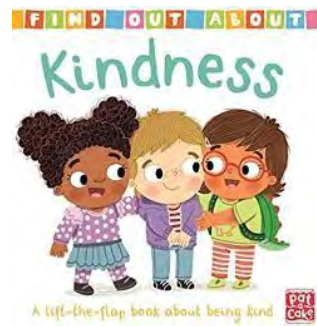
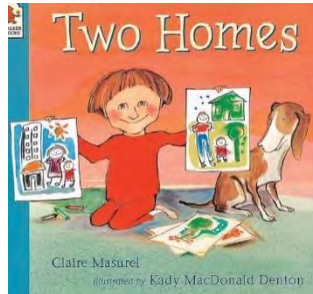
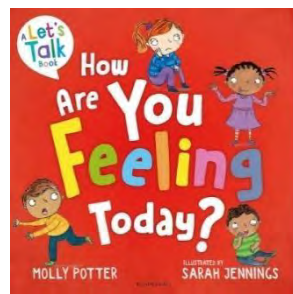


Creativity

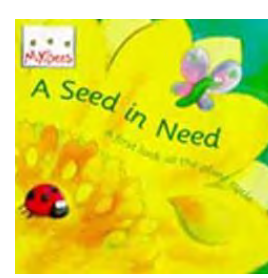
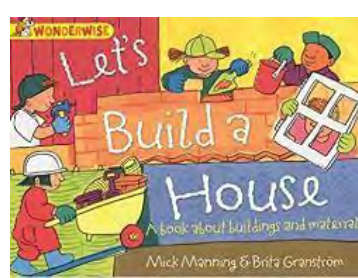
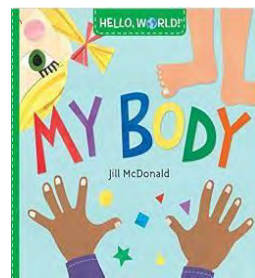


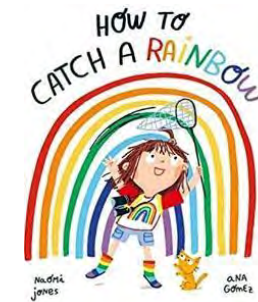
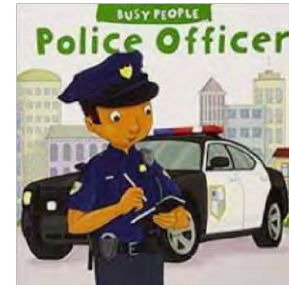
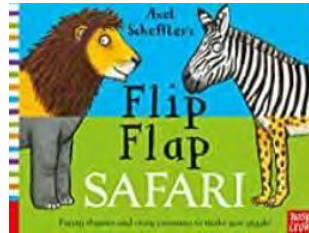
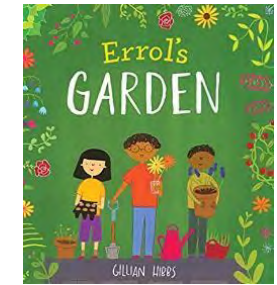
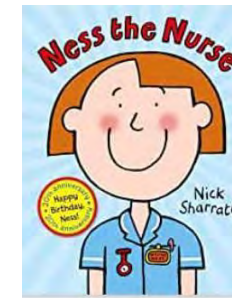
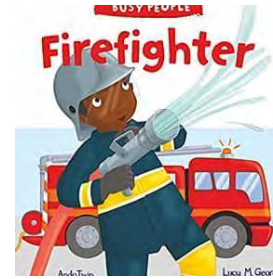
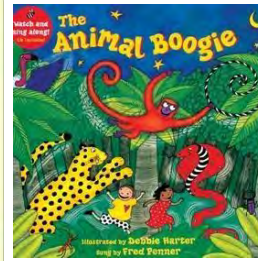
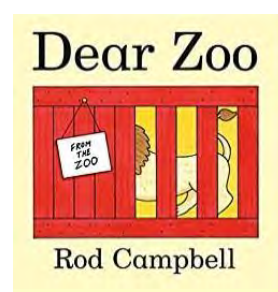
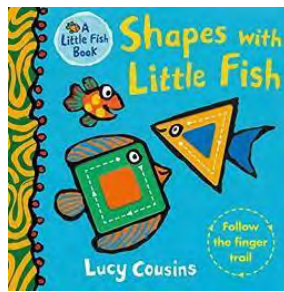
**Personal,
Social,
Emotional
Development**
Supporting Texts &
Stories

Think Equal –
additional
supporting texts.

