

Yearly overview - Nursery 2025-2026

In Nursery we prioritise the Prime Areas of learning to develop children's sense of belonging, with a strong focus on their social, emotional and physical well-being, at their individual pace.

	Autumn (7 weeks + 3 days)	Spring (5 weeks +4 days)	Summer (4 weeks + 4 days)
	(7 weeks)	(5 weeks)	(7 weeks)
Special Events	- Settling in days – building relationships, learning routines and expectations - Exploring signs of Autumn - Harvest - Bonfire Night - Remembrance Day - Diwali - World Nursery rhyme week - Children in Need - Christmas - Trip to Planet Play Thursday 11th December - Nursery Christmas Performance Friday 12th Dec	- Explore signs of Winter - NSPCC Number Day Friday 6th February - Valentine's Day - Chinese New Year - Explore signs of Spring - World Book Day Thursday 5th March - Trip to Cragg House Farm 11th February - PTA Love Yourself Day Friday 13th February - Mother's Day Sunday 15th March - Easter	- Explore Signs of Summer - Explore plants and what they need to grow and stay healthy – make comparisons to ourselves - Phunky Foods activity - Father's Day 21st June - Sports Day - Teddy Bears Picnic 'Little Acorns Fest'
C&L	Children's oracy will be developed through a language rich curriculum A love of stories and pre-reading skills will be supported through quality texts, including a changing selection of treasured texts chosen by Nursery Staff		
	- Listen to simple stories and understand what is happening, with the help of the pictures - Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. - Sing a repertoire of songs. - Enjoy listening to longer stories and can remember much of what happen. - Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". - Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' - May have problems saying: -some sounds: r, j, th, ch, and sh -multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'	- Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - Can find it difficult to pay attention to more than one thing at a time. - Begin to understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - Use longer sentences of four to six words. - Can start a conversation with an adult or a friend and continue it for many turns. - Begin to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.	- Can find it difficult to pay attention to more than one thing at a time. - Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" - Use longer sentences of four to six words. - Can start a conversation with an adult or a friend and continue it for many turns. - Use a wide range of vocabulary. - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver." - 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.

PSED	• Develop open and secure relationships with Nursery staff • separate from parents/carers at start of session and engage in play use Nursery staff as trusted adults when needed for emotional support • Explore a wide range of activities with growing independence • Play for longer periods of time • Play alongside and with peers, developing their pretend play with some sense of <i>care, kindness and respect</i> • Begin to learn and be supported using step-by-step calming strategies	• Be able to identify emotions and notice how their bodies feel when they experience (<i>emotions board and mirror can be used help them identify these</i>) • Begin to use calming strategies more independently to help them use control their emotions (asking for help if needed) • Take part in pretend play with more self-control with a sense of <i>kindness, care, friendship and respect</i> to uphold our school values (incorporating calming strategies if needed to support) • Once calm, children can think of solutions that cause them to feel strong emotions, choosing the best solution for the situation and putting it in place developing a sense of honesty, respect, care and kindness	• Show perseverance when faced with difficulties • Be able to talk about what they are doing or have done using 'thinking' or 'learning' words in conversations <i>showing a sense of growing independence</i> • Be able to regulate own emotions by monitoring and managing their feelings and behaviours developing a sense of our core values • Be able to identify feelings and how they make their bodies feel • Can calm down when experiencing strong emotions, and then choose best way to manage the challenge causing the emotion • Be able to reflect on what helps them persevere through difficulties
PHYSICAL Development	Use large-muscle movements: • explore large loose parts manoeuvre and build. <i>Offering opportunities for friendship, kindness and respect through collaborative play and helping one another</i> • Respond by moving their whole bodies to sounds they enjoy such as music or a regular beat. Children enjoy joining in with dancing and ring games. • Explore using one handed tools such as wooden spoons to stir, ladles to fill/pour, knives to spread/cut (e.g butter on toast), one-handed scissors	• Develop core strength and balance skills by tummy-crawling through tunnels and under low obstacles, climbing and pulling themselves up on large equipment and walking along a balance beam, holding a hand for support. • Hold a pose • Match their developing physical skills to tasks and activities. • Remember sequences and patterns. • Develop ball skills by kicking, throwing, and catching • Confidently use one-handed tools to create changes in materials such as making snips in paper with scissors, mixing paint, using a vegetable peeler to remove skin from a potato.	• Explore ways to connect large loose parts such as a plank and two crates to balance or crawl along or under. • Work cooperatively to create obstacle courses that demand a range of movements to complete, such as crawling through a tunnel, climbing onto crates, balancing along a beam and jumping into hoops safely. • Continue to develop movement and balance by skipping, hopping, standing on one leg and holding a pose.
	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use simple joining skills using glue and masking tape. Cooking Techniques: Stir, mash with a fork or potato masher - such as to make biscuit dough, vegetable soup and ice-cream as well as prepare a range of healthy snacks.		

