



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

Nursery	Autumn	Spring	Summer
Possible themes, interests, lines of enquiry, events (we endeavour to follow the children's interests)	Transition/settling. Feelings and Emotions. Autumn colours/treasures.  Harvest. Bonfire night Firework safety Diwali Remembrance Nursery Rhyme Week Christmas	Changing seasons winter/spring Traditional tales Being healthy  Chinese New Year Mothers Day Shrove Tuesday and lent World book Day Easter Holi festival of colour Eid	Summer - what has changed since Spring Growing Caterpillars Planting /gardening Farm animals Friendships/changes - starting school  Fathers day
Supporting texts (not limited to)	Barbara throws a wobbler CLPE SSh we have a plan CLPE The Colour Monster  We're going on a bear hunt CLPE Dear Santa	The gingerbread man Three billy goats gruff The three little pigs  Little red hen	Oliver's vegetables Vivian French Jaspers beanstalk Sam Godwin The tiny seed 10 seeds Jack and the beanstalk  What the ladybird heard CLPE
Core nursery rhymes (not limited to)	Five Little Ducks  Incy Wincy Spider	The Wheels on the Bus  Five Little Speckled Frogs	Old MacDonald Had a Farm
CLLD	Listening and attention - I can sit and listen to a short story. I can understand a where question. I can learn new words linked to my interests.	Listening and attention -I know how to follow a simple instruction. I can understand prepositions and I am beginning to use them in the right context.	Listening and attention -I can listen to a new story with interest. I can understand what and where questions I can understand prepositions such as



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	<p>I enjoy playing games which support my listening skills.</p> <p>Speaking - I can communicate my needs and wants using 2-3 word phrases.          I can join in with simple refrains in familiar rhymes and stories with actions to support.          I know how to find things out by asking simple questions.          I can point at pictures, use single words/ short phrases to communicate what I plan to do.</p>	<p>I can sit in a small group and listen when I'm interested.</p> <p>Speaking - I can communicate my needs and wants using short sentences.          I can initiate a conversation with a friend or adult.          I can join in with simple refrains in familiar rhymes and stories.          I can use talk to organise my play.          I can use simple sentences to communicate what I plan to do (3-4 words).          I know how to take turns in small discussions.</p>	<p>under, on top and behind.          I can listen to others.          I can understand a two part instruction and carry it out.</p> <p>Speaking -I can use a longer sentenced during carpet time (4- 6 words).          I can answer why questions with some support.          I can use some new words to express myself and my thoughts.          I know 2 familiar songs or rhymes off by heart.          I will ask why when exploring during play sessions.</p>
<p><b>PSED</b>          Throughout PSHE sessions children will look in at themselves considering their own ideas, opinions and thoughts on a range of topics and will look out towards others by showing respect for others opinions ideas and feelings</p>	<p><b>PSED IS TAUGHT THROUGH WEEKLY CIRCLE TIME FOLLOWING JIGSAW SCHEME AND IN AN ONGOING WAY AS SITUATIONS / EVENTS ARISE DURING DAY TO DAY INTERACTIONS.</b></p>		
	<p>Self regulation-I am beginning to know and understand the routine of the day.          I know how to follow simple routines eg. hanging coat on peg.          I know how to relate my feelings to a picture or photo, using some words such as happy or sad.</p> <p>Managing self -I know how to follow simple routines, e.g. hanging coat on peg.          I know how to tidy away with adult support.          I know I can make choices about where to play.          I know how to wash and dry my hands.          I know how to put an apron on.</p>	<p>Self regulation-I am beginning to name my emotions          I know what comes next in the routine of the day.          I can follow a simple verbal instruction without a visual prompt.</p> <p>Managing self - I know how to tidy away resources.          I can select and use some activities with support.          I know to ask for help with basic hygiene needs.          I know that it is important to change into wellies for outdoor play and can do this without help.</p>	<p>Self regulation-I know how to express my feelings using words such as happy, sad, fine.          I can show confidence in new social situations.          I know that my actions can affect the feelings of others.          I know how to follow a simple two part instruction with visual prompts.</p> <p>Managing self -I know how to tidy up independently.          I know how to put my coat on.          I can select and use a range of activities independently.          I know some foods that are healthy</p>



