



**St Mary and St Paul's Primary  
Nursery 2024/25**

<b>Current Year</b>	<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>Festivals/ Celebrations</b>	Birthdays Season – Autumn Diwali Bonfire Night Advent		Birthdays Seasons – Winter/Spring Chinese New Year Shove Tuesday Mother's Day Easter		Birthdays Seasons – Summer Tanabata Festival	
<b>Curriculum Focus</b>	R.E - The Blackburn Diocesan Board of Education - Questful RE					
	Harvest	Advent	Easter			
	I am Special		Special People		Stories Jesus heard Special Times	
	<b>NEW STARTERS</b>		<b>NEW STARTERS</b>		<b>NEW STARTERS</b>	
<b>Focused Questions</b>  <b>EYFS FOCUS</b>	Will you be my friend?	What does that bright star mean?	Can we have a pet penguin?	Brown Bear, Brown Bear, what can you see?	Who is afraid of the big bad wolf?	Who lives in a house like this?
<b>Curriculum Focus</b>	PSED					
<b>Links to PSHE Association SOL</b>	<b>Relationships</b>		<b>Living in the wider world</b>		<b>Health and Well-being.</b>	
	Using the internet and digital devices, communicating online, keeping safe online.					
	Families and Friends	Safe Relationships	Belonging in the community	Money and Work	Physical health and well being	
<b>Curriculum Focus</b>	<b>Physical Development</b>					
	Introduction to P.E	Basic Skills	Ball skills	Gymnastics	Dance	Games



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		Throughout the year children will: <ul style="list-style-type: none"> <li>● Move confidently in a range of different ways on different levels at varying speeds during multi-skills and outdoor provision</li> <li>● Build up confidence when balancing and travelling during gymnastics and outdoor provision</li> <li>● Develop both their gross and fine motor skills to aid their readiness to become writers</li> <li>● To be confident when mark making, holding tools appropriately and practicing name writing throughout the whole year.</li> <li>● Be independent with toileting/coats/snack time</li> </ul>				
<b>Curriculum Focus</b>	<b>Communication and Language</b>					
<i>Language support/intervention will be given using Welcomm resource.</i>		Throughout the year children will: <ul style="list-style-type: none"> <li>● Learn to speak with confidence during circle/carpet times</li> <li>● Learn to listen and respond appropriately with relevant comments, questions or actions.</li> <li>● Have opportunities to have conversations and develop vocal sound formation in doing this.</li> <li>● To respond to instructions and directions through adult initiated/led and child led activities</li> <li>● Use appropriate story language to re-enact/re-tell simple and familiar stories.</li> <li>● Learn new vocabulary relating to PoR Units and project work on festivals and seasons.</li> </ul>				
<b>Curriculum Focus</b>	<b>Literacy</b>					
<b>Text</b>	Owl Babies	The Nativity Story	Lost and Found	The Tiny Seed	The Three Little Pigs	Goldilocks and the three Bears
<b>Opportunities for mark making/writing.</b>		Throughout the year children will: <ul style="list-style-type: none"> <li>● Be provided with mark making and writing opportunities throughout all aspects of the indoor and outdoor environment, covering all genres and linking to PoR units.</li> <li>● Give meaning to marks made/drawings and develop forming recognisable marks and writing letters accurately.</li> <li>● Write some or all of their name.</li> </ul>				
<b>Phonics</b>	Phase 1 Environmental sounds	Phase 1 Instrumental Sounds  RWIinc – oral and blending Set 1 sounds	Phase 1 Rhythm and Rhyme	Phase 1 Alliteration RWIinc – oral and blending Set 1 sounds	Phase 1 Oral Blending and Segmenting. RWIinc – oral and blending Set 1 sounds	



