



EYFS –Nursery

Curriculum Overview Map 2025-2026

	Autumn 1 Character	Autumn 2 Community	Spring 1 Cultural Roots	Spring 2 Curiosity	Summer 1 Courage	Summer 2 Communication
Core Texts	<p><u>All About Me: My Body, My Routine.</u></p> <p><u>Core Texts:</u></p> <ol style="list-style-type: none"> My first body book. Hello world! My body. Maisy goes to bed From Head to Toe by Eric Carle Hello World! My Body by Isabel Otter Brush, Brush, Brush by Alicia Padron <p><u>Additional texts to read during half term:</u></p> <p>My body NF</p>	<p><u>Helping Hands: Who Keeps Us Safe?</u></p> <p><u>Core Texts:</u></p> <ol style="list-style-type: none"> Emergency! Whose hat is this? Dot the fire dog. Police officers on patrol. Autumn NF. We're going to the dentist/doctors. Christmas books. <p><u>Additional texts to read during half term:</u></p> <p>People who help us Non-Fiction books – ambulance, police, doctor, postman, fire fighter, rescue boat, Autumn. You can't Call</p>	<p><u>The Stories We Keep: Traditional Tales</u></p> <p><u>Core Texts:</u></p> <ol style="list-style-type: none"> Winter NF Jack and the Bean Stalk Three Little Pig Goldilocks and the Three Bears Gingerbread Man The Three Billy Goats Gruff The Enormous Turnip <p><u>Additional texts to read during half term:</u></p> <p>Recipe to make a gingerbread man. NF building a house, pigs, bears, growing a bean, ducklings, vegetables, Winter.</p>	<p><u>Who Lives in the Jungle?</u></p> <p><u>Core Texts:</u></p> <ol style="list-style-type: none"> Walking through the Jungle Dear Zoo Monkey Puzzle Handa's surprise Elmer Tiger who came to Tea Spring NF <p><u>Additional texts to read during half term:</u></p> <p>Elmer collection, Noah's Ark, Little Monkey, The Lonely Giraffe, Say Hello to the jungle animals, A moment like this, We're going on a Lion hunt, The very sleepy sloth, Alan's big scary teeth, Copycat</p>	<p><u>Who Lives at the Farm?</u></p> <p><u>Core Texts:</u></p> <ol style="list-style-type: none"> What can you see at the farm? Noisy Farm by Rod Campbell Chicken Licken Farmyard Hullabaloo by Giles Andreae The Little Red Hen Mrs Wishy Washy's Farm <p><u>Additional texts to read during half term:</u></p> <p>Usborne Farm Books. Non-fiction books – duck, chickens, pig, cow, farm animals, ladybird, milk+ cheese. Recipe to make bread. Chicken Licken, Old Macdonald</p>	<p><u>Who Lives in the Sea?</u></p> <p><u>Core Texts:</u></p> <ol style="list-style-type: none"> Summer NF Commotion in the ocean Rainbow fish. The fish who could wish. I'm the biggest thing in the ocean. Octopants. <p><u>Additional texts to read during half term:</u></p> <p>Tiddler, Mr Seahorse. Bright Stanley, Don't Worry Little Crab, Snail and a Whale, Sharing a shell, Clumsy Crab, Puffin Peter, Shark in the park, Clem and Crab, Catch me if you can. Non-fiction</p>

