






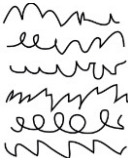




## Nursery Curriculum Map 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2								
Nursery themes	All about me	Let’s Celebrate!	People who help us	Fairytale magic	Ugly bug ball	Seaside – comparing and contrasting environments								
Focus Texts:	<div>- What makes me a me?</div> <div>- Incredible you</div> <div>- Colour and me</div> <div></div>	<div>- Cake</div> <div>- You must bring a hat</div> <div>- Christmas story</div> <div>- The best Diwali ever</div> <div>- Little Red Hen (Harvest)</div> <div></div>	<div>- You can’t call an elephant in an emergency</div> <div>- Doctorsaurus</div> <div>- Non-fiction texts</div> <div></div>	<div>- Goldilocks and the three bears</div> <div>- Three Little Pigs</div> <div>- The Ugly Duckling</div> <div></div>	<div>- Mad about minibeasts</div> <div>- The Very Hungry Caterpillar</div> <div>- The Very Busy Spider</div> <div></div>	<div>- What the ladybird heard at the seaside</div> <div>- Billy’s bucket</div> <div>- Baby goes to market</div> <div></div>								
Nursery writing skills progression	Rising 3s	*If your child starts during our mid-year intake, their writing progression will be assessed and they will be supported via the progression shown below.												
	Pre-schoolers	<div>Making spontaneous scribbles in different directions using pencils, crayons, paint, chalk</div> <div></div>	<div>Forming marks and shapes demonstrated by an adult</div> <div><table border="1"><tr><td>—</td><td> </td><td>○</td><td>+</td></tr><tr><td>/</td><td>□</td><td>\</td><td>×</td></tr></table></div>	—		○	+	/	□	\	×	<div>Scribble writing from left to right</div> <div></div>	<div>Creating pictures that convey a meaning or a story</div> <div></div>	<div>Name copying. Creating symbols that represent meaning or letters</div> <div></div>
—		○	+											
/	□	\	×											
Phonics  Supporting Scheme: Little Wandle	Rising 3s	No intake in Autumn term.		New intake: Daily rhyme time sessions with a nursery rhyme focus. Rhyme time games will develop the following skills: <ul style="list-style-type: none"><li>• Listening</li><li>• Syllables</li><li>• Rhyming</li><li>• Alliteration</li><li>• Sound knowledge.</li></ul>		New intake: Daily rhyme time sessions with a nursery rhyme focus. Rhyme time games will develop the following skills: <ul style="list-style-type: none"><li>• Listening</li><li>• Syllables</li><li>• Rhyming</li><li>• Alliteration</li><li>• Sound knowledge.</li></ul>								
	Pre-schoolers	<div>Rhyme time</div> <div>Daily rhyme time sessions with a nursery rhyme focus. Rhyme time games will develop the following skills:<ul style="list-style-type: none"><li>• Listening</li></ul></div>	<div>In these sessions children will learn the following sounds (one per week) and will learn to recognise and hear words with these initial sounds and have a general focus on awareness of sounds.</div> <div><table><tr><td>s a t p i n m</td><td>d g o c k e</td><td>u r h b f l</td><td>j v w y z q u c h</td><td>ck x sh th ng nk</td></tr></table></div>					s a t p i n m	d g o c k e	u r h b f l	j v w y z q u c h	ck x sh th ng nk		
s a t p i n m	d g o c k e	u r h b f l	j v w y z q u c h	ck x sh th ng nk										

