Curriculum subject overview: Nursery

2026-2027						
Subject	**Autumn Term My Nose Your Nose Theme: All about me, Rumble in the Jungle, Owl Babies and Christmas Related non-fiction texts**		**Spring Term Theme: Farmer Duck and Supertato Related non-fiction texts**		**Summer Term Theme: Jaspers Beanstalk and The Bad-Tempered Ladybird Related non-fiction texts**	
	1	2	1	2	1	2
PSED	Families and friendships Find ways of managing transition. Safe relationships Feel strong enough to express a range of emotions.	Respecting ourselves and others Begin to understand how others might be feeling.	Belonging to a community Develop their sense of responsibility and membership of a community. Media literacy and Digital Resilience Using the internet and digital	Money and Work Show interest in different occupations.	Physical health and Mental Wellbeing Make healthy choices about food, drink, activity and tooth brushing. Growing and changing Grow in independence, rejecting help (“me do it”).	Keeping safe Develop appropriate ways of being assertive

Curriculum subject overview: Nursery

			devices; communicating online - Develop appropriate ways of being assertive.			
Communication and Language	Nursery Rhymes and wild animal songs. My Nose Your Nose – to promote discussion about similarities and differences between ourselves, To promote good listening and attention skills.	Nursery Rhymes and Christmas songs. The magic story box using key words, characters and events in the story of the owl babies. Introducing non-fiction related texts. Talk about what is seen	Nursery Rhymes and farm songs The magic story box using key words, characters and events in the story of Farmer Duck. Introducing non-fiction related texts. Use Talk for Write to tell	Nursery Rhymes and food songs The magic story box using key words, characters and events in the story of Supertato. Introducing non-fiction related texts. Use Talk for Write to tell a simple story for the above text.	Nursery Rhymes and growing songs The magic story box using key words, characters and events in the story of Jasper's Beanstalk. Introducing non-fiction related texts. Use Talk for Write to tell a	Nursery Rhymes and mini-beast songs The magic story box using key words, characters and events in the story of The Bad-Tempered Ladybird. Introduce non-fiction related texts. Use a Talk for Write to begin to tell a longer story for the above text. Use debate when discussing the story of the Bad-Tempered Ladybird.

	The magic story box using key words, characters and events from the story Rumble in the Jungle. Introducing non-fiction related texts. WellComm Hanen, Urley and Elklan Strategies within adult led, activities and continuous provision to	at the trip to the park and ask questions to gauge children's understanding. Hanen, Urley and Elklan Strategies within adult led activities and continuous provision to support language, understanding and communication.	a simple story for the above text. Hanen, Urley and Elklan Strategies within adult led activities and continuous provision to support language, understanding and communication.	Hanen, Urley and Elklan Strategies within adult led activities and continuous provision to support language, understanding and communication.	longer story for the above text.	

	support language, understanding and communication.					
Physical Development/Health and Self-Care	Children learn how to hold a paint brush when painting self-portraits and animals from the book Rumble in the Jungle. The children become more independent using a knife and fork as they eat.	To gain knowledge and understanding of Autumn and the story 'The Owl Babies' the children will visit the park and develop their gross motor skills, walking, running, jumping and climbing etc.	The children use material and tools to make a collage of a farm. The children hold their pencil correctly as they draw farm animals. Children are now putting on their coats and	Children develop balancing skills eg musical statues, hopping – as part of party games to celebrate Eater. Children develop fine motor skills for mark making.	Children becoming confident climbers starting to use the climbing wall and pretending it's Jack's Beanstalk. Climbing the steps to the outdoor house using alternative feet.	Children will now revise and refine the fundamental movement skills they have already acquired. Children will match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width for gymnastics. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Curriculum subject overview: Nursery

	They start to take off their coat and find their peg. They start to use the outside area with some encouragement and support. Enjoy using the push a long bike	Children become more confident in the outdoor area when using the bikes and balls. The children enjoy using the bridge/tunnel and are able to use the trikes. The children will be putting on their coats independently. During the Christmas celebrations	fastening their zips. Become more confident with their outdoor physical skills, rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Children dance and remember a sequence of movement when celebrating the Chinese New Year.		Children use the large construction as a team construction building and vehicles from the city. Growing in confidence when using the bikes, now attempting the two wheeled bike. Use gross motor skills when digging and planting seeds for our beanstalks.	Start to refine motor skills for writing the letters of their names. Start to take part in team games – Rugby Tots or even ones they make up themselves.

