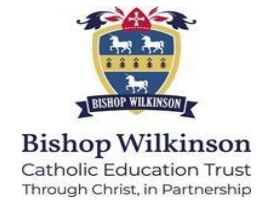




Nursery Overview



At St. Thomas More Primary School, our Nursery curriculum has been carefully designed to meet the needs of our youngest children, giving them the very best start to their learning journey. Rooted in our school values of family, aspiration, and love, and guided by our strong Catholic ethos, our Nursery curriculum supports every child to grow in confidence, character, and skill.

We follow the Early Years Foundation Stage (EYFS) framework, supporting children to develop across the seven key areas of learning. In Nursery, children are encouraged to explore, play, and learn through carefully planned experiences that help them build their communication, social, physical, and early literacy and numeracy skills, while also developing their creativity and understanding of the world around them.

Because children join our Nursery at different times throughout the year, often as soon as they turn three, our curriculum is set out in steps rather than half-termly blocks. This means we can focus on each child's individual starting point and track their progress step by step, ensuring their learning journey is personal, meaningful, and well-supported.

Our Nursery environment, both indoors and outdoors, is designed to inspire curiosity, independence, and joy in learning. We work closely with families, building strong partnerships so that every child feels valued, supported, and celebrated.

Through ongoing observation, assessment, and reflective practice, we ensure that every child in Nursery is making steady progress and is given the right support and challenge to thrive. Our step-based approach gives children a secure foundation for the rest of their school journey, enabling them to flourish in a setting shaped by love, faith, and excellence.

Further details on how learning in Nursery connects to progression across the whole school can be found in our subject overviews on the school website.

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	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Theme	Magical Me	Let's Celebrate	Once Upon a Time	Animals	Ready, Steady, Grow	The Big, Wide World
Enhanced Learning Opportunities	<p>Year A</p> <ul style="list-style-type: none"> -Meet all staff members in the school. -Forest Fridays <p>Year B</p> <ul style="list-style-type: none"> -Meet all staff members in the school. -Forest Fridays 	<p>Year A</p> <ul style="list-style-type: none"> -Visit St Joseph's Church during Advent. -Forest Fridays <p>Year B</p> <ul style="list-style-type: none"> -Walk to the local park -Forest Fridays 	<p>Year A</p> <ul style="list-style-type: none"> -Fire Service Visit -Forest Fridays <p>Year B</p> <ul style="list-style-type: none"> -Durham Police Visit -Forest Fridays 	<p>Year A</p> <ul style="list-style-type: none"> -Bring up a butterfly -Forest Fridays <p>Year B</p> <ul style="list-style-type: none"> Visit to St Joseph's Church during Lent -Forest Fridays 	<p>Year A</p> <ul style="list-style-type: none"> -Birds of Prey Visit -Forest Fridays <p>Year B</p> <ul style="list-style-type: none"> -Living Eggs (Hatch a chick) 	<p>Year A</p> <ul style="list-style-type: none"> -Farm Visit -Forest Fridays <p>Year B</p> <ul style="list-style-type: none"> -Aquarium Visit -Forest Fridays
The children will also visit the local library across the school year.						
Communication and Language	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> -Listen with interest to other people talking but can be easily distracted. -Enjoy listening in story time and join in with repeated words and songs. -Begin to turn take when talking with a familiar adult. -Begin to understand turn taking when in play and listen to peers with some adult support. -Begin to follow classroom routines 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> -Begin to listen to longer stories. -Begin to stop and listen whilst engaged in another activity, once full attention has been gained. -Have a growing understanding of why listening is important. -Listen to others in small group time, with support. <p>Speaking</p> <ul style="list-style-type: none"> -Use social phrases e.g. hello, good morning, thank you. -Continue to communicate their 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> -Begin to listen to longer stories and recall what happens. -Begin to stop and listen whilst engaged in another activity, once full attention has been gained. -Continue to develop a wide knowledge of songs and rhymes. -Begin to listen in whole class groups with occasional support. <p>Speaking</p> <ul style="list-style-type: none"> -Enjoy joining in with familiar songs and rhymes 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> -Begin to listen to longer stories and recall what happens. -Begin to stop and listen whilst engaged in another activity, once full attention has been gained. -Continue to develop a wide knowledge of songs and rhymes. -Begin to listen in different school contexts e.g. liturgical prayer, with support. <p>Speaking</p>	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> -Listen to a range of longer stories and recall key events with support. -Begin to anticipate what might happen next in familiar stories and rhymes. -Follow simple instructions in different environments (classroom, outdoors, hall) with some adult support. -Join in with liturgical prayer and whole-school singing, listening to others with adult guidance. 	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> -Listen with increasing independence in different contexts (story time, liturgical prayer, circle time). -Begin to show active listening behaviours (looking at the speaker, staying still, waiting their turn), with reminders. -Follow familiar classroom routines and instructions with greater independence. -Recall and discuss parts of a story or rhyme without adult prompts.