Literacy	• Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Ask questions about the book. • Make comments and shares their own ideas. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Make marks on their picture to stand for their name.	• Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word. • Some children may 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; write 'm' for mummy. • Some children may write some or all of their name.	• Understand the five key concepts about print: -print has meaning, the names of the different parts of a book, print can have different purposes, page sequencing, we read English text from left to right and from top to bottom. • 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; write 'm' for mummy. • Engage in extended conversations about stories, learning new vocabulary. • Develop their phonological awareness, so that they can: ○ recognise words with the same initial sound, such as money and mother. ○ Write some or all of their name. ○ Write some letters accurately.
White Rose Maths	Comparison 1 – More than, fewer than, same Shape, space and measure 1 – Explore and build with shapes and objects Pattern 1 – Explore repeats Counting 1 – Hear and say number rhymes	Counting 2 – Begin to order number names Subitising 1 – I see 1, 2, 3 Pattern 2 – Join in with repeats Shape, space and measure 2 – Explore position and space Subitising 2 – Show me 1, 2, 3 (2 weeks) Counting 3 – Move and label 1, 2, 3 Shape, space and measure 3 – Explore position and routes Pattern 3 – Explore patterns	Counting 4 – Take and give 1, 2, 3 (2 weeks) Shape, space and measure 4 – Match, talk, push and pull Subitising 3 - Talk about dots Comparison 2 – Compare and sort collections Pattern 4 – Lead on own repeats Shape, space and measure 5 – Start to puzzle (2 weeks) Pattern 5 – Making patterns together Subitising 4 – Make games and actions
UW	Understanding of the World in our EYFS curriculum develops concepts and skills linked to History, Geography and Science as well as through the other strands, including Communication & Language, Personal, Social and Emotional Development, and Mathematics. Our skilled practitioners provide a mix of adult led activities and purposeful interactions within continuous provision to develop these skills.		
	• Explore similarities and differences, likes and dislikes • Talk about families/pets • Celebrate family traditions • Show interest in a photograph of a past event • Shows interest in themselves and their own life • Explore other traditions and celebrations such as Diwali, Remembrance Day • Use simple language connected to the 'here and now'. •	Use all our senses in 'hands-on' explorations to explore: • natural materials and their properties, including fruit and vegetables • collections of materials with similar and/or different properties. • How things work • Different forces they can feel • Talk about the differences between materials and changes they notice.	Continue to use all our senses in 'hands-on' explorations to explore: • How things work • Different forces they can feel • growth and decay, in the natural environment, including plants and ourselves • differences between materials and changes they notice. • countries and our world, sharing own experiences • differing beliefs

EAD	Engage in imaginative role-play where they create and use indoor and outdoor environments based on the designed and made world. Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. Join different materials and explore different textures - - such as to decorate a greeting card or create a decoration for a special occasion.					
	• Explore joining skills using glue and masking tape • Explore colour e.g. mixing paint • Enjoy joining in with dancing and ring games. • Follow simple instructions such as ‘Clap your hands’ or ‘Let’s turn around.’ • Take part in simple pretend play, making up or developing a story. • Take part in shared reading, respond to the features of the story. • Engage in number rhymes with props and join in with the actions.		• Have repeated experiences at the creation station. They think about what they are creating and how they want it to look. They are introduced to more tools and equipment such as split pins and hammers and how to use them safely. • Explore a range of music from different cultural backgrounds and can describe the sudden changes they hear e.g. loud, fast, slow, quiet • Explore different ways of moving their bodies and can follow an adult’s lead. • Create their own stories, beginning to become familiar with the way stories are structured using a range of small-world or loose parts.		• Decide on a model to make. They choose the materials they want to use, shape materials with tools and join materials together. <i>There are opportunities through this and other activities for peer evaluations in a friendly manner, supporting a sense of respect and valuing independent learning</i> • Create their own dance routines, moving in time to the pulse of the music being listened to and physically responding to changes in the music e.g. jump in response to loud/sudden changes in the music. <i>Links to a sense of independence, friendship (working together), kindness and respect through collaborative working and peer evaluations.</i> • Develop character, setting, problem and solutions in their stories. <i>Links to a sense of friendship, kindness and respect through collaborative working and peer evaluations.</i>	
FOREST	Seasonal change - Autumn Getting to know rules and routines. Using new equipment.	Forest Animals	Seasonal change – Winter Campfires and Marshmallows	Plants and mini-beasts	Seasonal change -Spring Forest arts	Seasonal change -Summer Leaves