



*Loving God in all we do*

**St Anne's Catholic Primary School**  
**Nursery; Sparkling Stars Curriculum Overview 2025-2026**

<b>YEAR Nursery 2025-2026</b>	<b>Autumn 1 Healthy Bodies and Healthy Minds</b>	<b>Autumn 2 Our World</b>	<b>Spring 1 We are Explorers</b>	<b>Spring 2 Animal Kingdom</b>	<b>Summer 1 We are Scientists</b>	<b>Summer 2 We are Creative</b>
<b>Overview Breakdown</b>	<b>8 weeks</b>	<b>7 weeks</b>	<b>6 weeks</b>	<b>5 weeks</b>	<b>6 weeks</b>	<b>8 weeks</b>
<b>Topic Themes or areas of interests</b>	All about me Healthy Me- (People who help us) Autumn	Celebrations (Bonfire Night-Fire safety. Diwali) Space Christmas	Winter The Arctic/Antarctic Chinese New Year Valentine's Day	Zoo animals-Vets Pets Farm animals- Farmers Easter	Spring Life Cycles Growth	Summer Holidays/Transport Seaside –Under the Sea Pirates Caring for our Environment-Willow Woods Preparing for school

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b><u>Core Texts</u></b>	<u>Stories on a theme – All about me.</u> We are all different.  <u>Stories on a theme - Autumn</u> Don't Hog the Hedge	<u>Stories on a theme – Diwali</u> Dipal's Diwali  <u>Stories on a theme – Space</u> Billy Bean's Dream	<u>Stories on a theme – Winter</u> 10 Little Lights  <u>Stories on a theme – Arctic/Antarctic</u> Runaway Iceberg	<u>Stories on a theme – Zoo</u> Zoo Vet  <u>Stories on a theme – Pets</u> Formidable Sid	<u>Stories on a theme – Spring</u> Jasper's Beanstalk Treasures in the garden  <u>Stories on a theme – Life-cycles</u>	<u>Stories on a theme – Under the Sea</u> The Under Sea Cleaning Spree

	<p><u>Nursery Rhymes/ Songs</u>  If your happy and you know it  Heads,shoulders.knees and toes  My Body song  I have 10 little fingers  Autumn leaves  Autumn Colours  I'm a little hedgehog</p>	<p><u>Stories on a theme- Christmas</u>  The Magic Collar</p> <p><u>Nursery Rhymes/ Songs</u>  Firework number rhyme  I'm a firefighter song  5 little men in a flying saucer  Twinkle Twinkle  Space themed counting rhyme  Here we go round the Christmas Tree  5 little elves  Father Christmas song</p>	<p><u>Nursery Rhymes/ Songs</u>  A little frosty snowman  I'm a little penguin  5 little polar bears  It is snowing  5 little dragons</p>	<p><u>Stories on a theme – Farm</u>  Wake up Time on Bumble Farm</p> <p><u>Nursery Rhymes/ Songs</u>  5 Little monkeys swinging in a tree  Elephants have wrinkles  5 little bunnies  Old McDonald  Jumping up and down on a tractor  Sleeping Easter Bunnies</p>	<p>The Hungry Caterpillar  The perfect ribbit</p> <p><u>Stories on a theme – Growth</u>  Billy Goats Gruff</p> <p><u>Nursery Rhymes/ Songs</u>  Spring song  Daffodil finger rhyme  Tiny caterpillar on a leaf  5 little ducks  Ladybirds number rhyme  Here is the beehive</p>	<p><u>Nursery Rhymes/ Songs</u>  1,2,3,4,5  5 little fishes  Under the sea song</p> <p>Children's favourite songs ready for Graduation</p>
<p><b><u>Possible books and non-fiction texts</u></b></p>	<p>Children's favourite stories.</p> <p>My family stories.</p> <p>Little Acorns</p> <p>Non-fiction People who help us stories</p>	<p>Sparks in the sky</p> <p>Charlie the Firefighter</p> <p>Non- fiction stories-space  Back to Earth with a bump</p> <p>Nativity Story</p> <p>Christmas story.</p>	<p>Non-fiction- countries</p> <p>Chinese New Year story</p> <p>Dragons in the City</p>	<p>Wild Animal stories</p> <p>Non-fiction books- animals</p> <p>Farmyard stories</p> <p>Saving Easter</p>	<p>Gingerbread Man</p> <p>The Cautious Caterpillar</p> <p>The bad tempered Ladybird  Bug's big trip</p> <p>Non-fiction bug books</p>	<p>Under the sea stories</p> <p>Pirate stories</p>