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	<p>with support e.g. countdown.</p> <p>-Listen and understand simple stories with the support of pictures.</p> <p style="text-align: center;">Speaking</p> <p>-Use social phrases e.g. hello, good morning, thank you.</p> <p>-Begin to communicate their needs.</p> <p>-Enjoy joining in with familiar songs and rhymes</p> <p>-Begin to identify familiar properties and objects when asked e.g. Harry's coat.</p> <p>-Understand and respond to simple questions involving what?</p> <p>-Begin to communicate how they are feeling using words, gestures and action</p>	<p>needs independently to a familiar adult.</p> <p>-Enjoy joining in with familiar songs and rhymes</p> <p>-Speak using the past tense which may be used incorrectly e.g. I swimmied.</p> <p>-Understand and respond to simple questions involving where, what?</p> <p>-Confidently engage in a conversation with a familiar adult or peer in a 1:1 situation.</p>	<p>-Speak using the past tense which may be used incorrectly e.g. I swimmied.</p> <p>-Understand and respond to simple questions involving where, what?</p> <p>-Confidently engage in a conversation with a familiar adult or peer in a 1:1 situation.</p> <p>-Speak using longer sentences of 4 – 6 words.</p> <p>-Begin to use multi-syllabic words e.g. planetarium</p>	<p>-Begin to talk about a favourite book and tell a longer story.</p> <p>-Speak using the past tense which may be used incorrectly e.g. I swimmied.</p> <p>-Understand and respond to simple questions involving who, when?</p> <p>-Begin to express a point of view.</p> <p>-Initiate conversations with a familiar adult or peer.</p> <p>-Speak using longer sentences of 4 – 6 words.</p> <p>-Begin to use multi-syllabic words e.g. planetarium</p>	<p style="text-align: center;">Speaking</p> <p>-Begin to retell familiar stories in their own words, using pictures or props.</p> <p>-Respond to what, when, who questions with increasing accuracy and begin to answer where questions with support.</p> <p>-Express preferences and give simple reasons (e.g. "I like it because...").</p> <p>-Begin to extend sentences using and to link ideas.</p> <p>-Talk about personal experiences using past tense, though not always accurately.</p>	<p style="text-align: center;">Speaking</p> <p>-Take part in short group discussions, sharing ideas and listening to others.</p> <p>-Retell stories with beginning, middle, and end, using props or actions to support.</p> <p>-Respond to questions involving what, when, where, who with greater independence.</p> <p>-Express their own ideas and opinions clearly, beginning to justify them.</p> <p>-Use longer sentences more consistently (4–6 words, sometimes more).</p> <p>-Begin to use and experiment with new vocabulary, including multi-syllabic words, modelled by adults</p>
Physical Development	<p style="text-align: center;">Gross Motor</p> <p>-Explore and gain confidence with outdoor equipment with support– climbing frame, balance beams, trikes, scooters.</p> <p>-Begin to move in different ways –</p>	<p style="text-align: center;">Gross Motor</p> <p>-Explore and gain confidence with outdoor equipment with support – climbing frame, balance beams, trikes, scooters.</p> <p>-Continue to move in different ways –</p>	<p style="text-align: center;">Gross Motor</p> <p>-Explore and gain confidence with outdoor equipment with support – climbing frame, balance beams, trikes, scooters.</p> <p>-Continue to move in different ways –</p>	<p style="text-align: center;">Gross Motor</p> <p>-Continue to move in different ways – running, walking, jumping, crawling.</p> <p>-Begin to stand on one leg momentarily with support.</p> <p>-Take turns with support in team games.</p>	<p style="text-align: center;">Gross Motor</p> <p>-Move in different ways and begin to change direction safely.</p> <p>-Show increasing control when running, jumping, and crawling.</p> <p>-Balance on one leg momentarily with less support.</p>	<p style="text-align: center;">Gross Motor</p> <p>-Move confidently at different speeds and directions, beginning to negotiate space with others.</p> <p>-Join in simple obstacle courses and outdoor challenges.</p> <p>-Begin to climb on and off low equipment with</p>

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	<p>running, walking, jumping, crawling.</p> <ul style="list-style-type: none"> -Understand how to move into a space. -Fit themselves safely into a range of spaces- tunnels, dens and move around in them. -Begin to use smaller equipment – large balls, bags. -Clap and stamp to music. -Sing and take part in a range of action songs. <p style="text-align: center;">Self-Help</p> <ul style="list-style-type: none"> -Begin to become familiar with using the toilet. -Wash and dry hands using soap with support. -Take coat off and hang on peg. -Show a developing independence when eating using a fork. -Understand that we need to brush teeth twice a day. -Begin to line up with support. <p style="text-align: center;">Fine Motor Skills</p> <ul style="list-style-type: none"> -Experiment with using different tools – paintbrush, pencil, scissors -Begin to develop pincer grip – tweezers, 	<p>running, walking, jumping, crawling.</p> <ul style="list-style-type: none"> -Understand how to move into a space. -Begin to climb larger apparatus using alternate feet. <p style="text-align: center;">Self-Help</p> <ul style="list-style-type: none"> -Use the toilet with occasional support. -Wash and dry hands using soap with support. -Take coat off and hang on peg using visuals. -Show a developing independence when eating using a fork. Begin to line up with support. -Put on a wellies with increasing independence. <p style="text-align: center;">Fine Motor Skills</p> <ul style="list-style-type: none"> -Experiment with using different tools – paintbrush, pencil, scissors, play-doh Resources. -Begin to develop pincer grip – tweezers, pegs, pipettes, large bead threading. -Begin to mark make and trace straight lines. -Become confident using a palmer grip when holding a pencil. 	<p>running, walking, jumping, crawling.</p> <ul style="list-style-type: none"> -Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm <p style="text-align: center;">Self-Help</p> <ul style="list-style-type: none"> -Use the toilet with increasing independence. -Wash and dry hands using soap with increasing independence. -Take coat off and hang on peg using visuals. -Show a developing independence when eating using a fork. -Begin to participate in dinner time in the hall with occasional support. -Put on a wellies and waterproofs and change back with increasing independence. <p style="text-align: center;">Fine Motor Skills</p> <ul style="list-style-type: none"> -Experiment with using different tools – paintbrush, pencil, scissors, play-doh Resources. -Begin to develop pincer grip – tweezers, 	<ul style="list-style-type: none"> -Collaborate with others to manage and move larger items. <p style="text-align: center;">Self-Help</p> <ul style="list-style-type: none"> -Use the toilet, wash and dry hands independently. -Take coat off and hang on peg independently. Begin to participate in dinner time in the hall with occasional support. -Put on a wellies and waterproofs and change back with increasing independence. -Understand that different food choices can be healthy and unhealthy. -Know we need to stay with a grown up when walking near a road. <p style="text-align: center;">Fine Motor Skills</p> <ul style="list-style-type: none"> -Become increasingly confident using one handed tools e.g. scissors -Begin to develop pincer grip – tweezers, pegs, pipettes, large bead threading. -Begin to move away from using a palmer grip and experiment with using a tripod grip. 	<ul style="list-style-type: none"> -Begin to throw and catch large balls with support. -Take part in simple chasing and team games with encouragement. <p style="text-align: center;">Self-Help</p> <ul style="list-style-type: none"> -Use the toilet and wash hands independently in different school contexts (e.g. classroom, dinner hall). -Begin to use a knife with support when eating. -Put on and take off own coat, wellies, and waterproofs more confidently. -Begin to recognise and talk about the importance of healthy foods and exercise. -Follow adult guidance when lining up or walking in larger groups. <p style="text-align: center;">Fine Motor Skills</p> <ul style="list-style-type: none"> -Show increased control when using one-handed tools such as scissors, pipettes, and tweezers. -Use a dominant hand more consistently in 	<p>increasing independence.</p> <ul style="list-style-type: none"> -Throw and kick large balls with growing accuracy. -Participate in small team games and begin to follow simple rules with less adult support. <p style="text-align: center;">Self-Help</p> <ul style="list-style-type: none"> -Use the toilet, wash hands, and manage clothing independently. -Begin to use both a knife and fork with adult modelling. -Manage personal belongings (coat, shoes, bag) with minimal support. -Understand oral health and talk about why it is important. -Show greater independence in routines such as lining up and moving around school. <p style="text-align: center;">Fine Motor Skills</p> <ul style="list-style-type: none"> -Hold scissors effectively and snip paper with control. -Develop strength and control in fingers through tweezers, pipettes, lacing, and threading.
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	<p>pegs, pipettes, large bead threading.</p> <ul style="list-style-type: none">-Begin to mark make and trace straight lines.-Become confident using a palmer grip when holding a pencil.		<p>pegs, pipettes, large bead threading.</p> <ul style="list-style-type: none">-Begin to show greater control when colouring in (staying within the lines)-Begin to move away from using a palmer grip and experiment with using a tripod grip.	<ul style="list-style-type: none">-Begin to show a preference for a dominant hand.	<p>play and early mark making.</p> <ul style="list-style-type: none">-Continue to experiment with tripod grip, especially in mark-making activities.-Draw simple shapes (lines, circles, crosses) with greater control.	<ul style="list-style-type: none">-Begin to form marks with clear directionality (left to right, top to bottom).-Use a tripod grip more consistently for mark making.-Show growing control when drawing shapes, zigzags, and simple patterns.
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Nursery Overview

