



Pirton Hill Primary School
Nursery Curriculum Statement 2025-2026

Autumn		Spring		Summer	
Theme: Sing a rainbow		Theme: Spring1 - Wonderful Me Spring2 – Teddybear, Teddybear		Theme: Step into the Ark	
Visit / Visitor / Hook	National nursery rhyme week Watch the Reception nativity	Visit / Visitor / Hook	Outside session – running up and down hills Pet visits	Visit / Visitor / Hook	Farm animal visit
Focus of Year Group Wow	Christmas Craft Session with parents	Focus of Year Group Wow	Easter extravaganza	Focus of Year Group Wow	Graduation
Celebrations and experiences	Daily routines & class rules Remembrance Autumn, Harvest Halloween Bonfire Night, Diwali Christmas	Celebrations and experiences	World Book Day Spring Valentines Day Black History Month Chinese New Year Mother's Day Shrove Tuesday Easter Eid-al-Fitr	Celebrations and experiences	Summer Transition Father's Day Eid-al-Fitr

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Application of Pre-Reading Skills	<p>Talk for Writing key texts Autumn1 – Signs for Little Talkers Nursery Rhymes Autumn2 – Nursery Rhymes Make up a story 3 sentence story (author focus – Sue Hendra)</p> <p>PHASE 1 Phonics</p> <p>The children will:</p> <p>Talk about stories from looking at pictures in books i.e. who? Where? What? Begin to recognise their name i.e. on their peg and name writing card. Begin to make up a 3-sentence story using key vocabulary – once upon a time, first, next. Begin to notice the difference between pictures and the writing When looking at books and labels.</p>	Application of Pre-Reading Skills	<p>Talk for Writing key texts Spring1 - Mr Wiggle & Mr Waggle The Squeaky Story Make up a story - 3 sentence story (Story Focus – Family & pets) Spring2 - Brown Bear, Brown Bear Polar Bear, Polar Bear Make up a story - 5 sentence story (Author Focus – Eric Carle)</p> <p>PHASE 2 Phonics</p> <p>The children will:</p> <p>Begin to recall/retell key events in a familiar story using actions i.e. Talk for writing key texts and story actions. Make up a 3-sentence story and Begin to make up a 5-sentence story using key vocabulary – once upon a time, first, next Talk about key characters and settings in stories using the actions for who? Where? What? Begin to recognise letters in their name i.e. on their peg and name writing card. Recognise the phase 2 letters they have been taught in phonics. Begin to notice the difference between pictures and the writing When looking at books and labels.</p>	Application of Pre-Reading Skills	<p>Talk for Writing key texts Summer1 - We’re Going on a Lion Hunt Owl Babies (Author Focus – Julia Donaldson) Summer2 - The Hungry Caterpillar The Lazy Ladybird Make up a story 5 sentence story (Book Focus – Traditional Tales)</p> <p>PHASE 2 Phonics</p> <p>The children will:</p> <p>Retell a familiar story using actions i.e. Talk for writing key texts and story actions. Make up a 5-sentence story using key vocabulary - once upon a time, first, next, finally. Talk about key characters and settings in stories using the actions for who? Where? What? Recognise their own name independently Recognise letters that are in their name and Phase 2 letters they have been taught in phonics.</p>
	<p>The children will: Draw horizontal and vertical lines. Trace over and begin to copy simple patterns. Make some marks to represent writing (e.g make marks on a picture when writing their name). Use thick paint brushes, pens and pencils to make marks.</p>		<p>The children will: Take part in daily handwriting session on whiteboards following ‘LetterJoin’. Draw lines and shapes – e.g. circles, crosses. Copy simple patterns (e.g. zig-zags, crosses, loops). Begin to use marks that look like letters to represent writing e.g. circles and crosses on a “shopping list”. Shows a preference for a dominant hand.</p>		<p>The children will: Take part in daily handwriting session on whiteboards following ‘LetterJoin’. Draw anticlockwise circles. Write some or all of their name (with some letters written accurately). Write some recognisable letters with meaning (e.g. writing a pretend shopping list) Hold a pen or pencil using a three-finger grasp - begin to form recognisable letters</p>

