



Nursery Curriculum Overview 2025-2026

Theme	All About Me	The Wider World	
Enquiry Question	<p style="text-align: center;">I wonder why I am special? Can you tell me?</p> <p style="text-align: center;">Experiences: Autumn Walk Making a Chatterbox with parents Christmas Play</p>	<p style="text-align: center;">What makes a woodland a special place? Can you describe?</p> <p style="text-align: center;">Experiences: Local walk to Bill Hill Making a Chatterbox with parents Mummy Tea Party</p>	<p style="text-align: center;">Where do animals live and why? Can you explain why?</p> <p style="text-align: center;">Experiences: Local Walk to Mill Pond Making a Chatterbox with parents Daddy Day Tea Party</p>
Duration	Autumn	Spring	Summer
Subject Outcomes			
PSE	<ul style="list-style-type: none"> • Awareness of routines/Golden Values • Transition and settling into nursery • Emotional awareness -happy/sad • Social skills of building new friendships/awareness of taking turns • Self-understanding of talking about their own experiences 	<ul style="list-style-type: none"> • Golden Values, understanding we use them in practise • Confidence and independence of establishing friendships • Social skills of beginning to solve conflicts • Self-regulation – managing their emotions 	<ul style="list-style-type: none"> • Putting into practise Golden Values and explain why we have them • Extending social skills, to other peers/sharing/turn taking • Building confidence and independence, making their own choices • Talk about their feelings and manage their behaviours • Preparing for transition to Reception
Communication and Language	<ul style="list-style-type: none"> • Oracy 21 – paying attention and beginning to listen) • Tales Tool-kit – (showing enjoyment) • Chatterboxes – (setting expectations/active listening) • Singing same 3 nursery rhymes • Environmental sounds 	<ul style="list-style-type: none"> • Oracy 21 – demonstrating paying attention and listening and focussing on person who is talking) • Tales Tool-kit – (contributing to the story) • Chatterboxes (turn taking in conversation) • Singing same 5 nursery rhymes • Initial sounds 	<ul style="list-style-type: none"> • Oracy 21 – same as Spring 1 and showing they can listen, turn take and comment during conversations) • Tales Tool-kit – (having their own ideas) • Chatterboxes (back and forth conversation) • Singing same 8 nursery rhymes • Rhyming words
PD	<ul style="list-style-type: none"> • How to be safe on the equipment • Basic skills – climbing and balancing 	<ul style="list-style-type: none"> • Ball skills on the field • Trim trail for putting into practise learnt physical skills 	<ul style="list-style-type: none"> • Travelling in different ways • Using variety of actions on the equipment • Able to put into practise the skills learnt over the year/Sports Day



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Literacy	<p>Possible Texts</p> <ul style="list-style-type: none"> • Starting Nursery • What I like about me • My world, your world • Recipe Books • Harvest Time • Sita and Rama • Let It Fall • The Christmas Story • Mark making lines/circles • Myself drawing • Christmas invite/Christmas card 	<p>Possible Texts</p> <ul style="list-style-type: none"> • I am starting Nursery (new children) • It was a cold dark night • The Tiny Seed • Farmer Duck • Clever sticks • The Pancake • I love my mummy • The Easter Story • Hurray for Hoppit • Modelling letter shapes • My family drawing • Mummy invite/card 	<p>Possible Texts</p> <ul style="list-style-type: none"> • Oliver's Vegetables • Growing food • I love my daddy • Traditional fairy tales • Poetry • Sports Day • Having a go forming letter shapes • Picture of person/animal (more details/features) • Daddy day invite/card
Maths	<ul style="list-style-type: none"> • Exploring wooden blocks/large rubber bricks • Subsisting up to 3 • Number nursery rhymes (counting up and down) • Awareness of pattern (routines/visual timetables/spoken patterns) • Counting objects up to 3 • Awareness of positional language • Awareness of numerals/ordinal numbers • Describing length, height and weight in their terms 	<ul style="list-style-type: none"> • Building towers/finding out how shapes fit into spaces • Becoming confident in subsisting up to 3 • Using more/fewer • Seeing patterns in books/pictures • Counting up to 10 • describing positional language – under, over, in, out etc • Beginning to recognise numerals • Beginning to use length, height, weight in context/show how they can measure/weigh 	<ul style="list-style-type: none"> • Building intricate models • Subitising up to 5 and explaining why (more if able) • More/fewer and explain why • Create a pattern/describe patterns • Counting beyond 10 (focus on understanding value of numbers) • Using positional language in play • Sequence numerals in order • Able to demonstrate length, height, weight and explain what they have found
Science	<ul style="list-style-type: none"> • My body • Cooking (mixing dry and wet ingredients) • Exploring insects • Signs of autumn/winter • Care of the garden/composting 	<ul style="list-style-type: none"> • My family • Cooking (batter/melting chocolate) • Signs of spring • Life cycle plant • Care of the planet/recycling 	<ul style="list-style-type: none"> • Staying healthy/exercise • Cooking (sequencing making sandwich) • Signs of summer • Life cycle animal • Care of the seas/land/recycling
History	<ul style="list-style-type: none"> • Talking about me (growing, past) • My First Festival - Bonfire Night 	<ul style="list-style-type: none"> • My family (parents/siblings) • Travelling 	<ul style="list-style-type: none"> • My wider family (grandparents etc) • Holidays



