

Curriculum subject overview: Nursery

2025-2026						
Subject	Autumn Term My Nose Your Nose Theme: All about me, Commotion in the Ocean, We're Going on a Bear Hunt and Christmas		Spring Term Theme: The Naughty Bus and Pig in the Pond		Summer Term Theme: Jack and the Beanstalk and The Very Hungry Caterpillar	
	1	2	1	2	1	2
PSED	<p>Families and friendships Find ways of managing transition.</p> <p>Safe relationships Feel strong enough to express a range of emotions.</p>	<p>Respecting ourselves and others Begin to understand how others might be feeling.</p>	<p>Belonging to a community Develop their sense of responsibility and membership of a community.</p> <p>Media literacy and Digital Resilience Using the internet and digital devices; communicating online - Develop appropriate ways of being assertive.</p>	<p>Money and Work Show interest in different occupations.</p>	<p>Physical health and Mental Wellbeing Make healthy choices about food, drink, activity and tooth brushing.</p> <p>Growing and changing Grow in independence, rejecting help ("me do it").</p>	<p>Keeping safe Develop appropriate ways of being assertive.</p>
Communication and Language/ Literacy	<p>Listen to other people's talk with interest. Begin to follow simple instructions Nursery Rhymes Name Writing The Magic Story Box Fiction and rhyme books</p>	<p>Start to develop conversation, often jumping from topic to topic. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). Nursery rhymes and poems Name Writing</p>	<p>Use a wider range of vocabulary. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Phonics Fred Talk Games Rhyme, Poems Talk for Writing Name Writing</p>	<p>Use longer sentences of four to six words. Sing a large repertoire of songs. Phonics Fred Talk Games and RWI picture cards Rhyme, Poems Talk for Writing Name Writing/labels Identifying alliteration</p>	<p>Begin to take turns in conversation. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Fred Talk Games RWI Set 1 sounds Rhyme, Poems</p>	<p>Use talk to organise themselves and their play. Fred Talk Games Set 1 sounds Rhyme, Poems Talk for Writing Name Writing/labels Identify alliteration</p>

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		The Magic Story Box Fiction and Non-Fiction Books	Alliteration Identify initial sounds The Magic Story Box Fiction and Non-Fiction Books	initial & final sounds The Magic Story Box Fiction and Non-Fiction Books	Talk for Writing Name Writing/labels Identify alliteration Writing initial, and some middle & final sounds The Magic Story Box Building a Bridge of Books Fiction and Non-Fiction Books	Writing initial and some middle & final sounds – lists, diary, plan and do The Magic Story Box Reading books Fiction and Non-Fiction Books
Health & Self-Care /Physical Development	<p>Basic skills – movement Multi-skills – Balance</p> <p>Learn to use the toilet with help, and then independently.</p> <p>Fit themselves into spaces, like tunnels, dens and large boxes, and move round in them.</p> <p>Enjoy starting to kick, throw and catch balls.</p> <p>Start eating independently and learning how to use a knife and fork.</p> <p>Develop manipulation and control.</p>	<p>Multi-Skills Balance Multi-skills – Balance</p> <p>Walk, run, jump and climb – and start to use the stairs independently.</p> <p>Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</p> <p>Explore different materials and tools.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Health and self-care Multi-skills focus on catching and kicking</p> <p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly.</p> <p>Use large and small motor skills to do things independently, for example manage</p>	<p>Dance, Competitive games/turn-taking games – see PSED & EAD</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Gymnastics Athletics</p> <p>Write some or all of their name.</p> <p>Join different materials and explore different textures.</p> <p>Use drawing to represent ideas like movement or loud noises.</p> <p>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.</p> <p>Choose the right resources to carry out</p>	<p>Invasion games – Football Gymnastics</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>

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			buttons and zips, and pour drinks.	Remember rules without an adult to remind them. Show a preference for a dominant hand.	their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Make healthy choices about food, drink, activity and toothbrushing.	Use a comfortable grip with good control when holding pens and pencils. Write some letters accurately. Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.
Mathematics	<p>N1 - Counting to 5 Explore space playing with tunnels and boxes etc, N2 - Re-cap working with 1-5 Positional language - using words not actions All children - Take part in finger rhymes and songs</p>	<p>N1 - Recite numbers past 5. Link numerals and amounts: 1-5 Experiment with their own symbols and marks as well as numerals. Become aware of pattern Complete inset puzzles. Describe a familiar route. N2 - Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p>	<p>N1 - Say one number for each item in order: 1,2,3,4,5. Compare amounts, saying 'lots', 'more' or 'same'. Compare sizes using gesture and language N2 - Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Combine shapes to make new ones - an</p>	<p>N1 - React to changes of amount in a group of up to three items. Talk about and explore 2D shapes N2 - Begin to work with numbers above 5. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</p>	<p>N1 - Show 'finger numbers' up to 5. Know the cardinal principle eg count 3 and know it's the total N2 - Count beyond 10. Extend and create ABAB patterns - stick, leaf, stick, leaf.</p>	<p>N1 - Make comparisons between objects relating to size, length, weight and capacity. N2 - Compare numbers. 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...' Use and talk about and explore 2D and 3D shapes</p>

