

Nursery yearly overview 2025-2026



0-3 3-4 All	Term 1 Vision, Values and Psalm 1.3	Term 2 Hope and Democracy	Term 3 Resilience and Rule of Law	Term 4 Wisdom and Individual Liberty	Term 5 Service and Mutual Respect and Tolerance	Term 6 Revisit All
Focus topic	Who am I and where do I belong	Child led	Child led	Child led	Child led	Growing and changing/moving on
Personal, social and emotional	Building relationships with key worker and staff. Can select and use activities and resources with help Can play in a group, extended and elaborating play ideas. Develop their sense of responsibility and members of the community.	Build confidence exploring the nursery independently and with peers. Become more outgoing with unfamiliar people, in the safe context of their setting Show more confidence in new social situations	Emotions Happy and Sad Welcomes and values praise for what they have done Enjoys responsibility of carrying out small tasks	Friendships. How to be a nice person, Turn taking Find solutions to conflict and rivalries Increasing follow rules, understanding why they are important.	What do emotions mean to me? Talk about feelings using words happy, sad, angry and cross Understand how others might be feeling.	Transitions Who are my friends? Be increasing independent in meeting their own care needs Make healthy choices about food, drink, activity and hygiene routines
Communication and language	Recognise and point to different objects when asked. Pay attention to more than one thing at a time.	Understand simple instruction (1 part) Use a wide range of vocabulary. Understand a two-part question or instruction. i.e. get	Identify familiar objects and properties for the adult (blue car, red apple) Sing a large repertoire of songs	Listen to simple stories and understand what is happening with the support of props. Enjoy listening to longer stories and	Understand and act on longer sentences such as make teddy jump. Can retell a simple past experience in the correct order	Understand simple question about 'who', 'what' and 'where'. Build up vocabulary to reflect the

	Understands what certain objects are used for	your coat and wait and the door. Understand "Why" questions Joins in with repeated refrains	Know many rhymes and be able to talk about familiar books Listens to others when conversations interest them.	can remember much of what happens. Uses talk to connect ideas, explain what is happening and anticipate what might happen next.	To begin to use a range of tenses (play, played, playing) Uses intonation, rhythm	breadth or their experiences Uses talk in pretending that objects stand for another. Shows and understanding of preposition
Physical Gross Motor	Continue to develop their movements, balancing, riding a bike and ball skills.	Increasingly be able to use and remember sequences and patterns of movements which are related to music and movement Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles	Can stand momentarily on one foot when shown Can catch a large ball.	Collaborate with others to manage large items such as moving a long plank safely.	Country Dancing	Be increasing independent as they get dressed and undressed (socks, shoes and zips) Being able to dress for the weather (to hot, take off your jumper and to cold add your jumper) Sports Day
Physical Fine Motor	Swiggle while you wiggle. (up and down) Use large muscle movements to wave flags and streamers, paint and mark make	Swiggle while you wiggle (up, down, side to side).	Dough disco (splat, squeeze and roll) Develop manipulation and control Draws lines and circles	Dough disco (splat, squeeze, roll and pinch) Develop manipulation and control	Swiggle while you wiggle (up, down, then on paper). Uses a combatable grip with good control when holding pens and pencils.	Swiggle while you wiggle (up, down, side to side then on paper).

				Uses one handed tools and equipment	Shows a preference to dominant hand	
Key texts	Author focus – Steve Antony Rainbow Saurus The Queen's Hat The Queen's Handbag I'll Wait Mr Panda Mr Panada Colours Please Mr Panda Amazing	World Nursery Rhyme Week (10th -14th November) Room on the broom Chocolate monster Where the poppies lay. Stickman	Story Telling Week (Jan 31 st - Feb 8th) Big bear, little bear The snow thief One snowy night winter A Mathematician like me	World Book Day (5th March) Three little pigs Billy goats gruff		
Literacy	Enjoy taking part in nursery rhymes Have some favourite books and rhymes Distinguish between the marks that they make	Enjoy looking at books with adults Handles books with care Holding them the write way round Turning pages carefully one at a time	Enjoys looking at books independently or with peers. Enjoys rhyming and rhythmic activities Shows awareness of rhyme Recognise rhythm in spoken word	Remember and join in with repeat refrains. Joins in with repeated refrains Knows information can be relayed in the form of print Begin to understand story structures (once upon a time and The end)	Ask questions about the stories and share ideas. Continue a rhyming string Hears and says the initial sounds in words	Develop play around stories using props. Writes own name and other things such as labels Knows that information can be retrieved from books and computers/internet

