



Nursery Overview (Cycle A – 2025/2026)

Term	Autumn	Autumn	Spring	Spring	Summer	Summer
	1	2	1	2	1	2
Theme	All About Me	Whatever the Weather	Nursery Rhymes	Zoo Animals	In the Garden – Minibeasts	Fairy Tales
Core Texts	Owl Babies by Martin Waddell Monkey Puzzle by Julia Donaldson Peace at Last by Jill Murphy 5 Minutes Peace by Jill Murphy From Head to Toe by Eric Carle Guess How Much I Love You Sam McBratney	Rosie's Hat by Julia Donaldson Wow said the Owl by Tim Hopwood The Rainy Day by Anna Milbourne and Sarah Gill Sunny Day by Anna Milbourne and Elena Temporin Dot in the Snow by Corinne Averiss Little Glow by Katie Sahota Daily Advent Story	(Humpty Dumpty) Hattie Peck by Emma Levey (Incy Wincy Spider) Aaaaargghh Spider! by Lydia Monks (Row Row Row Your Boat) 10 little Pirates by Michael Brownlow (The Wheels on the Bus) We Catch the Bus by Katie Abey	Rumble in the Jungle Giles Andreae Dear Zoo Rod Campbell Walking Through the Jungle by Giles Andreae and David Wojtowycz Jungle Sounds by Colin and Jacqui Hawkins Does a Kangaroo have a mother too? By Eric Carle	Mad About Minibeasts Giles Andreae The Crunching Munching Caterpillar Sheridan Cain Bugs by Mary Novick and Jenny Hale Norman the Slug with the Silly Shell by Sue Hendra and Paul Linnet The Very Greedy Bee by Steve Smallman and Jack Tickle The Very Lazy Ladybird by Isobel Finn	Goldilocks and the 3 Bears The Billy Goats Gruff The Gingerbread Man
Writing	Experiment with different marks that they can make using a variety of materials and resources.	Experiment with different marks that they can make using a variety of materials and resources. Begin to give meaning to their marks.	Give meaning to their marks, experimenting with different shapes including lines and circles.	Give meaning to their marks using different shapes which begin to resemble letters.	Begin to form letters in line with RWI teaching.	Continue to form letters in line with RWI teaching.
Oracy	Develop listening skills to know that when someone else is talking, they should be listening.	Ask an adult or friend for help if they need it, using words, not just gestures.	Use their talk to take on a role in their play e.g. playing in the home corner.	Use longer sentences when talking, working towards 4-6 words for most.	Start a conversation with another child or adult, using social cues to allow the conversation to continue, listening and responding.	Understand 'why' questions and can answer some of these, using longer sentences.



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Mathematics	Daily counting and use of 'number problems' e.g. getting correct number of milk for the group. Introduce subitising to 3. Number rhymes based around 1:1 correspondence (stable order principle).	Daily counting and use of 'number problems' e.g. getting correct number of milk for the group. Subitising to 3. Beginning to count objects with 1:1 correspondence (order irrelevance principle). Look at shapes in the environment (comparison language).	Daily counting and use of 'number problems' e.g. getting correct number of milk for the group. Begin to introduce conversation principle here. Subitising to 3. Composition to 3. Continue to count objects with 1:1 correspondence with increased accuracy. Use some positional language (in, on and under).	Daily counting and use of 'number problems' e.g. getting correct number of milk for the group. Begin to subitise to 5 Confidently counting objects with 1:1 correspondence. Comment on patterns, and continue a repeating pattern. Use language of size; big, small, tall, short.	Daily counting and use of 'number problems' e.g. getting correct number of milk for the group. Subitising to 5 To begin to introduce cardinality principle. Continue to use language of size; big, small, tall, short.	Daily counting and use of 'number problems' e.g. getting correct number of milk for the group. Subitising to 5 Represent numbers using their fingers, objects and marks. To introduce the reception mastering number programme, using it in the provision. Identify some 2D and 3D shapes; circle, square, triangle, rectangle, cube, sphere.
Science	Talking about the body. Name parts of their body and face; head, arms, legs, body, feet, hands, knees, elbows, ankles, neck, toes, fingers, eyes, nose, mouth, ears, hair.	Talk about and explore light/dark. Talk about what clothes they would need in different weather and why.	Look at floating and sinking, introducing vocab float and sink. Look at use of materials. What would be suitable for making a pirate boat? Explore some of the different forces that they come across. Water and guttering, cars and slopes.	Name animals from the zoo when shown a picture. Look at baby animals and compare similarities and differences between parents and young. Explore sound – making animal noises – body percussion, instruments etc.	Observe plants that we have growing and that they may decay (minibeast habitats), and which minibeasts might live there and why. Observe minibeasts – talk about what they look like – similarities/ differences.	Looking at materials and making comparisons – talk about the texture and uses. Talk about changes which occur when cooking – e.g. Gingerbread Men.
Computing	Start to develop an understanding of how to use a simple program on the IWB. Know that the pen can be used to make marks, and they can change the colour and thickness of these marks. Draw a picture of themselves on the IWB.	Understanding that information comes from the internet. Watching a weather report.	Develop an understanding of their actions causing an effect on a technological toy. Beebots	Understanding that information comes from the internet. Looking at the website for zoo. Looking up animals. Watching videos of animals e.g. zoo webcams.	Using a digital camera/ tablet to take a photo. Camera/ tablet to take photos of minibeasts.	Can use some technological equipment for a purpose. Play fairy tale story CDs



