

Physical Development

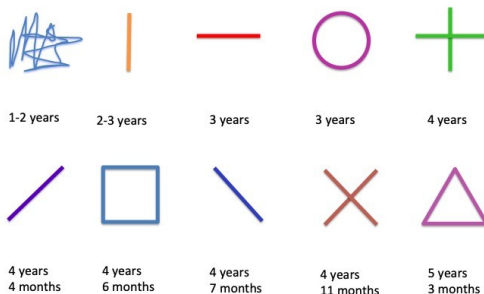
Gross Motor

- Learning to play and learn in our outdoor area & exploring the climbing equipment and slide with confidence
- Taking part in simple running and chasing games with peers; navigating the space without bumping into obstacles
- Developing co-ordination and gross motor skills through cycling and scooting
- Developing gross motor skills through participation in dance discos

Fine Motor

- Mark-making pre-writing shapes using a range of fine motor or mark-making tools (age appropriate pre-writing shapes: I, —, O, +).
- Exploring construction based activities such as Lego and Mobilo to promote small hand movements

Pre Writing Shapes



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Nursery: Autumn Term 1 2026 Curriculum Overview



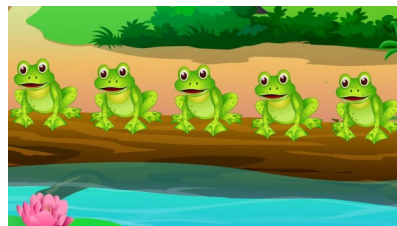
Topic:
All About Me
Big Question:



How am I the same or different to my friends?

Mathematical Development

- Exploring counting to 5 and beyond using songs and nursery rhymes.
- Exploring how we can use our fingers to show numbers when counting.
- Begin to identify that the last number reached when counting identifies the total in the group.
- Exploring comparative language such as 'big/small', 'heavy/light', 'tall/short'.
- Using sand timers to measure the short passing of time e.g. 5 minutes until tidy up time, 10 minutes until home time, 2 minute time-out)
- Using 3D shapes to make models in the construction areas and junk modelling area



Understanding the World

Key Question: Who is in my family?

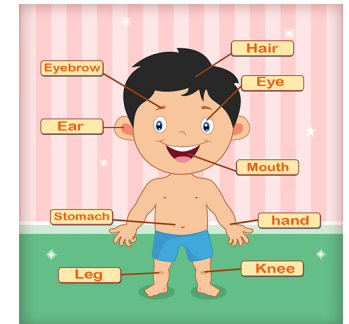
People, Culture and Communities

- Sharing and celebrating significant events through WOW forms from home
- Looking at and sharing pictures of own family including those brought in from home
- Naming the people who are special to us and who is in our family-observing how this might be the same or different to others



The Natural World

- Learning the different parts of our bodies and what they are useful for
- Caring for the outdoor Nursery garden— clearing the weeds which have grown over summer



Past and Present

- Looking at pictures from when we were babies and looking at how we have changed as we have grown
- Talking to our families about what they liked to play with when they were young

Expressive Arts and Design

Key Question: What do I look like?

*Key nursery rhymes for this half term:
Twinkle Twinkle, Humpty Dumpty*

Creating with Materials

- Creating self portraits using a range of different materials e.g. paint, pencils, collage
- Exploring different paint colours and mixing to create new ones– linking colours to emotions e.g. red = angry, blue = sad

Being Imaginative and Expressive

- Exploring different ways of moving and linking to emotions e.g. how do we move when we are angry?
- Singing and joining in with songs and ring games
- Exploring different music and linking to emotions e.g. how does this music make you feel?
- Exploring role-play and small world areas and re-enacting scenarios from home life e.g. making tea



Communication and Language

**Key Vocabulary (across whole topic): family, mum, dad, sister, brother, grandma, grandad, aunt, uncle, cousin, emotion, happy, sad, angry, calm, afraid*

Listening, Attention and Understanding

- Learning to sit and attend for short group carpet sessions (5-10 minutes)
- Phonics: Listening to, exploring and distinguishing between environmental, instrumental and body percussive sounds
- Understanding and responding to simple questions
- Beginning to follow simple instructions when accompanied by visuals
- Understanding key vocabulary (see above*)

Speaking

- Talking and sharing about own family and special events
- Using key vocabulary (see above*)
- Gaining confidence to share as part of a group during carpet sessions

Literacy

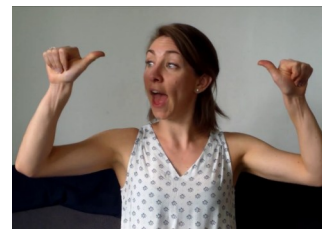
Key Text: Marvellous Me

Reading

- Listening with interest to the story 'Marvellous Me' and other supplementary texts
- Joining in with the Talk for Writing process of learning and retelling a familiar text: joining in with actions, joining in orally retelling the story, using the story map to retell in own words
- Sequencing the story 'Marvellous Me'
- Learning how to choose and access stories and books from the book area of the Nursery

Writing

- Exploring various mark making opportunities e.g. drawing, painting, chalking
- Mark-making/writing 'messages' to family members



Personal, Social and Emotional Development

Building Relationships

- Building relationships with Nursery adults and peers
- Learning names of peers and familiar adults through circle times and welcome songs
- Playing co-operative games in small groups

Managing Self

- Learning where and how to select and use the resources in the Nursery
- Learning where the toilets are in Nursery and beginning to use them without support
- Learning how and where to wash and dry hands after using the toilet
- Learning where the fruit, milk and water are kept in the Nursery and beginning to access these with support.; beginning to recognise when we are hungry or thirsty

Self Regulation

- Learning the Nursery rules and routines with the support of a visual timetable
- Recognising and naming feelings and emotions
- Learning self regulation strategies for when we are angry or sad. e.g. when I am feeling

