



Cragside Church of England Primary School - Little Stars Curriculum Overview 2025-2026
"A Love of Learning and a Thirst for Knowledge"

This overview is designed for children who begin Nursery from their third birthday, at any point during the academic year. Learning is organised into developmental phases, not terms, ensuring all children access the full curriculum regardless of start date.

Area of Learning	Phase 1 – Settling & Belonging	Phase 2 – Exploring & Communicating	Phase 3 – Developing Independence	Phase 4 – Confidence & Transition
Possible themes & lines of enquiry	I explore myself, my family, feelings, colours, familiar routines	I explore traditional rhymes & stories, animals, sensory play, seasons	I explore growing, celebrations, real-life roles	I explore friendships, problem solving, change and transition
Supporting texts (not limited to)	Owl babies (CLPE)	Goldilocks and three bears	The Very hungry caterpillar	Dear Zoo
Core Nursery rhymes (not limited to)	Twinkle Twinkle Little Star, Wind the Bobbin Up, If You're Happy and You Know It, Head, Shoulders, Knees and Toes, Row, Row, Row Your Boat			
CLLD	I can respond to my name, listen to short stories and songs, use gestures and single words to communicate needs.	I can use 2–3 word phrases, follow simple instructions, join in with repeated refrains and actions.	I can use short sentences (3–5 words), answer a where question, use new vocabulary in play.	I can ask simple questions, speak confidently to familiar adults and peers.
PSED	With support I am beginning to separate from my main carers, seek comfort from familiar adults, begin to follow routines, and play alongside other children.	With support I am beginning to name my feelings, make simple choices. show awareness of others.	With support I am beginning to manage transitions with support, show confidence in play, and begin to develop friendships.	With support I am beginning to show resilience, work cooperatively, and take pride in my achievements.
PD	I can move freely (crawl, climb, run), explore mark making using	With support I am beginning to climb, balance, jump and	With support I am beginning to show increased coordination,	With support I am beginning to manage some self-care routines,



	whole-body movements.	manipulate dough and simple tools.	use scissors/snips, feed myself confidently.	use tools with control and purpose.
Literacy	I can enjoy sharing books, turning pages, and making marks with meaning.	With support I am beginning to name characters, pretend to read, and recognise my name or photo.	With support I am beginning to talk about stories, recognise environmental print, give meaning to marks.	With support I am beginning to make purposeful marks, talk about my drawings and writing. With support I am beginning to recall key events in my favourite stories.
Mathematics	With support I am beginning to join in with number songs and rhymes, sort objects by colour and size.	With support I am beginning to count small sets, match and explore shapes.	With support I am beginning to understand more/less, create and copy simple patterns.	With support I am beginning to recognise numbers in play, and I am beginning to solve simple problems.
UTW	With support I am beginning to recognise familiar people, explore the outdoor environment and weather.	With support I am beginning to talk about daily routines, explore natural materials and seasonal change.	With support I am beginning to care for plants and living things, notice similarities and differences.	With support I am beginning to talk about past events, compare experiences and environments.
EAD	With support I am beginning to explore colour, texture and materials and join in with songs and actions.	With support I am beginning to experiment with instruments, engage in simple role play.	With support I am beginning to build models, create with purpose, and extend imaginative play.	With support I am beginning to create independently, sustain imaginative and collaborative play.

Continuous Features (All Phases)

- Child-led play and interests
- Strong attachment, co-regulation and emotional security
- Rich adult language modelling and repetition
- Outdoor learning in all seasons



- Sensory, real-life and hands-on experiences

Progression into Nursery

Children naturally move from Phase 1 → Phase 4 at their own pace. This overview ensures smooth progression into the Nursery long-term curriculum, supporting confidence, independence and readiness for next steps.