		<ul style="list-style-type: none"> <li>• Syllables</li> <li>• Rhyming</li> <li>• Alliteration</li> <li>• Sound knowledge.</li> </ul>					
<b>Communication and Language -</b>		<b>WellComm communication toolkit will be used to support your child to develop their listening, speaking and understanding skills relevant to their own age and ability.</b>					
<b>Mathematics</b>  <b>Supporting Scheme:</b> Master the curriculum	<b>Rising 3s</b>	<ul style="list-style-type: none"> <li>- Colours – learning, sorting and classifying</li> <li>- Matching – everyday objects, shapes, patterns, sizes</li> <li>- Sorting – by colour, size, shape and guessing the rule of sorting.</li> </ul>	<ul style="list-style-type: none"> <li>- Learning numbers 1-2 and doing the following: <ul style="list-style-type: none"> <li>- Subitising</li> <li>- Counting</li> <li>- Recognising numerals</li> </ul> </li> <li>- Patterns including: <ul style="list-style-type: none"> <li>- AB patterns</li> <li>- Extending patterns</li> <li>- Moving patterns</li> </ul> </li> </ul>	*If your child starts in our mid-year intake, their starting points will be assessed and early maths knowledge and skills will be practiced prior to becoming a pre-schooler in September.			
	<b>Pre-schoolers</b>			<ul style="list-style-type: none"> <li>- Learning numbers 3-5 and doing the following: <ul style="list-style-type: none"> <li>- Subitising</li> <li>- Counting</li> <li>- Recognising numerals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Height and length (tall and short, long and short)</li> <li>- Mass (linked to 3 Little Pigs and Goldilocks)</li> <li>- Capacity</li> </ul>	<ul style="list-style-type: none"> <li>- Sequencing</li> <li>- Positional Language</li> <li>- More than/fewer than</li> <li>- Shape 2D (revisit)</li> <li>- Shape 3D (revisit)</li> </ul>	<ul style="list-style-type: none"> <li>- Number composition 1-5 consolidation</li> <li>- What comes after?</li> <li>- What comes before?</li> <li>- Summer consolidation activities</li> </ul>
<b>Physical Development</b>	<b>Gross motor</b>  <b>Supporting Scheme:</b> Get Set 4 PE	Introduction to PE (unit 1)	Ball Skills (unit 1)	Dance (unit 1)	Fundamentals (unit 1)	Games (unit 1)	Gymnastics (unit 1)
	<b>Fine motor</b>	Opportunities to develop fine motor control will be continuously available to support children at the stages that are appropriate for them. These opportunities will be available through fine motor activities as well as through continuous provision. An area of the classroom will be regularly updated as a 'Funky Fingers' area to support fine motor development opportunities.  Summer 2 - Pre schoolers will begin Dough discos (linked to Reception provision)					
<b>Understanding the World</b>		<b>Begin to make sense of their own life-story and family's history.</b>  Who am I? What do I look like?  Take photographs of each other and look at these to describe own features  Self portraits – children to draw (mark making) pictures of themselves  Family photographs – discuss and share who lives in my family  Use all their senses in hands-on exploration of natural materials – <b>Autumn materials</b> (pinecones, leaves, conkers)	<b>Continue developing positive attitudes about the differences between people.</b>  What does celebrate mean? What kind of things do we celebrate? - Make party invitations - Party cakes - Party hats - Decorations - Special clothes  Harvest festival – who celebrates this and why? Baking activities to celebrate Harvest (bread)  Diwali – who celebrates this? How is it celebrated? Explore Diwali activities  Christmas story – who celebrates Christmas?	<b>Show interest in different occupations.</b>  Read and explore stories about jobs and people who help us.  Special visitors to talk about their roles/jobs.	<b>Talk about what they see, using a wide vocabulary.</b>  <b>Plant seeds and care for growing plants.</b>  Planting seeds (links with fairytales)  Talk about what they see and observe  Caring for seeds to grow plants	<b>Understand the key features of the life cycle of a plant and an animal.</b>  <b>Begin to understand the need to respect and care for the natural environment and all living things.</b>  Learning about minibeasts and their life cycles.  Caring for living creatures and talking about being careful.  * Minibeast visitor in school	<b>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</b>  Use stories to talk about differences in local areas e.g. seaside areas vs town centers.  What do beaches and towns look like in other countries?

		<p>How is Christmas celebrated?</p> <p>Use all their senses in hands-on exploration of natural materials – <b>Winter materials</b></p>				
<p><b>PSED</b></p> <p>No scheme to be used, however our nursery children will follow the same themes as the whole school to support conversation and learning about their personal, social and emotional development.</p>	<p>Being Me in My World</p> <ul style="list-style-type: none"> <li>- Building relationships with new children and adults.</li> <li>- Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</li> <li>- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on</li> </ul>	<p>Celebrating Difference</p> <ul style="list-style-type: none"> <li>- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> <li>- Develop their sense of responsibility and membership of a community.</li> </ul>	<p>Dreams and Goals</p> <ul style="list-style-type: none"> <li>- Thrive as they develop self-assurance.</li> <li>- 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.</li> </ul>	<p>Healthy Me</p> <ul style="list-style-type: none"> <li>- Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>- Make healthy choices about food, drink, activity and toothbrushing.</li> </ul>	<p>Relationships</p> <ul style="list-style-type: none"> <li>- Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> </ul>	<p>Changing Me</p> <ul style="list-style-type: none"> <li>- Show more confidence in new social situations</li> <li>- Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> </ul>
<p><b>Expressive Arts and Design</b></p>	<ul style="list-style-type: none"> <li>- Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</li> <li>- Explore colour and colour-mixing.</li> <li>- Remember and sing entire songs.</li> </ul> <p>Self portraits – who am I? Can you draw a face as a circle? Can you use a line that doesn't stop?</p> <p>Colour mixing activities with paint and coloured water</p> <p>Singing nursery rhymes and joining in with the words.</p>	<ul style="list-style-type: none"> <li>- Sing the pitch of a tone sung by another person ('pitch match').</li> <li>- Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> </ul> <p>Using small world objects to act out familiar experiences e.g. birthdays, Christmas</p> <p>Draw pictures to create party invitations, Rangoli patterns etc.</p> <p>Singing songs about celebrations</p>	<ul style="list-style-type: none"> <li>- Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</li> </ul> <p>Using small world items to act out job roles seen in stories.</p> <p>Begin to develop pretend play using unfamiliar objects to represent other objects e.g. a box to become a car</p>	<ul style="list-style-type: none"> <li>- Use drawing to represent ideas like movement or loud noises.</li> <li>- Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</li> </ul> <p>Use small world and role play to act out familiar traditional tales.</p> <p>Mark making opportunities linked to traditional tales to draw movement from stories.</p> <p>Opportunities to discuss and draw different emotions through stories and how characters might feel.</p>	<ul style="list-style-type: none"> <li>- Explore different materials freely, to develop their ideas about how to use them and what to make.</li> <li>- Develop their own ideas and then decide which materials to use to express them.</li> <li>- Join different materials and explore different textures.</li> </ul> <p>Use materials to create minibeast artwork.</p> <p>Junk modelling activities encouraged and discussed – create junk model bugs/insects.</p>	<ul style="list-style-type: none"> <li>- Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li> <li>- Create their own songs or improvise a song around one they know.</li> <li>- Play instruments with increasing control to express their feelings and ideas.</li> </ul>