

# Cedars Manor School



## EYFS Curriculum Overview 2025-2026

*Article 2: Every child has the right to be treated equally and with respect*

## Nursery Curriculum Overview

| Term                | Autumn 1                           | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|---------------------|------------------------------------|---|---|--|--|---|
| Broad Topic         | <b>Starting School</b>             | <b>Celebrations</b>   | <b>Marvellous Mixtures</b>  | <b>Growing and Changing</b>  | <b>People who help us and Transport</b>  | <b>Once Upon a Time</b>   |
| Key Question        | <b>What is my new school like?</b> | <b>How do people celebrate?</b>   | <b>What happens when we mix things together?</b>  | <b>What do animals and plants need to grow?</b>  | <b>Who can we go to for help? What is transport?</b>   | <b>What makes a good or a bad character?</b>  |
| Trips / Experiences |                                    | Tea Party – invitation to parents   | Potion making experience in the Children’s Centre   | Chick Hatching   | Visit from the Police / key worker   | Local Walk - Transport  |
| School Values       | Safe                               | Respect   | Responsible   | Resilient  | Courage  | Ready   |
| PHSE / RSE Jigsaw   | Being Me in My World               | Celebrating Differences   | Dreams & Goals  | Healthy Me   | Relationships  | Changing Me   |
| Literacy            | Key Texts                          | *The Tiger who came to Tea<br>*Owl Babies<br>*Elmer<br><br>*Room on the Broom<br>*Our Favourite day of the year<br>*Stick Man<br><br><u><b>Celebration texts:</b></u><br>*Amma, tell me about Diwali<br>*Kipper’s Christmas<br>*Hanukah | *Potion Commotion<br>*The Colour Monster<br>*The magic Porridge Pot<br>*Libby Loves Science | *Dora’s Egg<br>*Handa’s Hen<br>*The Enormous Turnip<br>*Oliver’s Vegetables<br><br><u><b>Non-Fiction books:</b></u><br>*Egg to Chicken<br>*Spring                                  | *Mr Gumpy’s Outing<br>*Duck in a Truck<br><br><u><b>Non-Fiction books:</b></u><br>*People who help us – policeman / doctor<br>*People who help us – fireman / dentist<br>*People who help us – teacher / Vet | *The Gingerbread Man<br>*Goldilocks and the three Bears<br>*The Three Little Pigs<br><br><u><b>Nursery Rhymes:</b></u><br>*Humpty Dumpty<br>*Little Miss Muffet<br>*Incy Wincy Spider                   |
|                     | Reading                            | <b>Little Wandle Phonics Scheme (Autumn 2 start)</b><br>Re- telling stories from pictures<br>Curiosity Cat word aware – extending vocabulary<br>Parent / child library sessions   |   | <b>Little Wandle Phonics Scheme</b><br>Guided reading of wordless texts to extend vocabulary<br>Curiosity Cat word aware – extending vocabulary<br>Parent / child library sessions |  | <b>Little Wandle Phonics Scheme</b><br>Identifying / reading initial phonemes in texts.<br>Identifying their name<br>Curiosity Cat word aware – extending vocabulary<br>Parent / child library sessions |
|                     | Writing                            | <ul style="list-style-type: none"> <li>Exploring different mark making materials Experiment using different</li> </ul>  |   | <ul style="list-style-type: none"> <li>Use different types of marks and talk about their picture</li> </ul>  |  | <ul style="list-style-type: none"> <li>Draw recognisable pictures and begin to write some letters</li> </ul>  |

