



SAXON NURSERY **Yearly Curriculum Framework 2025-2026**

Cycle 2 2025/2026



Year Group	Nursery		Teachers	Mrs George		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Title	SUPER ME	CARNIVAL OF COLOUR	PEOPLE WHO HELP US	MAD ABOUT MINI BEASTS	RUMBLE IN THE JUNGLE	ONCE UPON A TIME
POR / Text	What I like about me We love our families Pets sound book How do you feel Hello Friend I like to be kind	Busy Diwali Poppy Day Topsy and Tim have a birthday party Pip and Posy and the Christmas tree Peppa and the Christmas Play Stickman and the present Happy Hannukah and then Christmas story - Peppa Pig	Vets Chef Going to the Dentist Police Officer Awesome Ambulances Flashing Fire engines Going to the Dentist Flashing Fire Engines	Aaaarrghh Spider The Very Hungry Caterpillar Yucky Worms What the Lady bird heard on holiday The very greedy Bee		
Poem/Rhyme of the week (linked to CL/Literacy)	Humpty Dumpty Incy Wincy Spider One TWO Buckle my shoe Miss Polly had a dolly Hickory Dickory Dock	Grand old Duke of York Pat-a pat -a cake Twinkle Twinkle Little Star Row Row the boat Ba Ba Black Sheep	Mary Mary Quite Contrary			
Trip/Visit/ Hook	Library Bus visits Forest School	Sensory Garden Whole school walk around the school	Old fashioned bus visit Fire Engine visit Paramedic visit			
Other (Events/celebration)		5 th Nov – Guy Fawkes 11 th Nov – Remembrance Day		21 st Feb – shrove Tues/pancake day 2 nd March – World Book Day	21 st April – Eid 23 rd April – St George’s Day Father’s Day	EYFS Sports Day Move Up Day



		14 th – 18 th Nov: anti-bullying week Stay and Play Parents evenings 24 th Nov – Diwali 18 th Dec – Hanukkah starts New Starter taster sessions Christmas activities Christmas - Nativity		8 th March – Holi 17 th March – St Patrick’s day 19 th March – Mother’s Day 23 rd March – Red Nose Day Parent consultations	Parent Stay and Play Sessions	
Phonics	Foundations for Phonics/Phase 1 Phonics Programme	Foundations for Phonics/Phase 1 Phonics Programme	Foundations for Phonics/Phase 1 Phonics Programme	Foundations for Phonics/Phase 1 Phonics Programme	Foundations for Phonics/Phase 1 Phonics Programme	Foundations for Phonics/Phase 1 Phonics Programme
	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother
PSED	Getting to know you Class Rules and routines Jigsaw Puzzle Piece 1: Being Me 1. Who.....me? 2. How am I feeling today? 3. Being at Nursery 4. Gentle hands 5. Our rights 6. Our responsibilities	Anti-bullying week Jigsaw Puzzle Piece 2: Celebrating Differences 1. What am I good at? 2. I’m special, I’m me. 3. Families 4. Houses and homes 5. Making friends 6. Standing up for yourself	Jigsaw Puzzle Piece 3: Dreams and Goals 1. Challenge 2. Never giving up 3. Setting a goal 4. Obstacles and support 5. Flight to the future 6. Footprint awards	Jigsaw Puzzle Piece 4: Healthy Me 1. Everybody’s body 2. We like to move it, move it 3. Food glorious food! 4. Sweet dreams 5. Keeping clean 6. Stranger danger	Jigsaw Puzzle Piece 5: Relationships 1. My family and me! 2. Make friends, make friends, never ever break friends – part 1 3. Make friends, make friends, never ever break friends – part 2 4. Falling out and bullying – part 1 5. Falling out and bullying – part 2 6. Being the best friends we can be	Jigsaw Puzzle Piece 6: Changing Me 1. My body 2. Respecting my body 3. Growing up 4. Growth and change 5. Fun and fears 6. Celebration
	Develop their sense of responsibility and	Develop appropriate ways of being assertive.	Select and use activities and resources, with help when needed. This helps them to	Make healthy choices about food, drink, activity and toothbrushing. <i>(physical development)</i>	Help to find solutions to conflicts and rivalries. For example, accepting that not	Continue to develop positive attitudes about the differences



