



Heron Cross Primary School

Nursery Overview & Progression

2025 - 2026

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEME	Welcome to Nursery		Amazing Animals		People Who Help Us	
TOPICS COVERED WITHIN THEME	Welcome to Nursery All about Me My senses My body My Family My Emotions Halloween Diwali	My Emotions/Feel ings Bonfire Night Colours Christmas	Zoo Animals Sea Animals Minibeasts	Life cycle of a chick Life cycle of caterpillar Easter	Emergency Services Doctors and Nurses Police Dental Care	Life cycle of plants Emergency Services Caring for Pets Farming Building and Construction
Key Texts	Marvellous Me - Lisa Bullard	Find Your Happy - Emily Coxhead	Dear Zoo -	One Little Chick - Lesley Sims	What Jobs Could You Do? - Catherine Barr & Ana Gomez	When You're Fast Asleep - Who Works At Night Time?
	What Makes Me A Me? - Ben Faulks	The Quiet Little Firework - Nicola Coppack	Somebody Swallowed Stanley - Sarah Roberts	The Very Hungry Caterpillar - Eric Carle	People Who Help Us at The Hospital - Emeline Barrea	Busy Ambulance - Lousie Forsham
	The Colour Monster - Anna Llenas	The Tree That's Meant To Be - Yuval Zommer	A Good Place - Lucy Cousins	The Very Hungry Caterpillar's Easter Surprise - Eric Carle.	My Daddy Is A Police Officer - Donna Miele	Mog and the Vet - Judith Kerr
	The Best Diwali Ever - Sonali Shah and Chaaya Prabhat	How many Sleeps Till Christmas? - Mark Sperring			We're Going To The Dentist - Marion Cocklico	People Who Help Us Farmer - Rebecca Hunter
					Firefighter by Ando Twin and Lucy M. George	Zoom - Building Site Adventure - Susan Hayes



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NURSERY RHYME FOCUS	2/3-word sentences/ slower paced rhymes		Action Songs	Rhymes containing longer sentences	Counting songs	
	• Humpty dumpty • Baa baa black sheep • Twinkle, twinkle, little star • Row, row, row your boat • Rain, rain go away • Pat a cake • Little Miss muffet • Star light star bright • Jack and Jill • Polly put the kettle on		• Brush your teeth • Head, Shoulders, knees and toes. • If you’re happy and you know it. • Sleeping bunnies • Wind the bobbin up	• The grand old duke of York • This little piggy went to market • The bear went over the mountain • Down in the jungle • Incy wincy spider • I’m a little teapot • The wheels on the bus • Old McDonald had a farm • Miss Polly had a dolly.	• 5 little speckled frogs • 5 little ducks • 5 little men in a flying saucer • 1,2,3,4,5 once I caught fish alive • Two little dickie birds • Three blind mice • Five current buns • 5 little pumpkins • 5 little monkeys jumping on the bed • One finger, one thumb	
ENRICHMENT OPPORTUNITIES		Christmas Nativity Santa Visit - Amerton Farm		Animal Man Adventure Land Farm Growing/Hatching Chick Growing/Hatching Caterpillar	Visit from Police Visit from Dentist Visit from Fireman	Visit from Ambulance Apple Tree Farm



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COMMUNICATION & LANGUAGE	Explore listening to stories and can remember some of what happens recall key phrases		Enjoy listening to longer stories and can remember much of what happens		Know many rhymes, be able to talk about familiar books, and be able to tell a long story	
	Begin to pay attention to more than one thing at a time, which can be difficult		Children can “listen & do” - focusing on more than one thing at time		Children can pay attention to more than one thing at a time for a prolonged period of time	
	Use a wider range of vocabulary		Use a wide range of vocabulary and form an understanding of new words that they hear		Use a wide range of vocabulary; understanding new words and begin to use these words independently in context	
	Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”		Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”		Children to begin to ask ‘why’ questions correctly to find out more information.	
	Listen to & sing some songs and rhymes.		Sing a large repertoire of songs & rhymes, using actions		Sing a large repertoire of songs & rhymes, recalling by heart.	
	Begin to use longer sentences simple phrases		Confidently use longer sentences of four to six words		Use sentences joined up with words like ‘because’, ‘or’, ‘and’	
	Start a conversation with an adult or friend		Start a conversation with an adult or a friend and continue it for many turns		Children will begin to use the correct tense when speaking e.g. swam instead of swimmied.	
	Be able to express a point of view		Be able to express a point of view and listen to other people’s views		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	
	Begin to use talk (simple phrases) to inform their play e.g. “Let’s go to the house”		Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”		Use talk to organise themselves and their peers in collaborative play, beginning to work together and listen to other people’s point of view.	



