



**Community Infant School**  
**Annual Knowledge Overview**  
**Year : Nursery 2025.26**

<b>Topics</b>	<b>Autumn 1 – 8 weeks</b> <b><u>This is me! /Once upon a time/rhyme</u></b>	<b>Autumn 2 – 7 weeks</b> <b><u>Sensational/Celebrations</u></b>	<b>Spring 1 – 6 weeks</b> <b><u>Winter wonderland/Traditional tales</u></b>	<b>Spring 2 – 5 weeks</b> <b><u>Traditional Tales/ Growing</u></b>	<b>Summer 1 – 6 weeks</b> <b><u>Growing /Going on a Journey/</u></b>	<b>Summer 2 – 7 weeks</b> <b><u>Roars and Claws</u></b>
<b>Enrichment</b>	Dress up as a character from a nursery rhyme Colour Monsters	Senses day/Week of each sense? See Hear Smell Taste Feel Walk to post-box to post Christmas wish	Internet Safety Day/, making porridge	Making pancakes Baking gingerbread men	Cress sandwiches/planting a seed Walk to train station Mini beast healthy snack	Pattern biscuits Dinosaur dig Ladybird/ant larvae Djembe drumming
<b>Key Events</b>	<b>Home Visits</b>	<b>Christmas songs</b>		<b>World Book Day</b> <b>Science Week</b>		<b>ART Week</b>
<b>Communicatio n and language</b>  <small>Throughout the year children will: · Learn to speak with confidence during circle/carpet times · Learn to listen and respond appropriately with relevant comments, questions or actions · Have opportunities to have conversations and develop vocal sound formation in doing this · To respond to instructions and directions through adult initiated/led and child led activities · Use appropriate story language to re-enact/re-tell simple and familiar stories · Learn new vocabulary relating to topics</small>	<b>Listening, Attention and Understanding</b> Enjoy listening to stories. Begin to follow a one-part instruction. To learn how to listen- show me 5 <b>Speaking</b> Develop use of language through play. Use language for simple requests and develop basic manners. To use talk to organise self and play: “Let’s go on a bus... you sit there... I’ll be the driver’	<b>Listening, Attention and Understanding</b> To listen to longer stories To know how to listen- show me 5 To follow one -part instructions. <b>Speaking</b> Develop use of language through play. Use language for simple requests and develop manners. To build on conversational skills. To develop pronunciation ( but may have problems saying: • some sounds: r, j, th, ch, and sh • To start a conversation with an adult or a friend and continue it.	<b>Listening, Attention and Understanding</b> Enjoy listening to longer stories and begin to remember some of what happens. Begin to build a repertoire of songs and rhymes. To understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’ <b>Speaking</b> Further develop use of language through play. Use language for simple requests and develop manners and build on conversational skills. Use a wider range of vocabulary. To use longer sentences of four to six words To start a conversation with an adult or a friend and continue it for many turns	<b>Listening, Attention and Understanding</b> Enjoy listening to longer stories and remember some of what happens. To understand simple questions about ‘who’, ‘what’ and ‘where’ <b>Speaking</b> Further develop use of language through play. Use language for simple requests and develop manners and build on conversational skills. Use a wider range of vocabulary. To develop pronunciation ( but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.)	<b>Listening, Attention and Understanding</b> Follow two / three- part instructions. Enjoy listening to longer stories and remember much of what happens. Increase their repertoire of songs and rhymes. To pay attention to more than one thing at a time. <b>Speaking</b> Further develop use of language through play. multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’.) Use a wider range of vocabulary To 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.	<b>Listening, Attention and Understanding</b> Follow two / three- part instructions. Enjoy listening to longer stories and remember much of what happens. Have a large repertoire of songs, poems, and rhymes. To understand ‘why’ questions, like <b>Speaking</b> Use a wide range of vocabulary. Further develop use of language through play.