Personal, Social and Emotional	<p style="text-align: center;">Building Relationships</p> <ul style="list-style-type: none"> -Separate from primary carers with occasional support. -Become more confident with familiar adults in nursery. -Begin to learn names of familiar staff and friends. -Growing in confidence when accessing the environment and resources independently. <p style="text-align: center;">Managing Self</p> <ul style="list-style-type: none"> -Follow routines and expectations in class with support. Growing in confidence when accessing the environment and resources independently. Begin to show independence when using the toilet. Wash hands using soap and dry, with support. <p style="text-align: center;">Self-Regulation</p> <ul style="list-style-type: none"> -Begin to recognise basic emotions and talk about these in more detail e.g. "I am sad because..." -Feel confident to share and explore different emotions. 	<p style="text-align: center;">Building Relationships</p> <ul style="list-style-type: none"> -Separate from primary carers with occasional support. -Become more confident with unfamiliar adults in nursery. -Develop friendships with other children in the setting. <p style="text-align: center;">Managing Self</p> <ul style="list-style-type: none"> -Follow routines and expectations in class with support. -Growing in confidence when accessing the environment and resources independently. -Begin to show independence when using the toilet. -Know why we wash hands before snack/ dinner. <p style="text-align: center;">Self-Regulation</p> <ul style="list-style-type: none"> -Begin to recognise basic emotions and talk about these in more detail e.g. "Why are you sad?" -Feel confident to share and explore different emotions. -Show "effortful" control – e.g. waiting for a turn and resisting 	<p style="text-align: center;">Building Relationships</p> <ul style="list-style-type: none"> -Become more confident with unfamiliar adults in nursery. -Become confident with different social environments e.g. theatre, farm etc. -Play with and elaborate upon play ideas with one or more children. <p style="text-align: center;">Managing Self</p> <ul style="list-style-type: none"> -Follow routines and expectations in class with increasing independence. -Growing in confidence when accessing the environment and resources independently. -Know to flush, wash and dry hands independently when using the toilet. -Begin to have an understanding of oral hygiene. <p style="text-align: center;">Self-Regulation</p> <ul style="list-style-type: none"> -Begin to recognise basic emotions and talk about these in more detail e.g. "Why are you sad?" -Begin to use talk, when supported to resolve conflicts. 	<p style="text-align: center;">Building Relationships</p> <ul style="list-style-type: none"> -Become confident with different social environments e.g. theatre, farm etc. -Play with and elaborate upon play ideas with one or more children. -Develop a sense of community and understand their contribution to it e.g. tidy up time. -Understand NSPCC Pants rule. <p style="text-align: center;">Managing Self</p> <ul style="list-style-type: none"> -Follow routines and expectations in class with increasing independence. -Begin to remember class rules independently. -Growing in confidence when accessing the environment and resources independently. -Know to flush, wash and dry hands independently when using the toilet. -Begin to make healthy choices with support at dinnertime e.g. veg/ salad. <p style="text-align: center;">Self-Regulation</p>	<p style="text-align: center;">Building Relationships</p> <ul style="list-style-type: none"> -Begin to greet familiar adults and peers with confidence. -Play co-operatively in small groups, beginning to take on different roles in play. -Show awareness of differences within families and talk about their own family. -Begin to share resources with support from an adult. -Take part in whole-class activities and start to contribute ideas. <p style="text-align: center;">Managing Self</p> <ul style="list-style-type: none"> -Follow class rules and routines with growing independence. -Begin to manage belongings and resources more independently. -Make simple healthy choices at snack and lunchtime with support. -Talk about their achievements and begin to recognise what makes them special. -Show confidence when trying new 	<p style="text-align: center;">Building Relationships</p> <ul style="list-style-type: none"> -Show confidence when separating from familiar adults. -Begin to build relationships with new adults in the setting. -Recognise and respect that friends and families may be different. -Begin to share and take turns with less adult support. -Show pride in belonging to the class community (e.g. buddy system, school values). <p style="text-align: center;">Managing Self</p> <ul style="list-style-type: none"> -Follow routines and expectations of the classroom with increasing independence (snack, tidy up, lining up). -Begin to manage transitions between activities with confidence. -Independently choose healthy options at mealtimes. -Show independence when accessing and tidying resources. -Talk about what makes them unique.
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	<ul style="list-style-type: none"> -Show “effortful” control – e.g. waiting for a turn and resisting the urge to grab. Often with support. -Understand they are part of Class 1. -Tidy up resources, with the support of older peers and staff. 	<p>the urge to grab. Often with support.</p> <ul style="list-style-type: none"> -Understand they are part of Class 1. -Tidy up resources, with the support of older peers and staff. 	<ul style="list-style-type: none"> -Tidy up resources, with the support of older peers and staff 	<ul style="list-style-type: none"> -Begin to recognise basic emotions and talk about these in more detail e.g. happy, angry, sad, excited. -Begin to use talk, when supported to resolve conflicts. -With support discuss how others may be feeling. 	<p>activities with adult encouragement.</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> -Begin to talk about their own emotions, linking them to experiences. -Use adult support to begin resolving small conflicts. -Show understanding that others may feel differently to themselves. -Begin to wait for a short time for needs to be met, with support. 	<p>Self-Regulation</p> <ul style="list-style-type: none"> -Identify and name a wider range of emotions (e.g. tired, worried, excited). -Begin to seek support when feeling sad, angry, or worried. -Talk about how their actions may affect others with adult support. -Begin to tolerate waiting and taking turns with increasing independence.
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Nursery Overview

