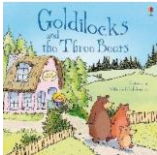
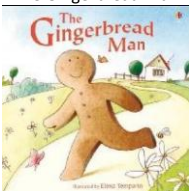
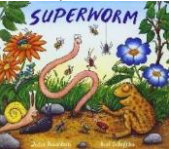
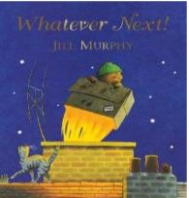
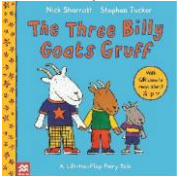
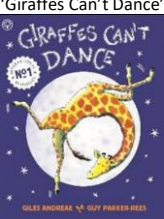
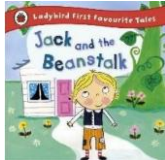
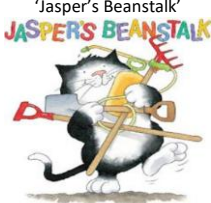




Nursery Curriculum Overview 26/27

St James Church of England Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme 	Amazing Me  "As we start school, it is important to learn all about myself and how I am an important member of my new class."	Christmas  "As Christmas approaches, let's explore celebrations from our own and other cultures."	Real Life Heroes  "What do we do when we need help? We learn about the people who help us in our school, community and through the emergency services."	Incredible Creatures  "Time to nurture our curiosity and learn how all animals are different and about their habitats."	Great Outdoors  "As the weather gets warmer, we spend time outdoors noticing the plants and animals we see."	Holidays  "The school year is nearly over, time to pack up the home corner and go on holiday but where shall we go?"
Focus Topics	My new class What do I look like? Staying healthy - Food Human body - How have I changed? My family Feelings	Christmas Diwali The Nativity Christmas Lists Letters to Father Christmas	Who helps you? Fireman/Police/Doctor/Nurses/Teacher Careers Caring and helping	Life cycles Safari Animals around the world Down on the Farm Min Beasts Animal Arts and crafts Animal patterns Happy Habitats Reduce, Reuse & Recycle	Plants & Flowers Weather/seasons The great outdoors Forest School Recycling	On holiday - Where in the world shall we go? Send me a postcard! Passports Transport
Links to Journey Drivers	Healthy Eating Stay and Play (WB 13/10) Links to journey driver Well-being and Health and prime area of Physical Development	Phonics/Nursery Rhyme Stay and Play (WB 10/11) Links to our journey driver joyful readers. Breakfast with Santa (WB 15/12) Creating an experience for all children to enjoy	Trip to the Library (WB 9/02) Link to Literacy development and promoting a culture of reading inside and outside of school.	Art for a Cause (WB 23/3) Link to class charity	Maths Stay and Play (WB 27/4) Link to Mathematical development.	Transition to Reception Preparing for future learning

Parental Engagement	Settling in Sessions Sponsored story at Forest School (WB 19/10) 	Reading by Twilight (WB 23/11) 	- Sponsored Welly Walk at Forest School (WB 25/1) 	- Mother's Day Afternoon Tea (WB 8/3) 	- Sponsored Story (WB 17/5) 	End of Year Graduation Teddy Bears Picnic (WB 14/6) 
Wow Moments	Transition Harvest Exploring our school Making bread Welcome ceremony	Autumn Wak Bonfire Night Remembrance Sunday Children in Need Firefighter Visit Making chocolate biscuits Anti-Bullying Week and Road Safety Week. Advent 	Winter Spotters Chinese New Year Food tasting- different cultures Valentines Day Safer Internet Day Police Officer Visit Big Garden Bird Watch Visit from a member of the community Show the love week. 	World Book Day Pancake Day Mother's Day Easter St Georges Day Chicks 	Mini beast Hunt Growing Sunflowers Eid Caterpillars Planting seeds 	World Cup Sports Day Father's Day Transition Posting letters World Oceans Day
English 	'Goldilocks and the Three Bears'  'The Gingerbread Man'  (Oral storytelling)	'Stick Man'  'Little Red Hen'  'Christingle' Instructions  (Early mark making – (pre-writing shapes-lines and circles/self-portraits)	'Superworm'  'Whatever Next'  (Mark making with meaning)	'The Three Billy Goats Gruff'  'Giraffes Can't Dance'  Growing Sunflowers Instruction – how to grow a plant  (Use some print and letter knowledge in early writing e.g. m for mummy)	'Jack and the Beanstalk'  'Jasper's Beanstalk'  (Write some letters accurately)	Blown Away  'We're Going on a Bear Hunt'  (Write some or all of their name)
<u>Focus Author:</u> Janet and Allan Ahlberg <u>Poems:</u> Traditional/Nursery Rhymes			<u>Focus Author:</u> Eric Carle <u>Poems:</u> Continued Traditional/Nursery Rhymes		<u>Focus Author:</u> Lynley Dodd <u>Poems:</u> Continued Traditional/Nursery Rhymes	

