



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

Current Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Festivals/ Celebrations	Birthdays Season – Autumn Diwali Bonfire Night Advent		Birthdays Seasons – Winter/Spring Chinese New Year Shrove Tuesday Mother's Day Easter		Birthdays Seasons – Summer Tanabata Festival	
Curriculum Focus	R.E - The Blackburn Diocesan Board of Education - Questful RE					
	Harvest	Advent	Easter			
	I am Special		Special People		Stories Jesus heard Special Times	
	NEW STARTERS		NEW STARTERS		NEW STARTERS	
Focused Questions EYFS FOCUS	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?
Curriculum Focus	PSED					
Links to PSHE Association SOL	Relationships		Living in the wider world		Health and Well-being.	
	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	
Curriculum Focus	Physical Development					
	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"> ● Move confidently in a range of different ways on different levels at varying speeds during multi-skills and outdoor provision ● Build up confidence when balancing and travelling during gymnastics and outdoor provision ● Develop both their gross and fine motor skills to aid their readiness to become writers ● To be confident when mark making, holding tools appropriately and practicing name writing throughout the whole year. ● Be independent with toileting/coats/snack time 				
Curriculum Focus	Communication and Language					
<i>Language support/intervention will be given using Welcomm resource.</i>		Throughout the year children will: <ul style="list-style-type: none"> ● Learn to speak with confidence during circle/carpet times ● Learn to listen and respond appropriately with relevant comments, questions or actions. ● Have opportunities to have conversations and develop vocal sound formation in doing this. ● To respond to instructions and directions through adult initiated/led and child led activities ● Use appropriate story language to re-enact/re-tell simple and familiar stories. ● Learn new vocabulary relating to PoR Units and project work on festivals and seasons. 				
Curriculum Focus	Literacy					
Text	Owl Babies	The Nativity Story	Lost and Found	The Tiny Seed	The Three Little Pigs	Goldilocks and the three Bears
Opportunities for mark making/writing.		Throughout the year children will: <ul style="list-style-type: none"> ● 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. ● Give meaning to marks made/drawings and develop forming recognisable marks and writing letters accurately. ● Write some or all of their name. 				
Phonics	Phase 1 Environmental sounds	Phase 1 Instrumental Sounds RWlinc – oral and blending Set 1 sounds	Phase 1 Rhythm and Rhyme	Phase 1 Alliteration RWlinc – oral and blending Set 1 sounds	Phase 1 Oral Blending and Segmenting. RWlinc – oral and blending Set 1 sounds	



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



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



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