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Personal, Social and Emotional Development</u>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations</p>	<p>Play with one or more other children, extending and elaborating play ideas</p> <p>Understand gradually how others might be feeling.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Make healthy choices about food, drink, activity and toothbrushing.</p> <p>Be increasingly independent in meeting their own need, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Remember rules without needing an adult to remind them.</p>	<p>Develop appropriate ways of being assertive.</p>	<p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>	<p>Consolidate all</p>
<u>Communication and Language</u>	<p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</p>	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p> <p>Use longer sentences of four to six words.</p>	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p> <p>.Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'</p>	<p>Be able to express a point of view and debate when they disagree with an adult or friend, using words as well as actions.</p> <p>Use talk to organise themselves and their play: Let's go on a bus .... You sit there.... I'll be the driver"</p> <p>Sing a large repertoire of songs.</p>	<p>.Reinforce and consolidate skills in preparation for Reception</p>

			Start a conversation with an adult or a friend and continue it for many turns.	Know many rhymes, be able to talk about familiar books, and be able to tell a long story	Use a wider range of vocabulary	
<u>Physical Development</u>	<p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p><b>PE Lesson</b> Fundamental Motor skills. Listening Games</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Show a preference for a dominant hand.</p> <p><b>PE Lesson</b> Fundamental skills; Theme: Magic</p>	<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p> <p><b>PE Lesson</b> Perform Dance (WLSP)</p>	<p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams</p> <p><b>PE Lesson</b> Fundamental skills: Theme Jungle</p>	<p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p><b>PE Lesson</b> Team Building Skills</p>	<p>. Consolidate skills in preparation for Reception</p> <p><b>PE Lesson</b> Outdoor Athletics</p>
<u>Literacy</u>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>-print has meaning</li> <li>-print can have different purposes</li> <li>-we read English text from left to right and from top to bottom</li> </ul>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>-spot and suggest rhymes</li> <li>-count or clap syllables in a word</li> </ul>	<p>Recognise words with the same initial sound, such as money and mother</p>	<p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Write some letters accurately.</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p>	<p>Reinforce and consolidate</p>

	-the names of the different parts of a book -page sequencing  <u><b>Bug Club Phase 1 General sounds</b></u>  <u><b>Environmental Sounds</b></u> Aspect 1	<u><b>Bug Club Bug Club Phase 1</b></u>  <u><b>Environmental Sounds</b></u> Aspect 1  <u><b>Instrumental Sounds</b></u> Aspect 2  Consolidate and Assessment	<u><b>Bug Club Phase 1</b></u>  <u><b>Body Percussion</b></u> Aspect 3  <u><b>Rhythm and Rhyme</b></u> Aspect 4  Consolidate all of phase 1 Aspects Assessment	<u><b>Bug Club Phase 1</b></u>  <u><b>Rhythm and Rhyme</b></u> Aspect 4  <u><b>Alliteration</b></u> Aspect 5  Consolidate all of phase 1 Aspects Assessment	<u><b>Bug Club Phase 1</b></u>  <u><b>Voice Sounds</b></u> Aspect 6  <u><b>Oral Blending and segmenting</b></u> Aspect 7  Consolidate all of phase 1 Aspects Assessment	<u><b>Bug Club Phase 1</b></u>  <u><b>Oral Blending and segmenting</b></u> Aspect 7  Consolidate all of phase 1 Aspects Assessment
<u>Mathematics</u>	<u><b>White Rose Maths Schemes</b></u> More than, fewer than, same Explore and build with shapes and objects. Explore repeats Hear and say number names. Begin to order number names. I see 1,2,3  Consolidate Terms learning.	<u><b>White Rose Maths Schemes</b></u> Join in with repeats Explore position and space. Show me 1,2,3. Move and label 1,2,3. Explore position and routes. Explore own patterns.  Consolidate Terms Learning	<u><b>White Rose Maths Schemes</b></u> Take and give 1,2,3. Match, talk, push and pull. Talk about dots Compare and sort collections. Lead own repeats.  Consolidate Terms Learning	<u><b>White Rose Maths Schemes.</b></u> Start to puzzle. Making patterns together. Make Games and actions. Show me 5  Consolidate Terms Learning	<u><b>White Rose Maths Scheme</b></u> My own pattern Start to puzzle. Making patterns together. Make Games and actions. Show me 5  Consolidate terms learning Consolidate Terms Learning	<u><b>White Rose Maths Scheme</b></u> My own pattern Stop at 1,2,3,4,5 Match, sort and compare  Consolidate Learning
<u>Understanding the World</u>	Begin to make sense of their own life-story and family's history	Use all their senses in hands-on exploration of natural materials.  Explore collections of materials with similar	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	Talk about the differences between materials and changes they notice	Explore and talk about different forces they can feel	Reinforce and consolidate in preparation for Reception

