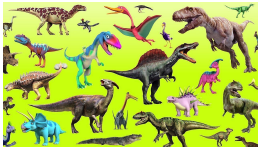
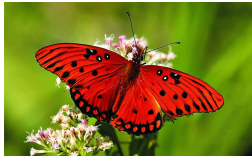


Overview of Foundation Stage Curriculum Nursery 2025-26

The Nursery Curriculum stems from the interests of the children within the cohort. Each topic is developed to reflect this and will therefore vary each year. Topics may last half a term or a few weeks depending on the interests of the children. Thus, each half term may have more than one topic.

		Autumn 1  All about Me	Autumn 2  Autumn	Spring 1  Storytelling	Spring 2  Shopping	Summer 1  Creatures	Summer 2  Changes
P R I M E A R S	Personal, Social and Emotional Development <i>Self Regulation</i> <i>Managing Self</i> <i>Self Belief</i>	-Become more outgoing with unfamiliar people, in the safe context of their setting -Show more confidence in new social situations -Increasingly follow rules, understanding why they are important -Remember rules without needing an adult to remind them. -Jigsaw (Being Me in My World)	-Develop their sense of responsibility and membership of a community -Play with one or more other children, extending and elaborating play ideas -Jigsaw (Celebrating Differences)	-Select & use activities & resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them -Enjoys playing alone , alongside and with others, inviting others to play and attempting to join others play -Jigsaw (Dreams and Goals)	-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. -Jigsaw (Healthy Me)	-Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in a game, & suggesting other ideas. -Becoming more aware of the similarities and differences between themselves and others -Enjoys a sense of belonging through being involved in daily tasks -Develop appropriate ways of being assertive. -Talk with others to solve conflicts. -Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' -Jigsaw (Relationships)	-Takes risks and will try new things or new social situations <i>-Know and talk about the different factors that support their overall health and wellbeing: regular physical activity healthy eating - toothbrushing (Rec)</i> -Begin to understand how others might be feeling -Jigsaw (Changing Me)
	Physical Development <i>Gross Motor</i> <i>Fine Motor</i>	-Demonstrate control in using different tools. - Use one-handed tools and equipment, for example, making snips in paper with scissors. -Communicate needs (can tell adults when hungry. full up or tired when they want to rest, sleep or play) -Use large-muscle movements to wave flags and streamers, paint and make marks.	-Move confidently in a variety of ways. -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. -Use the toilet confidently and independently (gains more bladder and bowel control) -working towards a consistent, daily pattern in relation to eating toileting and sleeping -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.	-Use a comfortable grip with good control when holding pens and pencils. -Show a preference for a dominant hand. -Understand that tools and equipment needs to be used safely. - 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.	-Use a comfortable grip with good control when holding pens and pencils. - Takes practical action to reduce risk, showing their understanding that equipment and tools can be used safely -Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	-Runs with spacial awareness and negotiates space, adjusting speed and direction -Walks down steps or slopes whilst carrying a small object, maintaining balance and stability -Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips -can name the different parts of the body	-Think about how to be healthy (observes and describe in words/actions the effects of physical activity on our bodies) - Skip, hop, stand on one leg and hold a pose for a game like musical statues. -Start taking part in some group activities which they make up for themselves, or in teams. -Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
	Communication and Language <i>Listening, Attention and Understanding</i> <i>Speaking</i>	-Listens to others in one-to-one or small groups when conversations interests them -Understand simple instructions. -Enjoy listening to longer stories and can remember much of what happens. -Pay attention to more than one thing at a time, which can be difficult.	-Is able to follow directions (if not intently focused). -Understands the use of objects (which one do we cut with?) -Sing a large repertoire of songs. -Know many rhymes. -Use a wider range of vocabulary. -Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."	-Joins in with repeated refrains and anticipates key events/phrases in rhymes and stories -Shows understanding of prepositions -Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' -Enjoys listening to longer stories and can recall much of what happens	-Listen to others in small groups. -can retell a simple past event in the correct order -Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". -Understand 'why' and 'how' questions, like: "Why do you think the caterpillar got so fat?"	-Able to use language to recall past experiences -Builds vocabulary that reflects the breadth of their experiences -Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. -Questions why things might happen (who, what when)	-Maintain attention and focus for longer periods of time. -Listen sensitively to others' ideas. -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. -Start a conversation with an adult or a friend and continue it for many turns. -beginning to use more complex sentences/longer sentences to link thoughts (because, and, use 4-6 words)

