



EYFS Askern Littlemoor Infant Academy Nursery Curriculum Overview 2025/2026

**Our Curriculum**

Our five themes which run throughout the year ensure that children have a broad and balanced curriculum. The themes are as follows;

**The Changing Year** – observing seasonal changes, Colours Around Us – experimenting with and learning about colour.

**Colours Around Us** – experimenting with and learning about colour,

**All About Me** – learning about ourselves, how to express our interests and fascinations.

**The Natural World** – developing a love of nature and learning how to care for and be responsible for the environment.

**Let's Celebrate** – celebrating many different religious festivals and cultural events throughout the year.

**Our EYFS Vision**

In Askern Littlemoor Infant Academy, we fully support that:

*'Every child deserves the best possible start in life and the support that enables them to fulfil their potential.'* Early Years Foundation Stage Framework 2021

Our intention is that our children feel safe and secure at all times, developing creative thinking, independence, high levels of engagement and perseverance. We strive to ensure that every child has a high level of well-being and develops a desire to learn and a love of learning that will stay with them for their entire lives.

Our children are provided with the basic skills needed in order to be confident communicators, readers, writers and mathematicians.

We celebrate the world in which we live, developing children's understanding and awareness of other cultures, beliefs and identities. Most importantly, we teach our children to have respect for themselves and for others.

**Our Curriculum Intent**

We prioritise communication and language, personal, social and emotional development, and physical development as the foundations for all learning. Our curriculum supports children from their earliest experiences through to the Early Learning Goals, ensuring progression, inclusivity, and readiness for Year 1.



**High-Quality Continuous Provision and Adult-Led Learning**

At Askern Littlemoor Nursery, we provide a carefully balanced curriculum that blends high-quality continuous provision with focused adult-led group times. Our continuous provision is intentionally planned and thoughtfully resourced to reflect the developmental needs, interests, and fascinations of our children. Each area of the environment offers rich opportunities for exploration, independence, and sustained engagement, enabling children to initiate their own learning and develop deep levels of involvement across all areas of development.

Our provision is regularly enhanced to ensure it remains purposeful, stimulating, and responsive to ongoing observations. This approach allows children to revisit and rehearse key skills in meaningful contexts, developing confidence, curiosity, and autonomy.

Alongside this, we deliver short, well-structured adult-led group sessions for key curriculum areas including **phonics, mathematics, personal, social and emotional development (PSED), topic learning, and Helicopter Stories**. These sessions ensure progression and introduce new concepts in a supportive small-group setting, allowing adults to model language, scaffold learning, and deepen children’s understanding. The combination of child-initiated learning and adult-led teaching creates a holistic, balanced curriculum that equips children with the foundational knowledge, skills, and dispositions needed for future learning.

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| <b>Aspire Character Traits</b>  | <p>As part of our Aspire curriculum we nurture our pupils, enabling them to become:</p> <p style="text-align: center;"><b>Ambition, Support, Persistence, Inspire, Resilience and Effort</b></p>   |   |  |
| <b>Key Themes linked to KS1</b> | <b>Ourselves and Our Community</b>   | <b>Materials and the Natural World</b>  | <b>Around the World and Celebrations</b>             |
| <b>Key Events</b>               | <p><b>Black History Month 1<sup>st</sup> October – 31<sup>st</sup> October</b><br/> <b>Diwali Monday (20<sup>th</sup> October)</b><br/> <b>Anti-Bullying Week (10-14<sup>th</sup> November)</b><br/> <b>Remembrance Day (11<sup>th</sup> November)</b><br/> <b>Harvest Festivals</b><br/> <b>Children in Need Friday 14<sup>th</sup> November</b><br/> <b>Christmas Jumper Day</b><br/> <b>Christmas Nativity and events</b></p> | <p><b>Chinese New Year (Wednesday 29<sup>th</sup> January – Wednesday 12<sup>th</sup> February)</b><br/> <b>World Book Day (5<sup>th</sup> March)</b><br/> <b>British Science Week (6-15<sup>th</sup> March)</b><br/> <b>Red Nose Day (Friday 21<sup>st</sup> March)</b><br/> <b>Eid ul-Fitr Sat (29<sup>th</sup> March – Sunday 30<sup>th</sup> March)</b></p> | <p><b>World Music Day (21<sup>st</sup> June)</b></p> |