	<p>Continue developing positive attitudes about the differences between people</p> <p>Show interest in different occupations</p> <p><b>Science</b> Seasonal Changes Name the season, discuss their observations, hibernation</p> <p>Animals including humans Make sense of their own family history – lifecycle Show interest in different occupations</p> <p>Everyday materials Compare/sort and group Autumnal materials</p> <p><b>History</b> Myself and Family History Look at our families, compare differences.</p>	<p>and/or different properties.</p> <p><b>Science</b> Earth and Space Talk about different planet names, moon</p>	<p>Explore how things work</p> <p><b>Science</b> Seasonal Changes Name the season, discuss their observations, compare changes to ice/snow</p> <p>Living things and their habitats Talk about the habitats and countries that animals live in.</p> <p>Everyday Materials Compare natural materials</p>	<p>Talk about what they see, using a wide vocabulary</p> <p>Plant seeds and care for growing plants.</p> <p><b>Science</b> Living things and their habitats Learn to care for other animals</p> <p>Animals including humans Learn to care for animals</p>	<p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p> <p><b>Science</b> Seasonal Changes Name the season, discuss their observations Living things and their habitats Explore their surrounding environments and discover what lives there Animals including humans Lifecycles of different mini beasts and a duck. Names of animals and their babies</p> <p>Plants Learn how to plant a seed, what it needs to grow, lifecycle of a plant, observe changes</p>	<p><b>Science</b> Everyday materials Compare objects that float/sink</p>
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<a href="#">Expressive arts and design</a>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar</p> <p>Explore different materials freely, to develop their ideas about how to use them and what to make</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Develop their own ideas and then decide which materials to use to express them.</p>	<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Use drawing to represent ideas like movement or loud noises.</p>	. Consolidate skills in preparation for Reception

	Listen with increased attention to sounds.	Explore colour and colour-mixing.  Sing the pitch of a tone sung by another person ('pitch match').  <b>Collage: Artistit Kadinsky</b> Make collages using triangles and circles	Join different materials and explore different textures.  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  <b>Collage: Artist Matisse</b> Use this technique to create an arctic/Antarctic background	Remember and sing entire songs  <b>Painting: Aboriginal Art</b> To fill in outlines of favourite animals	Play instruments with increasing control to express their feelings and ideas.  Create their own songs or improvise a song around one they know  <b>Painting: Artist Georgia O'Keefe</b> Observational Spring flower paintings	
<b>RE</b>	Creation and Covenant	Prophecy and Promise	Galilee to jerusalem	Desert to garden	To the ends of the Earth	Dialogue and Encounter
<b><u>Serving our community</u></b>	Make thank you pictures for People Who Help Us		Paint an Easter Pebble and create a pathway into Church to spread cheer		Father's Day – Inviting Dad's and Grandad's into School for a stay and play session.	
<b>RSE: God made us all unique but he loves us all.</b>						