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<p>Literacy The children will:</p> <ul style="list-style-type: none">• Begin to use key story language - once upon a time, first, next.• Begin to answer questions about a story – who? what? Where?• Use story props and simple story maps to retell a story.• Begin to make up a 3-sentence story Once upon a time there was a little girl. First she went to the park. Next she had an ice-cream.• Talk about their drawings and writing - “that’s my name”.• Look at books – children will be encouraged to talk about and name what they can see in the pictures. <p>Story maps from ‘make up a story’ sessions</p>	<p>Literacy The children will:</p> <ul style="list-style-type: none">• Begin to retell a familiar story using a story map and actions - Mr Wiggle & Mr Waggle, The Squeaky Story, Brown Bear, Brown Bear, Polar Bear, Polar Bear.• Use key story language – once upon a time, first, next.• Answer simple questions about a story – who are the characters? Where is the setting for the story? What happened in the story?• Make up a 3-sentence story Once upon a time there was a little girl. First she went to the park. Next she had an ice-cream.• To recognise some letters (grapheme) and the sound (phoneme) they make (Following Essential Letters and Sounds).• Begin to recognise letters in words and words with the same initial sound i.e. money and mother.• Begin to recognise and copy letters in their name.	<p>Literacy The children will:</p> <ul style="list-style-type: none">• Retell a familiar story using a story map and actions - We’re Going on a Lion Hunt, Owl Babies, The Hungry Caterpillar, The Lazy Ladybird.• Use key story language – once upon a time, first, next, finally.• Talk about a story. Who are the characters? Where is the setting for the story? What happened in the story?• Make up a 5-sentence story Once upon a time there was a little girl and her mummy. One day they went to the zoo. First they saw the elephants. Next they saw the lions. Finally they saw the zebras.• Recognise some letters (grapheme) and the sound (phoneme) they make (Following Essential Letters and Sounds).• Recognise letters in words and words with the same initial sound i.e. money and mother.• Write for a reason i.e. a pretend shopping list, a birthday card, writing their name on a picture etc.• Write some or all of their name.• Be encouraged to write some letters accurately.
<ul style="list-style-type: none">• Story time will be daily and the children encouraged to talk about what happens (books from the focus author and books linked to the theme.) - copies of books to• Books be available in the book corner for children to look at independently and for them to share with adults. These books will include; Those that reflect the children’s interests From the focus author (Sue Hendra) non-fiction books about Celebrations		

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<p>Mathematics The children will:</p> <ul style="list-style-type: none">• Sing number rhymes i.e. 5 Speckled Frogs, 5 Little Ducks, Count in everyday contexts to 5.• Sort objects by colour• Talk about and identify patterns in the environment i.e. socks, coats, animals, wall paper)• Begin to talk about, copy and continue simple patterns i.e. blue car, red car, blue car, red car.• When playing count objects to 2, pointing to each object in turn.• Subitise to 2 – know there are 2 dots/2 objects without counting.• Use fingers to show numbers up to 2• In play find and recognise numerals 1 and 2• Begin to understand and use the vocabulary of size to compare two objects e.g. long, short, tall, long.• Play and build with 2D and 3D shapes i.e. use the magnetic shapes to build a house, garage for a car.	<p>Mathematics The children will:</p> <ul style="list-style-type: none">• Say numbers in order to 10.• Sort objects by colour, shape and size.• Talk about, copy and continue simple patterns i.e. leaf, stick, leaf, stick, leaf, stick• When playing, count objects to 5, pointing to each in turn.• Use fingers to show numbers up to 5.• Begin to solve real world mathematical problems with numbers to 5 e.g. setting the table with 5 bowls for snack time.• In play recognise numbers to 5, and match the numerals to the correct number of objects.• Understand and use the vocabulary of size to compare two objects e.g. long, short, tall, long, high, tallest, shortest, longest.• Understand and use the vocabulary of weight to compare two objects e.g. heavier, lighter, balance, equal.• Make pictures using 2D shapes.• Use shapes appropriately when building e.g. a cylinder for the turret of a castle, a triangular prism for a roof	<p>Mathematics The children will:</p> <ul style="list-style-type: none">• Begin to say numbers beyond 10.• Compare quantities using language: “more than” and “fewer than” i.e. the teddy has more biscuits, the cat has fewer biscuits.• Talk about, identify and create simple patterns i.e. red car, blue car, red car, blue car, red car, blue car.• Count out up to 6 objects from a larger group i.e. count cakes to give to a toy.• Subitise to 5 - know there are 5 dots/5 objects without counting• Use fingers to show numbers up to 10• Solve real world mathematical problems with numbers to 5 e.g. setting the table with 5 bowls for snack time• In play recognise numbers to 6, and match the numerals to the correct number of objects.• Compare 2D shapes using mathematical language sides, corners, straight, flat, round. i.e. the circle is round, the square has straight sides• Understand position through words alone e.g. “The teddy is under the table”

