

Nursery Overview 2024-25

	Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR A		I Wonder Who I am	I Wonder What I Celebrate	I wonder Who Helps Us	I wonder How things Grow	I wonder How We Get from Here to There	I wonder About the Land
YEAR B		I Wonder Who I am	I Wonder What People Celebrate	I Wonder About the Community I Live In	I Wonder How Things Change	I Wonder How Things Move	I Wonder About the Ocean
	PSHE (TenTen)	Created and Loved by God		Created to Love Others		Created to Live in Community	
	RE	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
Physical	Gross Motor	Observations on gross motor movements Action songs	Sports coach-Gymnastics Introduction to Moving to Write programme	Fundamentals Unit 1 Moving to Write programme	Ball skills Unit 1 Moving to Write programme	Games Unit 1 Moving to Write programme	Athletics- Sports day practise Moving to Write programme end of unit assessment
	Fine Motor	Developing spherical grip Sponge painting Potato and apple printing Dough disco Finger gym	Developing cylinder grip Chalks and crayons on vertical and horizontal surfaces. Paint rollers Dough disco Finger gym	Developing pincer grips and power grips Printing with vehicles (links to jobs) Pegs and washing lines Cotton wool and dabbers Dough disco Finger gym	Developing pencil grip Macro to micromovements Dough disco Finger gym	Developing pencil grip Releasing objects Dough disco Finger gym	Developing pencil grip Textured surfaces Dough disco Finger gym

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Mathematics	Maths (Master the Curriculum)	Number songs Colours Sorting and matching Subitising Patterns		Number songs Counting Composition of number Measure		Subitising revision Sequencing Positional language 2D and 3D shape	
Understanding the World	<i>Italics refer to statements from Development Matters</i>	Observe Seasonal changes <i>Their life story</i> <i>Family history</i> <i>Retell simple past events in their own lives</i> <i>Similarities and differences between peers and family members</i> Walks in the local area	<i>How things work</i> Colours light and dark <i>Exploring natural materials</i> Diwali/Bonfire- fire safety Christmas Family traditions Birthdays <i>Significant events in own lives and families lives.</i>	<i>Finding out about different occupations</i> Fire, police, nurse visits <i>Talking about what they see (changing states making playdough.)</i> <i>Exploring natural materials with their senses.</i>	Planting seeds Growing cress Life cycles (butterflies/chicks) Seasonal changes Easter	<i>Talking about world around them.</i> <i>Maps linked to stories or familiar places.</i> <i>Look at simple maps identifying simple features. E.g. road, houses.</i> Use of BeeBots	<i>Talk about where we live</i> Awareness of different countries. Know the globe shows land and sea <i>Talk about differences they have seen in photos</i>
	Expressive Art and Design	<i>Italics refer to statements from Development Matters</i>	<i>Supporting and modelling pretend play – home corner – family members.</i> <i>Join in with nursery rhymes and familiar songs</i> <i>Move body to music</i> Mixing Autumn colours Mark Making Biscuit faces	<i>Developing pretend play. Exploring a range of materials</i> <i>Make representations and talk about the marks they have made</i> <i>Explore a range of instruments.</i> Firework images (marble painting/ tube printing) Christmas cards and crafts using of media and techniques. Toffee apples/Christingles	Dressing up as people who help us – role play Images of visitors <i>Developing own ideas and express using materials. Using paint to mix colours</i> <i>Use instruments in different ways.</i> <i>Tap simple rhythms</i> <i>Drawing to represent movement and feeling-</i> Write dance. Fruit salad/kebabs	<i>Make own small worlds for their play Use tools and materials for a purpose.</i> <i>Explore textures- Feely bags</i> Observational drawings Easter Crafts Easter nests	<i>Begin to develop stories using small world equipment.</i> <i>Use colours for a purpose.</i> <i>Say what they like or dislike about their creations.</i> <i>Create sounds to accompany stories</i> Transport themed Art Origami boats/planes Sandwiches

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	Music	Exploring Sound	<i>Celebration Music</i> <i>Singing / Performance</i>	<i>Music and Movement</i>	<i>Musical Stories</i>	<i>Transport</i>	<i>Big Band</i>
	Enrichment	Environmental sounds listening walk- school grounds Autumnal walk in local area New starters stay and play Library Van visit	<i>Christmas performance</i> <i>In class Celebration Day</i> <i>Santa visit</i>	<i>Police / Fire Service Visit</i> <i>Visitors with different job roles</i> <i>Library Van visit</i>	<i>Chicks/ Ducklings</i> <i>Caterpillars</i> <i>Stay and play-specific focus</i>	<i>Bus / Train Station Visit</i> <i>Tullie House Visit (past and present)</i> <i>Library Van visit</i>	<i>Teddy bears picnic</i> <i>Forest School</i> <i>End of year trip</i>

This planning acts as an overview to ensure coverage of some of the learning objectives in the EYFS. It should not be viewed in its entirety as the whole curriculum that we offer. Our planning allows for flexibility and will often be enhanced by the children's interests during a specific topic. Note: Statements in italics are taken from The EYFS Development Matters.