



Princess May Primary School

NURSERY — CURRICULUM OVERVIEW

2026–2027

GLOBAL THEMES

We explore these Global Themes across the curriculum subject areas. We also learn about specific Sustainable Development Goals linked to our topics.

Autumn 2: Black History Month Project **Spring 2: Community Cookbook** **Summer 2: Community clear-up scheme**

PERSONAL DEVELOPMENT — R.E.D

Throughout the year, we learn how to flourish as individuals by exploring, reflecting on and developing our school values: Respect; Empathy; Determination (R.E.D)

ORACY

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language, including debate. At Princess May we provide a high-quality oracy education by explicitly teaching children through talk and to talk. We focus on teaching the following skills across the curriculum areas:

Physical: Use non-verbal signals to indicate a contribution to a discussion. Understand importance of posture

Linguistic: Choose an appropriate sentence stem. Use taught vocabulary accurately in discussions

Cognitive: Justify an opinion with an Explanation. Ask a relevant question

Social & Emotional: Demonstrate active listening e.g. look at the speaker. Follow structure for turn-taking

SPEECH & LANGUAGE SUPPORT

In the EYFS, we also use Nuffield Early Language intervention and Hackney Education's Launch Pad for Language to support our pupils with Speech and Language. Pupils are introduced to new words each week with our Speech and Language Therapist.