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<p>Communication and Language The children will:</p> <ul style="list-style-type: none">• Begin to join in with songs and rhymes i.e. Twinkle Twinkle Little Star, 5 Speckled frogs, 5 Little ducks, 5 Monkeys Jumping on the Bed, 5 in the Bed, 5 Little Pumpkins, 5 Little Men in a Flying Saucer, 5 Green Bottles, 5 Monkeys Swinging in the Tree.• Be encouraged to answer a simple question i.e. can you talk to me about your picture? What colour is the car?• To begin to talk about likes and dislikes i.e. at snack time “I like apples”, when talking about animals “I don’t like snakes”.• Understand, recognise and show what “Being ready to learn” looks like ie. Super Star Sitting.• Begin to use new vocabulary linked to stories.• Use social phrases – e.g. “Good morning, please, thank you• Understand and follow a simple instruction – put your water bottle away, sit on the carpet.• Use small world toys and talk in role play situations.	<p>Communication and Language The children will:</p> <ul style="list-style-type: none">• Join in with songs and rhymes i.e. 5 Current Buns, Finger Family Song, Head Shoulders Knees and Toes, Miss Polly had a Dolly, Row Row Row Your Boat, 5 Hot Cross Buns, The Grand Old Duke of York, Ring Ring o’ Roses, Round and Round the Garden, Teddy Bear Teddy Bear.• Communicate their play e.g. “I’ll be the bus driver and you be the passenger”• Answer a simple question i.e. who was walking in the fores?,, “where did Mr Wiggle go?• Use new vocabulary linked to stories and Understanding the World themes.• Begin to express their point of view when talking and playing i.e. I like going to the park	<p>Communication and Language The children will:</p> <ul style="list-style-type: none">• Sing songs and rhymes from memory i.e. Old McGregor had a Zoo, I’m a Little Teapot, Baa Baa Black Sheep, Hickory Dickory Dock, 1,2,3,4,5 Once, Caught a Fish, Old Mc Donald had a Farm, Horsey Horsey, Incy Wincy Spider, Tiny Caterpillar on a Leaf, There’s a Worm at the Bottom of the Garden• Talk about and answer questions relating to Talk for Writing key texts and familiar books i.e. Who are the characters in the story? Where is the setting for the story? What happens first? Next? finally• Make up a 5-sentence story using key story vocabulary and actions - Once upon a time there was Peppa Pig and Owlet. One morning they went to the park. First they went on the slide. Next they went on the swings. Finally they went on the roundabout.• Take turns in conversation, with an adult or a friend• Understand and answer a ‘why’ question using a sentence. i.e. why did the caterpillar get so big? (OCP)• Use a wide range of vocabulary linked to experiences and stories• Express their point of view and justify it i.e. “I like ice cream because it is cold” (OCP)• Use future and past tense. “I am going to the park”, “I went to the park” (OCP)

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Physical Development The children will: <ul style="list-style-type: none"> Kick a large ball Ride a bike/scooter. Climb up the slide steps without support Walk and run outside showing some awareness of others Develop their independence by being encouraged to; take off/put on their coat, go to the toilet, wash hands, attempt to undo/do up buttons. Use scooters, trikes and bikes with some control and awareness of others. Skip, hop, stand on one leg and play games like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Develop using a comfortable grip with good control when holding pens and pencils. Begin to show a preference for a dominant hand. Manipulate playdough with tools i.e. scissors, cutters, rolling pins. Manipulate playdough with hands i.e. pinch, squeeze, stretch, roll etc. Begin to thread large beads onto a lace Use chalk on a large surface to draw short and long lines, zig-zags Use fingers and thumb to place loose parts into a bowl Use thick paint brushes, pens and pencils to make marks Begin to trace over and begin to copy simple patterns Use long loop assisted scissors to make snips in paper Use a tablespoon to scoop and transport small loose parts into a container 	Physical Development The children will: <ul style="list-style-type: none"> Use streamers, ribbons and flags to make clockwise and anticlockwise circles Use chalk on a large surface to draw clockwise and anticlockwise