

Nursery Year Overview 2025-26

	Autumn 1 (8 wks)	Autumn 2 (7 wks)	Spring 1 (6 wks)	Spring 2 (5 wks)	Summer 1 (6 wks)	Summer 2 (7 wks)
Core Books	Dear Zoo Brown Bear, Brown Bear	We're Going on a Bear Hunt The Gingerbread man	Goldilocks & the Three Bears Three Little Pigs Billy Goats Gruff	Jack & the Beanstalk Little Rabbit Foo Foo	The Very Hungry Caterpillar Tad	Shark in the Park The Pirate's Feast
Link/ supporting books	Peepo (families) A Child Like Me All About Diversity	Peppa Pig's Diwali The Best Diwali Ever Winnie the Witch (Halloween) Christmas Story Stickman	Mr Wolf's Pancakes (Pancake Day, 3 pigs link) Emi's Curly Coily, Cotton-candy hair	Spot's First Easter In my Mosque	Titch Non fiction: Lifecycles Farmer Duck	Shark in the Dark Shark in the Park on a windy day Martha maps it out
Vocabulary building: Ambitious word of the week & key vocab (ongoing through year – story/curriculum related) - use walkthru techniques Songs/poems/rhymes to learn by heart: see half term plans, music progression map & song progression						
Communication & Language	Interactions, back & forth conversations Stories, songs and Rhymes (including small group sessions) Retell familiar stories. Develop children's own storytelling – story scribing Drawing and talking Encourage use of full sentences. Choral response etc.					
Literacy: Reading and phonics	Letters and sounds phase 1 – work on sound discrimination, phonological awareness etc. – in provision and small groups at carpet time Stories, songs, rhymes Adults in book corner, read/share books and model use					
			RWI routines – MTYT, praises, team stop fred talk (oral blending) games, initial sounds	Continue RWI routines & fred talk (oral blending) games, initial sounds	Introduce RWI sounds – whole class at carpet time Focus on name recognition	Continue RWI sounds Focus on name recognition
Literacy: Writing	Mark making opportunities inside and outside, incl. sensory, large scale etc.		As Autumn	As Autumn	As Autumn	As Autumn

	Graphics areas (adults to model and support) ongoing through year. Ch to visit writing table x1 per week		Name writing (RWI letter formation)	Name writing (RWI letter formation)	Focus on name writing	Focus on name writing
	Letter formation (RWI formation)					
Other curriculum areas / key experiences	History – Peepo, differences	Geography/UW: landscapes, rivers (Bear Hunt) Introduce globes	Geography/UW: Rivers (Billy Goats Gruff)	Science/UW: Life cycles: hatching eggs	Science/UW: Life cycles: caterpillars to butterflies, tadpoles to frogs)	Geography/UW: maps/landscapes/ weather (Pirates Feast) Locate UK on globe/map PSED: feelings, preparing for transitions
	Science: animals (Dear Zoo, Brown Bear)	Science: Making Gingerbread men - changing materials, body parts PSED: Feelings (Bear Hunt) How does the bear feel?	Science: Making pancakes (changing materials) PSED: Feelings, anger, kindness, right and wrong (Goldilocks)	Growing beans Science/UW/Art/ EAD:Observational drawing – plants PSED: Behaviour, kindness (Little Rabbit Foo Foo)		
	Artist focus: Kandinsky’s colour study (Brown Bear link)		Artist focus: Matisse ‘The Snail’ (collage)			
For other areas of learning and development refer to Curriculum Progression Documents (subject based), <i>Development Matters</i> , half term plans and timetables. RE follows Sacre/Children First – Special Times/people/stories through year						
Wider opportunities/ events / other	Class & home visits BHM - embed in all aspects in practice throughout year	Focus children start Zoo lab – animal handling? Farm visit? Sleepy Shepherd show (audience)	Parent reading? Trip – Library?		Parent’s story-time Summer trip – Broomfield Park. Link to Shark in the Park Transition activities	