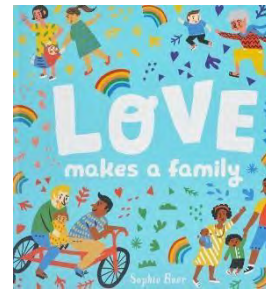


**Understanding
the World**
Supporting Texts &
Stories

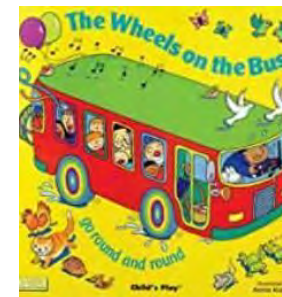
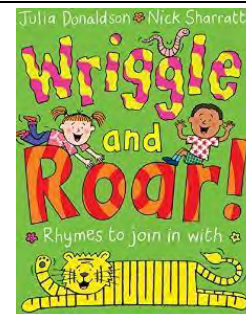




Non-fiction texts Supporting Texts & Stories



Rhyme and Songs Supporting Texts & Stories

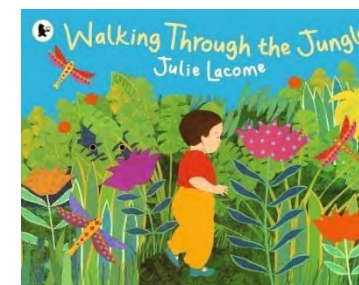
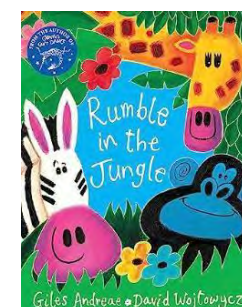
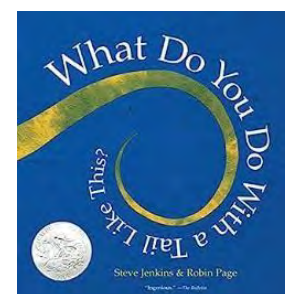
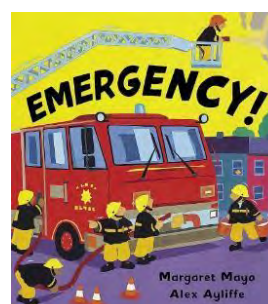
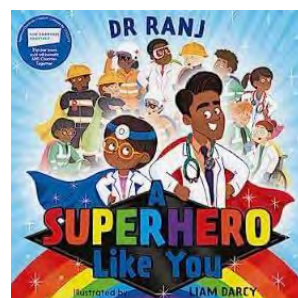
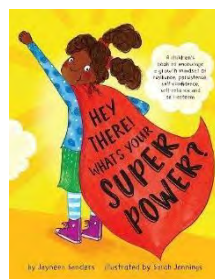
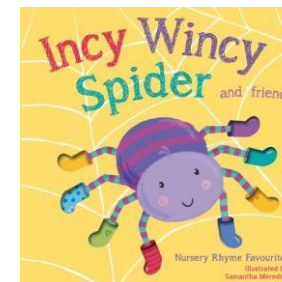
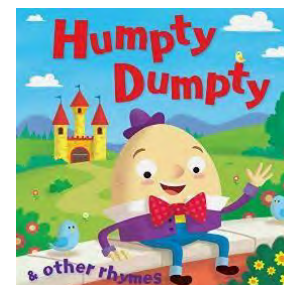
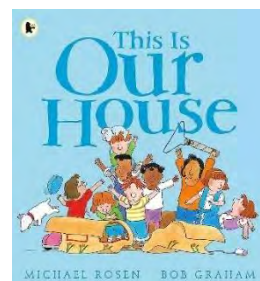
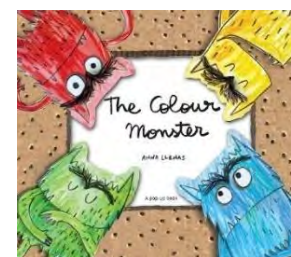
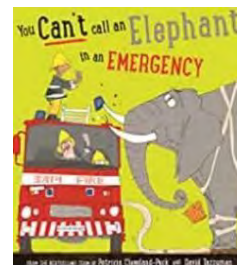
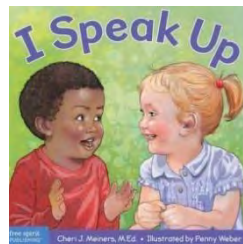
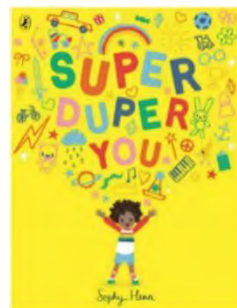
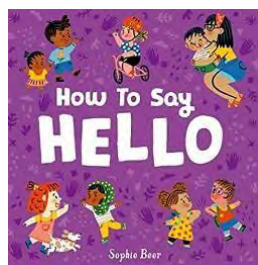