Literacy	Little Wandle Letters & Sounds Revised: Foundations for Phonics Foundations for Phonics develops children’s phonological and phonemic awareness through fun, engaging games and nursery rhymes. Developing these skills in Nursery lays the best possible foundations for learning phonics in Reception. There are two aspects to Foundations for Phonics: Rhyme time and tuning into sounds. Rhyme time explores rhyme to build up a bank of shared language, develop children’s understanding of the world and familiarity with the sounds in words. Tuning into sounds teaches phonological and phonemic awareness through game					
Phonics	<ul style="list-style-type: none"> -Enjoy daily rhyme time sessions (3–4 minutes). -Learn 1 new rhyme every 1–2 weeks from a bank of 20 (e.g. Baa Baa Black Sheep, Incy Wincy Spider). -Play rhyme games to develop listening, rhythm, and sound awareness. -Begin to join in with repeated refrains, clapping syllables, and recognising rhymes. -No sound teaching this half term – focus is on building listening and attention skills 	<p>Focus sounds: s a t p i n m</p> <ul style="list-style-type: none"> -Learn one new sound per week using <i>What’s in the box?</i> (e.g. sock, sun, star for s). -Practise sounds through games: Voice sounds, Name play, Bertha the Bus, Play with Sounds. -Blend simple CVC words through <i>Blend from the box</i> (e.g. s-o-ck, s-u-n). -Play oral blending games: <i>Can you do the actions? Can you touch your ... ? What’s that noise?</i> -Begin to identify initial sounds in names and objects. 	<p>Focus sounds: d g o c k e</p> <ul style="list-style-type: none"> -Continue one new sound per week. -Increase confidence in recognising sounds in words and names. -Practise oral blending of simple CVC words (e.g. d-o-g, c-a-t). -Use sound games to explore alliteration and sound discrimination. -Build fluency in joining in with rhyme time and recognising rhymes independently. 	<p>Focus sounds: u r h b f l</p> <ul style="list-style-type: none"> -Continue one new sound per week. -Play blending games with a wider set of words (e.g. h-a-t, b-u-s, f-i-sh). -Extend alliteration play using children’s names and classroom vocabulary. -Develop awareness of sounds in words through clapping syllables and sound-spotting. 	<p>Focus sounds: j v w y z q u c h</p> <ul style="list-style-type: none"> -Continue learning and blending one new sound per week. -Explore digraphs (qu, ch) through listening and oral blending games. -Blend a wider range of words orally, including simple digraphs (e.g. ch-i-p, qu-a-ck). -Build confidence in sound discrimination, blending, and segmenting orally. 	<p>Focus sounds: c k x s h t h n g n k</p> <ul style="list-style-type: none"> -Final set of sounds introduced. -Practise blending words with digraphs (e.g. sh-o-p, th-u-mb, p-i-nk). -Continue oral blending games daily, encouraging independence. -Consolidate all previous sounds and rhymes taught. -Prepare children for Reception phonics by ensuring secure sound awareness, blending confidence, and rhyme recognition.
Reading	<ul style="list-style-type: none"> - Listen with increasing attention and begin to join in with familiar rhymes. -Listen to and say new vocabulary from stories. -Enjoy sharing books with an adult. 	<ul style="list-style-type: none"> -Talk about book choices. -Understand that when reading we turn one page at a time. -Understand that print carries meaning. -Recognise and say rhyming words at the end of rhymes. 	<ul style="list-style-type: none"> -Listen to longer stories. -Anticipate key events in rhymes and stories. -Join in with repeated refrains in new stories. -Begin to copy how an adult models intonation when reading aloud. 	<ul style="list-style-type: none"> -Understand that we read from left to right and top to bottom.- Name the parts of a book (front cover, title, author). - Identify signs and symbols in the environment and recall what they mean. -Begin to suggest new rhyming words. 	<ul style="list-style-type: none"> -Listen to longer stories and talk about what happens. -Retell a story while turning one page at a time. -Answer simple questions about a story. -Begin to predict what might happen next. 	<ul style="list-style-type: none"> -Engage in extended conversations about stories. -Confidently talk about events and characters. -Suggest how a story might end. -Retell a longer story. -Share books and discuss vocabulary that has been learned.