	<p>membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.</p>	<p>Talk with others to solve conflicts. Begin to make sense of their own life-story and family's history (<i>understanding of the world</i>) Continue to develop positive attitudes about the differences between people (<i>understanding the world</i>)</p>	<p>achieve a goal they have chosen, or one which is suggested to them.</p>	<p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly (<i>physical development</i>).</p>	<p>everyone can be Spider-Man in the game, and suggesting other ideas. Develop appropriate ways of being assertive. Talk with others to solve conflicts.</p>	<p>between people (<i>understanding the world</i>)</p>
CL	<p>Learning and performing Nursery Rhymes Little Wandle</p>	<p>Joining in with familiar stories and repeated refrains</p>	<p>Retelling stories using story language</p>	<p>Understanding who, where and what questions.</p>	<p>Using talk to explain what is happening and anticipate what might happen next.</p>	<p>Saying hello in a variety of languages Talking about similarities/differences between countries Talking about their own experiences</p>
	<p>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story</p>	<p>Enjoy listening to longer stories and can remember much of what happens Use a wider range of vocabulary. Use longer sentences of four to six words.</p>	<p>Enjoy listening to longer stories and can remember much of what happens Use a wider range of vocabulary. Use longer sentences of four to six words.</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat? Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Use longer sentences of four to six words. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>
PD	<p>PE To develop movement through balancing, riding scooters and ball skills Developing fine motor control</p>	<p>PE – Dance Developing fine motor control Oral Hygiene Putting coat on independently</p>	<p>PE – Balancing and Travelling Developing fine motor control</p>	<p>PE – Using large apparatus and balancing Developing fine motor control</p>	<p>PE – Ball Skills - Throwing and Catching Developing fine motor control</p>	<p>PE – Team Games and Sports Day Developing fine motor control</p>
	<p>Increasingly follow rules, understanding why they are important (<i>PSED</i>). Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Use large-muscle movements to wave flags and streamers. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Use large-muscle movements to wave flags and streamers. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use one-handed tools and equipment, for example,</p>	<p>Go up steps and stairs, or climb up apparatus, using alternate feet. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>Start taking part in some group activities which they make up for themselves, or in teams. Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>



		<p>Make healthy choices about food, drink, activity and toothbrushing. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Make healthy choices about food, drink, activity and toothbrushing. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>	<p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>	<p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>
Literacy	<p>Listen to a variety of stories and talk about the events Recognising own name from a group of names Name writing Variety of mark making opportunities Listening to stories Rhyme time</p>	<p>Listen to a variety of stories and talk about the events Recognising own name from a group of names Name writing Variety of mark making opportunities Creating a story map to retell the story Recognising sounds in stories</p>	<p>Listen to a variety of stories and talk about the events Recognising own name from a group of names Name writing Variety of mark making opportunities</p>	<p>Listen to a variety of stories and talk about the events Recognising own name from a group of names Name writing Variety of mark making opportunities Predict what might happen next in the story World Book Day Activities Identifying rhyming words in stories Generating questions Finding out facts Easter story</p>	<p>Listen to a variety of stories and talk about the events Recognising own name from a group of names Name writing Variety of mark making opportunities</p>	<p>Listen to a variety of stories and talk about the events Recognising own name from a group of names Name writing Variety of mark making opportunities Recognising initial sounds in words Orally blending and segmenting</p>
	<p>Engage in extended conversations about stories, learning new vocabulary Understand the five key concepts about print: - 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 - page sequencing Write some letters accurately. Use some of their print and letter knowledge in their</p>	<p>Engage in extended conversations about stories, learning new vocabulary Engage in extended conversations about stories, learning new vocabulary Understand the five key concepts about print: - 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 - page sequencing Write some letters accurately.</p>	<p>Engage in extended conversations about stories, learning new vocabulary Understand the five key concepts about print: - 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 - page sequencing Write some letters accurately. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts</p>	<p>Engage in extended conversations about stories, learning new vocabulary Understand the five key concepts about print: - 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 - page sequencing Write some letters accurately. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top</p>	<p>Engage in extended conversations about stories, learning new vocabulary Understand the five key concepts about print: - 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 - page sequencing Write some letters accurately. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts</p>	<p>Engage in extended conversations about stories, learning new vocabulary Understand the five key concepts about print: - 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 - page sequencing Write some letters accurately. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts</p>



	early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.	at the top of the page; write 'm' for mummy.	of the page; write 'm' for mummy.	at the top of the page; write 'm' for mummy.	at the top of the page; write 'm' for mummy..
Maths	Comparing Shapes, differences and positioning shapes in different ways Hearing number names Saying number names in order. Singing rhymes which include numbers Noticing Patterns and name patterns step 1 and 2 Subitising amounts to 5	Shape Space and measure Subitising 2 Counting 2 Repeated Pattern Counting 1,2,3	Subitising Counting Pattern Shape . space .measure	Subitising Counting Pattern Shape . space .measure		
	Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Show 'finger numbers' up to 5. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Compare quantities using language: 'more than', 'fewer than'. Make comparisons between objects relating to size. Understand position through words alone – for example, "The bag is under the table," – with no pointing. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.	Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Make comparisons between objects relating to size, length, weight and capacity	Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern	Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Recite numbers past 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	Experiment with their own symbols and marks as well as numerals.



