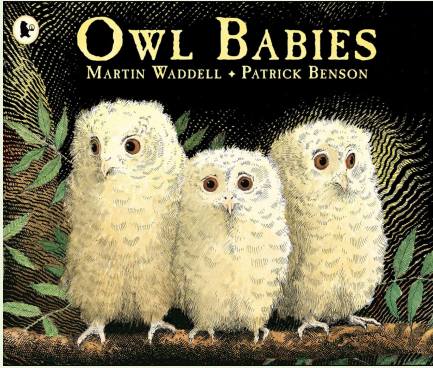
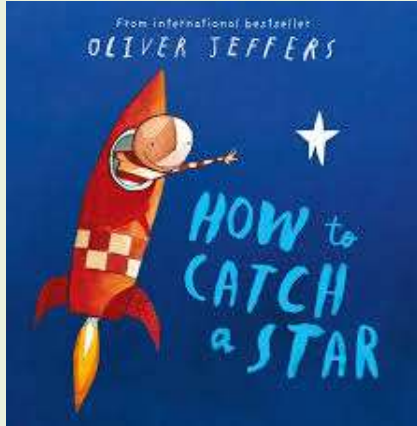
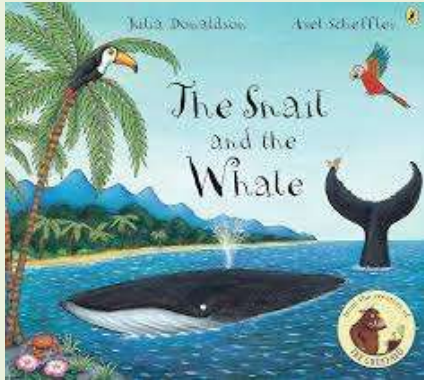
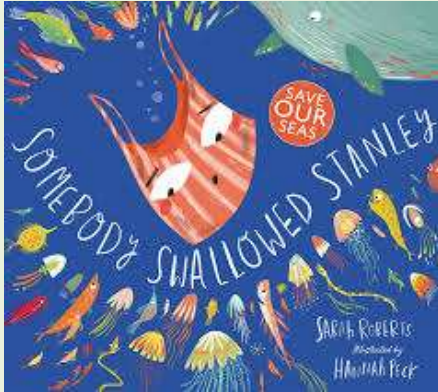
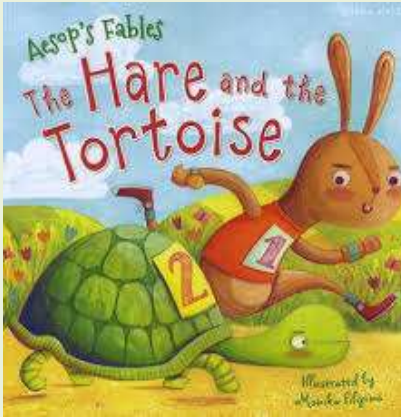


Nursery Curriculum Map 2025-26

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All about me	Keeping safe	Adventure above the clouds	The world around us	Looking after our world	Let's get moving
Core text(s)	Owl Babies 	Gingerbread Man 	How to catch a star 	The Snail and the Whale 	Somebody Swallowed Stanley 	The Tortoise and the Hare 
Areas of Learning	In the Early Years, we focus on and teach knowledge and skills in a cross curricular way. This means that each week we provide our children activities to meet their individual needs and do this through our core text and topic.					
	Prime Areas – Communication and Language, Personal, Social, Emotional Development, Physical Development Specific Areas – Literacy, Mathematics, Understanding the World & Expressive Arts and Design					
EAD (Art – D&T)	Mark Making	Structures: Junk Modelling	Exploring Colour	Textiles: Bookmarks	Movement Maps	Cooking: Design a Rainbow Salad
EAD (Music)	Singing simple songs, Clapping to rhythms	Exploring percussion instruments, Call and response activities	Introduction to high and low sounds, Simple beat keeping	Musical storytelling with instruments, Exploring soundscapes	Rhythmic games, Moving to music	Performance preparation, Singing familiar songs
Past and Present (History)	My Family and Me	People Who Help Us	Our Daily Lives		Then and Now	
People, Culture, Communities (Geography)	Understanding my Community		Mapping and Directions		Exploring Different Landscapes and Terrains	
The Natural Wolrd (Science)	Objects and Materials		Animals and Plants		Light, Space, Electricity and Movement	
Personal, Social, Emotional Development (RSHE)	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
Key Stories	Nursery Rhymes		Traditional Tales		Familiar Stories	
Phonics	Environmental sounds, Instrumental sounds, Body percussion, Rhythm and rhyme, Alliteration, Voice sounds, Oral segmenting and blending					
	Rocket Phonics: m, p, b, n, t	Rocket Phonics: d, w, h, c, g, f	Rocket Phonics: s, a, i, e, o, u	Rocket Phonics: ai, ee, igh, oa, or, oo	Rocket Phonics: oo, y, ng, v, l, ch, sh	Rocket Phonics: z, r, j, th, qu, x
Maths	Getting to know you! Colours and Matching Sorting Number 1 & Number 2 Subitising Pattern 1 & 2		Number 3 & Number 4 Subitising Composition Number 5 & Number 6 Height and Length Mass and Capacity		Sequencing Positional Language More than/fewer Shapes Number Composition What comes after? What comes before? Numbers to 5 On the Move	
Gross (PE) and Fine Motor Skills	PE with Coach Ross					
	*The children will be engaging in lots of other gross motor activities in the class environment.					
	Busy Fingers – continuous provision					
School Values	Our Golden Rule: Be Kind, be gentle.	Excellence, Resilience, Independence, Curiosity, Self-control, Cooperation, Acceptance, Respect, Gratitude				
Wow Moments/ Enrichments	Key Events: Harvest Festival Faith Matters: Rosh Hashana Yom Kippur Celebrations: International Day of Peace Black History Month World Mental Health Day National Fitness Day	Key Events: Anti-bullying Week Road Safety Week Christmas Concert Faith Matters: Week of Prayer Diwali Hanukkah Christmas Celebrations: Bonfire Night Remembrance Day	Key Events: Faith Matters: World Religion Day Chinese New Year Celebrations: Big Garden Bird Watch Valentine's Day Mental Health Week Online Safety Day	Key Events: Ducklings & Insects Train Journey Faith Matters: Easter Celebrations: Mother's Day World Book Day	Key Events: Faith Matters: Ramadan Celebrations: Earth Day International Dance Day International Day of Families	Key Events: Faith Matters: Celebrations: World Environment Day World Oceans Day Healthy Eating Week Father's Day