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		<p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>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.</p>	<p>arch, a bigger triangle etc.</p> <p>Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</p>			
<p>Understanding the World (RE, Science, History, Geography)</p>	<p>RE- Branch 1 - Creation and Covenant</p> <p>Science - floating and sinking, fixing the pirates boat</p> <p>History - Old sailing boats, pirate ships</p> <p>Geography - Sorting sea and land objects / animals / plants</p> <p>Treasure maps for pirates</p> <p>DT - Making a boat</p> <p>ICT - A portrait using paint (Ipad) Hairy Phonics, designing a boat.</p>	<p>RE-Branch 2- Prophecy and promise</p> <p>Science - Autumn changes to our plants and trees, planting bulbs for spring</p> <p>History - The Christmas Story, how people lived in Jesus's time.</p> <p>Geography - A visit to the park,</p> <p>DT - Making a bridge to travel over and under.</p> <p>ICT - Using the camera</p>	<p>RE-Branch 3- Galilee to Jerusalem</p> <p>Science - Naming parts of a bus, how does a bus move.</p> <p>History - Old and new transport</p> <p>Geography- A bus journey around the town, what will we see?</p> <p>DT- Making a bus, designing</p> <p>ICT - Quiver - making our transport pictures come to life.</p>	<p>RE-Branch 4- Desert to Garden</p> <p>Science - Where does our food come from.</p> <p>Growing our own potatoes</p> <p>History - Farming today and in the old days (tractors/horses)</p> <p>Geography- Allotments and growing vegetables.</p> <p>Where is China, looking at a globe.</p> <p>DT - Designing a superhero, Designing a dragon for the Chinese New Year</p>	<p>RE- Branch 5- To the ends of the earth</p> <p>Science - Recording the growth of our beans in a bean diary.</p> <p>History - Food shops past and present.</p> <p>Geography - Jack goes to the market. A look at markets, where are they and what do they sell.</p> <p>DT- children plant, grow cress and make a sandwich.</p> <p>ICT - children use the CD player to listen to</p>	<p>RE- Branch 6- Dialogue and Encounter</p> <p>Science - life cycles, hatching butterflies</p> <p>History - Building old and new children look at building around the town, what does a new/old building look like?</p> <p>Geography - A walk to the library and museum.</p> <p>DT - Building a town using different construction materials</p> <p>ICT - Use the iPad to research life cycles</p>

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				ICT- Using the iPad to research China.	Jack and the Beanstalk.	
Expressive Arts and Design (Art, DT, Drama, Music, Dance,)	Art - Self-portraits and pictures of our family, mixing different shades of blue and using pattern to represent the sea. DT - Making telescopes, pirate hats, patches etc., Drama - Home life, starting school, pirate role play, Music - Nursery rhymes, autumn / harvest hymns Dance - Sea Shanties and Jigs	Art - chalk and pastel firework pictures, Leaf printing, DT- Building bridges, Christmas cards and advent calendars - Drama - We're Going on a Bear Hunt. The Nativity Music - Bells, Nativity and Christmas songs Dance - Disco and party dancing	Art - Painting a bus. DT - Mother's Day card, making a bus, Drama - Taking a ride on a bus. Music - Travelling songs, making up our own songs. Dance - Using ribbons and scarves outdoors.	Art - Vegetable printing DT - Easter cakes Drama - Farming life Music - Easter songs, Easter concert Dance - Outdoor ring games and songs	Art - College/small world gardens DT - Father's Day cards - drawing Drama - Jack and the Beanstalk role play Music - Making musical instruments. Dance - Using the stage outdoors to create a performance	Art - Butterfly paintings DT - Making a model mini beast out of clay and natural materials Drama - Holidays, packing, camping. Music - Instruments from around the world Dance - Dances from around the world.
Trips/Visitors	Blue Planet Aquarium The Museum	The Park The Library Father Christmas	The Fire Service	Library Farmer Teds	Museum	Rent a Beast