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History	What they did/ will do today/ yesterday/ tomorrow. Look at photos of themselves as a baby – what has changed? Share memories that they have.	What was the weather yesterday? Conversations about what they have done at the weekend, what we have been learning today/ this week.		Have they been to a zoo before? What did they see? What did we see when we went to the zoo?	Look back at the changes that have happened as a caterpillar turns to a butterfly. Link to people – change from baby to adult.	
Geography	Explore different areas of school, introduction of positional language. Talk about where they live.	Look at what the world looks like during different seasons. Go outside and look at the changes in the leaves etc.	Talk about different environments e.g woods, houses etc.	Talk about some of the different places that the animals come from – not all of them are from this country.	Noticing details in the environment. Where do different minibeasts live?	Basic map skills. Talking about how maps show us where something is. Treasure maps.
RE	Looking at festivals celebrated by members of the class as they happen e.g. Christmas, Halloween, Eid etc. Discussions around 'respect' and how we can respect each other and each other's opinions and beliefs.					
Art	Drawing and colour Looking at colours and shapes used when drawing. Fine motor control when holding pen. Self-portrait – looking at colours and shapes.	Texture and form Combining materials to create an art piece. Collage pictures	Drawing Showing control when using pencils and pens.	Colour Using paint to create a representation. Animal painting	Pattern and printing Repeating pattern pictures using a variety of resources; paint, natural resources, loose parts etc. Printing with vegetables	Texture Natural art pictures Leaves, sticks, flowers etc to make minibeast pictures.
Music	Exploring musical instruments; what they sound like, similarities, differences, loud, quiet, start and stop, patterns, playing along to familiar songs (e.g. nursery rhymes), how to make noises in the environment – e.g. pots and pans, sticks etc.					
Drama & Performance	Christmas Singalong					



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PSHE	Myself and My Relationships. Beginning and Belonging, My Family and Friends My Body and Growing Up Me and My World Who helps them at school Purpose of different places in environment	Identities and Diversity How they belong as part of the class Look at similarities and differences between themselves and others How they belong as part of a family and families can be different (lives, houses, beliefs etc) The importance of respecting diversity and difference	Keeping Safe Assess risk in their class and school Plan ahead and make safe choices Know what to do when lost Identify safe places to play Talk about sexual body parts Distinguish between different touches Recognise what a secret is Pantosaurus	Healthy eating Name and talk about foods they like and dislike Understand why we need different foods to stay healthy	Me and My World They can help look after school environment Look after things at home Care for environment Care for plants and animals	Transition and change
Themed Study	Anti-Bullying Week Make a noise about bullying!		World Book Week		Enterprise – whole school theme.	
Sport						Sports Day preparation – running, jumping etc.
Indoor PE	Exploring different ways of moving safely.		Balancing Walk the plank	Exploring different ways of moving. Move like animals.	Stretching and balancing. Yoga.	
Outdoor Learning inc. Forest School	Outdoor learning takes place all year round and is a combination of planned activities to develop the children's skills (based on current assessments), incidental moments and observations as the seasons/ weather changes.					
	Exploring seasonal changes; leaves changing colour, leaves falling, temperature change. Begin to climb trees		Exploring seasonal changes – temperature, snow, mud, signs of spring starting to show. Develop balancing skills Start to use tools to create wooden necklaces		Exploring seasonal changes – temperature, leaves on trees, growth, flowers, minibeasts. Explore detailed features e.g. growth and minibeasts. Explore different tools.	