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	<p>Building relationships -I know I can go to a familiar adult for support.          I know how to play alongside other children.          I know how to take turns when playing with an adult.</p>	<p>Building relationships -I know how to take turns with a peer, with adult support.          I know how to play with another child.          I know I can go to any adult in my setting for support.</p>	<p>I know what toothbrushes and toothpaste are for.           Building relationships -I know how to develop a friendship.          I can be confident to meet unfamiliar people in a safe setting.          I can play in a group, responding to others.          I know what it means to be kind.</p>
PD	<p>Gross motor skills - I can move around people/objects without bumping into things.          I can move in a different way e.g. rolling, crawling, climbing.          I understand different actions have elements of risk.          I can paint and mark make using my whole body movements.          I can jump off an object.          I can pull down my clothing to get changed/go to the toilet</p> <p>Fine motor skills -I can feel myself with a spoon.          I can manipulate clay or dough to make something.          I mark make with an intent.          I can pick up a range of loose parts and manipulate them into desired positions.</p>	<p>Gross motor skills - I can climb steps with alternative feet.          Before carrying out a large physical movement, I notice big risks.          I am willing to use the bikes/scooters on flat surface.          I can change some of my clothes, independently.          I can climb on the outdoor play equipment.</p> <p>Fine motor skills -I can stab my food to pick up.          I know there are some rules to follow with equipment.          I know how to attach materials to other materials.          I know how to make snips with scissors.</p>	<p>Gross motor skills -I can climb to the top of the A frame with confidence.          When taking part in big physical movements, I check for risk and adjust my behaviour.          If I hurt myself I am resilient and can seek help if appropriate.          I know I can pedal/scoot with confidence and consideration for others.</p> <p>Fine motor skills -I can evaluate and select the correct tool for a desired outcome. e.g size of paintbrush tools for clay.          I can eat independently at the table.          I know how to use one handed tools..          I know some of the letters in my name and have a go at writing it.          I enjoy manipulating different materials eg. pinching/pulling/ stretching.</p>
Lit	<p>Comprehension-I can name some characters from a familiar story.          I know that story time is fun.          I can look at a book independently.</p>	<p>Comprehension-I know that in English we read from left to right and top to bottom.          I can understand one key event in a familiar story.</p>	<p>Comprehension-I can name different parts of a book (front cover, back, title).          I can learn basic new words related to key books.</p>



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	<p>I can turn pages carefully and one at a time.          I can enjoy sharing a book with an adult or a friend.          I can talk about some pictures in a favourite book.</p> <p>Word reading - I can point to the writing in a text when asked to.          I know that print carries meaning.          I know that print can have different purposes.          I can find my name with adult support.          I can enjoy listening to rhymes and poems.</p> <p>Writing -          I enjoy making marks.          I can make marks using pens, pencils, crayons and paints.          I can draw circles and lines in the air and on paper.          I can make marks to represent my name on a card I have made eg Diwali or Christmas.</p>	<p>I can pretend to read a familiar book.          I can point to the part I like in a familiar book.          I know that books have a beginning and an end.</p> <p>Word reading -I can count and clap syllables in words.          I can recognise my name out of a small selection.          I can recognise familiar words in the local environment eg Aldi, Sainsbury's.</p> <p>Writing -          I can include some letter like shapes in my mark making.          I can copy some letters in my name.          I can tell an adult about my picture or my painting.          I can create representations of people.</p>	<p>I can make a choice about which book I like best.          I can give a reason why I like a specific part in a book.          I can make a simple prediction about what might happen next.</p> <p>Ready for Reception - Links to Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Word reading -I can hear that some words have the same initial sound , eg mat and mummy.          I can recognise my name out of a large selection.          I can recognise some of my friends' names.</p> <p>Ready for reception - Links to Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending.</p> <p>Writing -          I can write some letters in my name independently.          I can write some recognisable letters in my independent writing.          I can give meaning to marks as I write.          I know that writing conveys meaning.</p> <p>Ready for Reception - Links to Writing recognisable letters most of which are correctly formed.</p>
<p>Maths</p>	<p>We follow the 'Master the Curriculum' as part of our maths learning during lessons, as well as having resources available in the provision for children to use independently and to continue their learning throughout the day. As part of daily routine and continuous provision:</p>		



