

Curriculum Overview for Nursery
2025 - 2026



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Interests / Themes / Events / Lines of Enquiry		All about me and my family Autumn Halloween	Guy Fawkes Night Remembrance Sunday Children In Need World Nursery Rhyme Week Interfaith Week Winter Christmas	National Storytelling Week Children's Mental Health Week Chinese New Year Spring RSPB Big School Birdwatch	Spring Shrove Tuesday World Book Day Planting & growing Mother's Day Easter	Summer Life cycles - butterflies / ducks Father's Day	Summer Holidays - past & present Pirates Seaside Sport's Day Transition Events
Communication and Language	Spine Books	Where's Spot Each Peach Pear Plum	Dear Zoo Hug	You Choose Jasper's Beanstalk	The Very Hungry Caterpillar	Brown Bear Brown Bear, What Do You See? The Train Ride	Hairy MaClary
	Talk For Writing	Mr. Wiggle and Mr. Waggle	The Little Red Hen	We're Going on a Bear Hunt	The Enormous Turnip	Come on Daisy	The Sleepy Bumblebee
	The Poetry Basket	Chop, Chop	Pointy Hat	Popcorn	Pancakes	I have a Little Frog	Five Little Peas
	Phonics	Environmental Sounds	Instrumental Sounds	Body Percussion Rhythm and Rhyme	Alliteration and Voice Sounds	Oral Segmenting and Blending	Phase 2 phonics
	Listening, Attention & Understanding	Listens with interest to the noise's adults make when they read stories Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking	Shows interest in play with sounds, songs and rhymes. Single channelled attention; can shift to a different task if attention fully obtained.	Listens to others in one-to-one or small groups, when conversation interests them. Understands who, what, where in simple questions (e.g. Who's that? Who can?	Listens to familiar stories with increasing attention and recall Developing understanding of simple concepts (e.g. fast/slow, good/bad)	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories Understands use of objects (e.g. Which one do we cut with?)	Focusing attention - can still listen or do, but can change their own focus of attention. Is able to follow directions. Responds to instructions with

		<p>at or going to the door</p> <p>Identifies action words by following simple instructions, e.g. Show me jumping</p>	<p>Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet</p>	<p>What's that? Where is?)</p>		<p>Shows understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture</p>	<p>more elements, e.g. Give the big ball to me; collect up all the blocks and put them in the box</p> <p>Beginning to understand why and how questions</p>
	Speaking	<p>Uses language to share feelings, experiences and thoughts.</p> <p>Holds a conversation, jumping from topic to topic.</p> <p>Learns new words very rapidly and is able to use them in communicating.</p>	<p>Uses a variety of questions (e.g. what, where, who)</p> <p>Uses longer sentences (e.g. Mummy gonna work).</p>	<p>Beginning to use word endings (e.g. going, cats).</p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because).</p> <p>Able to use language in recalling past experiences.</p>	<p>Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</p> <p>Uses talk to explain what is happening and anticipate what might happen next.</p>	<p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</p> <p>Beginning to use a range of tenses (e.g. play, playing, will play, played).</p>	<p>Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture.</p> <p>Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Talks more extensively about things that are of particular importance to them.</p> <p>Builds up vocabulary that reflects the breadth of their experiences.</p> <p>Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle.</p>

		Nursery Rhyme of the week Action song of the week Topic words of the week Makaton signs of the week					
Personal, Social and Emotional Development	PSHE Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Making Relationships	<p>Builds relationships with special people but may show anxiety in the presence of strangers.</p> <p>Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult.</p>	<p>Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it.</p> <p>Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like.</p> <p>Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.</p>	<p>Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest.</p>	<p>Seeks out companionship with adults and other children, sharing experiences and play ideas.</p> <p>Uses their experiences of adult behaviours to guide their social relationships and interactions.</p>	<p>Shows increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. giving up a toy to another who wants it.</p>	<p>Practices skills of assertion, negotiation and compromise and looks to a supportive adult for help in resolving conflict with peers.</p> <p>Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play</p>

	Sense of Self	Knows their own name, their preferences and interests and is becoming aware of their unique abilities.	Is developing an understanding of and interest in differences of gender, ethnicity and ability. Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions.	Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves.	Is gradually learning that actions have consequences but not always the consequences the child hopes for.	Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peer. Is sensitive to others' messages of appreciation or criticism. Enjoys a sense of belonging through being involved in daily tasks.	Is aware of being evaluated by others and begin to develop ideas about themselves according to the messages they hear from others. Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help
	Understanding Emotions	Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feeling. Can feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated.	Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions. Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset.	Responds to the feelings of others, showing concern and offering comfort. May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions.	Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows	Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt. Talks about how others might be feeling and responds according to his understanding of the	Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings. Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their