	<u>Early Reading- Strand 1</u> Identify and name environmental sounds Explore different sound-makers and instruments. Respond to music and express feelings through movement and percussion.	<u>Early Reading Strand 3</u> Listening & Attention Sound walks, listening games, body percussion, copying rhythms. Use a clear stop signal. Introduce talk partners. Builds focus for carpet sessions. Children learn to listen carefully and respond to signals just like in RWI lessons.	<u>Early Reading Strand 3</u> Rhythm, Rhyme & Voice Sounds Singing rhymes, finding rhyming words, clapping syllables, body percussion dancing, making long sounds (ssss, mmmm), silly voices. Prepares children to hear sounds clearly and say pure sounds later in Reception.	<u>Early Reading Strand 4</u> Oral Blending with Fred Talk Introduce Fred Teddy. Use Fred Talk in play: “c-a-t”, “b-a-g”, “m-a-t”. No letters. This directly prepares children for RWI blending. Focus is on hearing and saying sounds, not reading.	<u>Introduction to set 1 sounds- Strand 5</u> RWI Language & Routines Set 1 phonics introduced MASDTINP Daily short sessions using: “My turn, your turn”, “Fred says...” , sitting smart, looking, listening. Familiar language and structure mean children are confident and ready for Reception RWI lessons.	
	Daily Whole Class Reading – 3 times a day. Early Talk Boost – 3 times per week (as required) Beloved books. Wider Reading events. Poetry/Singing time					
Nursery Rhymes	One, Two, Buckle my Shoe Ten Fat Sausages I’m a Little Teapot Peter Works with One Hammer 	This Old Man There Was an Old Lady Two Little Dickie Birds Little Boy Blue 	Rub a Dub-Dub Old Mother Hubbard Sing a Song of Sixpence Jack Sprat I Had a Little Nut Tree 	There Was a Princess Mary Mary, Quite Contrary London Bridge Ladybird, Ladybird Down at the Station 	Peter Rabbit Twinkle, Twinkle Little Star Head, Shoulders, Knees and Toes Wind the Bobbin Up Peter Pointer 	Row, Row, Row Your Boat Incy, Wincy Spider Horsey, Horsery Polly Put the Kettle On Dingle Dangle Scarecrow Little Bo Peep 

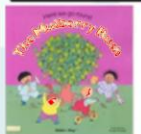
Mathematics 	Colour Matching. Pattern/shape/size matching. Sorting. Comparing.	Numeral 1, counting and subitising. Numeral 2, counting and subitising Numeral 2 Quantity/1-1 correspondence. A/B Pattern. ABC Pattern.	Numeral 3 Counting and subitising. Numeral 3 Quantity/ 1-1 Correspondence Numeral 4 Counting and subitising. Numeral 4 Composition. Numeral 5 Subitising. Numeral 5 Composition.	Numeral 6 Height and Length. Mass. Capacity.	Sequencing. Positional Language. More than/Fewer. 2D Shape. 3D Shape.	What comes after? What comes before? Numbers to 5
Understanding the World (The discipline of Science) 	The Natural World (Discipline of Science) Learning Enquiry 1 titled “Managing -Self - Our Body.”	The Natural World (Discipline of Science) Learning Enquiry 1 titled “Changes in the Natural World – Seasons”	The Natural World (Discipline of Science) Learning Enquiry 1 titled “The Natural World Around Us – Animals and Plants”.	The Natural World (Discipline of Science) Learning Enquiry 1 titled “The Wider Natural World – Habitats”	The Natural World (Discipline of Science) Learning Enquiry 1 titled “Changes in the Natural World – Materials/States of Matter.”	

Understanding the World (The discipline of RE) 	EYFS 1 Why are we all different and special?		EYFS 4 Which stories did Jesus hear when he was a child?		EYFS 9 Where do some people go to worship God?	
	Th Why do Christians believe that God made us?	Progressive Study Christianity	Th Where can we find the stories Jesus heard as a child?	Progressive Study Christianity	Th Does everyone go to the same place to worship God? Why not?	Progressive Study Christianity
	Ph Why are names important?	Encounter Non-religious World Views	Ph Do you like listening to stories? Why?	Encounter Judaism	Ph What makes some places more special than others?	Encounter Hindu Dharma Islam
	HSS What makes us all different, special and unique?		HSS What was it like to grow up when Jesus was a child?		HSS Why do some people take off their shoes before entering their place of worship?	
Understanding the World (The discipline of History/Geography) 	EYFS 2 Why do Christians say thank you to God at Harvest time?		EYFS 5 Why did Jesus tell stories?		EYFS 10 How do some people of faith talk to God?	
	Th Why do Christians believe that God is the creator?	Progressive Study Christianity	Th Where can we find the stories Jesus told?	Progressive Study Christianity	Th Why do people of faith pray?	Progressive Study Christianity
	Ph Why is it important to say thank you?	Encounter Non-religious World Views	Ph Who is your neighbour?		Ph What is prayer?	Encounter Islam Judaism
	HSS How do Christians say thank you to God at harvest time?		HSS What could everyone learn from Jesus' stories?		HSS Does everyone pray in the same way? Why not?	
EYFS 3 How do Christians celebrate Jesus' birthday?			EYFS 6 Why do Christians believe that Easter is all about love?			
Th Why do some people believe that Jesus was a very special baby?	Progressive Study Christianity	Th Why do Christians believe that Jesus' death on the cross is so important?	Progressive Study Christianity			
Ph Why are birthdays important to some people and not to others?	Encounter Non-religious World Views	Ph Can love be measured?	Encounter Non-religious World Views			
HSS Does everyone celebrate Jesus' birthday in the same way?		HSS How do Christians celebrate Easter?				
Changes to life in Britain		Our Local Area	Kings and Queens	Life in our Country	Inventors	Life Around the World
Local Environment School day Titanic		Our school Outside Our families Woodland	Crowns Coronation		Vehicles	