*NB This plan is subject to changes in-line with children's interests, and does not show all the teaching and learning that will take place

Nursery Skills Development Progression

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional	Self-Regulation	Children will separate from main carer to come into nursery.	Children will know what adults can help them in nursery.	Children will be able to sit during circle time	Children will follow a 2 step instruction.	Share how they are feeling with a member of staff.	Children will become confident with visitors in nursery.
	Managing Self	Children will know the class rules: - Good listening - Good looking - Good sitting Children will know to wash and dry their hands before eating and after using the toilet.	Children will know how to look after resources. Children will start to understand feelings. (happy, sad and tired)	Children will know to drink water to be healthy. Children will start to understand feelings. (happy, sad, tired, worried, angry and scared)	Children will know how to choose resources to help them achieve. Children will know examples of healthy food.	Children will know how to independently use the toilet. Children will become assertive in appropriate ways.	Children will know how to calm themselves by stopping and taking deep breaths. Children will know to brush their teeth to be healthy.
	Building Relationships	Children will learn to interact with peers through play, sharing, and taking turns.	Children will explore similarities and differences in family structures, languages, and cultural practices.	Children will learn to care for their own needs and helping with simple tasks like tidying up	Children will identify family members and understanding that families can look different.	Children will engage in physical play to develop gross motor skills and learning about healthy eating habits.	Children will show they can adjust to new routines and transitions, such as moving from home to nursery.
	Observational Checkpoint: Can children share and take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles such as Blue Penguin? Can children negotiate solutions to conflicts in their play?						
Communication and Language	Listening, Attention and Understanding	Children will point out objects/pictures in a story.	Children will understand ‘what’ questions.	Children will understand ‘where’ questions.	Children will understand ‘when’ questions.	Children will understand ‘who’ questions.	Children will understand and answer ‘why’ questions.
	Speaking	Children will know and retell the focus story. Children will know and use vocabulary linked to their theme ‘Ourselves’ including family, home, and friends.	Children will know and retell the focus story. Children will know and use vocabulary linked to their theme ‘People who help us!’ including help, safe and emergency.	Children will know and retell the focus story. Children will know and use vocabulary linked to their theme ‘Winter’ including ice, melt and winter clothes.	Children will know and retell the focus story. Children will know and use vocabulary linked to their theme ‘Planting and growing’ including seeds, beans, fruit, vegetables.	Children will know and retell the focus story. Children will know and use vocabulary linked to their theme ‘Toys’ including old, new, plastic and wooden.	Children will know and retell the focus story. Children will know and use vocabulary linked to their theme ‘Healthy Living’ including exercise, sleep healthy and toothbrush.
	Observational Checkpoint: Can children shift focus from one task to another if you fully obtain their attention? Can children use sentences of four to six words? Can children join sentences using ‘because’, ‘or’, ‘and’. Can children use future and past tense? Can children answer a simple ‘why’ question?						
Physical Development	Gross Motor Skills	Children will know how to climb using alternate feet.	Children will know how to ride a scooter.	Children will know how to ride a tricycle.	Children will know how to throw a ball.	Children will know how to skip, hop and stand on one leg.	Children will know how to work together to carry large items such as planks of wood.
	Fine Motor Skills	Children will explore large mark making to develop cross the mid-line movements.	Children will show they can use one handed tools.	Children will know how to zip up their coat.	Children will know how to use loop scissors to make snips in paper.	Children will know how to use a comfortable grip when holding a pencil.	Children will show preference for a dominant hand.
	Observational Checkpoint: Can children make ‘cross the mid-line’ marks on vertical surfaces? Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams? Can children use one-handed tools such as scissors or a hammer? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves?						
Literacy	Comprehension	Children will know signs in the classroom and around the school. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.	Children will know a range of signs including bus stop, parking, stop. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.	Children will know print has different purposes by exploring menus, magazines, newspapers, labels. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.	Children will know the names of different parts of a book including the cover, title, author. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.	Children will know how to turn the pages of a book carefully. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.	Children will know how to read from left to right and top to bottom. Children will read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.