<p>UW</p>	<p>Autumn walk – looking for signs of autumn</p>	<p>Autumn – changing seasons Fireworks Diwali Remembrance Day Making biscuits The Christmas Story</p>	<p>Sorting items into hard/soft Testing materials – which is strongest to build a house? Huff and Puff experiment linked to ‘The Three Pigs’ – forces – which material will move when blown by a straw? Gingerbread Man experiment – what happens when he is put into different mixtures/liquids? Exploring capacity Learning about different jobs Lunar New Year</p>	<p>Spring walk – looking for signs of spring Floating and Sinking investigation Selecting materials to make a boat that can float Sorting healthy and unhealthy foods Looking after our environment Sorting materials into recycling/rubbish Litter picking around the school The life cycle of a butterfly</p>	<p>Planting Beans Keeping a bean diary Plant a sunflower- launch sunflower competition Tasting vegetables Sorting vegetables – where do they grow? Making fruit kebabs Tasting fruits Matching baby animals to their mothers Sequencing the stages of human growth</p>	<p>Compare different countries to where they live Use vocabulary linked to the topic in play</p>
	<p>Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary.</p>	<p>Use all their senses in hands-on exploration of natural materials. Begin to make sense of their own life-story and family’s history Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family’s history Explore how things work Continue to develop positive attitudes about the differences between people.</p>	<p>Explore collections of materials with similar and/or different properties Explore and talk about different forces they can feel. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family’s history Show interest in different occupations. Explore how things work Talk about the differences between materials and changes they notice. Continue to develop positive attitudes about the differences between people.</p>	<p>Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice. Explore how things work</p>	<p>Use all their senses in hands-on exploration of natural materials. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family’s history Explore how things work</p>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family’s history Continue to develop positive attitudes about the differences between people.</p>
<p>EAD</p>	<p>Self –portraits Draw a family member</p>	<p>Diwali art and rangoli patterns Diwa Lamps Firework art</p>	<p>Creating a Goldilocks scene using a variety of materials and textures</p>	<p>Role-play going on a cold adventure Explore – ‘Van Gough’s’ Starry Night</p>	<p>Messy play with beans Van Gough’s ‘sunflowers’ Making flower potions and perfume</p>	<p>Colour-mixing Small world play Exploring musical instruments to create</p>



	<p>Draw a family pet or animal that you would care for. Colour different colour Monsters for emotions. Icing cakes with faces. Role play families</p>	<p>Poppy Art Making birthday cakes Making birthday hats Christmas Production and Christmas songs Christmas Art</p>	<p>Making houses out of different materials using for bug hotels Luna New Year Art Chinese Role-play</p>	<p>Create own snow globe Making boats and rafts Creating an underwater scene Water colour paintings of under the sea Collaborate as a class to create an underwater scene Make recycled paper Junk modelling under water items Drawing maps Pirate drama workshop Making telescopes Easter art Make hot cross buns</p>	<p>Vegetable printing Giuseppe Arcimboldo – making vegetable faces using loose vegetable parts Fruit rubbings Observational drawings of fruit</p>	<p>rhythmic sounds and movement.</p>
	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar. Join different materials and explore different textures. Use drawing to represent ideas like movement or loud noises</p>	<p>Explore colour and colour-mixing Take part in simple pretend play, using an object to represent something else even though they are not similar Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc</p>



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Music	<p>Introduce hello song Nursery rhymes – learn nursery rhymes and perform them Autumn Songs Using musical instruments to accompany songs and rhymes</p>	<p>Continue hello song – introduce initial sounds of names Listen to songs around emotions. Nativity songs – learn and perform to an audience Winter Songs Using musical instruments to accompany songs and rhymes</p>	<p>Continue hello song – Winter songs Using musical instruments to accompany songs and rhymes</p>	<p>Continue hello song Spring songs Easter songs Using musical instruments to accompany songs and rhymes</p>	<p>Continue hello song Spring/Summer songs Growing songs Using musical instruments to accompany songs and rhymes</p>	<p>Continue hello song Summer songs Learning songs from different cultures Using musical instruments to accompany songs and rhymes</p>
	<p>Listen with increased attention to sounds. Remember and sing entire songs. Play instruments with increasing control to express their feelings and ideas.</p>	<p>Listen with increased attention to sounds. Remember and sing entire songs. Play instruments with increasing control to express their feelings and ideas. Sing the pitch of a tone sung by another person ('pitch match').</p>	<p>Listen with increased attention to sounds. Remember and sing entire songs. Play instruments with increasing control to express their feelings and ideas. Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>Listen with increased attention to sounds. Remember and sing entire songs. Play instruments with increasing control to express their feelings and ideas. Sing the pitch of a tone sung by another person ('pitch match'). Create their own songs, or improvise a song around one they know.</p>	<p>Listen with increased attention to sounds. Remember and sing entire songs. Play instruments with increasing control to express their feelings and ideas. Respond to what they have heard, expressing their thoughts and feelings.</p>	<p>Listen with increased attention to sounds. Remember and sing entire songs. Play instruments with increasing control to express their feelings and ideas. Respond to what they have heard, expressing their thoughts and feelings.</p>

Key	Overview of Learning	TT Statement
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