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| Term   | Autumn 1<br>(8 weeks, week 1<br>3 days)<br>Finish 24 <sup>th</sup> October   | Autumn 2<br>(7 weeks. Week 7<br>4 days)<br>Finish 19 <sup>th</sup><br>December   | Spring 1<br>(6 weeks, week 1<br>4 days)<br>Finish 13 <sup>th</sup><br>February   | Spring 2<br>(5 weeks)<br>Finish 27 <sup>th</sup> March  | Summer 1<br>(6 weeks )<br>Finish 22 <sup>nd</sup> May   | Summer 2<br>(7 weeks)<br>Finish 17 <sup>th</sup> July  |
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| Core Texts/Topic themes                            | Where's Spot and other stories, Starting School themed stories and Ourselves (Settling in period Week 1, 2 and 3)<br><br>We're Going on a Bear Hunt (week 4 and 5) | Owl Babies (week 1 and 2)<br><br>The Christmas Story/Dear Santa (week 6 and 7)   | Brown Bear Brown Bear what do you see?<br><br>The Rainbow Fish<br><br>The Tiger who Came to Tea  | Somebody Swallowed Stanley<br><br>Goldilocks and the three bears<br><br>Peely Wally/The Easter Story  | Jack and the Beanstalk<br><br>Dinosaur Roar!<br><br>Handa's Surprise  | Oliver's Vegetables<br><br>The Train Ride<br><br>The Very Hungry Caterpillar   |
| Career Lessons                                     | Helping people<br><br>Nurse/Doctor/Dentist   | Science<br><br>Vet   | Maths<br><br>Shop Keeper   | Art and design<br><br>Woodworker  | Technology<br><br>Cake Maker and Decorator  | Outdoor jobs<br><br>Gardener   |
| Core Rhymes/Poems<br><br>Linked to Poetry Pathways | Poems from Michael Rosen: A Great Big Cuddle<br><br>I can see a rainbow<br>Teddy Bear Teddy Bear<br>Leaves in the Autumn<br>Jack be nimble                         | Poems from Michael Rosen: A Great Big Cuddle<br><br>Five Little Pumpkins<br>Hickory Dickory Dock<br>Little Miss Muffet<br>Traditional Bonfire Night Poem<br>The Wind Doth Blow | Poems from Michael Rosen: A Great Big Cuddle<br><br>Down in the Jungle<br>One, two, three four five, once I caught a fish alive<br>Twinkle Twinkle Little Star | Poems from Michael Rosen: A Great Big Cuddle<br><br>A Pirate's Life and the Elegant Captain Hook<br>Chick, chick, chicken<br>5 Little Ducks | Poems from Michael Rosen: A Great Big Cuddle<br><br>Orange and Lemons<br>A Tiny Seed<br>Five Little Dinosaurs | Poems from Michael Rosen: A Great Big Cuddle<br><br>I'm a Little Teapot<br>Green Caterpillar<br>There's a Tiny Caterpillar on a Leaf |



