



St Peter's Nursery EYFS Yearly Curriculum Overview 2025-26

In Early Years, we strive to tailor our curriculum to respond to the needs and interests of the children. However, this long term plan outlines the topics, themes and events across the academic year. Please check the 'Curriculum Information' section on the class page where you will find a half-termly 'Knowledge Organiser' consisting of more specific information on key texts and skills that we are covering. You will also find other key curriculum guidance, including end of year expectations for each area of learning, within this section of the website.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Marvellous Me	Let's Celebrate	Adventures Around The World	Once Upon a Time	Come Outside	Commotion In The Ocean
Possible Themes of Interest	● Autumn ● What I Like About Me ● Me and My Family ● My Body ● Harvest Festival	● Seasonal Changes - Autumn/Winter ● Light and Dark ● Diwali ● Bonfire Night ● Remembrance Day ● Christmas ● Hanukkah	● Seasonal Changes - Winter/Spring ● Magical/Imaginary Adventures ● Countries of the World ● Planning a Journey/ Maps ● Travel by Air, Train, Bus, Foot ● Chinese New Year	● Spring ● Traditional Tales/Fairy Stories ● Easter ● Ramadan and Eid-al Fitr ● People Who Help Us	● Seasonal Changes - Spring/Summer ● Planting Seeds ● Caring for Living Plants ● Minibeasts ● Decay/Rotting ● Animal and Plant Lifecycles ● Local Area Visit	● Summer ● Oceans/The Sea ● Plastic Pollution ● Floating and Sinking ● Types of Boat ● Pirates (ships, the sea, maps) ● Positional Language ● Transition to Reception

Literacy (Reading and Writing) Story of the Week, Book Spine, Other Quality Texts	- Things I Like by Anthony Browne - All are Welcome by Alexandra Penfold - First Day At Bug School by Sam Lloyd - What I Like About Me by Allia Zobel Nolan - Monkey Puzzle by Julia Donaldson - Bumps In the Night by Allan Ahlberg - Blow A Kiss, Catch A Kiss: Poems to Share With Little Ones by Joseph Coelho	- Lighting A Lamp: A Divali Story by Jonny Zucker - We're Going on a Leaf Hunt by Steve Metzger - Peace at Last by Jill Murphy - When's My Birthday? by Julie Fogliano - Julien at the Wedding by Jessica Love - The Snowy Day by Ezra Jack Keats - Dear Santa by Rod Campbell - Eight Candles for Counting: A Chanukah Story by Jonny Zucker - Zim Zam Zoom: Zappy Poems to Read Out Loud by James Carter	- My Granny Went to Market: A Round-the-World Counting Rhyme by Stella Blackstone - Blown Away by Rob Biddulph - The Train Ride by June Crebbin - The Naughty Bus by Jan and Jerry Oke - The Great Race: The Story of the Chinese Zodiac by Christopher Corr - Each Peach Pear Plum by Janet and Allan Ahlberg - The Foggy, Foggy Forest by Nick Sharratt	- The Three Billy Goats Gruff - Little Red Riding Hood - Little Red and the Very Hungry Lion by Alex. T Smith - Goldilocks and the Three Bears - The Three Little Pigs - Good Little Wolf by Nadia Shireen - You Choose Fairytales by Pippa Goodhart - When I Grow Up by Tim Minchin - The Most Exciting Eid by Zeba Talkhani	- Sam Plants a Sunflower by Kate Petty - Jasper's Beanstalk by Nick Butterworth - Little Snail's Book of Bugs by Yuval Zommer - The Very Hungry Caterpillar by Eric Carle - The Odd Egg by Emily Gravett - Caterpillar Cake: Read Aloud Poems To Brighten Your Day by Matt Goodfellow	- I Will Swim Next Time by Emily Joof - Meet the Oceans by Caryl Hart - Somebody Swallowed Stanley by Sarah Roberts - Who Sank The Boat? by Pamela Allen - The Best Pirate by Sue Mongredien - The Treasure of Pirate Frank by Mal Peet and Elspeth Graham - The Friendship Bench by Wendy Meddour - Giraffes Can't Dance by Giles Andreae
Personal, Social and Emotional Development Jigsaw, Feel It!	PSED is a huge focus in Early Years and we work alongside children during PAL (Play and Learn) to develop their social skills by responding to their peers, negotiating and listening to one another's ideas. We also use circle time opportunities to explore different themes.					
	Being Me in My World Understanding feelings Being in a classroom	Celebrating Difference - Being special - Families - Making friends - Standing up for yourself	Dreams and Goals - Challenges and perseverance - Overcoming obstacles	Healthy Me - Our bodies - Physical activity - Healthy food - Keeping clean - Safety	Relationships - Family life - Friendships - Being a good friend	Changing Me - Growing up - Growth and change - Celebrations
Communication and Language	Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves, and to be able to speak and listen in a range of situations, including during individual, small group and whole class learning. There are two strands of Communication and Language: Listening and Understanding: Developing listening and attention skills and learning to understand the meaning of what is said and to support with following instructions. Speaking: Learning to speak for different purposes and for different audiences and to use language as a medium for communicating their ideas and feelings. Developing their communication skills are essential in order to support their development across all areas of the curriculum. We encourage this through many daily activities such as reading books, developing story telling skills, circle times to discuss different topics and 'Ask Me About' stickers.					
Physical Development	Physical development involves providing opportunities for young children to be active and interactive; and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food, hygiene, rest and activity. Physical development is divided into two strands: Gross Motor Skills: those involving the large muscles in the arms, legs and torso. Examples of these include running, climbing, jumping, ball skills such as throwing and kicking. Fine Motor Skills: those involve activities which use the small muscles in the hands and wrists. Examples of these include using tweezers, buttoning, cutting with scissors, pinching and rolling playdough and painting. It is essential that children develop and strengthen these muscles through activities such as these <i>before</i> moving on to practise effectively holding a pencil and forming letters.					