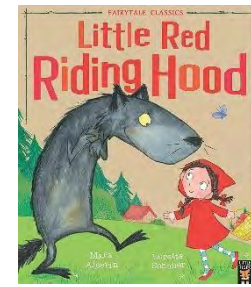
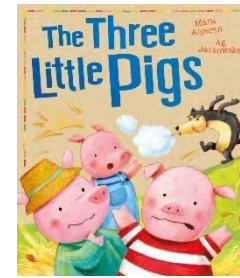
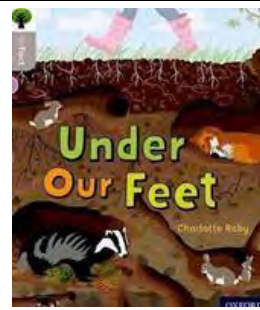
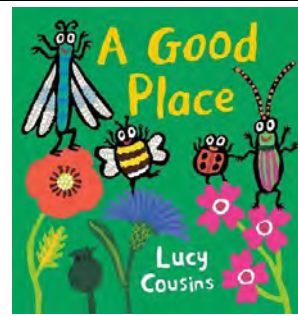
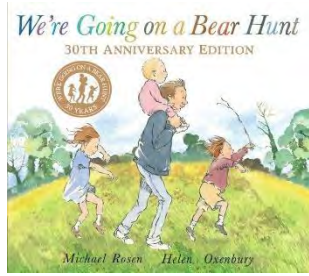
These books link with our Master the Curriculum focus strands for each term. They are not an exclusive list, but support the learning in each block.

Autumn Term: Comparison and shape, space and measure- Colours, matching noticing patterns.	<ul style="list-style-type: none">• Harry and the Bucketful of dinosaurs by Ian Whybrow• Rosie's zoo by Ailie Busby• Big and small by Elizabeth Bennett• Whatever next by Jill Murphy• Crash! Boom! A Math tale by Robie.H.Harris
Spring Term: Counting- subitising- what can I see? Hear and say number names, begin to order numbers and number names.	<ul style="list-style-type: none">• Five little ducks by Belinda Gallagher• Guess who? By Pam Ayres• Each Peach Pear plum by Janet and Allan Ahlberg.• The three little pigs• Nursey rhymes and finger play collections
Summer Term: Pattern, shape space and measure: Sequencing, positional language, number composition.	<ul style="list-style-type: none">• Peck Peck Peck by Lucy Cousins• Splish, splash, Ducky! By Lucy Collins• Brown bear, brown bear, what do you see? By Bill Martin jnr.• Dig Dig Digging by Margaret Mayo

Communication and Language Literacy

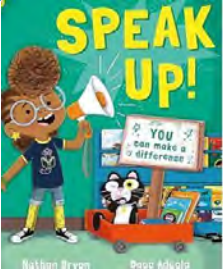
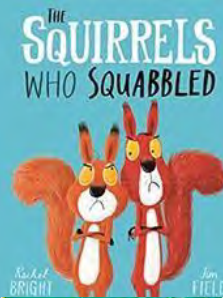
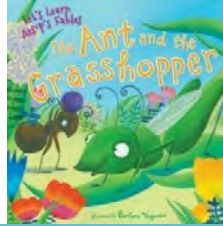
Supporting Texts & Stories



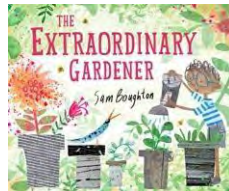
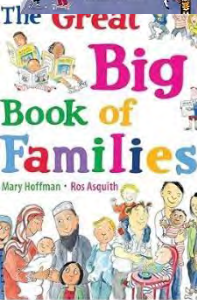
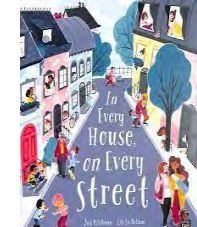
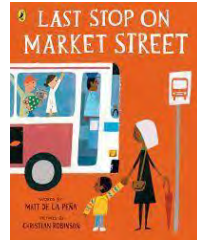


Our Learning Behaviours
Supporting texts and stories

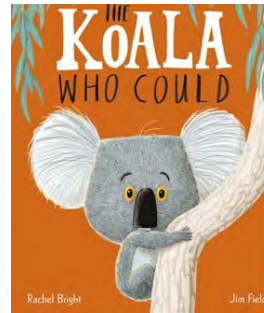
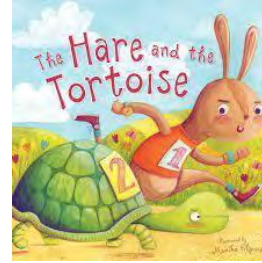
Collaboration



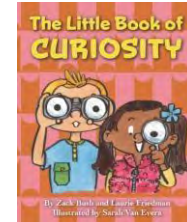
Pride



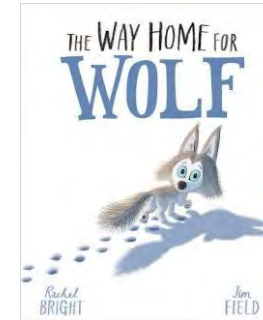
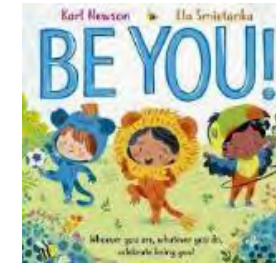
Determination



Curiosity



Independence



Creativity

