



Nursery Overview 2026-2027



Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Me, my family and my school	Seasons, celebrations, colour and light Let's Celebrate	Rhyme-Time (Julia Donaldson)	Superheroes	Growing (Jack and the Beanstalk)	Wild Animals (around the World)
Enhancements	Stay and play	Diwali Dance Workshop Christmas Performance Christmas Panto		People who Help Us – visitors to school	Planting with parents Trip to the Farm	Nursery rhyme workshop (music) Love to read invite to parents
Foundations for Phonics (Little Wandle)		s a t p i n	m d g o c k e	u r h b f l j	v w y z q u c h	ck x sh th ng nk
Rhyme Time	Incy Wincy Spider Wind the Bobbin up	1,2,3,4,5 Once I Caught a Fish Alive Twinkle, Twinkle Little Star	The Wheels on the Bus Hey Diddle Diddle	Miss Molly had a Dolly Humpty Dumpty	Mary, Mary quite contrary	Row, Row, Row Your Boat
Communication and Language	- Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". - Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	Can start a conversation with an adult or a friend and continue it for many turns.	Know many rhymes, be able to talk about familiar books, and be able to tell a long story	- Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs. - Use longer sentences of four to six words.	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	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.
	Sing a large repertoire of songs. Develop their communication, Use a wider range of vocabulary.					

PSE supported by the whole school scheme Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	The Worthy Way- Settling in and getting to know each other, Attitudes to learning: School rules/settling in & behaviour Making new friends, developing independence					
	• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Do not always need an adult to remind them of a rule. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Begin to understand how others might be feeling.					
PHYSICAL P.E. Gross Motor Skills	Gymnastics		Dance The Gruffalo The Smartest Giant in Town Room on the Broom The Snail and The Whale		Ball Skills / Outdoor Games	
Fine Motor Skills	Squiggle Whilst you Wiggle Funky fingers Letter formation and correct pencil grip		Funky fingers Letter formation and correct pencil grip		Funky fingers Letter formation and correct pencil grip	
Development Matters	Physical Development • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • 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. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors.					

	• Use a comfortable grip with good control when holding pens and pencils. • Start to eat independently and learning how to use a knife and fork. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.					
Literacy	Owl Babies, Worthington Way Books The Large Family stories	Christmas Stories, The Scarecrows Wedding, Lettice the Bridesmaid, Kipper's Birthday,	The Gruffalo, Gruffalo's Child Smartest Giant in Town, A Squash and a Squeeze, Room on the Broom, What the Ladybird Heard	Supertato series, Ten Little Superheroes, Even Superheroes have Bad Days, Non- fiction books about people who help us	BBC Radio School Series - Jack and The Beanstalk, Appletree farm stories Minibeast stories	The Lion Who Wanted to Love, Rumble in the Jungle, Elmer, Handa's Surprise
Love of Reading	Owl Babies	You be You	Day Monkey, Night Monkey	Emergency	The Extraordinary Gardener	The Journey Home
Literacy Development Matters	• Understand the five key concepts about print: - 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 • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary • 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. • Write some or all of their name. • Write some letters accurately.					
Maths - White Rose Scheme of work for Nursery	Autumn Comparison 1 – More than, Fewer than, Same Compare and talk about large and small amounts Make collections the same		Spring Comparison 2 – Compare and sort collections Notice when 2 collections are the same Make collections the same using large and small objects Shape, Space and Measure 2 -Explore position and Space		Comparison 3 - Match, Sort and Compare Make the same set by matching Begin to sort some objects to a type Pattern 5 -Making patterns together Copy AB patterns with support Continue AB patterns with support Pattern 6 -My own Pattern	

Shape, Space & Measure 1 – Explore and build with shapes and objects

Put shapes and blocks into position
Find and collect shapes for a purpose

Pattern 1. Explore Repeats

Start to join in with songs and repeats
Make line patterns with own sequences

Counting 1. Hear and say number names

Join in stable order counting forwards
Join in stable order counting backwards

Counting 2 : Begin to order number names

Copy fingers to present 123
Begin to count actions
Say number names in order
Begin to recognise that anything can be counted

Subitising 1 I see 1,2,3

Copy I see 1,2,3
Point to 1,2,3
Recognise 1,2,3 in well known tales

Select Shapes for a space

Explore and describe shapes and objects
Sort shapes and objects into simple categories