<p><b>Personal, Social and Emotional Development</b></p> <p>Children develop their personal, social and emotional skills throughout the year through Mindfulness, circle times, social stories, ELSA support, diversity stories and Jigsaw lessons</p>	<p><b>Self-Regulation</b></p> <p>Know they have a right to learn and play, safely and happily. To know Holmesdale golden rules and why they are important. To know the stop sign and what it means. To begin to talk about different emotions and how to respond to them.</p> <p><b>Managing Self</b></p> <p>Identify feelings associated with belonging.</p> <p><b>Building Relationships</b></p> <p>Know that some people are different from themselves. Know that hands can be used kindly and unkindly.</p>	<p><b>Self-Regulation</b></p> <p>To know what being unique means. To know the names of some emotions such as happy, sad, frightened, angry. To know why friends having is important.</p> <p><b>Managing Self</b></p> <p>Know the names for some parts of their body. Know when and how to wash their hands properly. Talk about members of their immediate family</p> <p><b>Building Relationships</b></p> <p>To know some qualities of a positive friendship. To identify and use skills to make a friend. Know what a family is.</p> <p><b>Jigsaw: Being me in my world/ Celebrating Difference</b></p>	<p><b>Self-Regulation</b></p> <p>Recognise some of the feelings linked to perseverance. To recognise emotions when they or someone else is upset frightened or angry.</p> <p><b>Managing Self</b></p> <p>Know what the word 'healthy' means. To explain what they need to do to stay healthy. To know how to look after our teeth Recognise how exercise makes them feel. To give examples of healthy food. Know some things that they need to do to keep healthy</p> <p><b>Building Relationships</b></p> <p>Recognise how kind words can encourage people To identify some ways they can be different and the same as others.</p> <p><b>Jigsaw: Dreams and Goals</b></p>	<p><b>Self-Regulation</b></p> <p>Know how to say no to strangers.</p> <p><b>Managing Self</b></p> <p>. To identify and use skills to stand up for themselves. To Know what a challenge is. Know that it is important to keep trying..</p> <p><b>Building Relationships</b></p> <p>Children will listen to the ideas of other children and agree on a solution and compromise.</p> <p><b>Managing self</b></p> <p>Make healthy choices about food, drink, activity and toothbrushing</p> <p><b>Jigsaw: Healthy Me</b></p>	<p><b>Self-Regulation</b></p> <p>Know that unkind words can never be taken back, and they can hurt. Can recognise what being angry feels like.</p> <p><b>Managing Self</b></p> <p>Can explain what to do if a stranger approaches them.</p> <p><b>Building Relationships</b></p> <p>Know some of the characteristics of healthy and safe friendships. Know that friends sometimes fall out. Know some ways to mend a friendship. To identify what jobs they do in their family and those carried out by parents/carers and siblings. To suggest ways to make a friend or help someone who is lonely.</p> <p><b>Jigsaw: Relationships</b></p>	<p><b>Self-Regulation</b></p> <p>Know who to talk to if they are feeling worried . Recognise that changing class can elicit happy and/or sad emotions. Can say how they feel about changing class/ growing up.</p> <p><b>Managing Self</b></p> <p>Know the names and functions of some parts of the body. Know that we grow from baby to adult. Can suggest ways to manage change, e.g. moving to a new class. Can say who they would go to for help if worried or scared.</p> <p><b>Building Relationships</b></p> <p>Understand and accept that change is a natural part of getting older. Can say what types of touch they find comfortable/uncomfortable.</p> <p><b>Jigsaw: Changing Me</b></p>
<p><b>Physical Development</b></p> <p><i>Throughout the year children will:</i> • Move confidently in a range of different ways on different levels at varying speeds during outdoor provision • Build up confidence when balancing • To be confident when mark making, holding tools appropriately and practicing name writing throughout the whole year •</p>	<p><b>Gross Motor</b></p> <p>To learn to move safely in a space. To show independence-, such as wanting to feed themselves and dress or undress.</p> <p><b>Fine Motor</b></p> <p>To explore different materials and tool</p>	<p><b>Gross Motor</b></p> <p>To gradually gain control over whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. To use large-muscle movements to wave flags and streamers, paint and make marks</p> <p><b>Fine Motor</b></p> <p>To explore different materials and tool</p>	<p><b>Gross Motor</b></p> <p>To clap and stamp to music To be able to sit on a push-along wheeled toy, use a scooter or ride a tricycle</p> <p><b>Fine Motor</b></p> <p>To develop manipulation and control.</p>	<p><b>Gross Motor</b></p> <p>To know how to go up steps and stairs, or climb up apparatus, using alternate feet. To know how to skip, hop, stand on one leg and hold a pose for a game like musical statues</p> <p><b>Fine Motor</b></p> <p>To use one-handed tools and equipment, for example, making snips in paper with scissors To be able to show a preference for a dominant hand.</p>	<p><b>Gross Motor</b></p> <p>To begin to take part in some group activities which are made ups, or in teams. To be increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p><b>Fine Motor</b></p> <p>To know how to use a comfortable grip with good control when holding pens and pencils</p>	<p><b>Gross Motor</b></p> <p>To collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p><b>Fine Motor</b></p> <p>To know which resources to choose to carry out own plan.</p>
