Leverhulme's Nursery Overview 2026/2027

As a team we support the children to be the best version of themselves.

- Celebrating uniqueness.
- Setting a safe, caring environment that allows our children to gain confidence and become resilient.
- Providing a range of enjoyable, motivating opportunities that are accessible to all.
- Inspiring children to achieve.

All of our questions link to the Early Years document Development Matters (2021) focusing on what the three- to four-year-old children will be learning-
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web__2_.pdf

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year Nursery	Marvellous Me - Finding out about our new friends, routines, families and ourselves. Peace at Last by Jill Murphy – Routine and Health	Handa's Surprise Food The Three Pigs by Mara Alperin Traditional Tales	Transport Let's all Creep through Crocodile Creek by Jonny Lambert	The Very Hungry Caterpillar Growing/ Butterfly Life Cycle The Pirates are Coming! by John Condon	Our Favourite Stories Gigantosaurus by Jonny Duddle	People Who Help Us The Sea Saw by Tom Percival
Enquiry Questions	Who is in your family? Who am I? What do I celebrate?	How can we be healthy? Can you say which character it is and express some information about the character?	Can we remember and talk about significant events in our own Experience? What journeys have you been on?	Why do humans/animals/plants grow? Can you create a pirate ship and interact with your peers to role play parts of the story? Can you mark make?	What books do I enjoy? Can you draw/paint/make an imaginary dinosaur individually or in a small group? Are you able to contribute orally to a short story about your dinosaur?	Who do I ask for help in the community? What objects are incredibly special to you? Why? How would you feel if you lost something precious or special to you? Can you sequence images depicting key events in the story and use the images to retell the basic storyline?
WOW Factor(s)	Our special photographs. Who are the special people in your life?	Making and planting our own food. Making fruit kebabs	A letter and parcel delivered to the children.	Chick eggs Caterpillar eggs. Planting our own flowers.	Making Goldilocks porridge.	Visits from people in the community.

	What routines do we follow at home?	A wolf comes to see the children. Building the houses in the outdoors.	Go on a natural journey around the school following animal prints.	Picnic in the park – hunting for bugs. Pirates come to school. Using maps to hunt for gold.	Finding frozen dinosaur eggs. Museum	Visit the beach – a man made one on our playground – buckets, spades and sand.
Let us investigate	Can you explore how things work? Can you find a way to move the toy? Can you wind it up? Can you make the cogs move? Can you explore and talk about different forces you can feel? Can you talk about the differences between the materials? Can you discuss the changes you notice?					
English: This involves inspiring children to read and write, through listening to others read and being encouraged to begin to read and recognise letters, check grips, mark making and writing formation in the outside and inside provision. The children are exposed to a wide range of vocabulary. Children will be exposed to a wide range of reading materials, maps, books, rhymes, poems and other written material to ignite interest in an environment that reflects enquiry. **Phonics – Phase 1 & 2 – Little Wandle Letters and Sounds** https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/						
The Different Texts We Read	**Peace at Last, Whatever Next, Home, Starting School, My Mum is Fantastic, My Dad is Brilliant, I Love My Family.**	**Handa's Surprise, Oliver's Fruit Salad.**	**Duck in a Truck, Wheels on the Bus.**	**The Hungry Caterpillar, Jack and the Beanstalk.**	**Goldilocks and the Three Bears.**	**Topsy and Tim meet the Police, We're Going to the Dentist.**
Literacy **Key Vocabulary-** Story, words, page/s, front cover, book, turn the pages, spine, careful, read, reading, rhyme, rhymes, rhythm, rhyming words, letters, sounds, segment, blend, grapheme, phoneme, same sound, characters, feelings, setting (take place), actions, information (find things out), , initial sound (first sound), setting (take place), beginning, middle, end,	**Recognise own name** Can you listen to and join in with stories and poems? Do you like to look at books independently? Can you recognise your own name? Are you beginning to recognise sounds?	**Instructions** Are you listening to stories with increasing attention and recall? Can you describe the main story settings, events and talk about the characters? Are you beginning to tell me what the marks you draw/paint mean? Can you recognise your own name? Show a preference for a dominant hand.	**Recounts** Are you beginning to draw and make meanings of the marks that you see in different places? Are you holding books the correct way up and turning the pages? Are you handling books carefully? Are you enjoying books, looking at the different pictures and enjoying listening to new vocabulary?	**Non-Fiction** Can you begin to talk about the structure of a story? Can you tell me how the lifecycle may end? Are you beginning to hear initial sounds – What sound comes at the start of 'cat'? Can you begin to hear the rhyming words and alliteration?	**Writing own name** Are you aware of the way stories are structured? Can you begin to segment the sounds in simple words and blend them together? Are you joining in with repeating refrains – "Then I'll huff and I'll puff!" When you draw can you tell me what you have drawn?	**Fun with marks/writing** Can you tell me which words rhyme in the story as I am reading it? Can you segment the sounds in simple words and blend them together? Can you write your own name? Can you hear initial sounds and write initial sounds?