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|   | Hey Diddle Diddle  | Christmas Is Coming  | 5 Little Men in a Flying Saucer   |  |   |   |
| Further links to topics/festivals and non-fiction texts from pathways to write and core texts:  | Families<br>Cookery/Healthy food<br>Maps<br>Farm animals<br>Journeys<br>Maps<br>Bears<br>Emotions<br>Ourselves<br>Colours<br>Seasonal Change | Families<br>Houses/homes<br>Building<br>Measuring<br>Wolves<br>Nocturnal<br>Animals<br>Birds<br>Christmas<br>Celebrations<br>Seasonal Change | Weather<br>Seasons<br>Nature<br>Changes<br>Animals<br>Floating and<br>Sinking<br>Space<br>Colours<br>Seasonal Change<br>Birds<br>People who help us | Boats<br>Travel<br>The Sea/sea creatures<br>Pirates<br>Families<br>Treasure<br>Maps/flags<br>Easter<br>New Life<br>Seasonal Change | Dinosaurs<br>Jungle<br>Telling the truth<br>Families<br>Games<br>Transport<br>Africa<br>Our World<br>Different<br>Cultures<br>Journeys<br>Vehicles<br>Seasonal Change | People who help us<br>Growing vegetables<br>Supermarkets/shops<br>Where do vegetables come from?<br>Healthy eating<br>Life Cycles<br>Minibeasts<br>Seasonal Change              |
| Inclusion for Travellers includes links to traveller history, artefacts and ornaments, books and images that celebrate traveller festivals e.g., Appleby Fair – Resource Packs to be prepared for travelling children and extra support given to traveller parents with communication/school trips. |  |  |   |  |   |   |
| WOW moments   | Jump in puddles<br>Bake some biscuits<br>Explore maps and create your own<br><b>Visit from local dentist</b>                                 | Carve a pumpkin<br>Halloween party<br>Make bark rubbings<br>Seasonal walk<br>Meet Santa<br>Christmas Party<br>Visit from the local vet       | Fire Brigade visit<br>Creature Ark<br>Visit the tiny forest<br>Forest school activities<br>Great British Bird Watch                                 | Hatching Eggs<br>Plant and grow a seed<br>Meet the Police<br>Fly a kite  | Draw and follow a map<br>Make a fruit salad<br>A visit from a train station worker  | Caterpillars to butterflies<br>Minibeast Hunt<br>Design and make something from recycled materials<br>Festival style outdoor party<br>Grow something to eat<br>Meet a real Chef |
| Handwriting   | Up and down movement   | Upwards/downwards lines  | Side to side lines  | Wave lines   | Zig zag lines   | Arches  |



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|   | Arches, circles and spirals  | Spirals and figure of 8 (vertical and horizontal)   | Squares, diagonal lines, triangles  |   |   |  |
| Early Phonics/language and communication enrichment   | General sound and auditory discrimination - Instrumental sounds<br><br>Taking turns<br>Ready, steady, go<br>Listening skills<br>Cause and Effect games | General sound and auditory discrimination - instrumental sounds<br><br>Body percussion<br><br>Taking turns<br>Ready, steady, go<br>Listening skills<br>Cause and Effect games | Rhythm and rhyme<br><br>Taking turns<br>Ready, steady, go<br>Listening skills<br>Cause and Effect games | Rhythm and rhyme<br><br>Alliteration<br><br>Taking turns<br>Ready, steady, go<br>Listening skills<br>Cause and Effect games | Alliteration<br><br>Taking turns<br>Ready, steady, go<br>Listening skills<br>Cause and Effect games | Voice sounds<br><br>Oral blending and segmenting<br><br>Taking turns<br>Ready, steady, go<br>Listening skills<br>Cause and Effect games<br><br>Introducing RWI letter sounds |
| Personal, Social and Emotional Development links to JIGSAW  | <u>Being me in my world</u><br>Similar and different<br>Friendships<br>Feelings  | <u>Celebrating difference</u><br>I am special<br>Families<br>Homes  | <u>Dreams and Goals</u><br>Challenge<br>Resilience<br>Setting goals<br>support                          | <u>Healthy Me</u><br>My body and oral health<br>Food<br>Sleep<br>Hygiene<br>Strangers                                       | <u>Relationships</u><br>Making friends<br>Falling out<br>Bullying<br>Being kind                     | <u>Changing me</u><br>My body<br>Changes<br>Change<br>Celebration  |
| Protecting Oral Health (re-visit each term)<br><br><b><i>*Interactive display in each classroom supporting how to look after our teeth*</i></b> | PowerPoint presentation – Why do we have teeth?<br>Our teeth are special<br>How many teeth do you have?  | PowerPoint presentation – Do you know how to look after your teeth?<br>Learn how to brush your teeth<br>Children to bring in their tooth brush from home                      | PowerPoint presentation – First visit to the dentist  | PowerPoint presentation – food and drink sorting activity. What foods do you think are good/bad for your teeth?             | Food and Drink – exploring in more depth: What foods are bad for your teeth?                        | Food and Drink – Exploring in more depth – what foods are good for your teeth?<br><br>Conclusion: What makes strong and healthy teeth?                                       |