						other person's needs and wants.	behaviour in favourable conditions
		Zones of Regulation Circle games, turn taking and sharing games					
Physical Development	PE	Gross motor skill development through movement and games Dough Disco Squiggle Whilst You Wiggle Funky Fingers Yoga Bugs Jungle Journey					
	Moving & Handling	<p>Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</p> <p>Sits comfortably on a chair with both feet on the ground.</p> <p>Runs safely on whole foot.</p> <p>Moves in response to music, or rhythms played on instruments such as drums or shakers.</p>	<p>Jumps up into the air with both feet leaving the floor and can jump forward a small distance.</p> <p>Begins to walk, run and climb on different levels and surfaces.</p> <p>Begins to understand and choose different ways of moving.</p>	<p>Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it.</p> <p>Climbs up and down stairs by placing both feet on each step while holding a handrail for support.</p> <p>Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride.</p>	<p>May be beginning to show preference for dominant hand and/or leg/foot.</p> <p>Turns pages in a book, sometimes several at once.</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.</p> <p>Holds mark-making tools with thumb and all fingers.</p>	<p>Climbs stairs, steps and moves across climbing equipment using alternate feet.</p> <p>Maintains balance using hands and body to stabilise.</p> <p>Walks down steps or slopes whilst carrying a small object, maintaining balance and stability.</p> <p>Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles.</p>	<p>Can balance on one foot or in a squat momentarily, shifting body weight to improve stability.</p> <p>Can grasp and release with two hands to throw and catch a large ball, beanbag or an object.</p> <p>Creates lines and circles pivoting from the shoulder and elbow.</p> <p>Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons</p>

		<p>Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate-to vigorous-intensity physical activity, spread throughout the day.</p> <p>Feeds self competently.</p> <p>Can hold a cup with two hands and drink well without spilling.</p> <p>Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support.</p> <p>Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet.</p>	<p>Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots.</p> <p>Begins to recognise danger and seeks the support and comfort of significant adults.</p>	<p>Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions.</p> <p>Can tell adults when hungry, full up or tired or when they want to rest, sleep or play.</p>	<p>Observes and can describe in words or actions the effects of physical activity on their bodies.</p> <p>Can name and identify different parts of the body.</p>	<p>Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely.</p> <p>Can wash and can dry hands effectively and understands why this is important.</p> <p>Willing to try a range of different textures and tastes and expresses a preference.</p> <p>Observes and controls breath, able to take deep breaths, scrunching and releasing the breath.</p> <p>Can mirror the playful actions or movements of another adult or child.</p>	<p>Working towards a consistent, daily pattern in relation to eating, toileting and sleeping routines and understands why this is important.</p> <p>Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.</p> <p>Dresses with help, e.g. puts arms into open fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p>
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Literacy	Reading	<p>Has some favourite stories, rhymes, songs, poems or jingles.</p>	<p>Repeats and uses actions, words or phrases from familiar stories.</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ...</p> <p>Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps.</p>	<p>Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.</p>	<p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups.</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</p> <p>Begins to be aware of the way stories are structured, and to tell own stories.</p>	<p>Talks about events and principal characters in stories and suggests how the story might end.</p> <p>Shows interest in illustrations and words in print and digital books and words in the environment.</p> <p>Recognises familiar words and signs such as own name, advertising logos and screen icons.</p> <p>Looks at and enjoys print and digital books independently.</p> <p>Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p>	<p>Knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print).</p> <p>Handles books and touch screen technology carefully and the correct way up with growing competence.</p> <p>Begins to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps.</p> <p>Begins to develop phonological and phonemic awareness - Shows awareness of rhyme and alliteration - Recognises rhythm in spoken words, songs, poems and rhymes - Claps or taps the syllables in words during sound play - Hears and says the initial sound in words</p>
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	Writing	Distinguishes between the different marks they make.	Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.	Makes up stories, play scenarios, and drawings in response to experiences, such as outings. Sometimes gives meaning to their drawings and paintings. Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves.	Includes mark making and early writing in their play. Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.	Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes. Shows interest in letters on a keyboard, identifying the initial letter of their own name and other familiar words.	Begins to make letter-type shapes to represent the initial sound of their name and other familiar words.
Mathematics	Maths	Daily circle time counting and number line Daily timetable Number games and number songs.					
		Comparison: Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' Counting: Begins to say numbers in order, some of which are in the right order (ordinality).	Spatial Awareness: Moves their bodies and toys around objects and explores fitting into spaces. Begins to remember their way around familiar environments. Responds to some spatial and positional language.	Pattern: Joins in and anticipates repeated sound and action patterns. Is interested in what happens next using the pattern of everyday routines. Measures: Explores differences in size, length, weight and capacity. Beginning to understand some talk	Comparison: Compares two small groups of up to five objects, saying when there are the same number of objects in each group. Counting: May enjoy counting verbally as far as they can go. Points or touches (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5.	Composition: Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers. Beginning to use understanding of number to solve practical problems in play and meaningful activities. Beginning to recognise that each counting number is	Shape: Chooses items based on their shape which are appropriate for the child's purpose. Responds to both informal language and common shape names. Shows awareness of shape similarities and differences between objects. Enjoys partitioning and combining shapes to make new shapes