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	<ul style="list-style-type: none"> -Begin to recognise some environmental print. -Talk about illustrations in books when prompted. 	<ul style="list-style-type: none"> -Use role-play opportunities to retell stories orally. 				
Writing	<ul style="list-style-type: none"> -Confidently make marks using a range of tools and equipment. -Draw vertical and horizontal marks in large scale, crossing the midline. -Understand that text shown to them carries meaning. 	<ul style="list-style-type: none"> -Draw vertical and horizontal marks in large and small scale. -Begin to give meaning to the marks that they make. -Give meaning to symbols and words in the environment. 	<ul style="list-style-type: none"> -Form the initial letter of their name correctly. Attempt to write their name. -Write symbols and shapes that look like writing. -Assign meaning to the marks that they make. 	<ul style="list-style-type: none"> -Form their first name correctly. -Write some letters (not always phonetically linked yet). -Talk about their writing and give it meaning. 	<ul style="list-style-type: none"> -Write their name from memory. -Use letter strings that move left to right and top to bottom. -Attempt to “read” their own writing. 	<ul style="list-style-type: none"> -Write letters with spaces between them to resemble words. -Copy words they see in the environment.
Grammar & Punctuation	<ul style="list-style-type: none"> - Identify and use pronouns to refer to themselves in the first-person singular “I”. 	<ul style="list-style-type: none"> -Use pronouns <i>he</i> and <i>she</i> to replace nouns. -Discuss illustrations within a text. 	<ul style="list-style-type: none"> -Identify and use action words within a sentence. 	<ul style="list-style-type: none"> -Use the correct form of the verb in the past tense (e.g. went, played). 	<ul style="list-style-type: none"> -Use pronouns and verbs correctly within a sentence. 	<ul style="list-style-type: none"> -Extend sentences beyond subject and verb while maintaining accuracy.
Oracy	<ul style="list-style-type: none"> -Respond to simple adult prompts linked to routine. -Use pronoun “I” in response to an adult. -Take part in whole class discussions about family life. 	<ul style="list-style-type: none"> -Understand simple who, what, where questions when looking at illustrations. -Use simple sentences with he or she to describe what is happening. 	<ul style="list-style-type: none"> -Share their favourite story with a small group. -Use the pronoun “I” to talk about their own thoughts and opinions. -Use language to share feelings and ideas about a text. 	<ul style="list-style-type: none"> -Sequence pictures to order a story or an experience. -Listen to an adult modelling grammatical accuracy. -Give a simple sentence for each picture, maintaining accuracy. 	<ul style="list-style-type: none"> -Use question words in a sentence. -Listen to and copy adult intonation when asking a question. -Discuss their curiosities and wonders about the world. 	<ul style="list-style-type: none"> -Retell a longer story including the key events. -Use picture prompts or text to help retell. -Maintain grammatical accuracy when speaking.

Nursery Overview

Mathematics	<p>Children develop a strong grounding in number, count confidently, develop a deep understanding of numbers to 5, the relationships and patterns. Frequent and varied opportunities to build and apply mathematical concepts, develop a secure base of knowledge and vocabulary to build a mastery of maths. Provide opportunities for children to develop spatial reasoning skills across all areas including space, shape and measure. Allow children to develop positive attitudes and interests in maths, look for patterns and relationships, spot connections, have a go, talk about what they notice and not be afraid to make mistakes.</p>					
	More than, fewer than, same	Begin to order number names	Show me 1, 2, 3	Take and give 1, 2, 3	Lead on own repeats	Show me 5
	<ul style="list-style-type: none"> -Collect objects to make their own sets and talk about them. -Make simple comparisons of amounts using more and fewer. -Notice large and small collections in provision. -Compare and describe large and small amounts. -Make large and small collections independently. -Begin to make collections that are the same by sight, without counting. <p style="text-align: center;">Explore and build with shapes and objects</p> <ul style="list-style-type: none"> -Explore and play freely with shapes and objects. -Show interest in simple differences in shape and size (big, small). -Put shapes and blocks into position 	<ul style="list-style-type: none"> -Model saying 1, 2, 3 in play and routines (“1, 2, 3, off we go”). -Copy simple sequences of 1, 2, 3 in songs, chants, and play. -Represent 1, 2, 3 on fingers by copying an adult. -Count simple actions (e.g. 2 pulls, 3 claps in Wind the Bobbin Up). -Say number names in order confidently. -Recognise that anything can be counted (objects, sounds, actions). <p style="text-align: center;">Subitising</p> <ul style="list-style-type: none"> -Notice images in books and stories that show 1, 2 or 3 items. -Respond to “I see 1, 2, 3” and join in spotting small groups. -Recognise “I see 1, 2, 3” and begin to say it independently. Copy the phrase “I see 1, 2, 3” in play and stories. 	<ul style="list-style-type: none"> -Copy fingers to show 1, 2, and 3. -Show 1 finger when seeing 1 item in stories (Fox’s Socks). -Show 2 or 3 fingers when seeing 2 or 3 items in stories (Peepo!). -Show 1, 2, 3 on fingers when asked. -Use rhymes and fingerplays (Tommy Thumb, Three Blind Mice) to represent 1–3. <p style="text-align: center;">Move and label 1, 2, 3</p> <ul style="list-style-type: none"> -Make actions (jumps, claps) while saying counting words. -Move fingers when saying counting words (e.g. 1, 2, 3, 4, 5 Once I Caught a Fish Alive). -Count out up to 3 objects from rhymes (Goldilocks and the Three Bears). -Notice number symbols (numerals) as labels. -Label amounts as “1” or “not 1.” 	<ul style="list-style-type: none"> -Choose a group of objects to count. -Take out 2 or 3 items from a group, saying one number per item. -Give others 2 or 3 items during play or story-linked activities (Postman Bear). -Count 3 objects with one-to-one correspondence. -Begin to use the cardinal principle – knowing the last number said is the total. <p style="text-align: center;">Match, talk, push and pull</p> <ul style="list-style-type: none"> -Match simple shapes using language same and different. -Push shapes and blocks together to build simple structures (Humpty Dumpty walls). -Make simple arrangements (bridges, tunnels, tracks). -Talk about and describe their own 	<ul style="list-style-type: none"> -Join in fully with sequences and songs. -Sing rhymes independently using props and resources. -Lead sequences and songs with peers (singing sack). -Read on in familiar repeating stories (The Gingerbread Man). -Copy simple art-based patterns inspired by artists. -Explore own line and repeating patterns in creative work (Elmer). <p style="text-align: center;">Starting to puzzle</p> <ul style="list-style-type: none"> -Complete simple shape-match puzzles. -Complete 4–6 piece jigsaws with growing independence. -Match objects to pictures (labels, photos in provision). -Match objects to shadows (shelves, construction). -Explore objects and small world from 	<ul style="list-style-type: none"> -Sing rhymes to 5 and join in with actions (Five Little Ducks). -Move props to show numbers up to 5 in stories (Bears in Beds). -Move props back from 5 (Five Wiggly Babies). -Show numbers to 5 on fingers. -Begin to count 5 objects with one-to-one correspondence. -Match numerals to quantities when acting out songs (Five Currant Buns). <p style="text-align: center;">My own pattern</p> <ul style="list-style-type: none"> -Continue AB patterns in different contexts. -Create their own AB patterns (threading, loose parts). -Spot errors in a pattern and suggest corrections. -Build constructions with simple enclosures (A New House for Mouse). -Copy simple repeated constructions (e.g. two towers, rockets).