	Word Reading	Children will know the phonics sounds m, p, b, n, t	Children will know the phonics sounds d, w, h, c, g, f	Children will know the phonics sounds s, a, i, e, o, u	Children will know the phonics sounds ai, ee, igh, oa, or, oo	Children will know the phonics sounds oo, y, ng, v, l, ch, sh	Children will know the phonics sounds z, r, j, th, qu, x
	Writing	Children will know how to draw horizontal lines.	Children will know how to draw vertical lines.	Children will know how to draw circles.	Children will know how to draw diagonal lines.	Children will write the initial sound in their name.	Children will write their name.
	Observational Checkpoint: Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed? Can children write their name?						
Maths	Number	Children will hear and say number names.	Children will begin to order numbers	Children will subitise to 3.	Children will rote count to 10.	Children will subitise to 4.	Children will count in correspondence to 5, knowing that the total is 5.
	Numerical Patterns	Children will explore repeating and make simple line patterns.	Children will identify a circle, square and triangle. Children will use language including sides, corners, straight, flat and round for 2D and 3D shapes	Children will use positional language including on top, under, next to and behind.	Children will match objects that are the same and compare quantities.	Children will notice and correct an error in a repeating pattern.	Children will make an AB repeating pattern.
	Observational Checkpoint: Can children subitise to 3? Can children count in correspondence to 5? Can children rote count beyond 5? Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes? Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern?						
Understanding the world	Past and Present (History)	Children will identify familiar events in their own lives (e.g., birthdays, holidays). Children will notice differences and similarities between themselves and others Children will understand how they have grown and changed	Children will talk about the roles of different community helpers. Children will notice differences between past and present community roles.	Children will recognise daily routines and events. Children will describe simple aspects of their daily life. Children will compare daily routines with those of peers.	Children will share and understand how they have grown and changed. Children will share past family experiences.	Children will identify simple differences between past and present. Children will recognise familiar objects and toys from the past.	Children will explore changes over time. Children will notice how they and their environment have changed over time.
	People, Culture and Communities (Geography)	Children will recognise differences and similarities between themselves and people in their local community.	Children will identify various occupations inc. a firefighter, doctor, vet.	Children will know that a globe represents the world.	Children will know the name of the town that our school is in.	Children will explore toys from around the world, such as stacking dolls.	Children will understand that food is grown in different places around the world.

				Children will know about hot and cold places in our world.			
	The Natural World (Science)	Children will know the names of body parts: heads, arms, hands, legs, feet, neck.	Children will make collections of natural materials to investigate and talk about.	Children will know how materials change when cooking, cooling and heating.	Children will know that seeds can turn into plants. Children will begin to understand how it takes time to grow fruit and vegetables. Children will know a simple lifecycle of an animal.	Children will explore and talk about forces including magnets, floating/sinking and stretching.	Children will investigate light, dark and shadows.
	Observational Checkpoint: Can children use their senses to explore? Can children make sense of their own life-story and family history? Can children understand the key features of the life cycle of a plant and an animal? Do children show an interest in different occupations? Can children talk about differences between materials and changes they notice? Can children talk about different countries in the world?						
Expressive Arts and Design	Creating with Materials (Art and Design)	Children will do large scale drawings/paintings. Children will use pencils to free draw.	Children will make choices about which materials to use when creating.	Children will explore colour mixing.	Children will explore threading and weaving techniques.	Children will represent feelings, noises and movements through drawing/painting.	Children will know how to use different kitchen tools to create a salad.
	Being Imaginative and Expressive (Music)	Children will clap to rhythms, keep a simple beat and rhythmic games	Children will perform songs and dances in a Christmas performance.	Children will identify and match high and low sounds	Children will follow teachers signals/instructions when playing instruments (play and stop)	Children will follow movement to the music.	Children will prepare a musical performance.
		Observational Checkpoint: Can children take part in pretend play? Can children create using different materials? Can children develop their own creative ideas by drawing and painting? Can children perform a range of songs? Can children play instruments to express their own ideas?					