		and Elephant in an Emergency. Topsy and Tim collection. Cops and Robbers. Mrs Vole the Vet. Follow that fire engine. Fireman Piggywiggy. George catches a cold. Open wide. Ness the Nurse. Get well soon spot. Postman Pat.	The Magic Porridge Pot. Alice in Wonderland, Cinderella, The Elves and the shoemaker, Hansel + Gretel, Puss in boots, What's the time Little wolf, The house that Jack build, The Ugly Duckling, Mixed up fairy tales + You choose fairy tales.	beat, The perfect job for an elephant, Is that a coconut, What's in your pocket, Please Mr Panda, Superchimp. Non-fiction books – Monkey, elephant, tiger, Zebra, Spring	had a farm, That's not my chick, Fluffy chick, Don't count your chickens, The body-tempered ladybird, The pig in the pond, Scarecrows wedding, All pigs are beautiful, Don't be afraid little foal, Icky little duckling.	books – shark, starfish, octopus, fish, dolphin
Songs Rhymes and Poems (Music links)	Head Shoulders Knees and Toes If you're happy and you, know it clap your hands Tommy Thumb Teddy Bear, Teddy Bear Touch your nose. Rock a Bye Baby One finger, one thumb keep moving Five little speckled frogs	Miss Polly had a Dolly Polly Put the Kettle on Pat a cake 10 Little Firefighters Firefighter Song Five little Men Peter Hammer, with one Hammer	In a cottage in a wood There was a Princess A tisket, a tasket The wheels on the bus One two buckle my shoe	Walking through the Jungle Sleeping Lions Jungle Bop Down in the Jungle where nobody goes Nelly the Elephant 5 Cheeky Monkeys	Old McDonald had a farm The farmers in his Den Baa Baa Black Sheep Little Boo Peep This little piggy went to market I went to visit a farm one day Five Little Ducks Five Cheeky Monkeys	Once I caught a fish alive. Baby Shark I'm a little Fish Five little seashells Ten green bottles A sailor went to sea, sea, sea. Row, Row, Row, your boat The Big Ship sails Pirate Job Song Pirate crew song
Expressive Art & Materials (Art & DT links)	Three and Four Year Olds, EAD - Development Matters: <i>Explore different materials freely, to develop their ideas about how to use them and what to make.</i> <ul style="list-style-type: none"> • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. <i>Create closed shapes with continuous lines and begin to use these shapes to represent objects.</i> <ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a face with a circle and including details. 					

	<ul style="list-style-type: none"> • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. <p>Explore colour and colour-mixing.</p>		
	<table border="1"> <tr> <td> <p>Focused Artist Autumn - Warhol</p> <p>“Draw a person” assessment each term. Pumpkin pictures Exploring colour. Firework pictures Painting with primary colours and experiencing colour mixing. Creating faces using a range of materials. Junk modelling different emergency vehicles. Remembrance artwork. Explore colour. Make Diva lamps. Collage different hats Christmas Cards</p> </td> <td> <p>Focused Artist Spring - Rousseau</p> <p>“Draw a person” assessment each term. Create a beanstalk using paints, tissue paper and other materials. Animal masks. Making porridge Making gingerbread men. Valentine’s Day cards. Observational drawings of exotic fruits and flowers. Cutting skills. Paintings of animals inspired by the work of Rousseau. Mother’s Day cards. Easter cards.</p> </td> <td> <p>Focused Artist Summer – Monet</p> <p>“Draw a person” assessment each term. Explore colour mixing and shade. Creating summer collages. Observational drawings and paintings. Under the sea artwork. Make sea creature masks. Create a rainbow fish using a range of colours and materials. Father’s Day cards. Eid cards.</p> </td> </tr> </table>	<p>Focused Artist Autumn - Warhol</p> <p>“Draw a person” assessment each term. Pumpkin pictures Exploring colour. Firework pictures Painting with primary colours and experiencing colour mixing. Creating faces using a range of materials. Junk modelling different emergency vehicles. Remembrance artwork. Explore colour. Make Diva lamps. Collage different hats Christmas Cards</p>	<p>Focused Artist Spring - Rousseau</p> <p>“Draw a person” assessment each term. Create a beanstalk using paints, tissue paper and other materials. Animal masks. Making porridge Making gingerbread men. Valentine’s Day cards. Observational drawings of exotic fruits and flowers. Cutting skills. Paintings of animals inspired by the work of Rousseau. Mother’s Day cards. Easter cards.</p>
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<p>Being Imaginative (Art, Music, DT link)</p>	<p>Three and Four Year Olds, EAD - Development Matters:</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. <p>Listen with increased attention to sounds.</p> <ul style="list-style-type: none"> • Respond to what they have heard, expressing their thoughts and feelings. <p>Remember and sing entire songs.</p> <ul style="list-style-type: none"> • Sing the pitch of a tone sung by another person (‘pitch match’). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. <p>Play instruments with increasing control to express their feelings and ideas</p>		