Nursery Overview

	<p>(puzzles, sorters, construction).</p> <ul style="list-style-type: none"> -Select shapes for a purpose and begin to say why. -Explore and describe natural shapes and objects (sticks, pebbles). -Find and collect objects for a purpose (e.g. building a rocket after Whatever Next!). <p>Explore repeats</p> <ul style="list-style-type: none"> -Listen to repeats in songs and stories (e.g. The Little Red Hen). -Start to join in songs with repeated refrains. -Join in repeated lines in familiar stories. -Clap along to simple songs and begin to notice rhythm. -Make simple line patterns using objects (e.g. printing, lining up cars). -Use blocks to build simple roads and towers, noticing repetition. <p style="text-align: center;">Hear and say number names</p> <ul style="list-style-type: none"> -Hear number names in rhymes and stories. -Join in saying some number names. 	<ul style="list-style-type: none"> -Point to and identify 1, 2, 3 in books and the environment. -Recognise 1, 2, 3 in familiar tales (e.g. Three Little Pigs, Three Billy Goats Gruff). <p style="text-align: center;">Join in with repeats</p> <ul style="list-style-type: none"> -Join in with repeated actions in songs (If You're Happy and You Know It). -Join in with repeated refrains in stories (Brown Bear, Brown Bear). -Sing refrains independently in familiar songs (Muffin Man). -Show awareness of daily routines and say what happens next. -Predict what will come next in stories, songs, and routines. -Make simple arrangements and repeating patterns in art and with loose parts. <p style="text-align: center;">Explore position and space</p> <ul style="list-style-type: none"> -Respond to simple positional language (in, out, on, under, over). -Arrange blocks in chosen positions (e.g. 	<ul style="list-style-type: none"> -Label amounts as 1, 2, or 3. <p style="text-align: center;">Explore position and routes</p> <ul style="list-style-type: none"> -Explore new shape resources (pattern blocks, number shapes). -Complete more complex inset jigsaws. -Talk about simple positions using language (on, under, behind, through). -Move into simple positions in play (Bean Game). -Move through positions in obstacle courses (over, under, between). -Follow simple small-world routes (Where, Oh Where, is Rosie's Chick?). <p style="text-align: center;">Explore own first patterns</p> <ul style="list-style-type: none"> -Explain simple pattern arrangements spotted in the environment. -Build roads and bridges with intent (Three Billy Goats Gruff). -Choose blocks to copy simple creations. -Make simple line patterns with objects (e.g. dinosaurs in sand). 	<ul style="list-style-type: none"> arrangements (Naughty Bus). -Follow simple outdoor routes using positional language (over, under, through). -Follow toys around a simple small-world route (Teddy Bears' Picnic). <p style="text-align: center;">Talk about dots</p> <ul style="list-style-type: none"> -Become familiar with dot patterns (dice, dominoes). -Say when there is 1, 2, or 3 dots. -Recognise 1 and 2 in different arrangements. -Recognise 1, 2, and 3 in both regular and irregular arrangements. -Use dot plates and stories to support instant recognition. -Talk about what patterns they see in dot arrangements. <p style="text-align: center;">Compare and sort collections</p> <ul style="list-style-type: none"> -Notice when two collections are the same. -Make collections the same using small objects (Handa's Surprise). -Make collections the same using large 	<ul style="list-style-type: none"> different viewpoints (Shark in the Park). -Make simple routes in small world with lines and curves (The Gruffalo). <p style="text-align: center;">Making patterns together</p> <ul style="list-style-type: none"> -Sing their own songs independently. -Clap in time to a beat and explore musical rhythm. -Make and talk about large movement patterns with ribbons/props. -Talk about objects in arrangements and patterns. -Copy simple AB patterns with support. -Continue simple AB patterns with support (cow, duck, cow, duck). <p style="text-align: center;">Make games and actions</p> <ul style="list-style-type: none"> -Match dot patterns (regular and irregular). Be introduced to subitising games (feed the caterpillar). -Play subitising games using dice, stones, or dominoes. -Copy sets of sounds (drum beats, claps). 	<ul style="list-style-type: none"> -Begin to sequence some events using visual timetables (Lulu's First Day). <p style="text-align: center;">Stop at 1, 2, 3, 4, 5</p> <ul style="list-style-type: none"> -Count out up to 5 objects from a larger group. -Explore counting to 5 in different arrangements (order irrelevance principle). -Verbally count to a given number and stop. -Label objects with numerals up to 5. -Show fingers to 5 independently. -Begin to make marks to represent quantities (chalk, drawings). <p style="text-align: center;">Match, sort, compare</p> <ul style="list-style-type: none"> -Compare up to 5 objects using more and fewer. -Compare by matching (one-to-one, e.g. hats to children). -Make the same set by matching objects. -Match objects by type (e.g. small-world animals). -Recognise attributes of objects (colour, size, shape, pattern).
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Nursery Overview