circles Throw and catch a large ball Ride a balance bike and a scooter with some control Climb onto a crate and jump off Skip, hop and run showing some awareness of others Go to the toilet, wash and dry their hands independently Independently put on their coat and shoes Thread large beads onto a lace Use tweezers with a whole hand grip to move loose parts Use a rolling pin to roll out Playdough and shape cutters to cut out a shape Use Playdough to make a simple model - e.g. a cupcake Use a comfortable grip with good control when holding pens and pencils. Use a pencil or pen to draw circles and straight lines Copy simple patterns (e.g. zig-zag, crosses, loops) Use scissors to make snips in paper Use a teaspoon to scoop and transport small loose parts into a container Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. 	Physical Development The children will: <ul style="list-style-type: none"> Use streamers, ribbons and flags to make a variety of movements with control Use chalk on a large surface to draw pictures using straight and curved lines Throw and catch a range of resources (e.g. large/smaller balls, beanbags) To independently ride a balance bike and a scooter with control and some spacial awareness Balance and walk along a walkway (e.g. a plank between two crates) Move around in different ways showing awareness of others Be toilet trained and manage own hygiene (or a support plan in place with parents) Independently put on their coat and do it up, take off their jumper, put on their shoes Understand the importance of exercise and brushing teeth(OCP) Talk about healthy food choices - fruit and vegetables Thread small beads onto a lace Place pegs into a peg board using their finger and thumb Use tweezers using a pincer grip to move objects Use clay to make a simple model – adding some details (e.g. a hedgehog with spikes) Hold a pen or pencil using a three finger grasp - begin to form recognisable letters Shows a preference for a dominant hand Use scissors to cut straight lines around a picture Use a plastic knife to cut Playdough Use a safety knife to cut fruit

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Personal, Social and Emotional Development The children will: <ul style="list-style-type: none"> Select and use activities and resources, with help when needed. Begin to talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Be encouraged and praised when demonstrating ‘Blue Behaviour’ choices. Be encourage to make friendships – play alongside other children doing the same activity (OCP) Begin to use signs to express their feelings and behaviour through listening to ‘Signs for Little Talkers’ stories. i.e. happy, sad, upset, angry, frightened. Understand, recognise and show what “Being ready to learn” looks like ie. Super Star Sitting. Be taught to follow routines ie. beginning of the day, lining up, going home etc. Develop their independence by being encouraged to; take off/put on their coat, go to the toilet, wash hands, attempt to undo/do up buttons. Be encourage to share and take turns. 	Personal, Social and Emotional Development The children will: <ul style="list-style-type: none"> Select and use activities and resources independently. Be encouraged to play with one or more other children. Develop their sense of responsibility and membership of a community. Be guided to find solutions to conflicts. For example, asking if they could have a particular toy, waiting for their turn, sharing resources/activities. Follow the ‘Blue’ rules, understanding why they are important. Show what “Being ready to learn” looks like ie. Super Star Sitting. Follow routines i.e. beginning of the day, lining up, going home etc. Talk about their feelings using words like ‘happy’, ‘sad’, ‘excited’ or ‘scared’, wait, share, your turn, well done etc. Begin to understand how others might be feeling i.e. Understand that a child will be upset if they take something off them. Be increasingly independent as they get dressed and undressed, for exmple, putting coats on and doing up zips. 	Personal, Social and Emotional Development The children will: <ul style="list-style-type: none"> Play with one or more other children using talk to extend and elaborate play ideas. Follow the ‘Blue’ rules, understanding why they are important. Show what “Being ready to learn” looks like ie. Super Star Sitting. Begin to find solutions to conflicts. For example, asking if they could have a particular toy, waiting for their turn, sharing resources/activities. Understand how others might be feeling i.e. Understand that a child will be upset if they take something off them. Independently put on their coat and do it up, take off their jumper, put on their shoes.