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PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT	Select and use activities and resources, with help when needed		Begin to independently select and use activities and resources		Independently select and use activities and resources	
	<i>Know that we are all members of communities</i>		Develop their sense of responsibility and membership of a community		Develop their sense of responsibility and membership of a community, <i>talking about why they are special</i>	
	<i>Begin to settle into the new environment and form bonds with new adults and peers</i>		Become more outgoing with unfamiliar people, in the safe context of their setting		Show more confidence in new social situations	
	Play with one or more other children, extending and elaborating play ideas		Play with one or more other children, extending and elaborating play ideas		Take part in other pretend play with different roles with one or more other children	
	Begin to independently resolve disagreements or conflicts <i>during play using talk</i>		Independently talk with others to resolve disagreements or solve conflicts, begin to develop appropriate ways of being assertive		Find solutions to conflicts and rivalries e.g. negotiate solutions to conflicts in their play and use appropriate ways of being assertive	
	<i>Begin to understand school rules and why they are important. Children to begin to remember these without support from an adult.</i>		Increasingly follow rules, understanding why they are important		Remember rules without needing an adult to remind them and know why they are important.	
	Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’		Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’ and understand gradually how others might be feeling		Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’ and <i>begin to understand ways in which we can regulate our emotions</i>	
	<i>Begin to understand the importance of meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Adult support may be required</i>		Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly		Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly	
	<i>Begin to talk about healthy choices and why they are important. Children begin to make healthy choices with help when needed.</i>		<i>Begin to talk about healthy choices and why they are important. Children begin to make healthy choices with help when needed.</i>		Make healthy choices about food, drink, activity and tooth brushing <i>and can understand the importance</i>	



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PHYSICAL DEVELOPMENT	Develop their movement, balancing, riding (scooters, trikes and bikes) ball skills, climbing and using stairs apparatus with alternate feet.		Continue to develop their movement, balancing, riding (scooters, trikes and bikes) ball skills, climbing and using stairs.		Match their developing physical skills to tasks and activities in the setting, becoming more confident, competent, creative and adaptive movers	
	Begin to demonstrate control when skipping, hopping, balancing e.g. stand on one leg and hold a pose for a game like musical statues		Confidently demonstrate control when skipping, hopping, balancing e.g. stand on one leg and hold a pose for a game like musical statues			
	Use large-muscle movements to dance, wave flags and streamers, paint and make marks		Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm		Use and remember sequences and patterns of large-muscle movements which are related to music and rhythm	
	Start taking part in some group activities		Start taking part in some group activities which they make up for themselves, or in teams			
	Begin to choose right resources to carry out their own plan, with support when needed.		Increasingly be able to choose the right resources to carry out their own plan		Independently choose the right resources to carry out their own plan	
	Begin to carry out activities which involve taking risks, talking about how to keep safe.		Carry out activities which involve taking risks and thinking about physical safety along with their physical ability			
	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks					
	Begin to use one-handed tools and equipment, with guided hand-over-hand help when needed.		Use one-handed tools and equipment, e.g. making snips in paper with scissors			
	Begin to use a comfortable grip with good control when holding pens and pencils Begin to show a preference for a dominant hand		Use a comfortable grip with good control when holding pens and pencils Begin to show a preference for a dominant hand		Use a tri-pod grip with good control when holding pens and pencils Demonstrate preference for a dominant hand	
	Be increasingly independent as they get dressed and undressed, e.g. putting coats on and doing up zips, with support as needed.		Be increasingly independent as they get dressed and undressed, e.g. putting coats on and doing up zips.		Independently get dressed and undressed, e.g. putting coats on and doing up zips.	

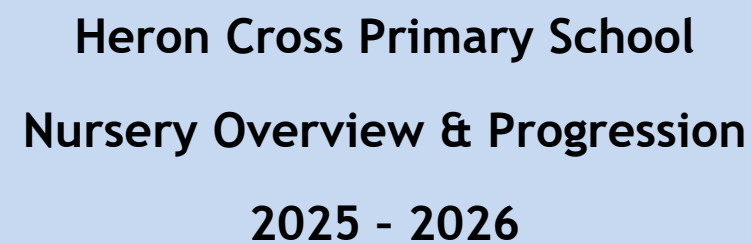


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LITERACY	Understanding that print has meaning, understanding the different parts of books i.e. title, blurb etc		Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing		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; writing 'm' for mummy	
	Engage in extended conversations about stories, learning new vocabulary		Engage in extended conversations about stories, learning new vocabulary			
	<i>Begin to represent meaning using marks and can explain what it means to them</i>		Write some letters accurately		Write some or all of their name	
	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					
SCHOOL PHONICS SCHEME	PHASE 1 Phonics (7 aspects) taught throughout the Autumn Term and embedded in the provision: Aspect 1: General Sound Discrimination - Environmental Sounds Aspect 2: General Sound Discrimination - Instrumental Sounds Aspect 3: General Sound Discrimination - Body Percussion Aspect 4: Rhythm & Rhyme Aspect 5: Alliteration Aspect 6: Voice Sounds			Monster Phonics	Monster Phonics	