	<p>-Listen to adults modelling number names in order.</p> <p>-Practise saying number names in order up to 5.</p> <p>-Join in stable order counting forwards in rhymes (e.g. 1, 2, 3, 4, 5, Once I Caught a Fish Alive).</p>	<p>making a road in small-world).</p> <p>-Select shapes to fit a space (e.g. items into boxes).</p> <p>-Recognise when 2 objects are the same shape.</p> <p>-Explore and describe shapes and objects using informal language (pointy, curvy, flat).</p> <p>-Sort shapes and objects into simple categories (e.g. sharp/round, flat/curvy).</p>	<p>-Create simple pattern arrangements (peg boards, hammer and nail boards).</p> <p>-Show interest in patterns and shapes (zigzags, spots, stars, swirls).</p>	<p>objects (Never Touch a Hungry Hippo).</p> <p>-Recognise that two collections can be the same even if objects are different sizes.</p> <p>-Make collections the same using a mix of large and small objects (Oliver's Fruit Salad).</p> <p>-Sort and talk about their own collections (Teddy Bears' Picnic role-play).</p>	<p>-Listen to and represent sounds with fingers.</p> <p>-Listen to and represent sounds with resources (dot plates, tokens).</p>	<p>-Begin to sort objects by one attribute (Aliens Love Underpants)</p>
Religious Education	<p>Myself/ Family</p> <ul style="list-style-type: none"> • Welcome/ Baptism • Judaism • Birthday/Advent 		<p>Celebrating/ Local church</p> <ul style="list-style-type: none"> • Gathering/ Eucharist • Growing/ Lent 		<ul style="list-style-type: none"> • Good News/ Pentecost • Islam • Friends/ Reconciliation • Our World/ Universal church 	

Nursery Overview

Understanding the World	<p>People, Culture, Communities</p> <ul style="list-style-type: none"> -Describe their family and their homes. -Begin to understand that there are differences between families. -Show an interest in the occupations of staff around school. -Know what nursery they attend and locate their class, hall and office in School. -Know that they live in Durham. <p>The Natural World</p> <ul style="list-style-type: none"> -Notice changes in the weather and seasons, experience different types of Weather (Autumn). -Understand basic human needs and characteristics. -Recognise basic body parts and their uses. -Learn simple differences between animals and humans. -Identify and role- play different adult and young human and animal characters. -Understand basic hygiene practices 	<p>People, Culture, Communities</p> <ul style="list-style-type: none"> -Describe their family. -Begin to understand that there are differences between families. -Explore different festivals celebrated in the community – Christmas, Diwali. <p>Natural World</p> <p>Notice changes in the weather and seasons, experience different types of Weather (Autumn - Winter).</p> <p>Make observations about changes and discuss these using wider vocabulary.</p> <p>Talk about what happens at day and night.</p> <p>Past and Present</p> <p>Share their experiences of familiar celebrations e.g Halloween and Christmas.</p> <p>Understand that some families may celebrate differently.</p> <p>Understand that we celebrate Remembrance Day and Bonfire Night to</p>	<p>People, Culture, Communities</p> <ul style="list-style-type: none"> -Describe special times for their family. -Begin to understand that there are differences between families. -Explore different festivals celebrated in the community – Christmas, Chinese New Year. <p>Natural World</p> <ul style="list-style-type: none"> -Make observations about changes and discuss these using wider vocabulary (ice) -Talk about what happens at day and night. -Know that we live on a planet called earth. -Know that the sun gives the earth light. -Explore the concept of gravity. <p>Past and Present</p> <ul style="list-style-type: none"> -Share their experiences of familiar celebrations e.g Christmas, Chinese New Year -Understand that some families may celebrate differently. -Explore the occupation of an astronaut. 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> -Continue to develop positive attitudes about people and their beliefs (Easter). -Know that farms are different around the world e.g. rice farms <p>Natural World</p> <ul style="list-style-type: none"> -Use all their senses to explore the natural world and the changing seasons. -Talk about what they see using a wide range of vocabulary. -Understand that animals are living things. -Understand the key features of the life cycle of an animal. -Know what animals live on a farm -Understand that we get food from the farm and its animals. <p>Past and Present</p> <p>Talk about their own experiences.</p> <p>Begin to show a interest in different occupations.</p>	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> -Talk about their family and begin to share simple details about who is important to them. -Recognise that families and communities can be different from their own. -Begin to notice and talk about different roles people have in school and the wider community. -Continue to show interest in cultural and religious celebrations. <p>Natural World</p> <ul style="list-style-type: none"> -Talk about the weather in spring and how it changes the world around them. -Begin to observe how plants and flowers grow. -Explore minibeasts in their environment and talk about what they see. -Begin to compare animals and plants they find, using simple vocabulary. -Show awareness that personal hygiene helps us to stay healthy (e.g. 	<p>People, Culture and Communities</p> <ul style="list-style-type: none"> -Talk about who is in their family and what makes their family special. -Begin to recognise and respect differences between families and communities. -Talk about the different people who help us in school and the community. -Know the name of their school and begin to talk about where they live. <p>Natural World</p> <ul style="list-style-type: none"> -Observe summer weather and describe changes from spring. -Recognise that the year is made up of different seasons. -Begin to describe different body parts and how we use them. -Sort and group animals according to simple characteristics (e.g. wings, legs, fur, feathers). -Talk about healthy habits for looking after themselves (e.g. sleep, washing, eating fruit).
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Nursery Overview