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	<p>Daily self-registration, days of the week; counting how many children in key group, recording amounts in a range of ways; holding up fingers to represent amounts; locating matching numeral on number line; open ended natural objects can be used for counting, weighing, comparing, sharing, making patterns; singing number rhymes and songs.</p>		
	<p>Colours          Matching and sorting          Number 1          Number 2          Pattern</p>	<p>Number 3- 6          Height and length</p>	<p>Sequencing          Positional language          More than/fewer than          Shape 2D and 3D          What comes after?          What comes before?          Numbers composition 1-5</p> <p>Ready for reception links - Have a deep understanding of number to 10, including the composition of each number.</p>
<p>UTWLinks to History, RE, Geography, Science</p>	<p>People and communities-          I enjoy being part of Diwali and the celebration of the festival.          I know people celebrate Christmas by having lights and trees.          Children will learn about different countries/people/celebrations          Past and Present -          I am beginning to talk about experiences in the past, using pictures as a prompt.          I understand and can use the words today and yesterday.          I can enjoy playing with small world figures from the past such as dinosaurs.</p> <p>The natural world -          I can explore different weather, e.g. jumping in puddles, flying a kite.          I know that the leaves on some trees are changing colour and that they will fall off the trees.</p>	<p>People and communities-          I know doctors/ nurses/ dentists help us.          I know we have eggs at Easter.</p> <p>Past and Present -          I can talk about what I have done in Nursery.          I know and can use the word today.          I know that I used to be a baby and that we all start off as babies.</p> <p>The natural world-          I can talk about what the weather is like today.          I know how to recycle rubbish in Nursery. I can use the iPad to take photos of natural objects          I know that a thermometer measures the temperature.</p>	<p>People and communities-          I can name a landmark from near my home. During role-play I can act out a role of a doctor/ nurse/ patient.          I understand people have different celebrations in their homes.</p> <p>Past and Present -          I can talk about my family and the special times we have had.          I can look at photos and reflect upon a past event in Nursery.          Children will reflect on their own family history</p> <p>The natural world -          I know that I need to wear a hat/use sunscreen to protect me from the sun.          I can show care and concern for living things e.g. I need to be gentle when picking worms up.</p>



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	<p>I can sort Autumn leaves according to shape and colour.          I can make an Autumn collection, naming objects such as leaf and conker.</p> <p>Children will be given opportunities to look out at the natural world and discuss changes they see first hand</p>	<p>I know different ways to keep warm outside.          I know that water turns to ice when it is very cold and vice versa.          I know that ice melts when exposed to warmth.          I can identify heat sources that will melt a chocolate button/ice cube eg our hand, the radiator, the sun.</p>	<p>I can name and identify farm animals.          I know that plants need water and sunlight to grow. I can name some parts of a plant eg seed, leaf, stem and roots.          Children will take on a responsibility to care for a living plant</p>
<p><b>EAD</b>Links to music, literacy, Art, DT and Drama</p> <p>Children to be given opportunities to be mindful and in the moment when creating throughout the year.</p>	<p>Being imaginative and expressive -          I can recognise and name some musical instruments.          I can play instruments in different ways (e.g., fast, slow, loud, quiet).          I can join in with action songs/stories and begin to perform in front of others.          I can experiment with creating my own sounds using instruments.</p> <p>Creating with materials-I can choose colours I like to use in my artwork.          I can experiment with using different materials like paper, fabric, and natural objects.          I can recall different role play areas.</p>	<p>Being imaginative and expressive -          I can use instruments to create sounds that represent characters or events in a story.          I can explore how different instruments make different sounds.          I can sing songs that tell a story or have a sequence.          I can join in with call and-response songs and chants.          I can pretend to be something other than I am and understand the characteristics of that role.</p> <p>Creating with materials-          I can explore 3D materials like building blocks and clay.          I can decorate objects with simple details, like adding buttons or stickers.          I know that materials can be joined together using glue and tape.          I know how to draw shapes by connecting lines.          I can print with a range of objects eg shapes, hands, natural objects.</p>	<p>Being imaginative and expressive -          I can extend my role play using my own ideas.          I can participate in a simple musical performance with my peers.          I can remember and perform a sequence of my favourite songs/stories .          I can use my voice to express different emotions when singing.          I can choose instruments or actions to accompany a song or story.</p> <p>Creating with materials-          I can create something by using different techniques (e.g., tearing, scrunching, folding).          I can begin to work with others to make a shared artwork (e.g., group collage).          I can create my own props to enhance my small world play eg draw a road for my cars.          I can draw a recognisable face.          I can draw shapes to represent objects.          I know how to use a paint palette.</p>



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		<p>I can notice what happens when two colours mix together.</p> <p>I can build bridges using blocks and construction materials.</p>	<p>I know that when two or more colours mix together, a new colour will form.</p> <p>I can choose resources to create a structure (eg in junk modelling)</p> <p>I can create enclosures using blocks, construction materials and small world resources.</p>
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