Mathematics	Number ● Reciting numbers to 5. ● Saying one number for each item in order. ● Recognising numerals. ● Developing fast recognition of up to 3 objects, without having to count them individually (subitising). ● Showing finger numbers up to five. ● Knowing that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle). Shape, Space and Measure ● Matching and sorting by size, shape and colour. ● Describing, extending and fixing mistakes in AB patterns.		Number ● Reciting numbers past 5. ● Developing fast recognition of up to 3 objects, without having to count them individually (subitising). ● Linking numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. ● Learning that numbers are made up (composed) of smaller numbers. ● Experimenting with their own symbols and marks as well as numerals. Shape, Space and Measure ● Talking about and exploring 2D shapes (circles, rectangles, squares, triangles, pentagons) using informal and mathematical language e.g. ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. ● Exploring differences in size, length, weight and capacity and making comparisons.		Number ● Reciting numbers past 5. ● Exploring the composition of numbers to 10. ● Compare quantities using language: ‘more than’, ‘fewer than’. ● Solving real-world mathematical problems with numbers up to 5. ● Experimenting with their own symbols and marks as well as numerals. Shape, Space and Measure ● Describing a sequence of events using words such as ‘first’, ‘then...’ ● Understanding, responding to and using positional language. ● Talking about and exploring 3D shapes (cubes, cuboids, cylinders, spheres) using informal and mathematical language e.g. ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’.	
	Understanding the World	Special people: Who is special to you and why? Families: Who is in your family? Belonging: What does belonging mean? What communities do we belong to? Observing seasonal changes: What changes do we see in Autumn? Why do people celebrate Harvest Festival? Different Occupations: How does a doctor help us? Why might we go to the doctors/a hospital?	Special times: What does special mean? What special celebrations and festivals can you think of? What does my family celebrate? Birthdays: When is your birthday? How do you celebrate? Diwali: Why is Diwali a special time for Hindus? Hanukkah: Why is Hanukkah special for Jewish people? Christmas: Why is Christmas special for Christians?	Observing seasonal changes: What is different between Winter and Spring? What changes do we see? Chinese New Year: How do people around the world celebrate Chinese New Year? Different Countries: What types of transport have you been on before? Where did you go? Can you describe your journey? Materials and Their Properties: What is the best material to surface a road? How can recycling help protect the environment?	Easter: Why is Easter a special time for Christians? Ramadan and Eid al-Fitr: Why are Ramadan and Eid al-Fitr special for Muslims? Different Occupations: What do you want to be when you grow up? Can you think of someone whose job it is to help us? What does a _____ do/ wear?	Observing seasonal changes: What changes do we see in Summer? How is Summer different from Spring? Life-cycles: What are the key features of the life cycle of a butterfly/ chicken? Caring for The Natural Environment and All Living Things: How do we care for growing plants? What can we do at home or at school to make the world be cleaner, healthier, or safer? Why are minibeasts important?

Expressive Arts and Design	● Drawing pictures of ourselves. ● Experiencing using different media and exploring different materials freely. ● Singing nursery rhymes and songs joining in with the actions. ● Joining in pretend play through a variety of small world play and role play in our home corner. ● Listening with increased attention to sounds. ● Remembering and singing entire songs and matching the pitch of a tone sung by another person. ● Using drawing/painting to represent ideas like movement or loud noises.		● Remembering and singing entire songs and matching the pitch of a tone sung by another person. ● Playing instruments with increasing control to express ideas. ● Exploring different materials freely, joining different materials and exploring different textures. ● Beginning to draw with increasing complexity and detail such as representing a face using a circle and including details. ● Showing different emotions in their drawings – happiness, sadness, fear, etc. ● Singing the melodic shape of familiar songs.		● Remembering and singing entire songs and matching the pitch of a tone sung by another person. ● Singing the melodic shape of familiar songs. ● Playing instruments with increasing control to express ideas. ● Drawing from observation, creating closed shapes with continuous lines and beginning to use these shapes to represent objects. ● Beginning to draw with increasing complexity and detail. ● Exploring colour and colour mixing. ● Joining different materials and exploring different textures.	
Upcoming for Your Diary Parental events and engagement, enrichment, school trips, school visitors	● 1:1 Meetings ● New to Year Group Meeting ● Parent Consultations ● Magical Tea Party ● International Week	● Bonfire Night ● Diwali ● Remembrance Day ● Hanukkah ● PSA Winter Fair ● Nursery Christmas Sing-A-Long	● RSPB's Big Schools' Birdwatch ● Safer Internet Day ● Chinese New Year ● Stay and Play ● Road Safety Visit - School Crossing Guard	● World Book Day ● Parent Consultations ● Easter ● People Who Help Us Week ● Ramadan ● Eid al-Fitr	● Local visit to the Watercress Beds/ Sopwell Nunnery ● Earth Day	● Empathy Day ● Sports Day ● Transition Day ● Individual School Reports ● Learn and Share