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|             |   | <p>marks</p> <ul style="list-style-type: none"> <li>• Use marks to represent their name</li> <li>• Phonics – listening to beginning sounds of words</li> </ul>   | <ul style="list-style-type: none"> <li>• Begin to write some letters of their name</li> <li>• Phonics – repeat the beginning sounds to words and segmenting of words</li> </ul>   | <ul style="list-style-type: none"> <li>• Write their name</li> <li>• Phonics – identify the beginning sound in words and orally segment words and</li> <li>• Recognise the beginning sound of their name</li> </ul>  |  |   |
| Mathematics | <ul style="list-style-type: none"> <li>*Take part in finger rhymes with numbers</li> <li>*React to changes of amount in a group of up to three items.</li> <li>*Combine objects like stacking blocks and cups.</li> <li>*Put objects inside others and take them out again.</li> <li>*Build with a range resource</li> <li>*Complete inset puzzles</li> </ul> | <ul style="list-style-type: none"> <li>*Compare amounts, saying ‘lots’, ‘more’ or same.</li> <li>*Counting like behaviour, such as making sounds, pointing or saying some numbers in sequence</li> <li>*Compare sizes, weights etc. using gesture and language- bigger/little/smaller</li> <li>*Notice patterns and arrange things in patterns</li> <li>*Talk about and identifies the patterns around them, for example – stripes on clothes, designs on rugs and wallpaper.</li> <li>*Use informal language like pointy, spotty, blobs...</li> </ul> | <ul style="list-style-type: none"> <li>*Count in everyday contexts, sometimes skipping numbers – 1-2-3-5</li> <li>*Fast recognition of up to 3 objects, without having to count them individually (subitising)</li> <li>*Recite numbers past 5</li> <li>*Talk about and explore 2D shapes using informal and mathematical language ‘sides’, ‘corners’, ‘straight’</li> <li>*Extend and create ABAB patterns – stick, leaf, stick, leaf</li> </ul> | <ul style="list-style-type: none"> <li>*Say one number for each item in order. 1,2,3,4,5</li> <li>*Know that the last number reached when counting in small set of objects tell you how many there are in total (cardinal principle)</li> <li>*Show fingers up to 5</li> <li>*Describe a familiar route</li> <li>*Discuss routes and locations, using words like ‘in front of’ and ‘behind’</li> </ul> | <ul style="list-style-type: none"> <li>*Link numerals and amounts for example showing the right number of objects to match their numeral up to 5</li> <li>*Experiment with tier own symbols and marks as well as numeral</li> <li>*Make comparisons between objects relating to size, length, weight, and capacity</li> <li>*Select shapes appropriately: flat surfaces for building, a triangular prism for a room</li> <li>*Talk about and explore 3D shapes using informal and mathematical language ‘sides’, ‘corners’, ‘straight’, ‘edge’, ‘flat’, ‘round’</li> </ul> | <ul style="list-style-type: none"> <li>*Solve real world mathematical problems with numbers up to 5</li> <li>*Compare quantities using languages: ‘more than’, ‘fewer than’</li> <li>*Notice and correct error in a repeating pattern</li> <li>*Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then’</li> <li>*Combine shapes to make new ones – an arch, a bigger triangle etc.</li> </ul> |

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| UTW              | Science   | Investigating using our senses<br>What can we smell?<br>What can we taste?<br>What can we hear?<br>What can we see?<br>What can we feel? | Light and Dark –<br>Night and Day<br>What can we see during the day?<br>What can we see at night? | Simple ‘Magic’ science experiments<br>What happens when we mix ingredients together? | Life Cycles of chicks & beans<br>How does a chick grow?<br>How can we care for a bean plant? | Floating and Sinking<br>What objects float?<br>What objects sink?<br>What is heavy?<br>What is light?       | Hot & Cold<br>How do we make something hot?<br>How do we make something cold?<br>What natural objects are hot or cold? |
|                  | RE        | What special days do we celebrate?<br><b>A/D Christianity and Judaism</b>  | What special days do we celebrate?<br><b>A/D Christianity and Judaism</b>                         | What makes me happy? Who makes me happy and why?<br><b>C/F Baha’i and Humanism</b>   | How should we treat living things?<br><b>A/F Buddhism and Jainism</b>                        | Were did my name come from?<br><b>C/D Islam</b>   | How can we use our hearing and other senses to find out about things?<br><b>B/E Hinduism and Zoroastrianism</b>        |
|                  | History   | Talk about special times they have had with their family (Celebrations)  |   | Personal history- Family Tree  |  | Stories their Parents knew as children – class book – parents to share their cultural stories to the class. |  |
|                  | Geography | Naming places around Nursery<br>What is it like at my school?  | Celebrations in different countries<br>What do people celebrate?                                  | Weather<br>What is the weather?  | Caring for the environment and all living things<br>What do animals and plants need to grow? | Discuss their journey to school /<br>Know the purpose of a map<br>What is a map?                            | Identify places in stories- forest, field, river<br><br>What is the world like?  |
| Computing        |           | I can experiment with pushing buttons on toys and notice that pushing a button has an effect.  | I can use an interactive whiteboard for mark making.<br>I can move objects on a screen.           | I can ask for permission to use a device.  | I can collect information e.g. by taking photographs or collecting objects                   | I know that some devices are connected to the internet.   | I know what a password is.<br>I know that my name is personal information.   |
| Access Art Topic |           | <b>Finding Circles</b><br>What can we see?   | <b>Printing with string</b><br>How can we explore colour?   | <b>Movement Maps</b><br>How can we use our bodies to make art?                       | <b>Ducklings</b><br>How can we explore materials and marks?                                  | <b>Marbling</b><br>How can we explore 3d materials?   | <b>Mark making and Sound</b><br>How can we use our imagination?  |