<p><b>Little Wandle Phonics</b></p>	<p>No sounds – focus on Rhyme time and settling children into your setting's routines.</p>	<p>s a t p i n m</p>	<p>d g o c k e</p>	<p>u r h b f l</p>	<p>j v w y z qu ch</p>	<p>ck x sh th ng nk</p>
<p><b>Grammar</b></p>	<p>Listen to stories.</p>	<p>Know that words are ordered from left to right</p>	<p>Know that words are ordered from left to right</p>	<p>Know that words are ordered from left to right</p>	<p>Know that words are ordered from left to right</p>	<p>Know that words are ordered from left to right</p>
<p><b>Writing purpose</b></p>	<p>Learn rhymes. Use large-muscle movements to wave flags and streamers, paint and make marks</p> <p><b>Purpose:</b> Role play, lists, posters, signs and cards Large paper White board</p>	<p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Understand the five key concepts about print.</p> <p><b>Purpose:</b> Role play, lists, posters, signs and cards Large paper White board</p>	<p>Write the first letter of their first name Enjoy listening to longer stories. Be able to talk about many books. Knows many rhymes. Show a preference for a dominant hand.</p> <p><b>Purpose:</b> Role play, lists, posters, signs and cards Large paper</p>	<p>Develop their phonological awareness. Write some of their first name. Purpose: Books, story maps</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Show a preference for a dominant hand. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a wide range of vocabulary. Be able to tell a story. Use a comfortable grip with good control when holding pens and pen Purpose: Missing poster, books</p>	<p>Engage in extended conversations about stories, learning new vocabulary. 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. Write some letters accurately Write their first name accurately</p> <p>Purpose: books, maps, signs</p>

	<b>Texts:</b> Colour Monster, Feelings, Maisy goes to Nursery, Peppa Pig - also enjoyed Blue Kangaroo series and Peppa pig	<b>Texts: Amazing me</b> <b>The Jolly Postman</b> <b>The very noisy house</b> <b>Brown Bear, Brown Bear what do you see.</b> <b>Mouse Paint</b> <b>Vocabulary: Amazing, curious, enormous</b>	<b>Texts: The Emperor Penguin, Percy Park Keeper</b> <b>Traditional Tales</b>	<b>Texts:</b> Lulu Loves the Library by Anna McQuinn and illustrated by Rosalind Beardshaw (Alanna Max) Traditional Tales Kipper and friends	<b>Texts:</b> Book: Would You Rather ... by John Burningham (Red Fox)	<b>Texts:</b> Car, Car, Truck, Jeep by Katrina Charman and Nick Sharratt
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<b>Whole Class Reading</b>	<p style="text-align: center;"><b>Word Reading</b></p> <p style="text-align: center;">Use a wider range of vocabulary.</p> <p style="text-align: center;">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</p> <p style="text-align: center;">Develop their phonological awareness, so that they spot and suggest rhymes, count, or clap syllables in a word, recognise words with the same initial sound, such as money and mother.</p> <p style="text-align: center;"><b>Comprehension:</b></p> <p style="text-align: center;">Enjoy listening to longer stories and can remember much of what happens.</p> <p style="text-align: center;">Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p style="text-align: center;">Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p style="text-align: center;">Sing a large repertoire of songs.</p> <p style="text-align: center;">Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p style="text-align: center;">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.</p> <p style="text-align: center;">Engage in extended conversations about stories, learning new vocabulary.</p>
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<b>Number and numerical patterns</b>	To recite numbers in order using a range of number songs To show an interest in numbers in the environment	Recognise numbers 1–3 Match numerals to sets Count objects with 1:1 correspondence- Develop cardinality: state the total at the end of counting- Compare sets (more/fewer)- Begin to order numerals 1–3 Explore circles/triangles- Positional language (in/on/under) Ideas: Number hunts, "find 2 leaves", making shape pictures	Subitise 1–3, begin 4/5- Secure <b>cardinality</b> : children state total independently-Count forwards to 10 in play- Begin <b>counting backwards</b> in rhymes and songs- Combine sets in simple addition (e.g. "2 cars and 1 car makes 3 cars") Explore 2D/3D shapes- Sorting/classifying objects Ideas: Counting in role playbuilding towers of 4, junk modelling with 3D shapes	