mark making, write, writing, Fiction, Non-Fiction and Author.			Are you enjoying listening to rhymes and can you join in with rhythmic activities?		Can you make identifiable letters of your name? Use a comfortable grip with good control when holding pens and pencils.	
Communication and Language	Children are encouraged to pay attention to more than one thing at a time. They are encouraged to use a wider range of vocabulary. They begin to understand a question or instruction that has two parts. They understand 'why' questions. They are taught a large repertoire of songs. They know many rhymes, and can talk about familiar books, and are able to tell a long story. They can express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. They will learn to start a conversation and use talk to organise themselves and their play. They will use longer sentences of four to six words.					
Counting/ Recognising/ Reciting- 1-20 / Start to mark make numbers and discuss shapes. **In Nursery we master the numbers 1 – 3** https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/ https://whiterosemaths.com/resources?year=early-years						
Mathematics **Key Vocabulary-** triangle, square, circle, rectangle, big, bigger, biggest, small, smaller, smallest, shape, short, shorter, shortest, long, longer, longest, full, empty, round, tall, taller, tallest, top, inside, behind, next to, on top, count and order, number, more, fewer, same, how many, mark make, write, writing, sides', 'corners'; 'straight', 'flat', 'more than and fewer than. 'morning', 'afternoon', 'evening' and 'night-time', 'earlier', 'later', 'too late', 'too soon', 'in a minute' 'repeating pattern'	**Introduce numbers and size (bigger, smaller) Shape** Are you using some number names and number language spontaneously? Can you use some number names in play? Are you interested in playing with shapes and arranging objects? Can you find the biggest? Can you find the shortest? Which one is long? Which one is longer?	**Recognising Numbers and reciting numbers in sequence** Can you count to 10? Can you sometimes show me 3 fingers? Can you make 3 marks on the paper? Can you count steps, claps or jumps? Are you beginning to talk about the shapes of everyday objects? - 'round' and 'tall'. Can you begin to recognise numbers to 5? Can you use the language of more and fewer to discuss quantities?	**Directional movement/ positional language** Can you tell me how many objects are in a set? Can you tell me which group has more out of two groups? Can you tell me when you have the same number? Are you using shapes in your play? Can put dolly on top of the box? Can you put dolly inside the box? Can describe your relative position such as 'behind' or 'next to'? Can you put dolly behind the box?	**Mathematical Problems** Are you shows curiosity about numbers by asking questions are sharing your ideas? Can you separate a group of four objects in different ways? Can you tell me if the amount is always 4? Can you talk to me about the shapes you are playing with? Can you tell me the name of a particular shape? Are you showing an interest in number problems?	**Mathematical Problems** Can you begin to count objects? Can you use numbers in different environment? Can you find number 4? Can you find number 3? Can you spot the pattern? Can you make a repeating pattern? Can you make comparisons between objects relating to size, length, weight and capacity?	**Counting / Shape** Can you sometimes match numeral and quantity correctly? Can you show me 5 fingers? Can you count up to three or four objects by saying one number name for each item? Can you find me the number 5? Are you beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes?

