



Curriculum Overview Year Nursery 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Reading & Writing	Enjoy drawing freely. 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 <i>Respond to simple questions and instructions</i> <u>Focus books:</u> <i>After the Storm</i> <i>Pumpkin Soup</i> <i>We're Going on a Bear Hunt</i>	Enjoy listening to longer stories and can remember much of what happen <i>Respond to simple questions and instructions</i> <u>Focus books:</u> <i>Harry and the Dinosaurs</i> <i>10 Little Dinosaurs</i> <i>Spot at Christmas</i> <i>Dear Santa</i>	Develop their phonological awareness that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother <u>Focus books:</u> <i>The Best Eid Ever</i> <i>Maisy's Chinese New Year</i> <i>Snow By Sam Usher</i> <i>One Snow Day by Diana Murray</i>	Understand the five key concepts about print: <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing Engage in extended conversations about stories, learning new vocabulary <u>Focus books:</u> <i>Look up!</i> <i>Whatever Next</i> <i>How to Catch a Star</i> <i>Ada twist scientist</i>	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy <u>Focus books:</u> <i>The Very Hungry Caterpillar</i> <i>The Very Busy Spider</i> <i>Rosie's Walk</i> <i>Mad About Minibeasts</i>	Write some or all of their name. Write some letters accurately. <u>Focus books:</u> <i>Starting School</i> <i>Tiddler The Story</i> <i>Telling Fish</i> <i>We all Belong</i> <i>Handas Suprise</i>



<p>Maths</p>	<p>Comparison</p> <ul style="list-style-type: none"> • More than, fewer than, same <p>Shape, space and measure 1</p> <ul style="list-style-type: none"> • Explore and build with shapes and objects <p>Pattern 1</p> <ul style="list-style-type: none"> • Explore repeats 	<p>Subitising 1</p> <ul style="list-style-type: none"> • I see 1, 2, 3 <p>Counting 1</p> <ul style="list-style-type: none"> • Hear and say number names <p>Counting 2</p> <ul style="list-style-type: none"> • Begin to order number names <p>Pattern 2</p> <ul style="list-style-type: none"> • Join in with repeats <p>Shape, space and measure 2</p> <ul style="list-style-type: none"> • Explore position and space <p>Subitising 2</p> <ul style="list-style-type: none"> • Show me 1, 2, 3 	<p>Counting 3</p> <ul style="list-style-type: none"> • Move and label 1, 2, 3 <p>Shape, space and measure 3</p> <ul style="list-style-type: none"> • Explore position and routes <p>Pattern 3</p> <ul style="list-style-type: none"> • Explore patterns <p>Counting 4</p> <ul style="list-style-type: none"> • Take and give 1, 2, 3 	<p>Shape, space and measure 4</p> <ul style="list-style-type: none"> • Match, talk, push and pull <p>Subitising 3</p> <ul style="list-style-type: none"> • Talk about dots <p>Comparison 2</p> <ul style="list-style-type: none"> • Compare and sort <p>Pattern 4</p> <ul style="list-style-type: none"> • Lead on own repeats 	<p>Shape, space and measure 5</p> <ul style="list-style-type: none"> • Start to puzzle <p>Pattern 5</p> <ul style="list-style-type: none"> • Making patterns together <p>Subitising 4</p> <ul style="list-style-type: none"> • Make games and actions <p>Counting 5</p> <ul style="list-style-type: none"> • Show me 5 	<p>Pattern 6</p> <ul style="list-style-type: none"> • My own pattern <p>Counting 6</p> <ul style="list-style-type: none"> • Stop at 1, 2, 3, 4, 5 <p>Comparison 3</p> <ul style="list-style-type: none"> • Match, sort, compare
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<p>Understanding the world</p>	<p>Change – New beginnings Starting school All about me and my family</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family’s history. <p>Autumn</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials <p>Diwali Black History Month</p>	<p>Long, Long Ago The past, Dinosaurs, Remembrance, Fireworks</p> <ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary . • Use all their senses in hands-on exploration of natural materials <p>Fireworks Night Remembrance</p> <ul style="list-style-type: none"> • Show interest in different occupations. <p>Christmas</p>	<p>Together and belonging Lunar New Year Ramadan and Eid</p> <ul style="list-style-type: none"> • Make connections between the features of their family and other families. <p>Spring</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials 	<p>Discovery and Wonder Space Science Experiments</p> <ul style="list-style-type: none"> • Talk about the differences between materials and changes they notice <p>Planting and growing</p> <ul style="list-style-type: none"> • Explore how things work. • Plant seeds and care for growing plants. • Begin to understand the need to respect and care for the 	<p>Journeys Lifecycles</p> <ul style="list-style-type: none"> • Understand the key features of the life cycle of a plant and an animal <p>Baby animals</p> <ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things. 	<p>Big Wide World The Sea Our World</p> <ul style="list-style-type: none"> • Explore and talk about different forces they can feel <p>Countries, maps</p> <ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. <p>New adventures – Starting school</p>
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	<ul style="list-style-type: none">• Continue developing positive attitudes about the differences between people	<ul style="list-style-type: none">• Continue developing positive attitudes about the differences		<p>natural environment and all living things.</p> <ul style="list-style-type: none">• Explore and respond to different natural phenomena in their setting and on trips.		
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<p>Communication and language</p>	<ul style="list-style-type: none"> • Respond to simple questions and instructions • Pay attention to more than one thing at a time, which can be difficult 	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door" 	<ul style="list-style-type: none"> • Develop their communication but may continue to have problems with irregular tenses and plurals • Start a conversation with an adult or a friend and continue it for many turns 	<ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother 	<ul style="list-style-type: none"> • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." • Know many rhymes, be able to talk about familiar books, and be able to tell a long story 	<ul style="list-style-type: none"> • Use longer sentences of four to six words • Know many rhymes, be able to talk about familiar books, and be able to tell a long story
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<p>Expressive art and design</p>	<ul style="list-style-type: none"> • Explore colour and colour mixing. • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Make imaginative and complex 'small worlds' with blocks and construction kits 	<ul style="list-style-type: none"> • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Listen with increased attention to sounds 	<ul style="list-style-type: none"> • Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings – happiness, sadness, fear, etc. • Sing the pitch of a tone sung by another person ('pitch match') 	<ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc • Explore different materials freely, to develop their ideas about how to use them and what to make. • Create closed shapes with continuous lines and begin to use these 	<ul style="list-style-type: none"> • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of 	<p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <ul style="list-style-type: none"> • Join different materials and explore different textures • Make simple models which express their ideas.
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				shapes to represent objects	familiar songs.	
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PSHE	Being Me in My World	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations



<p>PD</p>	<p>Continue to develop their movement, balancing, riding (for example, trikes and scooters) and ball skills.</p> <p>Dough disco</p> <p>Write Dance</p> <p>Funky Fingers</p> <p>Outdoor apparatus</p> <p>Obstacle courses</p> <p>Large mark making tools</p> <p>Threading with large beads</p>	<p>Revise and refine the fundamental movement skills they have already acquired: • climbing</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling • crawling</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: • hopping</p> <p>Combine different movements with ease and fluency.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: skipping/ jumping</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: • climbing</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>
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