Count reliably to 10- Use cardinality when answering "How many?" questions- Compare numbers (which is more/fewer)- Explore number bonds within 5 (2+3, 4+1)- Introduce conservation of number: 5 objects stay 5, even if rearranged Compare length, height, weight Ideas: Measuring plants, ordering wellies, weighing fruit in role play shop	- Match numerals to groups up to 5- Use numbers in play (shop, café, bus tickets)- Begin mark-making/writing numerals- Apply <b>cardinality</b> to practical tasks (snack time: "We have 4 children — we need 4 bananas")- Continue ordering numbers 1–10 Explore capacity: full/empty/half- Use money in role play Ideas: Water play with cups, role-play shop, picnic counting	Confident counting forwards/backwards to 10- Secure recognition and ordering of numbers 1–5- Solve simple problems (sharing, adding 1 more, taking away 1)- Apply cardinality consistently in all activities- Revisit conservation of number in different contexts Create repeating patterns- Positional language in obstacle courses Ideas Bead threading patterns, planting seeds (counting scoops), treasure hunts
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<b>UW Science</b>	To explore and talk about simple forces they can feel.	To recognise senses and explore the world To use senses to explore natural materials with different or similar properties	To talk about differences between materials and changes they notice To what they see, using a wide vocabulary.	To talk about healthy choices about food and to look after teeth	To explore the key features of a life cycle of a plant and an animal To plant a seed and learn how to care for it	To begin to understand the need to respect and care for the natural environment and all living things To name different parts of our bodies
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<b>UW History</b>	To begin to make sense of their own life-story and family's history (All about me photos/books). Being able to talk about their photos and memories and how we change over time. Talk about members of their immediate family and community (R) Name and describe people who are familiar to them (R)  Black history month		To begin to make sense of their own life-story and family's history (All about me photos/books). Being able to talk about their photos and memories and how we change over time. Talk about members of their immediate family and community (R) Name and describe people who are familiar to them (R)		To begin to make sense of their own life-story and family's history (All about me photos/books). Being able to talk about their photos and memories and how we change over time. Talk about members of their immediate family and community (R) Name and describe people who are familiar to them (R)	To know what some of the British Values are
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<b><u>UW</u></b> <b><u>Geography</u></b>	To learn the names of the group and know where things are in the classroom and the outdoor environment.	To talk about what they see, using a wide vocabulary Talk about what they can see in the world around them: school grounds/ local area.  To explore autumn using the senses	To talk about the environment in which we live To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  To explore maps	To understand position through words alone – for example, “The bag is under the table,” – with no pointing.  Explore local area and name things we see along the way  To explore maps  To explore spring using our senses  To talk about what they see, using a wide vocabulary	To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  To explore maps Talk about what they can see in the world around them: school grounds/ local area.  To show interest in different occupations.	To talk about and identify the patterns in the world around them
<b><u>UW</u></b> <b><u>Computing</u></b>	SMART rules Input output toys Interactive whiteboard Listening station - Explore how things work		SMART rules Input output toys Interactive whiteboard Listening station - Explore how things work		SMART rules Input output toys Interactive whiteboard Listening station - Explore how things work	
<b><u>UW</u></b> <b><u>RE</u></b>		<ul style="list-style-type: none"> <li>To know everybody is special and unique – (birthdays, religious festivals, celebrating achievements)</li> <li>To know that they belong to different groups (family, class, friends) and these help them feel safe and cared for</li> <li>To begin noticing that people have different families and different ways of belonging</li> </ul>		To know that birthdays are celebrations and that people enjoy celebrating special events.  To begin to recognise that different people celebrate different things at different times. To notice simple features of celebrations (e.g., gifts, decorations, special foods). To know that I have a birthday		To know that some places are special to them (e.g., home, parks, favourite places). To begin to recognise that some people have special places connected to their beliefs (churches, mosques, synagogues, etc.).  To talk about places they have visited and who they went with.