Computing	**Information Technology** I can tell you What my favourite toys are? I can use the interactive board? I can identify some simple examples of my personal information (name and age).	**Online Safety** **PSHE** I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know.	**Computer Science** I can name items we control in the everyday environment I can use every day ICT devices	**Information Technology** I can talk about how I can use the internet to find things out. I can identify devices I could use to access information on the internet.	Digital Literacy I can retell a story using microphone and apps. I can use a paint package to draw a picture using a range of devices e.g. Paint, 2Paint a picture, iPad apps . I can use the digital camera with support.	
Expressive Arts & Design	Can you join in with dancing and ring games? Can you join in singing a few familiar songs and rhymes? Can you play an instrument whilst we sing? Can you show the colour monsters different emotions in your drawings and painting? Can you draw him and paint him happy?	Can you dance to African music and music for cultural celebrations? Can you talk about the textures and describe them in fruit tasting and seed exploration? Can you use textures to make Autumn collages?	Can you use a variety of construction materials, such as den, blocks, recycled materials to make transport? Can you use your imagination to make a complex 'small world' town which is similar to Bolton? Can you make up your own songs?	Can you have a go at drawing a caterpillar and a butterfly? Can you use lines to enclose a space? Can you sing 'there's a little caterpillar on a leaf'? Can you make up your own caterpillar songs? Can you perform your song? Can you use one-handed tools and equipment, for example, making snips in paper with scissors?	Can you tell a story using music, dance, paint? Can you use the props to tell a complex story? Can you follow the wolfs footsteps or the bears and make up some rhymes? Can you make a beanstalk or castle by joining materials together?	Can you make a fire station, police station or a school? Can you teach someone how to play an instrument? Can you use paint, collage and construction to make a fire station or a school? Start mixing and experimenting with colours. Can you sing the pitch of a tone sung by another person? Can you sing the melodic shape?
Understanding the world	Who lives in your house? Who lives in your friend's house? What do you celebrate at home? Look at family pictures - What can you see? What are the same? What are different? What colour hair does he have?	What foods do you like and do your friends like the same foods? Why do we need to eat healthy foods? What else can we do to stay healthy? What food have seeds in?	Look at variety of modes of transport. Can you make models and make them have moving parts? Can you make an arctic explorer vehicle linked to winter?	What do we notice about the caterpillars? Can you look after the butterflies and plants? Why do we need to be gentle and what do the plants and butterflies needs? Who is the caterpillar's mum?	What has happened to our beans? What has happened to the food we left out? What happens if we do not look after the plants?	What would you like to be when you grow up? What could other people be when they grow up? Who can help us in our community? Why do they help use and when?

	What clothes are she wearing?					
Physical Development	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and tooth brushing. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Start eating independently and learning how to use a knife and fork. Physical development is also covered in Expressive Arts and Literacy.					
RE	**Children in Nursery encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories. They are introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They are encouraged to ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.**					
Personal, Social and Emotional Development	**New Beginnings** Have you cleaned your teeth today? Can you wash your pots up after snack? Do you follow the class rules? Have you made some new friends? Can select and use activities and resources with help? How can you help your class community?	**LETS BE FRIENDS** Are you taking turns? How should the areas look? Can you check they are tidy? Can you wait for your turn? Can you play with a new friend? How can you help your class community?	**BE KIND** Listen to each other, discuss similarities and differences – Can you tell me how your friend gets to school? What do they see on their journey? Are you playing games with your friends and remembering to share and let others join in? Can you tell me how you feel?	**GOOD TO BE ME** Can you ask for help or tell me when you can do something on your own? What can you challenge yourself to do next? Can you invite your friends to play with you? How can you help your local community? Can you show a visitor your work?	**THINKING OF OTHERS** Can you listen to your friend's ideas? Can you work together? Can you think about your friend's feelings? Who is in your friend's family?	**CHANGES** What are you looking forward to in your new class? Did you ask for help when you needed it? Can you select resources on your own? Can you adjust your behaviour to different situations, and take changes of routine in your stride?
Celebrating Diversity Cultural Calendar British Values Children know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	**Rosh Hashanah** **Recycling Week**	**Guy Fawkes Day** **Anti- Bullying Week** **Remembrance Day** **Kindness Day** **Diwali** **Road Safety Week** **Hannukah** **Advent & Christmas**	**National Storytelling Week** **Safer Internet Day**	**Chinese New Year** **World Book Day** **Holi** **Mother's Day** **St Patricks Day** **Easter** **Shrove Tuesday/ Pancake Day**	**St George's** **Eid al-Fitr** **Earth Day**	**Father's Day**

Throughout the year the children relate to people and the topics through the Characteristics of Effective Learning, which move through all the areas of learning. Playing and exploring – Engagement -Finding out and exploring, Playing with what they know and willing to 'have a go'. Active learning – Motivation - Being involved and concentrating, Keep trying and Enjoying achieving what they set out to do. Creating and thinking critically – Thinking - Having their own ideas, Making links and Choosing ways to do things.
Every year we build on the Nursery Rhymes we know. **These are the nursery rhymes we learn in Nursery –** Do you know the Muffin Man?, Hot Cross Buns, 12345 Once I Caught a Fish Alive, Heads, Shoulders, Knees and Toes, Jack and Jill, The Farmer's in his Den, Old McDonald had a Farm, Polly Put the Kettle On, Row, Row, Row Your Boat, Sandy Girl/Boy, Ring o Roses and Sleeping Bunnies.