

# Nursery Year on a page 2025 - 2026

<p>Autumn 2025 Wednesday 3rd September - Friday 19th December (7 weeks, 2 days) Autumn 1 (6 weeks, 4 days) Autumn 2</p>	<p>Spring 2026 Monday 5th January - Friday 27th March (6 weeks) Spring 1 (5 weeks) Spring 2</p>	<p>Summer 2026 Monday 13th April - Tuesday 21st July (5 weeks, 3 days) Summer 1 (7 weeks, 3 days) Summer 2</p>
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## Personal, Social and Emotional Development

<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>- Articulating emotions</li> <li>- Looking to adults to support with conflicts</li> <li>- Knowing about oneself ie. name, abilities, preferences</li> <li>- Attending own toileting and hygiene needs</li> <li>- Independently dressing</li> </ul>	<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>- Learning to share and consider others</li> <li>- Learning to follow rules and routine</li> <li>- Learning to take risks</li> <li>- Developing a sense of responsibility and community</li> <li>- Resolving conflicts</li> <li>- Understanding dental hygiene</li> <li>- Understanding healthy choices</li> </ul>	<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>- Understanding the impact of actions</li> <li>- Learning to negotiate/compromise</li> <li>- Recognising similarities and differences</li> <li>- Developing specific friendships</li> </ul>
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## Physical Development

<p><b>PE &amp; Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Creative Movement</li> <li>- Invasion Games</li> <li>- Striking and Fielding</li> <li>- Bikes and Trikes</li> <li>- Exploring construction materials</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Developing pencil control through mark making lines, shapes and letters</li> <li>- Using tools such as rollers, brushes, scoops, kitchen utensils with control</li> <li>- Exploring playdough</li> </ul>	<p><b>PE Gross Motor</b></p> <ul style="list-style-type: none"> <li>- Invasion Games</li> <li>- Yoga (balance and control)</li> <li>- Throwing and catching</li> <li>- Bikes and Trikes</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Developing pencil control through mark making lines, shapes and letters</li> <li>- Using tools such as scissors, jumbo tweezers, beads and string with control</li> <li>- Exploring plasticine</li> </ul>	<p><b>PE Gross Motor</b></p> <ul style="list-style-type: none"> <li>- Creative Movement</li> <li>- Relay Races</li> <li>- Climbing</li> <li>- Bikes and Trikes</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Developing pencil control through mark making lines, shapes and letters</li> <li>- Using tools such as pegs, hole punches and wooden hammers with control</li> </ul>
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## Communication and Language

<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>- Engaging through gesture and speech</li> </ul> <p><b>CUSP Literature Spine</b></p> <ul style="list-style-type: none"> <li>- Developing understanding of key words linked to a weekly text. Learning to articulate the definition of a tricky word and use it in the correct context</li> </ul>	<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>- Expressing emotions through words, rather than actions</li> </ul> <p><b>CUSP Literature Spine</b></p> <ul style="list-style-type: none"> <li>- Developing understanding of key words linked to a weekly text. Learning to articulate the definition of a tricky word and use it in the correct context</li> </ul>	<p><b>CUSP Literature Spine</b></p> <ul style="list-style-type: none"> <li>- Developing understanding of key words linked to a weekly text. Learning to articulate the definition of a tricky word and use it in the correct context</li> </ul>
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# Literacy

## Little Wandle Foundations

- Recall and understand lyrics and actions to songs and rhymes
- To begin mark making and developing pencil control

## CUSP Literature Spine

- Exploring a weekly text, its themes, key vocabulary and the characters in the story.

## Little Wandle Foundations

- Recall and understand lyrics and actions to songs and rhymes
- To begin recognising letters in my name and forming my initial letter

## CUSP Literature Spine

- Exploring a weekly text, its themes, key vocabulary and the characters in the story.

## Little Wandle Foundations

- Recall and understand lyrics and actions to songs and rhymes
- To begin to form some or all of the letters in my name with accuracy

## CUSP Literature Spine

- Exploring a weekly text, its themes, key vocabulary and the characters in the story.

# Maths

- Classification
- Comparison
- Number chronology

- Pattern
- Group recognition/ subitising
- Number chronology

- Group recognition/ subitising
- Shape
- Number recognition

# Understanding The World

## Leader In Me

- 'Where We Live and Learn'
- 'Emotions'

## Science

- Discussing and understanding differences between each season
- Discussing natural objects and learning key vocabulary (e.g. pinecone)
- Exploring the weather

## History

- Making sense of our own family and life so far

## RE

- Harvest
- Diwali
- Hanukkah
- Christmas

## Leader In Me

- 'Emotions'
- 'Family and Friends'

## Applecroft Adventure

- Make a cake and lick the spoon

## Science

- Exploring seeds and understanding how to look after a plant
- Showing care for plants, creatures and the environment

## History

- Sharing memories/ discussing photographs

## RE

- Easter
- Eid
- Ramadan
- Holi
- Lunar New Year

## Leader In Me

- 'Balance Feels Best'
- 'I Am a Leader'

## Applecroft Adventure

- Bring up a Butterfly

## Science

- Observing the life-cycle of various plants
- Observing the life-cycle of a butterfly
- Understanding human life-cycle

## History

- Developing chronological understanding

## RE

- Wesak

# Expressive Arts and Design

## Art

- Exploring a range of materials and tools
- Exploring printing and collage
- Exploring the primary colours
- Developing early mark making through different mediums

## Music

- Exploring my singing voice and making sounds
- Learning songs and rhymes with actions
- Exploring percussive instruments

## Art

- Using scissors and tape appropriately
- Developing an understanding of secondary colours and colour mixing
- Creating recognisable pictures following instructions
- Exploring plasticine

## Music

- Matching pitch
- Exploring dynamics and pace
- Learning about and listening to more complex instruments

## Art

- Creating recognisable pictures using imagination
- Describing texture
- Gaining an understanding of our class Artists and what an Artist is
- Expressing preference

## Music

- Listening to and explaining environmental sounds
- Listening to others perform
- Making rhythmical repetitive sounds
- Expressing preference