<b><u>EAD</u></b> <b><u>Music</u></b>	Remember and sing entire songs. Sing the melodic shape of familiar songs. Explore instruments to express their feelings and ideas. Instrument of the month : Egg shakers to start	<ul style="list-style-type: none"> <li>To know that there are special songs we can sing to celebrate events.</li> <li>To understand that my voice or an instrument can match an action in a song.</li> <li>To recognise that different sounds can be long or short</li> </ul>	Remember and sing entire songs. Sing the melodic shape of familiar songs. Play instruments with increasing control to express their feelings and ideas. Instrument of the month : claves	To understand how to listen carefully and talk about what I hear. To know that sounds can be copied by my voice, body percussion and instruments. To understand that instruments can be played loudly or softly.	Remember and sing entire songs. Sing the melodic shape of familiar songs. Play instruments with increasing control to express their feelings and ideas. Instrument of the month	To know that the beat is the steady pulse of a song. To recognise music that is ‘fast’ or ‘slow.’ To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.
<b><u>EAD</u></b> <b><u>Art</u></b>	To explore a range of mark making tools to make marks on different surfaces using paint. To use brushes of different thicknesses. To explore and make marks using a range of writing tools. <b>Painting</b> - can represent their own ideas. -select different colours	To join different materials and explore different textures To identify primary colours and explore using primary colours to make secondary colours  <b>Printing</b> Leaf printing (patterns)	To explore and make marks, use simple shapes in drawings, use a range of writing tools. To use primary colours to make secondary colours. To use colours for a purpose. To make marks, signs and symbols on a variety of types of paper - Will use a variety of tools and media	To explore make marks, use simple shapes in my drawings, draw some details such as representing a face To use a variety of tools to paint with. To use particular colours for a purpose  <b>Mixed Media</b> -Can use paste and adhesives to select and place cut and torn shapes onto a surface to convey an idea	To draw with increasing complexity and details To explore make marks, use simple shapes in my drawings. To use a variety of tools to paint with. Use particular colours for a purpose. <b>Printing</b> - Can explore and create patterns and textures with range of found resources – natural and man made	<b>Moulding</b> - Can handle and manipulate rigid and malleable materials such as playdough, clay, plasticine card and found objects (natural and man made) to represent something -can represent their own ideas / Sensory experiences

	<ul style="list-style-type: none"> <li>- Explores mixing primary colours to make orange, purple and green</li> <li>- Can use other tools such as sponges to apply paint</li> <li>- <b>Printing</b></li> <li>- Can explore and create patterns and textures with range of found resources – natural and man made</li> <li>-Can represent their own ideas</li> </ul>		<ul style="list-style-type: none"> <li>- Will work expressively and spontaneously using marks, lines and curves</li> <li>- Give meaning to the marks they make</li> <li>- Begin to hold and handle the tools the correct way and safely</li> <li>- independently select the tool required</li> </ul>	<ul style="list-style-type: none"> <li>-uses resources in a different or unusual way- uses resources such as threads, cottons, wool, paper stirps and natural fibres</li> <li>-can represent their own ideas.</li> </ul> <p><b>Observational Painting</b> Mixed media: collage spring flower as well as observational paintings of spring</p>	-Can represent their own ideas	
<b><u>EAD</u></b> <b><u>DI</u></b>	<p>To carry, handle and use tools safely – scissors</p> <p>Begin to use tools independently – knowing tools can be used for a purpose</p> <p>To play imaginatively with different small world toys and in the home corner role play area</p>	<p>To explore different materials freely, to develop their ideas about how to use them and what to make.</p> <p>To play imaginatively with different small world toys and in the home corner role play area</p>	<p>To develop own ideas and use tools independently – knowing tools can be used for</p> <p>To describe what they are making, how they constructed and how they might make it even better (evaluation)</p> <p>To Play imaginatively with different small world toys and in the home corner role play area.</p>	<p>To develop own ideas and use tools independently – knowing tools can be used for</p> <p>To describe what they are making, how they constructed and how they might make it even better (evaluation)</p> <p>To explore materials freely to develop their ideas about how to use them</p>	<p>To develop own ideas and use tools independently – knowing tools can be used for</p> <p>To describe what they are making, how they constructed and how they might make it even better (evaluation)</p> <p>To explore materials freely to develop their ideas about how to use them</p>	