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| <p><b>Include rhymes, brushing teeth reward system to be sent home and visit from the dental nurse.</b></p> |   | <p>(supervised brushing game)</p>  |   |   |   |   |
| <p>RE</p>   | <p>To work as part of a group, taking turns and sharing fairly, understanding that groups of people need agreed values and codes of behaviour, including adults and children, to work together harmoniously. Children listen with enjoyment to stories, songs and poems from different communities and traditions and respond with relevant comments, questions or actions</p> <p>Celebrate religious/cultural festivals throughout the year including Christmas, Diwali, Chinese New Year, Shrove Tuesday and Easter</p> |  |   |   |   |   |
| <p>Jigsaw RE</p>  | <p><u>Special People and me</u><br/>(Christianity and Judaism)</p> <p>What makes people special to me and others?</p>   | <p><u>Christmas and me</u><br/>(Christianity concept: Incarnation)</p> <p>What is Christmas to me and others?</p>  | <p><u>Celebrations and me</u><br/>(Sanatana Dharma)</p> <p>How do I and other people celebrate?</p>   | <p><u>Easter and me</u><br/>(Christianity concept: Salvation)</p> <p>What is Easter to me and others?</p>   | <p><u>Stories and me</u><br/>(Christianity, Islam, Sanatana Dharma, Sikhi)</p> <p>What can I and other people learn from stories?</p>   | <p><u>Special places and me</u><br/>(Christianity, Islam, Judaism)</p> <p>What makes places special to me and others?</p>   |
| <p>Personal, Social and Emotional Development</p>   | <p>Separate from main carer and learn to adapt to the Nursery environment.</p> <p>Select and use activities and resources, with some support if needed.</p> <p>Wash hands after using the toilet.</p> <p>Select and use activities and resources, with some support if needed.</p>  | <p>To follow daily routines and classroom rules.</p> <p>Aware of behavioural expectations in the Nursery.</p> <p>Show confidence in asking adults for support.</p> <p>Know that oral hygiene is important and also know that eating fruits and vegetables is healthy</p> | <p>Learn how to share resources and play in a group.</p> <p>Listen to, and follow rules set.</p> <p>Take turns whilst playing and waiting patiently to have a go.</p> <p>Know how to manage their emotions in different situations.</p> | <p>Show independence in accessing and exploring the environment.</p> <p>Independently put on coats and use the toilet.</p> <p>Listen to, and follow rules set.</p> <p>Learn to look after resources within the class.</p> | <p>Initiate play with peers and keep play going by giving ideas.</p> <p>Become more outgoing with unfamiliar people.</p> <p>Show more confidence in new social situations.</p> <p>Begin to find solutions to conflicts.</p> | <p>Confident to talk to adults and peers.</p> <p>Begin to be assertive towards others where necessary.</p> <p>Know how to talk politely and develop an understanding of what is appropriate.</p> <p>Know that it is OK to challenge others, but they must remember to always be kind.</p> |