Phonological awareness	Environmental sounds Nursery rhymes	Environmental sounds Nursery rhymes Autumn 2	Environmental sounds Nursery rhymes Spring 1	Environmental sounds Nursery rhymes Spring 2	Environmental sounds Nursery rhymes Summer 1	Environmental sounds Nursery rhymes Summer 2
Little Wandle Foundations for Phonics						
Mark making and writing	Draw a picture of myself. Baseline	Pre writing skills Name writing Draw a picture of myself adding detail.	Pre writing skills Name writing Draw a picture of myself adding detail.	Pre writing skills Name writing Draw a picture of myself adding detail.	Pre writing skills Name writing Draw a picture of myself adding detail.	Pre writing skills Name writing Draw a picture of myself adding detail/ My family.
Mathematics	Take part in finger rhymes with numbers Show finger numbers up to 5 Develop fast recognition of up to 3 objects, without having to count them individually (subitising) Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' Develop counting-like behaviour, such as making sounds,	Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Recite numbers past 5 Link numbers to numerals (1-5) Experiment with their own symbols	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. React to changes of amount in a group of up to three items Compare amounts, saying 'lots', 'more' or 'same' Compare quantities More than/ fewer than Show awareness and similarities of	Experiment with their own symbols and marks as well as numerals. Shape names Talk about and explore 2D and 3D shapes Describe a familiar route. Discuss routes and locations (using language Infront and behind) Begin to describe a sequence of events, real or	Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy' Make comparisons between objects relating to size, capacity, weight and length Select shapes appropriately Combine shapes to make new ones Can select shapes by names	Notice patterns and arrange things in patterns Talk about and identify patterns Extend and create an ABAB pattern Notice and correct an error in a repeating pattern Understand position through words alone

	pointing or saying some numbers in sequence. Recite numbers up to 5	to represent number (tally sticks) Solve real life maths problems. (5 children but only 3 chairs?)	shapes in the environment	fictional, using words such as 'first', 'then...		
Understanding the world (Science)	Explore materials with different properties. Explore natural materials, indoors and outside Use all senses in hands on exploration of natural materials Explore collections of materials with similar and/or different properties		Repeat actions that have an effect. Explore how things work Is able to navigate technology software to complete a programme (top marks)	Plant seeds and care for growing plants Understand the key features of the life cycle of a plant and animal Begin to understand the need to respect and care for the natural environment and all living things.	Explore and talk about different forces they can feel. Talk about the differences between materials and the changes they notice.	Explore and respond to different natural phenomena in their setting and on trips
Understanding the world (History)		Show interest in different occupations Make connections between the features of their family and other families Begin to make sense of their own				

		life-story and family's history				
Understanding the world (Geography)	Talk about what they see, using a wide vocabulary Welly Walks – Noticing the world around us and keeping safe	Welly Walks – Autumn Changes through Season	Welly Walks – Winter- Changes through Season	Welly Walks – Spring- Changes through Season Observational drawings	Welly Walks – Spring- Changes through Season	Know that there are different countries in the world and talk about differences they have experienced or seen in photos Welly Walks – Summer- Changes through Season
	and Forest/ Pond Area Link to RE- Beautiful world around us					
Understanding the World (RE)		Bonfire Night Diwali Christmas	Ramadan Chinese New Year	Holi Eid Shrove Tuesday/ Lent Easter		Notice differences between people Continue developing positive attitudes about the differences between people.
Expressive arts and design (Art and DT)	Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Start to make marks intentionally. Express ideas and	Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Draw with increasing control and complexity to create pictures such as circles for faces and include detail.	Use drawing to represent ideas like movement or loud noises. Explore colour mixing	Make simple models which express their ideas.	Join different materials and explore different textures.

	feelings through making marks, and sometimes give a meaning to the marks they make. Create closed shapes with continuous lines, and begin to use these shapes to represent objects Self-portraits/family portraits Explore different materials, using all their senses to investigate them.	Explore paint, using fingers and other parts of their bodies as well as brushes and other tools Explore colour Manipulate and play with different materials.	Show different emotions in the drawings and paintings Explore different materials freely to develop their ideas about how to use them and what to make.	Use their imagination as they consider what they can do with different materials. Develop their own ideas and then decide which materials to use to express them		
Expressive arts and design (Using Imagination)	Start to develop pretend play, pretending that one object represents another. Role play-home corner 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-dolls/animals sets and dolls house.	Make simple models which express their ideas. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Begin to develop complex stories using small world equipment-dolls/animals sets and dolls house.	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Make imaginative and complex 'small worlds' outdoors
Expressive arts and design (Music)	Show attention to sounds and music.	Respond emotionally and physically to music when it changes.	Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.	Explore their voices and enjoy making sounds.	Move and dance to music. Country dancing	Anticipate phrases and actions in rhymes and songs, like 'Peepo'

				Listen to music with increased attention to the different sounds. Remember and sing entire song. Sing the pitch of a tone sung by another person ('pitch match') Swindon Early Years Make a Noise Festival – Swindon Platform	Make rhythmical and repetitive sounds. Respond to the music by movement and expression. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Explore a range of soundmakers and instruments and play them in different ways. Play instruments with increasing control to express their feelings.	Join in with songs and rhymes, making some sounds. Create a song or improve one they already know. Respond to what they have heard, expressing their thoughts and feelings.
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