



*Forever Learning: Limitless potential for every child*

## Nursery Overview 2025-26

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Themes</b>	<b>Nursery Rhymes</b>	<b>Traditional Tales and Celebrations</b>	<b>Birds</b>	<b>Animals big and small</b>	<b>In the garden</b>	<b>Bears and Journeys</b>
<b>Talk for Writing</b>	Humpty Dumpty Hickory Dickory Dock Little Miss Muffet Jack and Jill Goldilocks	Three Billy Goats The Gingerbread Man Christmas stories	Owl Babies Little Red Hen  Story of Lunar New Year	Baby Mouse Dear Zoo Spring/Easter stories	The Enormous Turnip The Very Hungry Caterpillar Jasper's Beanstalk	Brown bear, brown bear We're going on a bear hunt The Train Ride
<b>C &amp; L</b>	Communicating wants and needs	Conversations with adults	Conversations with peers Comprehension	Talking about interests and experiences	Talking about how they have changed	Talking about transitions, future events
<b>PSED</b>	Independence Separating for caregivers	Toileting/Pants Rule Managing emotions	Building relationships	Collaborating and negotiating	Health, growth and change	Health, growth and change
<b>Physical Gross motor</b>	Develop core strength Spatial awareness	Balancing Stretching, arm strength (shoulders, elbows, cross body movements)	Jumping, climbing	Traveling in different ways	Control, agility, coordination, confidence	Healthy bodies and healthy eating
<b>Fine motor</b>	Hand eye coordination	Developing hand, finger, wrist strength	Using tools	Creating clockwise-anticlockwise movements	Forming shapes when mark-making (straight line, curves)	Forming recognisable letters
<b>Comprehension</b>	Joining in with storytelling/ nursery rhymes	Joining in with storytelling/ nursery rhymes	Answering retrieval questions	Making predictions	Answering how/why questions	Innovating stories

<b>Word Reading</b>	Name card recognition	Name card recognition	Understanding how print appears in books	Understanding how print appears in books	Reading words in the environment	Reading words in the environment
<b>Writing</b>	Preparing for mark-making	Mark-making	Give meaning to their marks	Creating clockwise-anticlockwise movements	Forming shapes when mark-making (straight line, curves)	Forming recognisable letters
<b>Number</b>	Using number names and number language within play	Subitising amounts, language of adding one more/less	Counting up to five items	Recognising numerals	Ordering numbers to 5	Showing amounts in different ways
<b>Numerical patterns</b>	Making comparisons	Separating and sorting groups	Noticing numerals	Measures	Noticing and describing shapes	Solving problems
<b>Past and present</b>	All about me and my family	All about me and my family	Retelling stories	Retelling stories	Life-cycles	Life-cycles
<b>People, Cultures and Communities</b>	All about Me - Celebrating with family and friends My home	All about Me - How do my family live? What is my culture	My Family Family celebrations People in our community (who help us)	My Family Family traditions People in our community (who help us)	My community (school family)  Living and learning together	My community (school family)  Preparing for change, respecting our differences
<b>The Natural World</b>	Observing change (seasons and weather) Growth and decay	Talking about the environment around them	Observing change (seasons and weather)	Talking about how things happen and why they work	Life-cycles Observing change (seasons and weather)	Growth and decay
<b>EAD</b>	Drawing/mark-making	Observing changes Designing and creating	Painting/modelling	Listening and appreciation of music Making and changing sounds	Creating movements to music Using instruments	Sculpture Creating movements to music