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|----------------------------|--------------------|--|---|---|------------------------------|-------------------------------|------------------------------|
|                            |                    |  | <b>Nursery night time collage</b><br>What happens if we paint over a wax drawing? |   |                              |                               |                              |
| Expressive Arts and Design | Art & Design       | Experiment with mark-making using a range of media           | Light / dark colour painting  | Textured collage                          | Printing to create patterns. | Experiment with colour mixing | Simple lolly stick puppets   |
|                            | DT                 | Make a musical instrument – steel pan, rain maker, pan pipes | Stained glass windows   | Sensory bottles                           | Paper plate chicks           | Make a simple vehicle         | Make “crowns’ / magic wands  |
|                            | Music              | Nursery rhymes   | Christmas songs   | Body percussion                           | Number songs                 | Exploring musical instrument  | Nursery rhymes               |
| Suggested Role Play        |                    | Traditional home corner                                      | Birthday Party  | Café                                      | Flower shop                  | Bus station                   | 3 bears house                |
| Physical Development       | Outside area       | Cycling  |   | Balancing / climbing                      |                              | Ball skills                   |                              |
|                            | Physical Education | Parachute games  |   | Movement                                  |                              | Team games                    |                              |
|                            | Health             | Putting on/ taking off coat<br>Use the toilet independently  | Understand hand-washing routines  | Can use equipment such as scissors safely | Identify healthy foods       | Oral health                   | Dress/ undress independently |

## Reception Curriculum Overview

| Term                | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2  |
|---------------------|---|---|---|--|---|---|
| Broad Topic         | <b>My Wonderful World</b><br>-Dinosaurs<br>Including:<br>Pattern<br>Shape   | <b>Journey around the World</b><br>Including;<br>Winter / seasons<br>Festivals – Halloween,<br>Diwali & Christmas)  | <b>Marvellous Space</b>   | <b>Down at the Bottom of the Garden</b><br>Including;<br>Growing   | <b>Superheroes, Super Me</b>  | <b>Amazing Animals</b>  |
| Key Question        | <b>Which animals lived on Earth a long time ago?</b>  | <b>Why is Earth an amazing place to live?</b>   | <b>What can I see at night?</b>   | <b>What is in your garden?</b>   | <b>What makes someone a superhero?</b>  | <b>What amazing animals can we find in our World?</b>   |
| Trips / Experiences | Dinosaur junk modelling parent / child workshop at the Children’s Centre  | Cooking – tasting food from around the world  | World Book Day – Teddy Bears Breakfast Experience   | ZooLab experience in school  | Be a Superhero writing workshop (held in school)  | Visit to the Aquarium   |
| School Values       | Safe  | Respect   | Responsible   | Resilient  | Courage   | Ready   |
| PHSE / RSE Jigsaw   | Being Me in My World  | Celebrating Differences   | Dreams & Goals  | Healthy Me   | Relationships   | Changing Me   |
| Literacy            | Key Texts<br>*Harry and the dinosaurs go to school<br>* How to grow a dinosaur<br>*Dear Dinosaur<br>*Here We Go Digging for Dinosaur Bones<br><b>Non-fiction books:</b><br>*Dinosaurs | *Rainforest Adventure<br>*Handa’s surprise<br>*Meerkat Mail<br>*Lost and Found<br>*Miles (cat) around London<br><b>Non-Fiction books:</b><br>*Autumn,<br>*Fireworks | *Whatever Next<br>*Star in the Jar<br>*Race to the Moon and back<br>*How to Catch a star<br><b>Non-Fiction books:</b><br>*Planets<br>*Space<br>*Stars | *The Very Hungry Caterpillar<br>*Super Worm<br>*What the ladybird heard<br>*A Seed in Need<br><b>Non-Fiction books:</b><br>*Minibeasts | *Supertato<br>*Evil Pea<br>*Elliot Jones Midnight Superhero<br>*Superheroes Don’t Get Scared...or do they?<br><b>Non-Fiction books:</b><br>*Police officers<br>*Firefighters<br>*Doctors / Nurses | *The Pet<br>*The great pet sale<br>* Pig in the pond<br>*Jungle Jamboree<br>*Catch it – Literacy Shed<br><b>Non-Fiction books</b><br>*Animals |

