



*Loving God in all we do*

## St Anne's Catholic Primary School

### Nursery; Giggle Tots Curriculum Overview 2025-2026

YEAR Nursery 2025-2026	Autumn	Spring	Summer
RSE	To explore that the wonder of being special and unique		
Overview Breakdown	<b>Autumn 1</b> Healthy Bodies/Healthy Minds 8 weeks <b>Autumn 2</b> Our World 7 weeks	<b>Spring 1</b> We Are Explorers 6 weeks <b>Spring 2</b> Animal Kingdom 5 weeks	<b>Summer 1</b> We Are Scientists 6 weeks <b>Summer 2</b> We Are Creative 8 weeks We Are Eco Warriors and We Care
Topic Themes or areas of interests	All about me Healthy Me- (People who help us) Autumn Celebrations (Bonfire Night-Fire safety. Diwali) Space	Winter The Arctic/Antarctic Chinese New Year Valentine's Day Zoo animals-Vets Pets Farm animals- Farmers	Spring Life Cycles Growth Summer Holidays/Transport Seaside –Under the Sea Pirates

	Christmas	Easter	Caring for our Environment-
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Core texts / possible books and Non-Fiction Texts.

All the children are encouraged to bring their favourite books from home or the library to share with their friends in our Story times.

	Autumn	Spring	Summer 1
<u>Core Texts</u>	<p>Wind the Bobbin up I am the Music Man</p> <p>The Gruffalo The Seasons</p> <p>Stick Man</p> <p>Incey Wincey Spider</p> <p>Whatever next</p> <p><u>Nursery Rhymes/ Songs</u> Wind the Bobbin up Open them Shut them Pat a cake If your happy and you know it Gruffalo song Funny Face song 5 Little men in a flying saucer Twinkle Twinkle Miss Polly had a Dolly</p>	<p>Dear Zoo I don't want to go to bed. We're going on a bear hunt Peace at Last 5 Minutes Peace Rabbits nap Harold's Worst Nightmare Duck in a truck Hungry Frog The Green Tractor Spots Tractor</p> <p><u>Nursery Rhymes/ Songs</u> 5 Little monkeys jumping on the Bed Hickory Dickory Dock Round and round the Garden Teddy Bear Teddy Bear Baa Baa Black Sheep Mary had a little lamb The wheels on the truck 5 Little speckled frogs 5 Little ducks</p>	<p>Shark in the Park Brilliant Boats Row, row , row Your Boat</p> <p><u>Nursery Rhymes/ Songs</u> 6 little ducks I'll plant a little seed I'm a little flower pot It's raining it's pouring I'll plant a little seed Baby Shark 1,2,3,4,5 Once I caught a fish alive Fish are swimming 5 Little fish</p>

<b><u>Possible books and non-fiction texts</u></b>	<p>Children's favourite stories.</p> <p>Non-fiction People who help us stories</p> <p>Nativity Story</p> <p>Christmas story</p>	<p>Non-fiction- countries</p> <p>Wild Animal stories</p> <p>Non-fiction books- animals</p> <p>Farmyard stories</p>	<p>Gingerbread Man</p> <p>Under the sea stories</p> <p>Pirate stories</p>
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	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Personal, Social and Emotional Development</u>	<ul style="list-style-type: none"> <li>Find ways of managing transitions, for example from their parent to their key person</li> <li>Thrive as they develop self-assurance</li> <li>Play with increasing confidence on their own, and with other children because they know their key person is nearby</li> <li>Feel strong enough to express a range of emotions</li> <li>Grow in independence, rejecting help. Sometimes this leads to feelings of frustration and tantrums</li> </ul>	<ul style="list-style-type: none"> <li>Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>Be increasingly able to talk about and manage their emotions.</li> <li>Learn to use the toilet with help, and then independently</li> </ul>	<ul style="list-style-type: none"> <li>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> <li>Develop friendships with other children.</li> <li>Safely explore emotions beyond their normal range through play and stories.</li> <li>Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</li> </ul>