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|                      |   | <p>for teeth and our bodies</p> <p>Learn to look after resources within the class.</p>   | <p>Know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'.</p> <p>Know that we must respect our resources and put them back when we have finished with them.</p>                            | <p>Aware of the different areas in the Nursery and how to explore them safely.</p> <p>Approach an adult if they need support.</p>   | <p>Show an awareness of how others may be feeling.</p> <p>Know that it's important to share and take turns.</p> <p>Know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort.</p> <p>Know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.</p> |   |
| Physical Development | <p>Take care of toileting needs independently.</p> <p>Begin to show a preference for a dominant hand.</p> <p>Climb apparatus safely.</p> <p>Know about personal hygiene and the importance of being clean and tidy.</p> | <p>Independently put on their coats, with some support for the zipper and buttons.</p> <p>Copy dance moves and to move to different kinds of rhythms.</p> <p>Use mark making resources with increasing independence.</p> | <p>Participate in different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc.</p> <p>Mark make in sensory trays and also copy different patterns.</p> <p>Mark make using a comfortable grip</p> | <p>Begin to hold the pencil using a tripod like grip.</p> <p>Begin to form numbers and familiar letters, e.g. letters in their name.</p> <p>Look at books independently whilst turning pages one at a time.</p> | <p>Hold the pencil confidently, using the tripod grip</p> <p>Use scissors confidently and make straight, zig zag and circular snips using one hand.</p> <p>Run skilfully and be able to negotiate space.</p> <p>Aware of obstacles whilst running, riding</p>  | <p>Secure in holding the pencil, using the tripod grip and form some recognisable letters</p> <p>Copy some of the letters in their name</p> <p>Confident to use scissors and other tools safely.</p> <p>Takes part in group games with support from an adult.</p> |



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|                         | <p>Know that washing hands is important after using the toilet and before we eat.</p> <p>Use feet when climbing apparatus.</p> <p>Show independence with eating and drinking.</p>  | <p>Show confidence in dressing up and self-care activities.</p> <p>Know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats.</p> <p>Know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint.</p> | <p>when using pencils and pens.</p> <p>Move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.</p> <p>Hold jugs and containers confidently and pour from one container into another.</p> | <p>Balance across a wooden balance beam</p> <p>Know how to use one handed tools effectively.</p> <p>Follow a simple sequence of movements to music and rhythm.</p> <p>Show awareness of healthy food choices and impact on our body.</p> | <p>a scooter/bike etc and display some spatial awareness.</p>   | <p>Move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc.</p>  |
| Literacy: Early Writing | <ul style="list-style-type: none"> <li>• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>• Enjoy drawing freely</li> <li>• Make marks on their picture to stand for their name</li> </ul> | <ul style="list-style-type: none"> <li>• Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</li> <li>• Enjoy drawing freely Make marks on their picture to stand for their name</li> </ul>   | <ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in their early writing</li> </ul>   | <ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in their early writing</li> <li>• Write some or all of their name</li> </ul>   | <ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in their early writing</li> <li>• Write some or all of their name</li> </ul>          | <ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in their early writing</li> <li>• Write some letters accurately</li> </ul>            |
| Literacy: Early Reading | <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> </ul>  | <ul style="list-style-type: none"> <li>• Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left</li> </ul>  | <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left</p>   | <p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word -</p>   | <ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word -</li> </ul> | <ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word -</li> </ul> |