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TOPICS OF INTEREST COVERED WITHIN THEME	Colours • Red • Blue • Yellow	Colours • Green • Purple • Mix of colours	Match • Buttons and colours • Matching towers • Matching shoes	Match • Match number shapes • Match shapes • Pattern handprints – big and small	Sort • Colour • Size • Shape	Sort • What do you notice? • Guess the rule • Guess the rule	Number 1 • Subitising • Counting • Numeral	Number 2 Subitising- dice pattern Subitising- random pattern Subitising – different sizes	Number 2 • Counting • Numeral • Numeral	Pattern • Extend AB Colour patterns • Extend AB Outdoor Patterns • AB Movement Patterns	• Fix my Pattern • Extend ABC Colour patterns • Extend ABC Outdoor Patterns	Consolidation Activities - Winter activity week	Number 3 Subitising Subitising Subitising	Number 3 3 Little pigs 11 counting Numerals/Triangles	Number 4 11 counting Numerals Squares/rectangles	Number 4 Composition of 4 Composition of 4 Composition of 4	Number 5 11 counting Numerals Pentagon	Number 5 Composition of 5 Composition of 5 Composition of 5	Consolidate 1 - 5	Number 6 Introduce 10 frame	Height & Length • Tall and short • Long and short • Tall/long and short	Mass Relate to books 3 little pigs goldilocks	Capacity	Consolidation	Sequencing	Positional Language	More than/fewer than	Shape – 2D Revisit pattern from Autumn	Shape – 3D Revisit pattern from Autumn	Consolidation: More than/fewer one more and one less	Number composition 1–5 Revision	What comes after?	What comes before?	Numbers to 5	Consolidation / Activity weeks SUMMER	Consolidation / Activity weeks
MATHEMATICS	Make comparisons between objects relating to size.												A Develop fast recognition of up to 3 objects without having to count them individually (Subitising)												A deep understanding of composition and cardinality of numbers 0 - 5 Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’)											
	Complete inset puzzles.												Show ‘Finger numbers’ up to 5.												Develop fast recognition of up to 5 objects, without having to count them individually (‘subitising’)											
	Compare size using gestures and language ‘bigger/little/small’												Say one number for each item in order: 1,2,3,4,5												Recite numbers past 5											
	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’												Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5												Begin to describe a sequence of events, real or fictional using words such as , first, then											
	Make comparisons between objects relating to size												Know that the last number reached when counting a small set of objects tells you how many there are in total (Cardinal principle)												Talk about and explore 2D and 3D shapes using informal and mathematical language ‘sides, corners, straight, flat and round’											
	Develop fast recognition of up to 3 objects without having to count them individually. (Subitising)												Experiment with their own symbols and marks as well as numerals.												Compare quantities using language: ‘more than’, ‘fewer than’											
	Say one number for each item in order 1, 2, 3, 4, 5,												Talk about and explore 2D and 3D shapes using informal and mathematical language ‘sides, corners, straight, flat and round’												.Explore the composition of numbers to 10.											
	Know that the last number reached when counting a small set of objects tells you how many there are in total (The cardinal value)												Recite numbers past 5.												Solve real world mathematical problems with numbers up to 5											
	Show ‘finger numbers’ up to 5.												Link numerals and amounts for example showing the right number of objects to match the numeral.												Understand position through words alone - for example, “The bag is under the table,” - with no pointing											
	Link numerals and amounts for example showing the right number of objects to match the numeral up to 3.												Make comparisons between objects relating to size, length, weight and capacity												Begin to use some positional language accurately to describe location of objects etc.											
	Extend and create ABAB patterns - stick, leaf, stick, leaf.																																			
	Notice and correct an error in a repeating pattern.																																			



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UNDERSTANDING THE WORLD	Use all their senses in hands-on exploration of natural materials		Explore collections of materials with similar and/or different properties		Talk about the differences between materials and changes they notice	
	Talk about what they see, using a wide vocabulary		Talk about what they see, using a wide vocabulary		Talk about what they see, using a wide vocabulary	
	Begin to make sense of their own life-story and family's history		Continue developing positive attitudes about the differences between people		Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	
			Show interest in different occupations		<i>Show interest in different occupations and talk about why they are important</i>	
	Explore how things work		Explore and talk about different forces they can feel			
	<i>Explore plants and trees in local environment and begin to describe them</i>		Plant seeds and care for growing plants.		Begin to understand the need to respect and care for the natural environment and all living things	
			Understand the key features of the life cycle of a plant and an animal		<i>Describe the simple life cycle of a plant and an animal using words, pictures, actions etc</i>	



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EXPRESSIVE ARTS & DESIGN	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, to develop their ideas about how to use them and what to make Join different materials and explore different textures		Develop their own ideas and then decide which materials to use to express them			
	Create closed shapes with continuous lines and begin to use these shapes to represent objects Use drawing to represent ideas like movement or loud noises		Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc		Draw with increasing complexity and detail, such as representing a face with a circle and including details	
	Explore colour and colour mixing					
	Listen with increased attention to sounds (Developing listening skills through a range of active listening activities)		Respond to what they have heard, expressing their thoughts and feelings (Play, share and perform a wide variety of music and songs from different cultures and historical periods)			
	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match') Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs		Create their own songs or improvise a song around one they know			
			Play instruments with increasing control to express their feelings and ideas			