<u>Curriculum subject overview: Nursery</u>

		the children start to dance and move to music, playing musical instrument.				
Literacy	Children draw and talk about their families. Use the story book Rumble in the Jungle to show that print has meaning – Point out the facts within the story that give us information. Point out	Use the Magic Story Box to tell the story of The Owl Babies to engage in extended conversations about stories, learning new vocabulary. Children look at the illustrations within the storybook. Children visit	Use the Magic Story Box to tell the story of Farmer Duck to engage in extended conversations about stories, learning new vocabulary. Use a Talk for Write to begin to tell a simple story for the above text and use it to	Use the Magic Story Box to tell the story of Supertato to engage in extended conversations about stories, learning new vocabulary. Use a Talk for Write to begin to tell a simple story for the above text and use it to begin to tell a story;	Use the Magic Story Box to tell the story of Jasper's Beanstalk to engage in extended conversations about stories, learning new vocabulary. Use a Talk for Write to begin to tell a simple story for the above text and use	Use the Magic Story Box to tell the story of The Bad-Tempered Ladybird to engage in extended conversations about stories, learning new vocabulary. Use a Talk for Write to begin to tell a simple story for the above text and use it to begin to tell a story. Children draw parts of the story maps and begin to write some of the sounds they hear, RWI speed sounds for children who are ready.

	the rhyming words within the text, to show that print can have different purposes. As you read model how we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing. Clap syllables in words	the park and compare the surroundings to the book. Children draw the trees and the owls. Children continue to write their name on their drawings, Children make a Christmas card and write their names and mark make for family members names.	begin to tell a story. RWI speed sounds for children who are ready. RWI Fred Talk games Children use some of their print and letter knowledge in their early writing making a list of farm animals, shopping lists etc	Children draw parts of the story maps and begin to write some of the sounds they hear, RWI speed sounds for children who are ready. RWI Fred Talk games for oral blending Children use some of their print and letter knowledge in their early writing making a list of vegetables (linked to Supertato) other links to	it to begin to tell a story. Children draw parts of the story maps and begin to write some of the sounds they hear, RWI speed sounds for children who are ready. RWI Fred Talk games for oral blending Children use some of their print and letter knowledge in their early writing to	RWI Fred Talk games for oral blending Children use some of their print and letter knowledge in their early writing to write about life cycles linked to mini-beasts. Write some letters accurately.

Curriculum subject overview: Nursery

	Children paint portraits of themselves and begin to write their name. Encourage the children to write some or all of their name on their pictures.	Recognise words with the same initial sound, such as money and mother.		continuous provision.	make a list of instructions for planting their bean. Write some letters accurately.	
Maths Numbers and Shape	B to 3 years – Take part in finger rhymes with numbers. React to changes of amount in a group of up	B to 3 years – Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making	B to 3 years – Climb and squeezing selves into different types of spaces. Complete inset puzzles.	B to 3 years – Build with a range of resources. Compare sizes, 'bigger/little/smaller', 'high/low', 'tall',	B to 3 years – Compare weights etc. using gesture and language - 'heavy'. 3 and 4 years	B to 3 years – Notice patterns and arrange things in patterns. Extend and create ABAB patterns – stick, leaf, stick, leaf 3 and 4 years

	to three items. 3 and 4 years Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached	sounds, pointing or saying some numbers in sequence. Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' 3 and 4 years Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with their own symbols	3 and 4 years Understand position through words alone – for example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.	3 and 4 years Make comparisons between objects relating to size, length, weight and capacity. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical	Combine shapes to make new ones - an arch, a bigger triangle etc.	Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Curriculum subject overview: Nursery