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	<ul style="list-style-type: none"> • My First Festival – Remembrance • Christmas (old/new toys) 		
Geography	<ul style="list-style-type: none"> • What is the weather today? • Local walk along school grounds (describing what features we can see) • Explore their nursery environment, visually • Use of positional words and describing where they are. • St Andrew’s Day – link to Scotland • Diwali – link to countries celebrate 	<ul style="list-style-type: none"> • Describing different types of weather • Local walk to Bill Hill (following directions) • Exploring school area • St David’s Day – link to Wales • St Patrick’s Day – link to Ireland • St George’s Day – link to England • Easter Egg Hunt Map 	<ul style="list-style-type: none"> • Being able to give reasons how/why it rains/snow/rainbows etc • Walk to Mill Pond (link to water/seas) • Drawing treasure maps
EAD Art Role-play See music	<ul style="list-style-type: none"> • Exploring paint and mixing colours • Exploring techniques to create art – finger painting, cotton buds, tubes, string • Using available natural resources to create autumn/winter pictures. • Play-dough/sand/water/rice • Chalks, pens to express their feelings • Imaginative play, related to children’s own interests and celebrations/traditions 	<ul style="list-style-type: none"> • Floral resources from garden/field for collages/May Day crowns • Natural resources make musical instruments • Butterfly paintings • Imaginative play, related to children’s own interests and celebrations/traditions 	<ul style="list-style-type: none"> • Use of natural objects to print with • Clay to make models with • Junk modelling • Building with resources in the garden • Acting out stories from books, own experiences, using puppets
DT	<ul style="list-style-type: none"> • Junk modelling (learning how to join) 	<ul style="list-style-type: none"> • Mother’s Day biscuits 	<ul style="list-style-type: none"> • Exploring different fabrics/ materials
Computing	<ul style="list-style-type: none"> • How to use the whiteboard 	<ul style="list-style-type: none"> • How to use an i-pad 	<ul style="list-style-type: none"> • Keeping safe on IT equipment
RE (celebrations/traditions)	<ul style="list-style-type: none"> • Harvest • Diwali • Halloween • Christmas 	<ul style="list-style-type: none"> • Chinese New Year • Pancake Day • Valentine’s Day • Mother’s Day • Easter • Eid 	<ul style="list-style-type: none"> • May Day • Father’s Day
Music	<p>Routines and Expectations -Moving to music focus. Let’s Be Friends: sharing, working together This is me: Music and Movement, feelings. Jingle All the Way: Singing in Unison Singing Phonics Nursery rhymes</p>	<p>I love You: Songs for Mummy and Daddy Animal Tea Party: Drumming exploration Travel and Movement: Singing and Movement Singing Phonics Nursery rhymes</p>	<p>My Musical Adventure: Children are introduced to the school music area in groups. Let’s Jam! Playing percussion instruments together Singing Phonics Nursery rhymes</p>



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Continuous Provision	Possible Play Farm animals Building dens Mud kitchen – cooking Home corner – life experiences Learning how to problem solve and tell an adult what they think	Possible play Dragons Dinosaurs Wildlife animals Mini-beasts Going on an adventure Beginning to problem solve and have an idea why	Possible play Pirates Superhero play Going on holiday Able to confidently problem solve and give a reason why.
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