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|             | Reading | Little Wandle<br>Wordless books   |   | Little Wandle<br>Word books in line with phonetic capability<br>Blending and segmenting to read CVC words   |   | Little Wandle<br>Blending and segmenting to read sentences and CVVC words   |   |
|             | Writing | <ul style="list-style-type: none"> <li>• Introduction to letter formation</li> <li>• Writing names</li> <li>• Writing letter sounds</li> </ul>  |   | <ul style="list-style-type: none"> <li>• Writing simple words / sentences</li> <li>• Writing for different purposes, cards, letters, and invitations.</li> </ul>  |   | <ul style="list-style-type: none"> <li>• Writing simple narratives/ using connectives</li> <li>• Using capital letter, finger spaces and full stops</li> </ul>  |   |
| Mathematics |         | <ul style="list-style-type: none"> <li>*Recognise numerals 1 to 10.</li> <li>*Count up to 10</li> <li>*Count out objects to 10</li> <li>* Compare quantities</li> <li>* Explore repeating AB ABBA patterns</li> </ul> | <ul style="list-style-type: none"> <li>*Count out objects to 10, and begins to match quantity</li> <li>*Recognises numerals 1-10</li> <li>*Can order numbers from 1-10</li> <li>*Can say one more than a number</li> <li>*Recreate patterns</li> <li>*Order two or three items by length or height</li> </ul> | <ul style="list-style-type: none"> <li>*Recognise numerals &amp; make sets of 10 – 20 objects</li> <li>*Write numbers 1-10</li> <li>*Use ‘more’ and ‘fewer’ to compare quantities</li> <li>*Can say one less than a number</li> </ul> | <ul style="list-style-type: none"> <li>*Recognise numerals &amp; make sets of 15 - 20 objects</li> <li>*Simple addition</li> <li>*Say the number that is one more/ less than a given number to 20.</li> <li>*Use the vocabulary involved in adding and subtracting</li> </ul> | <ul style="list-style-type: none"> <li>*Order numbers 1-20</li> <li>* Write numbers 11-20</li> <li>*Name 3D shapes</li> <li>*Use everyday language related to time.</li> <li>*Order and sequence familiar events</li> </ul> | <ul style="list-style-type: none"> <li>*Double / halve/ share numbers</li> <li>*Use mathematical knowledge for problem solving</li> <li>*Explore characteristics of everyday objects and shapes and use mathematical language to describe them</li> </ul> |
| UTW         | Science | <p>Fossils</p> <p>What are fossils?</p> <p>Where did fossils come from?</p> <p>How can we find fossils?</p> <p>Who looks at fossils?</p>  | <p>Light and Dark - Shadows</p> <p>What causes shadows?</p> <p>When can I see shadows?</p>  | <p>Magnetism / Simple forces</p> <p>How does magnetism work?</p> <p>What happens when magnets attract objects?</p> <p>What happens when magnets repel objects?</p>  | <p>Life Cycles of Butterflies &amp; Frogs</p> <p>How does a butterfly grow?</p> <p>How do frogs grow and change?</p> <p>How can we care for insects?</p>  | <p>Solids and Liquids (Freezing and melting)</p> <p>What happens when things freeze?</p> <p>What happens when things melt?</p> <p>Are things that are melted always hot?</p>  | <p>My Body – Healthy Me</p> <p>How can I keep my body healthy?</p> <p>Why is healthy food important?</p> <p>Why is exercise important?</p>  |
|             | RE      | <p>What can we learn from faith and other stories? A/F</p>  | <p>What is interesting about the Christmas story? A/E Christianity</p>  | <p>How do Islam and other faiths use water and why B/E Islam</p>  | <p>How do we choose what food to eat? B/F Jainism and Judaism</p>   | <p>How can we help other people? C/F Baha’i and Sikhism</p>   | <p>What kind of person was Jesus? C/D Christianity</p>  |