	when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5.	and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'.		language: 'sides', 'corners'; 'straight', 'flat', 'round'		
Understanding of the World (RE, Science, History, Geography)	RE- Branch 1 Creation and Covenant Science – Our bodies How do our senses work?	RE- Branch 2 Prophecy and Promise Science – Autumn changes to our plants and trees, planting	RE-Branch 3 From Galilee to Jerusalem Science – Recognising and naming farm animals	RE- Branch 4 From Desert to Garden Science – Where do potatoes come from? Growing our own potatoes	RE- Branch 5 To the Ends of the Earth Science – Recording the growth of our beans in a bean diary.	RE– Branch 6 Dialogue and Encounter Science – life cycles, hatching butterflies History – Buildings old and new children look at buildings around the town,

Curriculum subject overview: Nursery

	History – Families when we were babies Geography – Sorting animals from different countries. (Know that there are different countries in the world and talk about the differences they have experienced or seen in photos). ICT – In the home corner	bulbs for spring History – The Christmas Story, how people lived in Jesus's time – transport Geography – A trip to the park – the impact of the weather and seasonal changes on our environment. (Explore and respond to different natural phenomena in their setting and on trips. Explore and	and their babies. History – Farming today and in the old days (tractors/horses) Geography- Comparing the town and country – trip to the farm. (Explore and respond to different natural phenomena in their setting and on trips. Show interest in different occupations.	History – Supertato – people that have helped us over time. Geography - Growing environments - for planting vegetables. (Explore natural materials, indoors and outside. Plant seeds and care for growing plants). ICT - Ipads- To design a superhero.	History – Food shops past and present. Geography – Growing environments – taking care of our growing environment (beans). (Explore natural materials, indoors and outside. Plant seeds and care for growing plants). ICT – Ipads to record photos of the changes to our	what does a new/old building look like? Geography – Mini beast habitats. (Explore natural materials, indoors and outside. Begin to understand the need to respect and care for the natural environment and all living things). Interactive board – to research life cycles ICT – Interactive board – to research life cycles ICT – Programmable caterpillar Health, well-being and lifestyle - https://www.childnet.com/ufiles/Online-Smartie-the-Penguin-for-EYFS.ppt

Curriculum subject overview: Nursery

	E – safety Smartie the Penguin	talk about different forces they can feel). ICT – ipads - photos of changes in the environment Respecting others - EfaCW - EYFS - Online relationships	Talk about what they see, using a wide vocabulary). ICT-Interactive board – Researching China and the Chinese New Year Media literacy and digital resilience		beanstalks for a bean diary. Hairy Phonics	
Expressive Arts and Design (Art, DT, Drama, Music, Dance,)	Art – Self-portraits and pictures of our family, mixing different shades of green and using pattern to	Art – chalk and pastel firework pictures, Leaf printing, DT- Christmas cards and decorations	Art – Painting farm animals. DT – Mother's Day card, Chinese New Year Decorations,	Art – Potato printing DT – Making a superhero Drama – Super hero rescue Music – Easter songs, Easter concert	Art – College/small world gardens DT – Father's Day cards – drawing Drama – A garden centre	Art – Painting mini beasts DT – Making a model mini beast out of clay and natural materials Drama – Holidays, packing, camping. Music – Instruments from around the world

Curriculum subject overview: Nursery

	represent the jungle. DT – Making animals using a range of materials. Drama – Home life, starting school, role play. Music – Nursery rhymes, autumn / harvest hymns Dance - Sea Shanties and Jigs	Drama – The Nativity Music – Bells, Nativity and Christmas songs Dance – Disco and party dancing	Drama – Farm role play Music – Farm animal songs and rhymes, making up our own songs. Dance – Using ribbons and scarves outdoors.	Dance – Outdoor ring games and songs	Music – Making musical instruments. Dance – Using the stage outdoors to create a performance	Dance – Dances from around the world.
Trips/Visitors	Knowsley Safari Park The Museum	The Park The Library Father Christmas	Farmer Teds	The Library The Fire Service	The Museum	Rent a Beast The Library

Curriculum subject overview: Nursery