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<ul style="list-style-type: none">Understanding The World The children will: <ul style="list-style-type: none">Begin to talk about themselves and things they have done i.e. what they did at the weekend, a trip to the park etc.Explore different occupations through playi.e. dressing up clothesBegin to explore different cultures through celebrations i.e. Diwali, Christmas, Hanukah, Firework night etc.Begin to explore and play with different natural materials i.e. leaves, bark, rocks, pebbles etc.Notice and talk about changes in the environment i.e. leaves changing colour in autumn etc.Begin to explore different materials and forces i.e. ice melting, metal & magnets, stretching elastic etc.	<ul style="list-style-type: none">Understanding The World The children will: <ul style="list-style-type: none">Begin to understand the life cycle of a plant and animals.Talk about themselves and begin to talk about their family i.e. family photos, photos of celebrations/birthdays etc.Begin to show an interest in different occupations.Explore different cultures through celebrations i.e. Chinese New Year, Shrove Tuesday, Easter, Eid etc.Explore and play with different natural materials and begin to talk about what they see or feel i.e. texture, is it soft? Hard? Rough? Etc.Plant, watch and talk about the changes in plants.Explore and begin to talk about different materials and forces i.e. ice melting, metal & magnets, stretching elastic etc.	<ul style="list-style-type: none">Understanding The World The children will: <ul style="list-style-type: none">Talk about their family and memories of special events i.e. religious events, family weddings etc.Show an interest in different occupations i.e. Who looks after pets? Who would help if you had toothache?Talk about different cultures through celebrations i.e. Can you talk about Eid/Easter? Etc.Explore natural materials and talk about what they see/feel using a wide vocabulary i.e. what is similar/different?Understand and begin to talk about the key features of the life cycle of a plant or animal.Explore and talk about different materials and forces i.e. ice melting, metal & magnets, stretching elastic etc.
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Expressive Arts and Design The children will: birth to 3 years <ul style="list-style-type: none">Begin to join in with songs and rhymes i.e. Twinkle Twinkle Little Star, 5 Speckled frogs, 5 Little ducks, 5 Monkeys Jumping on the Bed, 5 in the Bed, 5 Little Pumpkins, 5 Little Men in a Flying Saucer, 5 Green Bottles, 5 Monkeys Swinging in the TreeTake part in simple pretend play i.e. dress up in a costume, make a cup of tea etc.Explore small world play i.e. farm/castle etc.Explore and build with available resources i.e. wooden blocks, construction kits etc.Explore different materials i.e. card, paper, junk, material etc.Draw a picture and say what they have drawnDraw a self-portrait - circle with eyes.)Join in singing nursery and action rhymes.Explore and make sounds – body percussion or using instruments.Explore colour and colour mixing.	Expressive Arts and Design The children will: 3 to 4 year olds <ul style="list-style-type: none">Join in with songs and rhymes i.e. 5 Current Buns, Finger Family Song, Head Shoulders Knees and Toes, Miss Polly had a Dolly, Row Row Row Your Boat, 5 Hot Cross Buns, The Grand Old Duke of York, Ring Ring o’ Roses, Round and Round the Garden, Teddy Bear Teddy Bear.Take part in pretend play, retelling a story or event i.e. preparing food in the café etc.Begin to use story language and props when exploring small world play.Make imaginative ‘small’ worlds using available resources i.e. wooden blocks, construction kits etc.Explore different materials and develop ideas about how to use them i.e. card, paper, junk, material etc.Draw a self-portrait (assessment - face with a circle, eyes, nose, mouth, hair).Show different emotions in drawings and paintings i.e. happy, sad, etc.Use the instruments to accompany nursery rhymes and action songs.	Expressive Arts and Design The children will: 3 to 4 year olds <ul style="list-style-type: none">Sing songs and rhymes from memory i.e. Old McGregor had a Zoo, I’m a Little Teapot, Baa Baa Black Sheep, Hickory Dickory Dock, 1,2,3,4,5 Once, Caught a Fish, Old Mc Donald had a Farm, Horsey Horsey, Incy Wincy Spider, Tiny Caterpillar on a Leaf, There’s a Worm at the Bottom of the GardenTake part in pretend play with others, retelling a story or event i.e. retelling stories, taking a turn in roleplay etc.Begin to develop complex stories when using small worlds and story props.Make imaginative and complex ‘small’ words using available resources i.e. wooden blocks, construction kits, junk etc.Join different materials/textures to create a modelDraw a detailed self-portrait – draw a picture of themselves with head/features/arms/legsShow different emotions in their drawings and paintings like happiness, sadness, fear etc.Create their own songs, or improvise a song they already knowPlay instruments with increasing control i.e. slow/fast/loud/quiet/keeping a steady beat etc.