		<ul style="list-style-type: none"> • Autumn 1- Daily Rhyme Time sessions. • Rhyme time area in continuous provision for children to sing and act out the rhyme of the week. • Autumn 2 onwards- 2 Rhyme Time sessions per week and 2 Tuning into sounds sessions per week (Little Wandle Phonics). • Autumn 2- Christmas performance. • Daily song time throughout the year. • Musical instruments in continuous provision inside and outside throughout the year. • Construction area- a variety of building blocks in different shapes and sizes e.g. duplo, wooden blocks, planks, gutters. • Crates, bricks and tunnels outside. • Small world areas set up in provision to link to story of the week. <p>Home corner well-resourced with familiar items e.g. dolls, utensils, pretend food etc for children to pretend play.</p>				
Understanding the World		<p>Three and Four Year Olds, UTW - Development Matters: <i>Show interest in different occupations.</i> <i>Continue developing positive attitudes about the differences between people.</i> <i>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</i></p> <p>Three and Four Year Olds PSED – Development Matters: <ul style="list-style-type: none"> • <i>Develop their sense of responsibility and membership of a community</i> • <i>Become more outgoing with unfamiliar people, in the safe context of their setting.</i> • <i>Show more confidence in new social situations.</i> <i>Increasingly follow rules, understanding why they are important.</i> <i>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'</i></p>				
	<p>People, culture and communities <i>(Geography, PHSE link)</i></p>	<p>Our family and people who are important to us. Where does my family live? What does my house look like? Exploring emotions and how we feel.</p>	<p>People who help us in our community. Christmas around the world.</p>	<p>Traditional Tales- how are they different to our lives? Tasting foods- porridge.</p>	<p>Comparing different environments – atlas and non-fiction texts</p>	<p>Comparing environments. How are farm animals different to pets? Where do farm animals live? Where do eggs come from? How can we look after animals?</p>

	Events we celebrate (RE + PHSE link)	World Mental Health Day Red card for Racism Diwali Halloween	Bonfire Night Remembrance Day Positive Noticing Day Christmas	Chinese New Year Valentine's Day Ramadan Pancake day	World Book Day Mother's Day Eid Easter	May Day Spring Bank Holiday	Father's Day
	Past + Present (History link)	Explore items used/worn as a baby e.g baby grow, baby boots, dummy, etc. Family events Diwali	Look at old forms of transport	Look at new and old items around the home e.g rotary telephone, typewriter.	Look at dinosaurs and talk about how they are not here now	St George's Day	Look at old and new photos - black and white photos to colour
	The Natural World (Snap Science, Geography link)	<p>Three and Four Year Olds, UTW - Development Matters: <i>Use all their senses in hands-on exploration of natural materials.</i></p> <ul style="list-style-type: none"> • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. <p><i>Explore how things work.</i></p> <ul style="list-style-type: none"> • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. 					
		What is the best material to make a house?	Look at who wears different uniforms and why they need them (hats).	Changing seasons. Welly Wednesday – exploring our natural and local environment.	Changing seasons. Welly Wednesday – exploring our natural and local environment.	Life cycle of a chick. Exploring animals and living things Who lives at the farm?	Exploring objects that float and sink.

		Body parts, senses, growing timeline.	Explore Diwali, compare different cultures, taste traditional food.	Planting and watching beans grow. Learning how to care for plants.	Matching babies and mothers, Spring Signs of Spring- walk on the green space.	What do animals eat?	
	<p>Continuous Provision/Non-negotiable throughout the year:</p> <ul style="list-style-type: none"> • Daily calendar. • Dough disco daily. • Wiggle me into Squiggle- movement daily. • Toast and Self-serve water station. • Self-registration • Autumn 1- Rhyme Time session daily. • Autumn 2 onwards- Rhyme Time 2x per week, Tuning into Sounds 2x per week (Little Wandle Phonics) • Spring Term- name writing for N2s. • Spring Term onwards- Welly Wednesday every week. 						
Gross and fine motor (PE links)	<p>All children to participate in daily dough disco sessions. All children to participate in Wiggle Me into Squiggle programme. Squiggle while you Wiggle- intervention for children who can hold writing tools with good control.</p>						
Hooks, Experiences and Visits	Family tree photographs	Visit from police or Fire brigade	Making Gingerbread man	Fruit Tasting Tiger Tea Party	Living Eggs	Picnic on the Greenspace	
Parental Engagement Opportunities	Parent workshop – Why independent is important Parent dough disco workshop – to develop early writing.	Parent workshop – Let’s sing and rhyme together. Parent Christmas craft workshop – to develop EAD.	Parent workshop – early writing – Squiggle While you Wiggle	Parent Easter craft and egg hunt workshop – to develop CL + PSE + EAD.	Parent workshop – oral health	Summer picnic for parents New to Reception transition day.	