	DISCOVER		EXPLORE		CREATE	
Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes/ interests/ Lines of enquiry	All About Me	Celebrations Autumn	People Who Help Us Winter	In the Garden Easter/Spring	London Transport	Seasonal Changes Summer
Core books	Rainbow fish by Marcus Pfister; Owl babies by Martin Waddell; The Colour Monster by Anna Llenas; Traditional Tale: The Little Red Hen; Information books: Harvest; Oliver's vegetables by Vivian French	Handa's Surprise by Eileen Browne; We All Celebrate by Chitra Soundar; Mrs Money's Hat by Pam Adams; When's My Birthday? By Julie Fogliano; Traditional Tale: 3 Little Pigs; Information books: Autumn, Bonfire Night, Christmas books/ stories, Nativity Story	Emergency! By Margaret Mayo/Alex Ayliffe; Mog and the Vee Ee Tee by Judith Kerr; People Who Help Us by Janet Morris; No Dragons for Tea: Fire Safety for Kids (and dragons) by Jean E. Pendziwol; Traditional Tales: The Three Billy Goat Gruff; Information books: Doctors, vets, nurses, firefighters, police officers etc	Going on a Bear Hunt by Michael Rosen; We're going on an Easter Hunt by Laura Hughes and Martha Mumford; 10 Seeds by Ruth Brown; The Bad-Tempered Ladybird by Eric Carle; Superworm by Julia Donaldson; Jasper's Beanstalk by Nick Butterworth; Traditional Tales: Goldilocks and the three bears; Information books: Spring, Easter, life cycles, growing plants	Mr Gumpy's Boat by John Burningham; Mr Gumpy's Motor Car by John Burningham; Peep inside how an aeroplane works by Iara Bryan; The Train Ride by June Crebbin; Oi! Get off our Train by John Burningham; Traditional Tales: The Gingerbread Man; Information books: London underground, about trains, boats, airplane, cars	Lucy and Tom Go To The Seaside by Shirley Hughes; 10 Friendly Fish by Deby Tarbett; Who's Hiding at the Seaside? By Katherin McEwen; The Hungry Caterpillar by Eric Carle; From Egg to Chicken by Dr Gerald Legg; Traditional Tales: Little Red Riding Hood; Information books: Under the sea, seasonal changes, about the beach, recycling
Communication and Language Listening, Attention and Understanding Speaking	Understand how to listen carefully and why listening is important. Engage in story times. To use vocabulary focussed on objects and people important to them. To listen and respond to ideas expressed by others in conversation/discussions. To follow simple instructions.	To use talk to sequence and clarify thinking. Use language to recall past experiences Continue to develop vocabulary through experiences.	Engage in non-fiction text. Participate in small group, class and one-to-one discussion – beginning to offer their own ideas using recently introduced vocabulary. Extend vocabulary by grouping and naming and exploring the sounds of new words.	Begin to use different tenses to develop communication and extend vocabulary. Ask questions to find out more and check understanding. Begin to use connectives to extend speaking in sentences. Sing a repertoire of songs and rhymes. Begin to be able to talk about familiar books.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. To extend vocabulary by grouping and naming and exploring the sounds of new words. Understand a two-part question or instruction.	To use new sounds to begin to segment and blend CVC words using objects to support. To continue to extend vocabulary through experiences and contexts. Begin to develop own narratives by connecting ideas.
Ongoing throughout the year – all 3 in each half term	Learn and use new vocabulary. Learn and listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts.	Learn and use new vocabulary. Learn and listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts.	Learn and use new vocabulary. Learn and listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts.	Learn and use new vocabulary. Learn and listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts.	Learn and use new vocabulary. Learn and listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts.	Learn and use new vocabulary. Learn and listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts.
Personal, Social and Emotional Development Self-Regulation Managing Self Building Relationships	To separate from main carer with confidence. To manage own personal needs. Show concern for others. Select and use resources with support. Ongoing learning focus: Building Relationships, Self-regulation, Managing Self	Show a range of feelings through behaviour and play. Work and play together, taking turns. Children begin to manage their own personal needs. Ongoing learning focus: Building Relationships, Self-regulation, Managing Self	To play cooperatively, using the language of negotiation. To promote caring of the environment and others. To describe self in positive terms and talk about abilities; confidence to try new activities. Attempt challenges by beginning to show resilience and perseverance. Ongoing learning focus: Building Relationships, Self-regulation, Managing Self	To work as part of a group or class, taking turns and sharing fairly; taking account of own and others' feelings. To talk about their own feelings. Ongoing learning focus: Building Relationships, Self-regulation, Managing Self	Show sensitivity to others' needs and feelings. To describe self in positive terms. Be confident to try new activities. Use the language of negotiation to solve conflicts and begin to think about the perspectives of others. Explain the reasons for rules. Ongoing learning focus: Building Relationships, Self-regulation, Managing Self	Develop appropriate ways of being assertive and solving conflicts showing sensitivity to others' needs and feelings. Ongoing learning focus: Building Relationships, Self-regulation, Managing Self
Physical Development Gross Motor Skills Fine Motor Skills	Hold pencil with pincer grip to mark make. Negotiate space to avoid obstacles. To use tools to support development of fine motor skills. To manage own basic hygiene. Turn the pages of a book	Negotiate space to avoid obstacles. To handle tools safely and effectively, including writing tools. To use a variety of tools to continue to develop fine motor skills – holding pencil correctly, using scissors, paint brushes etc	To continue to develop and refine gross motor skills in a range of ways, safely negotiating space and developing overall body strength, balance, coordination and agility. To continue to develop fine motor skills by handling tools, objects, construction and malleable materials safely and with increasing control.	To continue to develop and refine fine/gross motor skills in a range of ways; developing overall body strength, balance, coordination and agility. Use a range of tools to promote motor skills; skipping ropes, ribbons etc. Encourage children to draw freely – inside/outside. To begin to know how to keep their teeth healthy.	Skip, hop, stand on one leg, use alternative feet to climb apparatus. To handle tools, objects, construction and malleable materials safely and with control. Increasingly be able to remember sequences and patterns of movements. Combine different movements with ease and fluency.	Begin to use core muscle strength to achieve a good posture when sitting at the table and on the floor. To move confidently in a range of ways, safely negotiating space. To handle tools, objects, construction and malleable materials safely and with increasing control. Confidently and safely use a range of large and small apparatus
Physical – PE	Introduction to PE	Fundamentals	Ball skills	Gymnastics	Dance	Games
Mathematics Number Numerical Pattern	Begin to say numbers in order and count on fingers. Compare and recognise changes in numbers and shapes Begin to recognise numerals of personal significance. To order and sequence familiar events. To sort and match objects. Change calendar, recite days of the week - daily.	Recite numbers to 10. Accurately count objects 1:1. Show 'finger numbers' up to 5. Show an interest in shapes. Begin to look at pattern within Diwali celebrations. Recognise familiar patterns. To introduce 2D shapes. Change calendar, recite days of the week - daily.	Recognise/order number 0-6 and beyond. To begin to understand concept of one more/less. Begin to recognise numbers 0-6 within the environment – number hunt. Choose familiar objects and natural objects to create repeating AB patterns Change calendar, recite days of the week - daily.	Recite numbers to 10 and beyond. Recognise 2D shapes within objects/ construction. In practical activities and discussion begin to use the vocabulary involved in addition and subtraction to solve mathematical problems with numbers up to 5. Introduce spatial/positional language. Change calendar, recite days of the week - daily.	Compare/recognise numbers and begin to experiment using symbols Begin to problem solve by experimenting with measure. To begin to recognise and use 2D and some 3D shapes. To use different coins in the role-play shop. Change calendar, recite days of the week - daily.	Make comparisons between objects related to size, length, weight and capacity. To find one more/less from a given number to 5. To use the language of position. Describe a familiar route. Change calendar, recite days of the week - daily.
Literacy Comprehension Word Reading, Writing	To hear and say sounds in words. To show awareness of how books are structured. To attempt to write own name. Begin to mark make in preparation for writing recognisable letters.	Give meaning to marks they make. Use language to imagine and begin to develop own narrative and vocabulary. Mark make using different media. Begin to anticipate an event in a story.	Demonstrate understanding and anticipation of fiction/nonfiction and rhyming books. Begin to write some letters in own name.	Engage in extended conversations about stories and understand the sequence of a story. To begin to write own name on entry.	RWI Set 1 introduction. Continue to write own names on entry. Count and clap syllables in their name and other words. Use and understand recently introduced vocabulary during discussions about stories, nonfiction. Reinforce the five key concepts about print.	RWI Set 1 Reinforce/consolidate. Demonstrate understanding and anticipation of fiction/nonfiction and rhyming books. Begin to write some letters in own name. Reinforce the five key concepts about print.
Understanding the World Past and Present People, Culture and Communities	Begin to make sense of their own life story and family history. Black history month. Explore the natural world around them, changes and seasons.	Celebrate/identify special times – Diwali, Remembrance Day, Hanukkah and Christmas Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Using digital	Celebrate Chinese New Year and Shrove Tuesday. Projector to explore dark and light – shadows. Show interest in different occupations Know that there are different countries in the world.	Understand the key features of the life cycle of a plant and an animal. Explore the natural world around them, changes and seasons. Plant seeds and care for growing plants. Celebrate Easter.	Celebrate Eid. To know that information can be retrieved from digital devices. Explore how things work. Show interest in different occupations. Continue developing positive attitudes about the differences between	Explore and talk about different forces they can feel Find out about the Natural World. Begin to understand the need to respect and care for the natural environment and all living things. Talk about the differences between