		<p>Cardinality: In everyday situations, takes or gives two or three objects from a group. Beginning to notice numerals (number symbols). Beginning to count on their fingers</p>	<p>Explores how things look from different viewpoints including things that are near or far away.</p> <p>Shape: Chooses puzzle pieces and tries to fit them in. Recognises that two objects have the same shape. Makes simple constructions.</p>	<p>about immediate past and future. Beginning to anticipate times of the day such as mealtimes or home time.</p>	<p>Uses some number names and number language within play, and may show fascination with large numbers. Begin to recognise numerals 0 to 10.</p> <p>Cardinality: Subitises one, two and three objects (without counting) Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle) Links numerals with amounts up to 5 and maybe beyond. Explores using a range of their own marks and signs to which they ascribe mathematical meanings.</p>	<p>one more than the one before. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Spatial Awareness: Responds to and uses language of position and direction. Predicts, moves and rotates objects to fit the space or create the shape they would like.</p>	<p>with 2D and 3D shapes. Attempts to create arches and enclosures when building, using trial and improvement to select blocks.</p> <p>Pattern: Creates their own spatial patterns showing some organisation or regularity. Explores and adds to simple linear patterns of two or three repeating items. Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next.</p> <p>Measures: In meaningful contexts, finds the longer or shorter, heavier or lighter and more/less full of two items. Recalls a sequence of events in everyday life and stories.</p>
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Understanding the World	People, Culture and Communities (Religion & World Views)	What makes us Special? (1)	Time to Celebrate (1)	Why are some places Special? (1)	Time to Celebrate (2)	What makes us Special? (2)	Why are some places Special? (2)
	The Natural World	Seasons- Autumn Habitats- minibests	Seasons-Winter Where I live	Seasons- Spring Growth and decay	New life Life cycle of a chick or duck (eggs in school to observe)	Seasons- Summer Farm animals	The Seaside
	Technology	Operate simple equipment, e.g. turns on CD player, uses a remote control, can navigate touch-capable technology with support Show an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images Understand that information can be retrieved from digital devices and the internet					
Expressive Arts and Design	Art/ DT	Construct with a purpose in mind, using a variety of resources Use simple tools and techniques competently and appropriately Build and construct with a wide range of objects, selecting appropriate resources and adapting their work when necessary Select the tools and techniques they need to shape, assemble and join materials they are using Explore colour and how colours can be changed Develop an understanding of using lines to enclose a space, and use drawing to represent actions and objects based on imagination, observation and experience					
	Music	Singing Focus (Introduce singing songs and nursery rhymes. These activities will continue throughout the year.)	Explore Instruments (including percussion, video/ audio recordings of musical instruments not in school, all resources with sound making possibilities such as pots and pans, wooden spoons)	Body Percussion and Rhythm.	Voice Sounds: pitch, volume.	Ring Games and Dance Focus	Composition Focus
	Whole school music genre	African Jazz and Ragtime Big Band and Swing Soul	Classical - Orchestral War songs Asian music	Charleston/ Lindy Hop/Jive March	String Quartet Welsh Choral music A cappella and Barbershop	English folk / country dancing music Rap/Chant	Pop Funk Disco Hip Hop

		Blues and 1940's R n B Calypso and Reggae Rock and Roll	Wind or Brass Band Scottish Folk/ Scottish Dance Christmas - Pop/Films/ TV Christmas - Choral	Flamenco/ Greek Dance Tango/ Salsa/ Rumba Country Ballard or Waltz	Irish Folk or Irish Dance Jewish music Gospel / Spiritual Music	Musical Film Music Opera Rock	Indie Contemporary R 'n' B Teacher's own choice
	Possible Texts	Starting School, <i>Maisy Goes to Nursery</i> , <i>The Leaf Man</i> , <i>Kippers Birthday</i> , <i>Peace at Last</i> , <i>The Very Helpful Hedgehog</i> .	Sam's Sandwiches, <i>Bubble Trouble</i> , <i>Mix it up</i> , <i>Spells and Smells</i> , <i>The Jolly Christmas Postman</i> , <i>Snowflakes</i> , <i>The Santa Trap</i> .	<i>When will it be Spring?</i> <i>Oliver's Vegetables</i> , <i>The Tiny Seed</i> , <i>Ten Seeds</i> , <i>Sam plants a Sunflower</i> , <i>A Seed in Need</i> , <i>Jack and the Beanstalk</i> .	<i>Little Red Riding Hood</i> , <i>Superworm</i> , <i>Highway Rat</i> , <i>Zog</i> , <i>Super Daisy</i> , <i>Superkid</i> , <i>Midnight Superhero Max</i> .	<i>Mr Gumpy's Outing</i> , <i>Oil Get off our Train</i> , <i>On the Way Home</i> , <i>Lost and Found</i> , <i>Off to the Park</i> , <i>How Big is the World?</i>	<i>Commotion in the Ocean</i> , <i>Pirate Pete</i> , <i>Pizza for Pirates</i> , <i>Rainbow Fish</i> .
	Visits and visitors	Forest exploration	Christmas Stay & Play	High Street / local area visit	Firefighter or Police visit	Farm visit	Teddy Bears Picnic