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<b>Reading</b>	<p>Throughout the year children will:</p> <ul style="list-style-type: none"> <li>● Understand the five key concepts about print: <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> <li>- the names of the different parts of a book and page sequencing</li> </ul> </li> <li>● Engage in extended conversations about stories, learning new vocabulary.</li> <li>● Looks at and enjoys books and digital books independently.</li> </ul>				
<b>Curriculum Focus</b>	<b>Maths</b> <i>Throughout the year use of Master the Curriculum.</i>				
<b>Autumn Starters:</b> <b>Number songs</b>	<b>Colour</b> <ul style="list-style-type: none"> <li>● Red</li> <li>● Blue</li> <li>● Yellow</li> <li>● Green</li> <li>● Purple</li> <li>● Mix of colour</li> </ul>	<b>Matching</b> <ul style="list-style-type: none"> <li>● Buttons and colours</li> <li>● Matching towers</li> <li>● Matching shoes</li> </ul>	<b>Sorting</b> <ul style="list-style-type: none"> <li>● Colour</li> <li>● Size</li> <li>● Shape</li> </ul> What do you notice? <ul style="list-style-type: none"> <li>● Guess the rule</li> <li>● Guess the rule</li> </ul>	<b>Number</b> <ul style="list-style-type: none"> <li>● Subitising- dice pattern</li> <li>● Subitising- random pattern</li> <li>● Subitising- different sizes</li> <li>● Counting</li> <li>● Numeral</li> </ul>	<b>Pattern</b> <ul style="list-style-type: none"> <li>● Extend AB</li> <li>● Colour patterns</li> <li>● Extend AB</li> <li>● Outdoor Patterns</li> <li>● AB Movement Pattern</li> <li>● Fix my Pattern</li> <li>● Extend</li> <li>● ABC Colour patterns</li> <li>● Extend ABC</li> <li>● Outdoor Patterns</li> </ul>
<b>Spring Starters:</b> <b>Number songs</b>	<b>Number</b> Number 3-6 Subitising 1:1 counting Numerals/Triangles Squares/rectangles Pentagons Composition 3-6 Introduce 10 frame	<b>Height &amp; Length</b> <ul style="list-style-type: none"> <li>● Tall and short</li> <li>● Long and short</li> <li>● Tall/long and short</li> </ul>	<b>Capacity</b>	<b>Consolidation</b> <ul style="list-style-type: none"> <li>● 0-5</li> </ul>	



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<b>Summer Starters – subitising and revision</b>	<b>Mass</b> <ul style="list-style-type: none"> <li>● Relate to books</li> <li>● 3 little pigs</li> <li>● Goldilocks</li> </ul>	<b>More than/fewer than</b> <ul style="list-style-type: none"> <li>● One more</li> <li>● One less</li> </ul>	<b>Shape</b> <ul style="list-style-type: none"> <li>● 2D Revisit pattern from Autumn</li> <li>● 3D Revisit pattern from Autumn</li> </ul>	<b>Number composition</b> <ul style="list-style-type: none"> <li>● 1 – 5 Revision</li> </ul>	<b>Night and Day</b> Order events in their day at nursery. What happens day/night	<b>Positional Language</b>
<b>Curriculum Focus</b>	<b>Understanding of the world</b> <i>Throughout the term's children will observe the weather and seasons exploring change</i>					
	Experiences: Autumn Walk		Experiences: Fireman/Police Visit		Experiences: Storyteller's Cave	
<b>People and Communities</b>	Throughout the year children will: <ul style="list-style-type: none"> <li>● Show interest in the lives of people who are familiar to them.</li> <li>● Remembers and talks about significant events in their own experiences. (Recalling special times and events with families)</li> </ul>					
<b>The World</b>	<ul style="list-style-type: none"> <li>● Show interest in different occupations.</li> <li>● Comment and ask questions about aspects of their familiar world.</li> </ul>					
<b>Technology</b>	<ul style="list-style-type: none"> <li>● Talks about why things happen and how things work.</li> <li>● Developing an understanding of growth and decay and so care and concern for living things.</li> <li>● Know how to operate simple equipment using a remote control/navigate a touch capable technology.</li> <li>● Show interests in real objects such as cameras, touchscreen devices</li> <li>● Knows that information can be retrieved from digital devices and the internet.</li> <li>● Plays with a range of materials to learn cause and effect.</li> </ul>					
<b>Curriculum Focus</b>	<b>Expressive Arts and Design</b>					
<b>Being Imaginative and Expressive</b>	Throughout the year children will: <ul style="list-style-type: none"> <li>● Exploring, responding and learning through sound and movement. (moving singing, dancing, rhyme) expressing experiences and feelings</li> </ul>					
<b>Creating with materials</b>	<ul style="list-style-type: none"> <li>● Exploring colour and how they change.</li> <li>● Using mark making and drawings to represent actions, imagination, observation and experience.</li> <li>● Using different construction materials and tools for purpose.</li> <li>● Engaging in imaginative play and using resources to create props to support play.</li> </ul>					
<b>Focus Artist - Who is .....?  Create art in the style of .....</b>	<b>Autumn</b>  <p align="center">Jackson Pollock</p>		<b>Spring</b>  <p align="center">Eric Carle</p>		<b>Summer</b>  <p align="center">Kandinsky</p>	



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