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|---------------------|------------|---|---|---|--|---|---|
|                     |            | <b>Christianity and Humanism</b>  |   |   |  |   |   |
|                     | History    | Dinosaurs<br>When did dinosaurs exist?  | Talk about special times they have had with their family (Celebrations)<br>Why do we celebrate?   | Space travel<br>Who has visited space and when?   | Growing and Changing<br>How have I changed since I was a baby?   | A significant person in history<br>Who was Florence Nightingale?<br>Why was she important?  | Family history<br>Who is in my family?<br>What does my family tree look like?   |
|                     | Geography  | Seasons<br>What are the seasons?  | Weather<br>What is the weather like in different countries?   | Space<br>Could we live in Space? What is it like to live on Earth?  | Water<br>Why is water important?   | Map skills<br>What can I find on a map?   | Habitats<br>Why do animals have different habitats  |
| Computing           |            | I can understand that pushing a button on a toy will give it an instruction.<br>I can predict what will happen when they push a button. | I can use a paint package to create a picture.<br>I can create shapes and edit objects on a screen.<br>I can use a digital device to record images. | I can develop mouse control through simple activities on-screen including click-and-drag, drag-and-drop.<br>I can begin to use a keyboard and develop familiarity with letters, numbers, backspace (to delete), arrow keys and space bar. | I can tell an adult before I go online.<br>I can show an adult the websites I am using to check they are appropriate.<br>I know that games and files can be downloaded using the internet. | I know that anyone can access information online.<br>I can recognise that a range of technology is used in places such as homes and school.<br>I can be kind and respectful online. | I know why we need passwords.<br>I know my name, age, address and where I go to school is personal information.<br>I can type in usernames and passwords to log on to a computer. |
| Access Art Topic    |            | <b>Observational and imaginative drawing</b><br>What can we see?  | <b>To Colour</b><br>How can we explore colour?  | <b>Repeat Pattern Printing</b><br>How can we explore materials and marks?   | <b>Insect Hotels</b><br>How can we build worlds?   | <b>Fruit and Veg Heads</b><br>How can we explore 3d materials?  | <b>Imaginary landscapes</b><br>How can we use our imagination?  |
| Expressive Arts and | Art&Design | Drawing dinosaurs<br>Creating textured rubbings   | Light / dark paintings  | Textured collage  | Printing to create patterns.   | Create story props  | Experiment with colour mixing – animal patterns   |

|                      |                      |                                    |  |                            |   |  |  |
|----------------------|----------------------|------------------------------------|--|----------------------------|---|--|--|
|                      | DT                   | 3D dinosaurs – junk                | Cooking                                | Planets                    | Sensory bottles                                     | Make a musical instrument                            | Create an animal scene   |
|                      | Music                | Beat competency                    | Listening and discrimination skills    | Singing/vocal development  | Coordination - movement/dancing                     | Instrument playing – eggs, sticks, drums, chime bars | Nurturing enjoyment, confidence, creativity and social and emotional development |
| Physical Development | Outside area         | Cycling                            |  | Balancing / climbing       |   | Ball skills  |  |
|                      | Physical Education 1 | Yoga- concentration, breathing     | Yoga- simple poses/ balance            |                            | Yoga- more advanced poses/ holding poses for longer | Yoga- more advanced poses/ partner work              |  |
|                      | Physical Education 2 | Basic movements/ control           | Dance                                  | Basic movements Gymnastics |   | Ball skills  | Team games   |
|                      | Health               | Dressing/ undressing independently | Understanding of hand-washing routines | Oral Health                | Make a healthy food plate                           | Show understanding of safety when taking risks       | Observing the effect of activity on their bodies                                 |