



Year Group: Nursery

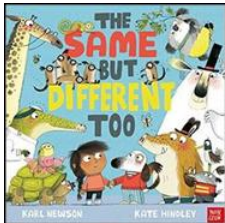
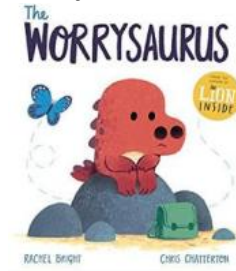
Value Focus: Contribute

AUTUMN TERM 1 School Year 2025-2026

Curriculum Theme: **Let's make friends**

RRS Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

	Week 1 30 th August 2026	Week 2 7 th September 2026	Week 3 14 th September 2026	Week 4 21 st September 2026	Week 5 28 th September 2026	Week 6 5 th October 2026	Week 7 12 th October 2026	Week 8 19 th October 2026
Whole School Events	Monday Holiday Tuesday INSET	Establishing Week 2 Welcome Meetings Elections Curriculum Newsletters Home	Job Centre and Clubs start	Tennis Coaching Photo Day	Parents Evening National Poetry Day	Parents’ Evenings Year 3 to Horniman	Attendance Focus Fortnight	Attendance Focus Fortnight Attendance Reward
Curriculum Monitoring	Establishing Week	Planning	Presentation	RWI	Planning	Writing/Kinetic Letters	Maths	Books of Wonder (RE & P4C)
Enrichment (Trips/Visits)			Parliament Trip Tennis Coaching	Y6 Junior Citizens	BHM Year 6 Junior Citizen Y6/Y7 Picnic	H’Man -Year 3	Year 6 Residential	Year 5 Residential
PSED	Introduce classroom/ school rules and routines showing understandi ng of other people’s needs including the adults who	Play some circle-time games, observe confidence, social skills and turn taking.	Set up activities that encourage children to take turns and share, such as puzzles and small-world activities, and observe the children as they play. This could also be an opportunity to observe how they interact with each other, manage disagreements and wait for what they want.		Observe children as they enter school. Use the start of the day and other transition times throughout the day to observe how children separate from their parents/carers, follow routines and how they begin to form positive attachments and interact with adults and children.		Display the Zones of Regulation chart. Encourage the children to recognise and talk about their feelings by identifying how they are feeling each day.	Time to Celebrate Celebrating Diwali

	work in the setting						
Com & Lang	During story time, observe how children are listening and responding. Listening for children's responses.	Expressing needs and wants Encourage verbal or physical response for the register Joining in with familiar songs and chants	Story language – openers Once upon a time... A long time ago...	Asking and answering questions-related to home life.	Similarities and differences We have... I have...	I am happy when.. makes me feel sad	
English	Establishing Week (Nursery staggered intake) Settling in texts (Colour Monster/Colour Monster goes to school)		Same but different too 		Worrysaurus 		
Vocabulary	emotions, jumbled, separate, , happiness, sadness, lonely, washes over, stamp out, unfair, disappear, fear, afraid, courage, shadows, calm, swaying, breathe, peace, different		<i>same, different, playful, fewer, above, below, alone, crowd</i> various animal names		trail, plotted, sketched, planned, storm, freed, fears, fret		
Writing	Explore mark making opportunities- inside/outside of class		Identify and match opposites		Creating their own 'Happy Boxes' Annotate what to put in their boxes		
Maths	Exploring Maths areas both inside and outside. Joining in with counting songs	Counting songs. Sorting objects into groups of three Explore three sided shapes	Continue with counting songs at the start/end of each session.		Write numbers 1-5 , children represent the numbers adding the correct	Children create a tally of how many leaves, stones, woodlouse etc using clip boards	

			Making homes out of 2D /3D shapes	Create a tally chart of birds/wildlife in our school garden Discuss which birds we see more/less of.	number of stones, twigs, leaves etc to the number	they can find in the Forest School
Physical Development	Taking risks and exploring equipment in the playground. Using the big crates and blocks to build.	Use lunch or snack time as an opportunity to discuss making healthy choices and how the children wash their hands.	FMS Small world – use of lollipop sticks and blutac/playdoh to make freestanding houses GMS Outdoors -den building Building a secure structure using crates/poles/wooden bricks	FMS Name writing, mark making/ writing names of family members GMS Den building – indoors/outdoors. Make a safe/cosy den to relax and read in with your friends.	FMS Collect sticks and twigs Make different pictures/structures using these. GMS Sweep up the leaves in the outdoor area See how many containers we can fill with the leaves (link to maths)	
UW	Exploring Sensory Garden		Natural World Explore making homes (sandcastles) out of dry/wet sand. Testing how much water is needed to make a free-standing home. People/Communities Show photographs of homes from around the world.	Natural World Make a bird feeder to put in the school garden (be careful of allergies children may have when	Natural World/PCC On a local walk – provide clipboards for children to draw buildings/houses of interest. Look carefully at the features	Natural World Take children on a nature hunt to identify different types of trees and plants. Collect different kinds of leaves. Explore how they are different, find different ways of sorting these. Explore how trees change during the different seasons

				handling ingredients)	of the buildings – who do they think might live there?		
Expressive Art & Design	Begin creating RRSA display	Exploring the colours of the zones of regulation	Use junk modelling to create different homes from around the world	Painting/drawing family members. Create a framed painting to display in the home corner.	In advance ask family members to provide familiar songs from home to share with the rest of the class.	Create a 'Happy Box'.	Symmetrical patterns
Outcomes	Settling children in			Family portraits in home corner	Perform familiar songs to the rest of the class	Boat floating	Diwali picture