Cheadle Catholic Infant School Yearly Overview 2025-26 Nursery

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| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic Title & Book | The colour Monster | Magical Moments  | Nursery Rhymes | Traditional Tales | Animals  | Growing  |
| Celebration | Autumn WalkHarvestRosh HashanakYom Kippur | Dentist VisitDiwaliHannukahNativityChristmas  | Winter WalkLunar New YearRamadanNursery Rhyme Day  | EidHoli EasterSpring Walk | Living Eggs Reddish Vale FarmPassover | Mini Beast HuntSummer WalkSavuotEid |
| RERSE*(Holy table /Circle times/assembly)* | Gods Wonderful WorldHandmade with Love | MyFamilyRole Model | The Holy FamilyWho’s WhoYou’ve got a friend in meForever Friends | Good FriendsSafe Inside and OutMy body, My RulesFeeling PoorlyPeople Who help us  | New LifeGod is LoveLoving God, Loving others | Our Church FamilyMe, You, Us |
| PSED*Making* *Relationships**Sense of self**Understanding* *emotions* | Circle times.Lots of work on feelings and how we can manage these.Talking about our similarities and differences (show racism the red card) | Tolerating Delay and sharing with others.Initiating play with our friends forming friendships. | Sharing independently and adapting to changes in routine.  | Looking after others and knowing how to be a good friend.  | Knowing what we are good at and being able to talk about this.  | Finding a compromise with others. Building up role play situations.  |
| Physical Development*(Outdoor Area)* | Commando club and daily dough disco.Lots of fine motor activities.Attending to toilet needs and washing hands independently.PE : Yoga and Fundamental Movement Skills.Good control and co-ordination in large and small movements. Follow rules, understanding why they are important.Learn ways to feel calm and relaxed.Naming different parts of the body. Observing and controlling breath. | Commando and dough disco.Fine motor challenges for pencil control/ name writing/ scissor control. PE: Movement and Dance and GymnasticsMove confidently in a range of ways, safely negotiating space. Handle equipment and tools effectively. Maintains balance using hands and body to stabilise.Mirroring actions of others. | Getting dressed independently.PE in the hall to work on balancing, different movements, catching etc. observing the effects of activity on our bodies. PE: Athletics and Gymnastics Runs with spatial awareness and negotiates space successfully. Adjusting speed or direction to avoid obstacles. Can grasp and release with two hands to throw and catch a large ball or beanbag. Observe and can describe effects of physical activity on their bodies. |
| Communication & LanguageListening, Attention and UnderstandingSpeaking*(Role play Area)* | All children complete WELLCOMM to assess understanding/instructions.Following simple instructions. Speaking in full sentences and turn taking in a conversation. Using correct tenses when speaking. Understanding of prepositions, games using on top, behind etc. | Beginning of talk partners.Re-telling stories/ tales toolkit for how and why questions. Listening at group times, focusing attention.Singing Nursery Rhymes. | Building up of vocabulary, using Word of the week. Explaining own knowledge and understanding. In relation to growing questions why things happen and how things work. |
| LiteracyComprehension Reading*(Reading corner)* | Looking at books independently with care.Recognising local landmarks and signs.Instrument sounds.Sound Walks.  | Tales toolkit/phase 1 phonics.Tapping out repeated rhythms.  | Tales toolkit/phase 1 phonics. Identifying rhyme, stories, silly soup etc. | Phase 1/2 phonics. (HA sound books beginning RWI)Alliteration Initial sounds | RWI SET 1 | RWI SET 1 |
| Writing*(Creative Area)* | Mark Making.Squiggle Whilst you Wiggle and dough disco. | Mark Making. Squiggle Whilst you Wiggle and dough disco. | Name Writing. Squiggle Whilst you Wiggle and dough disco. | Name Writing. Story Maps.Tales Toolkit. Looking at letters on keyboards.  | Name writing.RWI letter formation. Story Maps.Tales Toolkit. Recording trip to the farm.  | CVC words. RWI letter formation. CVC words. Story Maps. Tales toolkit. Imitating adults writing.  |
| Maths*(Maths/ Construction Area)* | 2D shapes.Patterns-using items from our autumn walk to create repeated patterns. Sorting and ordering leaves using the language of size.Puzzles.Counting objects in a set. Recognising, naming and matching colours.Sorting by various attributes Comparing amounts of objects. | Maths of the Day.Number and Place ValueUnderstanding number 1 Understanding number 2Understanding number 3 Understanding number 4Understanding number 5 Understanding number 6Recognising numbers to 5 and matching amounts.White Rose- subitising. | Recognising numbers to 10 and representing these. Separating groups, recognising when they have the same amount. White Rose- composition. One more than.Shapes, games with positional languageOrdering the events of our dayExploring Length, Height,Weight and Capacity |
| Understanding the worldPast and PresentPeople, Culture and Communities The Natural World*(Outside/Technology Area)* |  Knowing our similarities and differences. (Black history month- sports people: Mo Farah as key significant person)Start the memory box with something that reminds them of their first day in nursery.Discussion about aspects of the Nativity story which show how different our lives are now eg donkey/car, housing, where they were born. Share things that they have seen/done in the recent past using past tense verbs.Look at pictures of themselves as babies and talk about how their needs have changed. I-pads andCd player in technology area.Exploring ICT through role play e.g. telephones, cameras, keyboards etc. Data Handling- Leaf colour hunt- Pictogram | Look back at the contents of the memory box. Focus: speaking in the past tense. Add one or two new items.Look at pictures of children in Nursery Rhyme illustrations. Make comparisons between their clothes, toys, homes etc and their own.Look at pictures of characters in Traditional Story books. Make comparisons between their clothes, toys, homes, kitchen equipment etc and their own.Talking about special family times. sharing Christmas experiences.Puppets in technology area to learn cause and effect.(make from dowels and string)Use Incy Wincy spider to open up conversations about rain and different geographical water features.Computational thinking- Story sequencingComputer Science- Unplugged algorithms | Look back at the contents of the memory box. Focus: choosing two or three pictures/ objects and putting in chronological order. Add one or two new itemsTake photos of seeds that they grow and leave them available for the children to order and revisit independently. Look at lifecycle of a plant.Look for bugs over the course of a week. Use language such as ‘yesterday I saw…’ ‘today I saw…’ ‘tomorrow I might see…’ Look at lifecycle of a butterfly and use words to describe the stages eg first it was an egg, then it was a caterpillar, now it is a butterfly.Look at habitat of minibeasts, how the are different for different animalsand how our behaviour can change the environment.Growing – looking after plants and animals. (Living Eggs)Using technology to find out facts about minibeasts. ICT- Mini Mash2Paint Exploring programmable toyse.g. robots, remote control cars etc |
| Expressive Arts & DesignCreating with materialsBeing Imaginative and Expressive*(Role play/creative area/ outside stage)* | Creative Area.Exploring painting. Song: Shake my sillies out | Musical Instruments. SculptureJunk Modelling D&T FocusSong: Away in a MangerComposer:  | Experimenting with different media. CollageSong: Nursery Rhymes | Painting CharactersSculpture-build pigs housesD&T focusSong: Let’s go fly a kite | Textures. Printing/PatternsNatural objects Collages/sculptureSong: Animal song | Creating role play situations independently. Collage: The Snail  Observational Drawing  Painting/CollageSong: Transport Song |