Computing 	Computer Systems and Network: Introduction to Technology within Continuous Provision.				
Expressive Arts and Design (The discipline of Art/DT) 	Powerful Portraits Giuseppe Arcimboldo Portrait artists	Making Art Exploring texture and print		Exploring the Natural World Print in the environment Animals	
Physical Development (The discipline of PE) 	Unit 1 (7 weeks) Gross Motor Movement	Unit 2 (7 weeks) Large Movements & Shoulder Stability	Unit 3 (7 weeks) Balance, Coordination & Body Control	Unit 4 (7 weeks) Fine Motor Development	Unit 5 (7 weeks) Pre-Writing & Pencil Control
Expressive Arts and Design (The discipline of Music) 	Through structured teaching and enhanced provision, children will have the opportunity to develop their musical understanding through progression of the following throughout their time in Nursery: - Join in with songs and rhymes, making some sounds Make rhymical and repetitive sounds Explore a range of sound makers and instruments Enjoy and take part in action songs (taught progressively across the year – see below Traditional Rhyme Progression) Listen with increased attention to sounds Respond to what they have they heard, expressing their thoughts and feelings Remember and sing entire songs (taught progressively across the year – see below Traditional Rhyme Progression) Sing the pitch of a tone sung by another person Sing the melodic shape of familiar songs Create their own songs or improvise a song around one they know Play instruments with increasing control to express their feelings and ideas				



Our St James Spirit reading spine also complements our bespoke scheme of work with books that can be shared, enjoyed and reflected upon.



St James Spirit Curriculum

Overview - Nursery



Unit 1 (3 rd September 2026 – 23 rd October 2026).	Unit 2 (2 nd November 2026 – 18 th December 2026).	Unit 3 (4 th January 2027 – 5 th March 2027).	Unit 4 (8 th March 2027 – 14 th May 2027).	Unit 5 (18 th May 2027 – 16 th July 2027).
The St James Way. 1 lesson.	The St James Way. 1 lesson.	The St James Way. 1 lesson.	The St James Way. 1 lesson.	The St James Way. 1 lesson.
My Happy Minds	My Happy Minds	My Happy Minds	My Happy Minds	My Happy Minds
Ensuring Children are Reception Ready in the Three Core Areas of PSED:				
Building Relationships: Take turns, with adult support, e.g. when playing a board game. Asks for help from a familiar adult. Joins in with a group of children who are playing. Forms some closer friendships and seeks them out to initiate play. Expresses their feelings in an appropriate way. Shows empathy in simple ways, e.g. finding an adult for a child who is hurt. Understands that different children have different viewpoints and opinions.		Self-Regulation: Identifies and names some common feelings in themselves or others, e.g. happy, upset, cross, lonely, worried. Explain to an adult what has happened when they are upset. "Bounces back" quicker after upsets and with more independence. Sees themselves as a valuable individual. Keeps trying when they can't do something first time. Thinks of other ways of doing things if something hasn't worked. Follows familiar, routine instructions independently (e.g. choosing lunch and putting things away)		Managing-Self: Tries new activities with peers. Abides by most of the rules of the classroom. Beginning to understand and discuss consequences of our behaviour, e.g. If I hit someone, it hurts, and they are upset. Puts on own shoes and fastens if Velcro. Pulls zips up and down but may need help to insert or separate. Uses the toilet independently and wash their hands well, knowing why this is important. Discusses healthy food choices. Takes part in a variety of exercise. New experiences and engaging activities based on pupil's interests

Each unit is 7-8 weeks long in length to ensure full curriculum coverage and provide equal weighting to all learning



Opportunities for 'Spiritual Reflection' take place within each St James Spirit lesson considering: WINDOWS (self), HEARONS (World and beauty) and finally DOORS (beyond).

Supplementary Experiences

Extensive opportunities for to develop PSED woven across the curriculum.

Weekly Forest School Session.