	<p>Past and Present</p> <ul style="list-style-type: none"> -Know what they enjoyed when they were younger. -Understand that their parents/ grandparents enjoyed different toys. -Discuss how they have grown from birth. 	<p>celebrate events from the past</p>	<ul style="list-style-type: none"> -Compare past and present images of astronauts and space. 		<p>washing hands after outdoor play).</p> <p>Past and Present</p> <ul style="list-style-type: none"> -Begin to talk about events in their own family and personal history. -Show curiosity about objects from the past (e.g. old toys, photos). -Recognise that life may have been different for older family members. 	<p>Past and Present</p> <ul style="list-style-type: none"> -Talk about past experiences in their own life using vocabulary such as “before” and “yesterday.” -Recognise that their family has a past and begin to talk about differences between their life and their grandparents’. -Begin to notice how places (e.g. their local area) may have changed over time.
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Nursery Overview

Expressive Arts & Design	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials	Creating with Materials
	<p>-With support begin to use pencil lines to enclose a shape.</p> <p>-Begin to draw to represent an object.</p> <p>-Explore mediums of crayons and chalk.</p> <p>-Draw with increasing complexity e.g. creating self portraits – children draw a circle for the face and add details inside the circle.</p> <p style="text-align: center;">Construction</p> <p>-Understand that materials can be joined.</p> <p>-Experiment with joining two materials using tape and glue.</p> <p>-Experiment with joining two materials using tape and glue.</p> <p>-Using construction blocks, understand that blocks can be joined to create a enclosed space.</p> <p style="text-align: center;">Being Imaginative and Expressive</p> <p>-Take part in simple pretend play and begin to use an object to represent something different e.g. cubes as pretend food.</p> <p>-Sing familiar songs and rhymes.</p>	<p>With support begin to use pencil lines to enclose a shape.</p> <p>Begin to draw to represent an object.</p> <p>Explore mediums of clay and with support make a diva lamp.</p> <p>Explore use of tools to make new effects in clay.</p> <p style="text-align: center;">Construction</p> <p>-Understand that materials can be joined.</p> <p>-Experiment with joining two materials using tape and glue.</p> <p>-Begin to interact with and develop simple small world play.</p> <p style="text-align: center;">Being Imaginative and Expressive</p> <p>-Take part in simple pretend play and begin to use an object to represent something different e.g. cubes as pretend food.</p> <p>-Learn and join in with new songs (nativity/ Christmas)</p> <p>-Begin to copy tone of singer when leaning new songs.</p>	<p>-Explore watercolour and oil pastels – how does the colour change?</p> <p>-How can we make a line darker/ thicker.</p> <p>-Observational drawing – winter/ space.</p> <p>-Say what they like about the artists they study.</p> <p style="text-align: center;">Construction</p> <p>-Understand that some materials are stronger than others.</p> <p>-Begin to think about materials that they wish to use and use these appropriately.</p> <p>-Say what they like about their work, with support.</p> <p style="text-align: center;">Being Imaginative and Expressive</p> <p>-Begin to make their own small world “world’s” using available resources.</p> <p>-Express their likes/ dislikes in response to music.</p> <p>-Move in response to music (Chinese lion/ dragon dance</p>	<p>-Observational drawing – flowers.</p> <p>Say what they like about the artists they study.</p> <p>-Begin to draw with increasing detail and complexity e.g adding leaves onto a line for the stem, creating petals around a circular flower.</p> <p>-Experiment with colour and recognise that colour can be used for a particular purpose.</p> <p style="text-align: center;">Construction</p> <p>-Explore different textures and comment about their likes and dislikes of each texture.</p> <p>-Begin to think about materials that they wish to use and use these appropriately.</p> <p>-Say what they like about their work, with support.</p>	<p>-Continue observational drawings, adding increasing detail (e.g. petals, leaves, stems).</p> <p>-Experiment with using different colours to represent real objects (e.g. green for grass, blue for sky).</p> <p>-Begin to use a range of drawing tools such as crayons, chalks, or felt tips with support.</p> <p>-Begin to enclose shapes when drawing (e.g. drawing a circle for a face).</p> <p style="text-align: center;">Construction</p> <p>-Begin to join materials together using glue or masking tape with support.</p> <p>-Explore junk modelling to create simple structures.</p> <p>-Choose materials more purposefully, explaining their choices with adult support.</p> <p>-Begin to comment on what they like about their own work.</p>	<p>-Use pencil lines and shapes to represent objects and people with increasing accuracy.</p> <p>-Choose and combine different media (crayons, chalk, felt tips, paint) to achieve an effect.</p> <p>-Create simple self-portraits, selecting colours that match hair, eyes, and skin tones with support.</p> <p>-Begin to talk about the choices they make in their artwork.</p> <p style="text-align: center;">Construction</p> <p>-Join materials with greater independence (e.g. glue, tape, split pins).</p> <p>-Begin to plan junk modelling creations with an intended purpose (e.g. “I’m making a house”).</p> <p>-Talk about what worked well in their model and what they might change.</p>

Nursery Overview

	<ul style="list-style-type: none"> -Move in response to music. -Experiment with music making. 	<ul style="list-style-type: none"> -Move in response to music. 		<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> -Begin to make their own small world “world’s” using available resources. -Begin to negotiate and build upon play ideas expressed by their peers. 	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> -Develop small world play further by adding props or backgrounds. -Begin to act out simple storylines in role play or small-world play. -Use voice and movement to join in with familiar songs and rhymes. 	<p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> -Make more complex small worlds, using construction and props together. -Develop and extend storylines in their play with peers. -Express likes and dislikes about music they listen to with adult support. -Play simple instruments, beginning to copy rhythms or sounds.
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