

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	HALF TERM	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week15
PSED	- To make my feelings clear so that my needs are met - To enjoy following expectations - To play happily alongside others and show interest in peers - To join in with routines - To know when I need the toilet and usually go independently. - To settle quickly when arriving at Nursery and separate happily from parent / carer - To begin to form relationships with some peers - To use familiar resources appropriately and safely - To show a sense of pride and excitement when achieving something									- To make my feelings clear so that my needs are met - To enjoy following expectations - To play happily alongside others and show interest in peers - To join in with routines - To know when I need the toilet and usually go independently. - To settle quickly when arriving at Nursery and separate happily from parent / carer - To begin to form relationships with some peers - To use familiar resources appropriately and safely - To show a sense of pride and excitement when achieving something						
COM & LANG	- To use familiar vocabulary to talk to myself or other about what I am experiencing - To be understood, and work on my speech sounds if they are unclear - To tell my friends or my teachers about my experiences - To show some sustained attention at an activity I love - To use props and resources that are familiar to create role play conversations - To begin to talk to new friends - To expand speech to use more words in a sentence - To tell a teacher what I want if I need help.									- To use familiar vocabulary to talk to myself or other about what I am experiencing - To be understood, and work on my speech sounds if they are unclear - To tell my friends or my teachers about my experiences - To show some sustained attention at an activity I love - To use props and resources that are familiar to create role play conversations - To begin to talk to new friends - To expand speech to use more words in a sentence - To tell a teacher what I want if I need help.						
PHYSICAL DEV	- To make marks on paper using a mark making tool - To attempt new climbing equipment and use it safely - To use large one-handed tools with hand-eye coordination - To navigate obstacles appropriately by going around and up things - To transfer liquids using a range of resources with sustained attention - To manipulate materials using a rolling pin or fingers - To make snips in paper with help holding scissors.									- To make marks on paper using a mark making tool - To attempt new climbing equipment and use it safely - To use large one-handed tools with hand-eye coordination - To navigate obstacles appropriately by going around and up things - To transfer liquids using a range of resources with sustained attention - To manipulate materials using a rolling pin or fingers - To make snips in paper with help holding scissors.						
LITERACY	- To point out familiar books and say what they are called - To look after books and put them away when I am finished - To share a book with a friend - To sit for story time with enjoyment - To identify my name using a visual prompt - To recall familiar parts of a story and join in with repeated refrains - To use prompts from a familiar story - To speak using imaginative and descriptive vocabulary.									- To point out familiar books and say what they are called - To look after books and put them away when I am finished - To share a book with a friend - To sit for story time with enjoyment - To identify my name using a visual prompt - To recall familiar parts of a story and join in with repeated refrains - To use prompts from a familiar story - To speak using imaginative and descriptive vocabulary.						
MATHEMATIC	- To understand more than, fewer than and the same - To explore and build with shapes and objects - To explore repeating patterns - To hear and say number rhymes - To begin to order number names - I see 1,2,3...									- To recite numbers up to and past 5 - To say one number for each item in order 1, 2, 3, 4, 5 - To show ‘finger numbers’ up to 5 - To be able to talk about and explore 2D shapes - To talk about and identify patterns around them. - To join in with repeats - To explore position and space - To show 1,2,3. - To move and label 1,2,3.						

Nursery Autumn Term Curriculum Overview 2026

UND WORLD	- To talk about my family and customs - To relate own experiences to new learning - To enjoy play in relation to own experiences eg cars, shopping - To explore and discuss natural objects - To comment on what they see and observe - To begin to answer why questions		- To talk about my family and customs - To relate own experiences to new learning - To enjoy play in relation to own experiences eg cars, shopping - To explore and discuss natural objects - To comment on what they see and observe - To begin to answer why questions - To discuss seasons and their changes - To talk about weather around the world.
EXP ARTS & D	- To explore a range of open-ended resources by cutting, sticking and experimenting with techniques - To enjoy using ribbons, streamers and own body to create movements to music in a group - To use available resources, express my own ideas - To join in with singing - To enjoy familiar role play using props, relating to the home		- To explore a range of open-ended resources by cutting, sticking and experimenting with techniques - To enjoy using ribbons, streamers and own body to create movements to music in a group - To use available resources, express my own ideas - To join in with singing - To enjoy familiar role play using props, relating to the artic weather and Autumn.
JS	Chagim: Rosh Hashanah - To know Rosh Hashanah begins the new Jewish year - To know we listen carefully to the Shofar on Rosh Hashanah - To know we dip apple in honey on Rosh Hashanah and eat it Chagim: Yom Kippur - To listen to a basic version of the Yonah story and to know that Yonah didn’t listen to Hashem - To know that on Yom Kippur we say sorry to Hashem and each other for unkind things we have done - Chagim: Succot/Shemini Atzeret/Simchat Torah - To know on Succot we build a Succah - To know a Succah has a roof made from branches and leaves - To know we use a Lulav and Etrog on Succot. Tefillah - To know how to behave during Tefillah - To know Hashem is everywhere - To know who are we saying Tefillah to - Boys to learn how to handle tzitzit during Tefillah - Learning the correct words for the tefillot. Parasha - Bereishit - Everything comes from Hashem. - Noach – Kindness - Lech lecha - following rules.		Chagim: Chanukah - Nursery will learn to sing an array of Chanukah songs to share at a show for their parents - To know it was a miracle that the oil lasted for eight days - To make basic clay or salt dough chanukiot to light each night of Chanukah - To learn to count to eight and identify the eight candles and the shamash on the chanukiah Brachot and Tefillah - To know we wash our hands before we eat bread - To begin to say the Al Netilat yadayim and Hamotzi brachot before lunch - To begin to be familiar with the following brachot: Lehadlik ner shel shabbat, Borei peri Hagafen and Hamotzi Lechem at the Shabbat table - To learn the first sentence of Modeh Ani - To learn the first verse of Torah Torah - To know the first and second sentences of the Shema. Parasha - Vayera-Welcoming visitors - Chayei Sarah – Chessed - Toldot – Each of us is different - Vayetze- Kindness - Vayigash - all is from Hashem General Knowledge - Days of the week in Hebrew