		microscopes to explore natural objects Use torches to explore light and dark.			people.	materials and changes they notice. Using digital microscopes to explore natural objects.
Understanding the World – technology + digital world	Using a computer to take pictures of ourselves and others. Taking selfies + pictures of others. Evaluating and choosing pictures to print or delete. Create a class display.	Using a computer. Parts of an iPad – logging in launching apps. Playing simple games. Tapping, dragging, dropping.	Digital art: Making a simple picture using a drawing app. Say what we like about our pictures. Choosing a picture to print.	Exploring hardware: Tinker tray – digital devices (unplugged printers, cameras, keyboards, mice, monitor...) CP. Using digital microscopes and caneras – Plants and flowers.	Programming: Following and giving instructions. How to make a jam sandwich. Sequencing pictures to make instructions. What happens if we get the instructions in the wrong order?	Introduction to data. Making a physical pictogram e.g. favourite fruit or colours (https://tinyurl.com/eyfsphysicalpictogram). Answering questions (How many children like apples?)
Expressive Arts and Design Creating with materials Being Imaginative and Expressive	To explore what happens when colours are mixed. Begin to investigate painting techniques. Sing a range of well-known nursery rhymes and songs. Autumn Wreaths	To sing songs, make music and dance introducing their own rhythms. Independent paint mixing. Watch and talk about dance and performance art, expressing their feelings and responses Salt dough decorations	To use available materials to make props from their own interests. Select tools and techniques needed to shape, assemble and join. Independent paint mixing. Explore and engage in music making. Watch and talk about dance and performance art, expressing their feelings and responses. Sun catcher	To begin to create collaboratively. To use available materials to make props to support role play area. To create and sing songs, make music and dance. Explore colour and colour mixing. Experiment different materials freely, developing their own ideas. Egg threading	Draw with increasing complexity and detail. Listen attentively and respond to what they have heard, also moving to music. To use available materials to make their own creations. Safely use and explore a variety of materials tools and techniques. Artist Study: Jeannie Petyarre and Vincent Van Gogh	Invent and adapt for a clear purpose in mind. Recount narratives and stories.
Cultural capital/key experiences	Harvest food collection	Autumn Walk in the community, looking for signs of Autumn	Visit from the Fire service/ fire engine. Community police officer visit. Visit to the seaside or London aquarium.	Hatching chicks. Caterpillars/butterflies hatching. Visit to the farm.	Bus Journey to Dalston Eastern Curve Garden. Looking for signs of Summer	Aquarium Trip