

St Francis Roman Catholic Primary School

Nursery Curriculum Overview 2026-2027



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes		All about me! 	Autumn/Woodland 	Animals Living in Cold Places 	Animals Living in Hot Places 	Lifecycles - Animals and Plants 	Transport, Journeys, Water 
PSED Jigsaw		Being me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Ten Ten - Life to the Full
Physical Development PE		Balancing Skills	Let's Dance	Ball Skills	Shape and Space	Circle Games	Olympics
Understanding the World	Natural World People and Communities Past and Present	Know about seasonal changes Make sense of my own life story and family's history	Know about seasonal changes Understanding now, before and after	Know about different countries in the World Observation of animals	Know about different countries in the World Observation of animals	Know about seasonal changes Plant seeds and care for growing plants Think about care and concern for the world Observation of animals Understand a simple life cycle	Different places in the locality Talk about different houses Talk about common transport.
	Computing	Creating Media: Selfies	Data and Information Sorting	Creating Media: Aniaml Painting	Computing Systems and Networks	Programming Sequencing	Programming Journey
	RE	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter

Expressive Arts and Design	Creating with materials	I can name and recognise the colours red, blue, green, yellow. Builds towers with large construction equipment. - I can make marks intentionally in sand, shaving foam and using paint, chalk, etc - link to pre writing shapes - Exploring printing with objects. Exploring playdough using fingers to make marks	Uses a glue stick to join materials together. - Express ideas and feelings through making marks, sometimes give a meaning to the marks. - Manipulate and play with different materials making simple models. Exploring printing - fireworks, poppies, Christmas wrapping paper/table cloths. Exploring transient art - rangoli patterns and Christmas cards - I can begin to draw on a large scale	Becoming more confident when drawing, naming what they have drawn - I can develop my own ideas; stick/make a collage. pom-poms, glitter. - I can paint with sponges, brushes, twigs. - I can join things together (boxes, card, paper) with glue or tape. - I can use boxes of different sizes, change the box into 'something'. - I can roll, pinch, pull, squeeze, shape with playdough. - I can push bricks together to construct, sometimes talking about what I am making. Developing scissor grip	Using spring loaded scissors to snip, using printing materials in the paint such as sponges and shapes. Continues to develop their drawing skill. - I can name the colours (orange, pink, white, black, brown, grey). - I can manipulate clay - squeezing, pinching, making a small pot. - I can press objects into playdough and talk about the imprint. Explore collage to create animal patterns	Building using smaller construction kits correctly, uses a range of painting and printing materials to explore form and function, children experimenting and mixing colours together, Children may create with a friend. - I can free paint an idea and talk about it. happens when I mix two colours. - I can find out how to make green and orange. - I can decide what I want to use to make models and collages. - I can build for a purpose with a range of construction equipment. Exploring the primary colours and colour mixing - painting rainbows. Choosing colours for a purpose	Children cutting with more confidence, children independently creating and making using the ideas they have seen and come up with. Children building for a purpose using a range of construction equipment. Children using a range of 'sticking' tools to join their artwork e.g. sellotape, masking tape, PVA glue, glue stick. - I can cut dough using tools such as scissors, blunt knives, cutters. - I can draw with a pencil on a small piece of paper, adding finer details to my work. - I can use colours to express feelings of happiness, sadness, fear. - I can make imaginative 'small worlds' with blocks and construction kits. - I can talk about what I like about my designs and what I'd like to change. - I can use masking tape, sticky tape, hole punches and string to join and fix things together. Choosing colours for a purpose -painting transport
	Being imaginative	Explore moving to music in different ways. Show an interest in small world and roleplay areas, - roleplaying first-hand experiences. Join in with the songs we use every day in Nursery; <i>daily routine songs; days of the week, hello song, weather song.</i> *Begin to develop my pretend play, pretending that different items represent different things.	Develop storylines in their play, children using familiar props children singing to familiar songs and nursery rhymes they have learnt or are learning. - I can sing the songs and rhymes - I can move and dance to music. - I can explore a range of sound makers and instruments.	Children including their experiences in their roleplay, children talking about music children knowing and singing along to more nursery rhymes, children listening to songs from different cultures. - I can remember and sing entire songs - I can take part in simple pretend play, playing in the home corner, using the role play equipment appropriately. - I can use small world toys to imagine, beginning to	Children exploring a range of musical instruments and learning to hold a beat, children using vocals and instruments to make music either together or separately, children linking real life and stories into the small world, children using props in their play. - I can sing the songs and rhymes - I can listen to music from different cultures and historical periods and talk	Children joining in with the actions to songs, children engaging in roleplay in and out of the home-corner and becoming more immersed in their play. - I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. - I can remember and sing entire songs. - I can sing quietly and loudly using my 'singing voice'.	Children making up stories verbally while playing, children acting out stories with the small world or in their play, children performing songs either vocally or with an instrument. - I can create my own songs, or improvise a song around one I know. - I can perform my favourite song in front of a small group. - I can take on a role within 'role play' talking

				develop complex stories using animals, cars, play people and blocks. * I know how to make a variety of sounds using my body, e.g. clap * Move and dance to a range of music. * I understand that I cannot talk and listen at the same time.	about my thoughts and feelings. Spring - Vivaldi * I can listen with increased attention to sounds, developing my listening skills.	* I can make up stories when playing and concentrate for more than five minutes. * I can recreate stories with small world equipment. * I can talk about the music/sounds that I have listened to. * I know how to clap & repeat simple repeated patterns. * I can recognise and name familiar musical instruments (tambourine, maracas, bells, triangle, xylophone)	about who I am and interacting with a peer. * I can play instruments in different ways. dynamics (loud/quiet), tempo (fast/slow).
	Music Key Song	To learn to control and develop pitch (singing) and pulse skills. To introduce timbre of different instruments. Big Red Combine Harvester	To learn to control pitch (singing) and a steady beat & develop listening skills. Follow that Star	To perform a more complex song with a focus on TEMPO & TIMBRE Love Grows One By One	To learn to control and develop pitch (singing) and rhythm skills. To introduce hand patterning. The Little Green Frog and Little Bird	To learn to control and develop pitch (singing), texture and rhythm skills. To introduce structure in music Sing a Rainbow/Magic Penny	To learn to sing more complex songs with a wider pitch range. To use actions confidently in songs Teddy Bear's Picnic/Teddy Bear Blues