Cubitt Town Primary School

Curriculum Intent and Overview

Nursery

Updated 2026

The Cubitt Town Primary School Curriculum:

- Places value in every core and foundation subject
- Is engaging and broad
- Reflects the diverse lived experience of our community
- Is progressive - each year group builds on learning from those preceding it

Our Curriculum directly addresses the needs of our children:

- Reading is prioritised at every opportunity
- Oracy is the golden thread that weaves through our subjects because we recognise the importance of spoken communication skills
- Core British values of Democracy, The Rule of Law, Individual Liberty and Mutual Respect are present across our curriculum content
- Linking key knowledge with disciplinary skills
- Encouraging wide-ranging and subject specific vocabulary
- Being reflecting of our communities diverse make-up and the experiences of our different families

Key:

 Content related to families

 Content related to discrimination

English Texts - Writing	There is a writing focus with an adult every week based on the book we are exploring. The children work 1:1 with an adult and focus on mark making. We use a range of books, some with explicit links to our topics. These may include the following:					
	Lulu's First Day Owl Babies Will you be my Friend? Hello Friend!	Don't Worry, Little Crab Knuffle Bunny Little Rabbit Foo Foo Shh! We Have a Plan Stickman Dear Santa	Three Billy Goats Gruff The Gingerbread Man The Three Little Pigs	Naughty Bus Shh! We have a plan Lost and Found Supertato Tough Boris	The Tiny Seed Jack and the Beanstalk Titch The Growing Story We're Going on a Picnic	Dear Zoo Ernest the Elephant Monkey puzzle Shark in the Park The Tiger Who Came to Tea
Reading	Children are read a story aloud everyday to build their love of reading. The children also have a Nursery library once a week to take a book home to share with their family.					
Maths	Maths is taught through short carpet sessions and a range of free-flow activities in which to apply different skills and strategies. The following topics are introduced throughout the year as follows:					
	Counting reliably 1-5 1:1 correspondence Recognising numbers 1-5 Matching number to quantity 1-5 2D shapes Patterns Measuring - comparing size					

<table>
<tr><td rowspan="2">Understanding the world

(Science)

Progression in skills Science</td><td>In Autumn Term, N will study the topic:
My 5 Senses</td><td>In Spring Term, N will study the topic:
Habitats & Transportation</td><td>In Summer Term, N will study the topic:
Growing & Animals</td></tr>
<tr><td colspan="3">Thinking Scientifically
In Nursery children will be encouraged to think like scientists in a number of ways including:

• identify and classify things they observe
• think of questions to ask
• answer some scientific questions
• give a simple reason for their answer
• explain what they have found out

Our Early Years children also have the exciting opportunity to visit and learn in our science lab at points during the year.</td></tr>
<tr><td>Understanding the world (History)
History Progression in Skills</td><td colspan="3">By the end of Nursery children should:
• Use all their senses in hands-on exploration of natural materials. -
• Explore collections of materials with similar and/or different properties.
• Talk about what they see, using a wide vocabulary.
• Begin to make sense of their own life-story and family's history
• Continue to develop positive attitudes about the differences between people.

</td></tr>
<tr><td>Understanding the world (Geography)

Geography progression in Skills</td><td colspan="3">By the end of Nursery children should:
• know that there are different places in the world and talk about the differences they have experienced or seen in photos
• show interest in different occupations
• begin to understand the need to respect and care for the natural environment and all living things
• talk about what they see, using a wide vocabulary</td></tr>
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<tr><td></td><td colspan="4"></td></tr>
<tr><td rowspan="2">(Expressive Arts & Design) Music

Progression Overview: Music</td><td colspan="4">Throughout Nursery, children will learn the following:</td></tr>
<tr><td>Singing and listening:
Pitch matches, i.e. reproduces with his or her voice the pitch of a tone sung by another.
Able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs.
Change their voice to express different moods/feelings.
Sing entire songs.
Sing short phrases or responses on their own.</td><td>Listening:
Listen to sounds/music and respond by talking about them, or physically with movement and dance.
Begin to identify and describe key features or extreme contrasts within a piece of music.
Begin to use musical terms (louder/quieter, faster/slower, higher/lower).
Match music to pictures/visual resources.</td><td>Moving and Dancing:
Move to the sound of instruments, eg walk, jump, hop to the sound of a beating drum.
Combine moving, singing and playing instruments, eg marching, tapping a drum whilst singing.
Move in time to the pulse of the music being listened to and physically respond to changes e.g. jump in response to loud/sudden changes in the music.</td><td>Exploring and Playing:
Create music based on a theme e.g. create the sounds of the seaside.
Tap rhythms to accompany words, e.g. tapping the syllables of names/objects/ animals/lyrics of a song.
Create rhythms using instruments and body percussion.
May play along to the beat and rhythm of the song they are singing or music being listened to.</td></tr>
<tr><td>(Expressive Arts & Design) Art</td><td colspan="4">Children in Nursery will be learning to
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</td></tr>
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Progression Overview: Art	• 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 • develop their own ideas and then decide which materials to use to express them • join different materials and explore different textures • create closed shapes with continuous lines and begin to use these shapes to represent objects • 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 • show different emotions in their drawings and paintings, like happiness, sadness, fear • explore colour and colour mixing • show different emotions in their drawings – happiness, sadness, fear		
RE **Progression Overview: RE - Google Docs**	**Over the course of the year in Nursery, the children will learn and celebrate various religious celebrations such as Christmas, Diwali and Eid.**		
PE **Progression Overview: Physical Education**	**In Autumn Term, N will study:** Locomotion	**In Spring Term, N will study:** Games for understanding	**In Summer Term, N will study:** Gymnastics & Dance
PHSE **Progression Overview: PSHE - Google Docs**	**Throughout the year, N will learn about these topics:** 1. select and use activities and resources, with help when needed - this helps them to achieve a goal they have chosen or one which is suggested to them 2. develop their sense of responsibility and membership of a community 3. become more outgoing with unfamiliar people, in the safe context of their setting 4. show more confidence in new social situations 5. play with one or more other children, extending and elaborating play ideas 6. find solutions to conflicts and rivalries, for example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas 7. increasingly follow rules, understanding why they are important 8. remember rules without needing an adult to remind them 9. develop appropriate ways of being assertive 10. talk with others to solve conflicts 11. talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried' 12. understand gradually how others might be feeling 13. be increasingly independent in meeting their own care needs, for example, brushing teeth, using the toilet, washing and drying their hands thoroughly		

	14. make healthy choices about food, drink, activity and toothbrushing  
Oracy [Curriculum Progression Overview: Oracy - Google Docs]	In oracy, children will develop their spoken communication skills in fortnightly assemblies and across the curriculum, around the four strands of oracy as identified by Oracy Cambridge in their **Oracy Framework** **Physical skills:** what we show through our body language and facial expressions. **Linguistic skills:** what we express through the use of words and language. **Cognitive skills:** applying discussion and learning to develop our thinking further. **Social and emotional skills:** how we work together by considering and respecting our feelings and those of others.