<a href="#">Communication and Language</a>	<ul style="list-style-type: none"> <li>• Listen to simple stories and understand what is happening with the help of the pictures.</li> <li>• Identify familiar objects and properties.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and act on longer sentences like 'make teddy jump' or 'find your coat'</li> <li>• Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</li> <li>• Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to other people's talk with interest, but can easily be distracted by other things.</li> <li>• Start to say how they are feeling, using words as well as actions.</li> <li>• Start to develop conversation, often jumping from topic to topic.</li> <li>• Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</li> <li>• Listen to simple stories and understand what is happening, with the help of pictures</li> </ul>
<a href="#">Physical Development</a>	<ul style="list-style-type: none"> <li>• Develop manipulation and control.</li> <li>• Explore different materials and tools</li> <li>• Use large and small skills to do things independently</li> <li>• Show an increasing desire to be wanting to be independent</li> </ul>	<ul style="list-style-type: none"> <li>• Clap and stamp to music.</li> <li>• Enjoy starting to kick, throw and catch balls.</li> <li>• Build independently with a range of resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Start eating independently and learning how to use a knife and fork.</li> <li>• Develop manipulation and control.</li> <li>• Explore different materials and tools.</li> </ul>

<a href="#">Literacy</a>	<ul style="list-style-type: none"> <li>• Enjoy songs and rhymes, tuning in and paying attention.</li> <li>• Join in with songs and rhymes, copying sounds, rhythms , tunes and tempo</li> <li>• Say some of the words in songs and rhymes</li> <li>• Copy finger movements and other gestures</li> <li>• Sing songs and say rhymes independently</li> </ul> <p>Phase 1 Phonics Environmental Sounds</p>	<ul style="list-style-type: none"> <li>• Enjoy sharing books with an adult .</li> <li>• Pay attention and respond to the pictures or the words.</li> <li>• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> <li>• Repeat words and phrases from familiar stories.</li> <li>• Ask questions about the book. Makes comments and shares their own ideas.</li> <li>• Develop play around favourite stories using props</li> </ul> <p>Phonics: Phase 1 Environmental sounds Instrumental Sounds</p>	<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <ul style="list-style-type: none"> <li>• Enjoy drawing freely.</li> <li>• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>• Make marks on their picture to stand for their name</li> </ul> <p>Phonics Phase 1 Environmental Sounds Instrumental sounds Body Percussion</p>
<a href="#">Mathematics</a>	<ul style="list-style-type: none"> <li>• .Take part in finger rhymes with numbers</li> <li>• React to changes in amounts in a group of up to three items</li> <li>• Compare amounts, saying 'lots', 'more' or 'same'</li> </ul>	<ul style="list-style-type: none"> <li>• Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> <li>• Count in everyday contexts, sometimes skipping numbers – '1-2-3-5.'</li> <li>• Build with a range of resources.</li> <li>• Complete inset puzzles</li> </ul>	<p>Compare sizes, weights etc. using gesture and language – 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'.</p> <ul style="list-style-type: none"> <li>• Notice patterns and arrange things in patterns</li> </ul>
<a href="#">Understanding the World</a>	<ul style="list-style-type: none"> <li>• Explore materials with different properties</li> </ul>	<p>Explore and respond to different natural phenomena in their setting</p>	<ul style="list-style-type: none"> <li>• Make connections between the features of their family and other families.</li> <li>• Notice differences between people</li> </ul>

	<ul style="list-style-type: none"> <li>• Explore natural materials, indoors and outdoors</li> </ul>		
<a href="#">Expressive arts and design</a>	<ul style="list-style-type: none"> <li>• Move and dance to music</li> <li>• Explore their voices and enjoy making sounds</li> <li>• Join in with songs and rhymes, making some sounds</li> <li>• Explore a range of sound makers and instruments and play them in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Start to make marks intentionally.</li> <li>• Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.               <ul style="list-style-type: none"> <li>• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.</li> <li>• Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.</li> <li>• Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. •</li> <li>Use their imagination as they consider what they can do with different materials.</li> <li>• Make simple models which express their ideas</li> </ul>