Shape , space and measure 3 – Explore positions and routes

Talk about simple positions
Move into simple positions

Shape, Space and Measure 4 – Match, talk, push, pull

Make simple arrangements
Follow simple routes outside

Shape, Space and Measure 5 – Starting to Puzzle

Match Objects to shadows
Make simple routes in small world with lines and curves

Pattern 2 – Join in with Repeats

Join in with repeats in songs and stories
Say what happens next
Make arrangements in art

Pattern 3 – Explore own first patterns

Choose blocks to copy simple creations
Make simple pattern arrangements

Pattern 4 – Lead on own repeats

Join in fully with sequences and songs
Copy art based simple patterns

Counting 3-Move and Label 1,2,3

Notice number symbols as labels
Label amounts as 1,2,3

Counting 4 -Take and give 1,2,3

Take out 2 from a group
Take out 3 from a group
Count out 3 objects1-1 correspondence

Subitising 2- Show me 1,2,3

Show 2,3 fingers when seeing 2 or 3 in stories and songs

Show 1,2,3 on fingers when asked

Subitising 3 – Talk about Dots

Create own AB pattern

Notice an error in a pattern
Begin to sequence some events

Counting 5 – Show me 5

Begin to count 5 objects with 1-1 correspondence

Match numerals to quantities when acting out songs

Counting 6 -Stop at 12345

Count up to 5 objects from a larger group
Begin to make marks to represent quantities

Subitising 4 – Make games and actions

Be introduced to subitising games
Listen to and represent sounds with resources

			Become familiar with dot patterns Recognise 1,2,3 in different arrangements			
UW (Science)	How do we keep healthy?	Why do the leaves fall off the trees in Autumn?	What equipment can I use in Nursery to plays music and make sounds	What floats and sinks?	How does a beanstalk grow?	How can we sort animals?
	*Be increasingly independent in meeting their own care needs e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. *Make healthy choices about food, drink, activity and toothbrushing	*Talk about the differences between materials and changes they notice. *Use all their senses in hands-on exploration of natural materials. *Explore collections of materials with similar and/or different properties. *Talk about what they see, using a wide vocabulary.	*Explore how things work	*Explore and talk about different forces they can feel *Talk about the differences between materials and changes they notice. *Explore how things work.	*Plant seeds and care for growing plants. *Understand the key features of the life cycle of a plant and an animal. *Begin to understand the need to respect and care for the natural environment and all living things	*Understand the key features of the life cycle of a plant and an animal. *Begin to understand the need to respect and care for the natural environment and all living things *Talk about what they see, using a wide vocabulary. *Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
UW (History)	Who am I? How have kitchens changed over time?			What equipment did doctors and nurses use in the past?	Where did food come from before supermarkets?	
	*Begin to make sense of their own life-story and family's history *Continue to develop positive attitudes about the differences between people *Explore how things work			*Begin to make sense of their own life-story and family's history *Show interest in different occupations *Explore how things work	*Begin to make sense of their own life-story and family's history *Show interest in different occupations *Explore how things work *Plant seeds and care for growing plants	

	*Understand the key features of the life cycle of a plant and an animal					
UW (Geography)	Where do I find things in my classroom?	What do we celebrate in nursery?		How do routes help?		Which animals live in the zoo and why?
	PSE: Select and use activities and resources with help when needed. Mathematics: Discuss routes and locations	<u>People, Culture and Communities</u> *Continue to develop positive attitudes about the differences between people. *Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		<u>Mathematics</u> *Describe a familiar route. *Discuss routes and locations, using words like 'in front of' and 'behind'.		<u>People, Culture and Communities</u> *Continue to develop positive attitudes about the differences between people. *Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. *Begin to understand the need to respect and care for the natural environment and all living things.
UW (RE)	How do we celebrate when babies are born? What do we celebrate in Nursery?		What is special about Springtime?		What was Noah's Ark?	
EAD (Art/ D and T)	Self portraits	Kandinsky – Concentric circles Making Diva Lamps	What does an illustrator do?	Design and make a cape for Supertato	Observational drawings of a bean plant	Animal skin / fur patterns Who Am I? Mechanisms
	• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects.					

	• Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc • Explore colour and colour-mixing		
EAD (Music)	Kapow – Celebration Music Christmas Performance	Kapow – Musical Stories	BBC Radio Primary Music - Jack and the Beanstalk
	• Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • 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 familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.		