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|                                   | <p>- we read English text from left to right and from top to bottom</p> <p>- the names of the different parts of a book - page sequencing</p>  | <p>to right and from top to bottom - the names of the different parts of a book - page sequencing</p>   | <p>to right and from top to bottom - the names of the different parts of a book - page sequencing</p>   | <p>recognise words with the same initial sound, such as money and mother</p>   | <p>recognise words with the same initial sound, such as money and mother</p> <ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary</li> </ul>   | <p>recognise words with the same initial sound, such as money and mother</p> <ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary</li> </ul>   |
| <p>Communication and Language</p> | <ul style="list-style-type: none"> <li>Know many rhymes</li> <li>Use a wider range of vocabulary</li> <li>Can start a conversation with an adult or a friend</li> <li>Begin to understand how to listen carefully and why listening is important</li> <li>Engage in storytimes               <ul style="list-style-type: none"> <li>Learn new vocabulary</li> </ul> </li> <li>Articulate their ideas and thoughts               <ul style="list-style-type: none"> <li>Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen</li> </ul> </li> <li>Describe events in some detail</li> </ul> | <ul style="list-style-type: none"> <li>Enjoy listening to longer stories</li> <li>Use longer sentences of four to six words</li> <li>Know many rhymes</li> <li>Use a wider range of vocabulary</li> <li>Can start a conversation with an adult or a friend</li> </ul> | <ul style="list-style-type: none"> <li>Know many rhymes, be able to talk about familiar books</li> <li>Can start a conversation with an adult or a friend and continue it for many turns</li> </ul> | <ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens</li> <li>Develop their communication (irregular tenses and plurals)</li> <li>Sing a large repertoire of songs (check unit for opportunities)</li> </ul> | <ul style="list-style-type: none"> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</li> <li>Understand 'why' questions</li> <li>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</li> <li>Understand a question or instruction that has two parts</li> <li>Use talk to organise themselves and their play</li> </ul> | <ul style="list-style-type: none"> <li>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</li> <li>Understand 'why' questions</li> <li>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</li> <li>Understand a question or instruction that has two parts</li> <li>Use talk to organise themselves and their play</li> </ul> |
| <p>Mathematics</p>                | <p>Oneness of One</p>  | <p>Twoness of Two<br/>Threeness of Three</p>  | <p>Fourness of Four<br/>Show 'finger numbers' to 5</p>  | <p>Fiveness of Five<br/>Recognise numerals 1-5</p>   | <p>Solve real world mathematical</p>   | <p>Compare quantities using language 'more</p>   |



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|  | <p>Subitise amounts to 3<br/>Recite number past 5</p> <p>Explore and talk about 2D shapes</p> <p>Talk about and create patterns</p> | <p>Say one number for each item in order</p> <p>Know that the last number when counting is the total</p> <p>Understand positional language</p>   | <p>Link numeral and amount to 5</p> <p>Talk about and explore 3D shapes</p>  | <p>Experiment with their own marks and symbols as well as numerals</p> <p>Describe a familiar route – including positional language</p> | <p>problems using numbers 1-5</p> <p>Compare objects relating to size, length, weight and capacity</p>  | <p>than' and 'fewer than'</p> <p>Combine shapes to make new ones</p> <p>Describe a sequence of events</p>   |
| Expressive Arts and Design                   | <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p>              | <p>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.</p> | <p>Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> | <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing.</p>   | <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> | <p>Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> |
| Expressive Arts and Design (linked to KAPOW) | <b>Drawing- Marvellous Marks</b>  | <b>Drawing- Marvellous Marks</b>   | <b>Paint my World</b>  | <b>Sculpture &amp; 3D Creation Station</b>  | <b>Craft &amp; Design- Let's get Crafty</b>   | <b>Seasonal craft &amp; explorations</b>  |
| Famous Artists – One to be studied each term | <b>Mark Bradford – paint using paper</b><br><b>BLACK HISTORY MONTH</b>  | <b>Mondrian – Shapes and straight lines (Christmas Calendars)</b>  | <b>Van Gogh – Swirls and Curves</b>  | <b>Yayoi Kusama – Spots, painting, 3D items, fabric, paper</b>  | <b>Wassily Kandinsky - Lines and shapes</b>   | <b>Paul Klee – Shapes</b>   |
| Understanding the World - Geography          | My World and Familiar Places  |  | Outdoor Play and the Natural World   |   | People, Homes and Places  |   |



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|                                   |                                       |                                      |  |  |
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| Understanding the World - History | Peek into the Past                    |                                      | Adventures through time                  |  |
| Understanding the World - Science | Animal Adventures<br>Changing Seasons | I am a Scientist<br>Changing Seasons | Our beautiful planet<br>Changing Seasons |  |

\*This curriculum map is a progress model – planning is always flexible and linked to the children’s fascinations and interests. The Characteristics of Effective Learning link in to all areas.