S P E C I F I C A R E A S	Literacy Reading Writing	-Share our favourite stories -Listens to and joins in with stories and poems, when reading one-one or in a small group -Includes mark making and early writing in their play -Imitates adults’ writing by making continuous lines of shapes and symbols (early writing) from left to right -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	-Read books with no words and create our own stories. -Sometimes gives meaning to their drawings and paintings -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	-Join in with repeated refrains and anticipates key events and phrases in rhymes and stories (Read and retell fairy tales using props and puppets). -Attempts to write their own name/words using combinations of lines, circles and curves, or letter-like shapes (write our own stories and tickets for our shows). - Talks about events and principal characters in stories and suggests how the story might end(talk about stories) -Makes up stories, play scenarios and drawings in response to experiences such as outings.	-Read stories with rhyme and alliteration. -Shows illustrations and words in print and digital books and words in the environment -Recognises advertising logos and logos in their local environment -Write for a purpose such as shopping lists for our shopping trip. -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.	-Play games based on alliteration and using non-fiction books and computers to find out information. -Write some or all off their name -Write some letters accurately -Begins to make letter-like shapes to represent the initial sound of their name and other familiar words -Count or clap syllables in a word. -Enjoys looking at print and digital books independently	-Play games related to phonemes and ‘sound talk’. -Begins to be aware of the way stories are structured, and to tell own stories -Ascribes meanings to signs, symbols and words that they see in different places, including those that they make for themselves -Shows interest in letters on keyboard, identifying initial letter in their name -Ascribes meanings to their marks -Write some or all of their name. <i>Read individual letters by saying the sounds for them.</i>
	Mathematics Number Numerical Patterns	-Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). -Recite numbers past 5. -Talk about and identify patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.	-Experiment with their own symbols and marks as well as numerals. -Make comparisons between objects relating to size, length, weight and capacity. -Extend and create ABAB patterns – stick, leaf, stick, leaf. -Joins in with simple patterns in sounds, objects, games, stories dance and movement, predicting what comes next	-Say one number for each item in order: 1,2,3,4,5. -Beginning to recognise that each counting number is one more than the one before. - Show ‘finger numbers’ up to 5. -Subitises one, two and three objects (without counting) -Understand position through words alone – for example, “The bag is under the table,” – with no pointing.	-Describe a familiar route. -Discuss routes and locations, using words like ‘in front of’ and ‘behind’. -Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ -Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’	-Compare quantities using language: ‘more than’, ‘fewer than’ -Compares two small groups of up to five objects, saying when there is the same amount of objects in each group -Talk about and identify the patterns around them. -Extend and create ABAB patterns – stick, leaf, stick, leaf. -Notice and correct an error in a repeating pattern. -Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. -Combine shapes to make new ones – an arch, a bigger triangle etc.	-Explore change and difference by comparing objects by shape, size, height and weight. -Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. -Separates groups of 3-4 objects in different ways and know the total is still the same - Solve real world mathematical problems with numbers up to 5. -Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).
	Understanding the World People and communities The World Past and Present	- Talk about what they see, using a wide vocabulary. - Begin to make sense of their own life-story and family’s history. -Remembers and talks about significant events in their own experience -Recognises and describes special times or events for family or friends (Harvest Festival) -Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets	-Observe nature and make comparisons with natural objects. -Use all their senses in hands-on exploration of natural materials. -Explore collections of materials with similar and/or different properties. -Enjoys joining in with family customs and routines (Christmas) -Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images	-Remembers and talks about significant events in their own experience (holiday news) -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. -Knows how to operate simple equipment (takes photos of wildlife)	-Explore how things work. -Ask questions about why things happen- think about cause and effect. -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (international week) -Knows how to operate simple equipment	-Explore and talk about different forces they can feel. -Talk about the differences between materials and changes they notice. -Continue developing positive attitudes about the differences between people (talk about things that make us special) -Plant seeds and care for growing plants. -Begin to understand the effect their behaviour can have on the environment -Knows that information can be retrieved from digital devices and the internet.	-Show interest in different occupations and ways of life both indoors and outdoors -Continue developing positive attitudes about the differences between people. -Think about how to be healthy. Look at changes in animals, plants and ourselves. -Knows that information can be retrieved from digital devices and the internet
	Expressive Arts and Design Being Imaginative Creating with Materials	-Join in with singing familiar 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. -Explore different materials freely, to develop their ideas about how to use them and what to make.	-Enjoys joining in with moving, dancing and ring games (moves confidently in different ways). -Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. -Explore colour and colour-mixing. -Remember and sing entire songs. -Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park (use the light box to make creations with natural objects)	-Taps out simple repeated rhythms (explore using instruments in response to stories). -Take part in simple pretend play, using an object to represent something else even though they are not similar. -Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. -Listen with increased attention to sounds.	-Uses various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces -Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. - Create and begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. -Respond to what they have heard, expressing their thoughts and feelings.	-Uses tools for a purpose -Explore different materials freely, to develop their ideas about how to use them and what to make. -Join different materials and explore different textures. -Use drawing to represent ideas like movement or loud noises. -Create their own songs or improvise a song around one they know.	-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. -Play instruments with increasing control to express their feelings and ideas. -Enjoys joining in with moving, dancing and ring games -Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns

