



## Nursery Curriculum Map 2025-2026

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	It's Good to be Me	Once upon a time...	Let's Explore Outside	Who Lives Here	On the Farm	Super Hero's Real Hero's
<b>Core Text</b>	I'm Starting Nursery Happy to Be Me All are Welcome Pete the Cat	Goldilocks and the Three Bears The Gingerbread Man Dear Santa	Bear Snores On Were Going on a Bear Hunt Season <b>(Non-Fiction)</b>	Three Little Pigs Walter's Wonderful Web Animal Homes	Daisy and the Egg Ducks and Ducklings <b>(Non-Fiction)</b> Rosie's Walk	The Flying Bath What Am I? A Superhero Like You
<b>RE</b>	<p><b>Topic 1:</b> Domestic Church: Family</p> <p><b>Topic 2:</b> Baptism/Confirmation: <u>Welcome</u> - Baptism: a welcome to God's family Month of The Rosary (October)</p>	<p><b>Topic 2:</b> Baptism/Confirmation: <u>Welcome</u> - Baptism: a welcome to God's family</p> <p><b>World Religions:</b> Hinduism – <u>Diwali</u> Sikhism – <u>recognizing Sikhs</u></p> <p><b>Topic 3:</b> Advent/Christmas: <u>Birthdays</u> - Looking forward to Jesus' birthday</p> <p><b>World Religions:</b> Judaism – <u>Hanukkah</u> Remembrance Day</p>	<p><b>Topic 4:</b> Local Church: <u>Celebrating</u> - People celebrate in Church</p> <p><b>Topic 5:</b> Reconciliation / Anointing the sick: <u>Friends</u> - Friends of Jesus</p>	<p><b>Topic 6:</b> Lent/Easter: <u>Growing</u> - Looking forward to Easter</p> <p><b>World Religions:</b> Islam – <u>Prayer Mats</u></p>	<p><b>Topic 7:</b> Eucharist: <u>Gathering</u> - Parish family gathers to celebrate Eucharist</p> <p><b>Topic 8:</b> Pentecost: <u>Good News</u> - Passing on the Good News of Jesus Month of Mary (May)</p>	<p><b>Topic 9:</b> Universal Church: <u>Our World</u> - God's wonderful world</p>
<b>Communication and Language</b>	<p><b>We will be learning to...</b></p> <p>Listen and be attentive in small group and whole class activities.</p> <p>Respond to a question or instruction with at least two parts.</p> <p>Start and continue a 'back and forth' conversation with a friend or familiar adult.</p>		<p><b>We will be learning to...</b></p> <p>Respond to simple 'who', 'what' and 'where' and 'why' questions.</p> <p>Use talk to organise our ideas when playing with friends.</p> <p>Listen to longer stories and use talk to remember key events within it.</p>		<p><b>We will be learning to...</b></p> <p>Recall and sing familiar songs.</p> <p>Talk about familiar texts and tell a long story.</p> <p>Use sentences of at least four to six words when engaged in conversations with friends or familiar adults.</p> <p>Use talk and actions to express what we are thinking or feeling when we disagree with friends</p>	
<p><b>Throughout the year we will...</b></p> <p>Listen to simple stories and talk about what is happening using the illustrations to help us.</p>						



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	Learn lots of new words that we will use throughout the day					
<b>PSED</b>	<b>We will be learning to...</b> Play with growing confidence on our own and with friends. Choose activities, take turns and share resources with friends. Follow the routines and rules of the school and know why they are important. Make healthy choices for our bodies and our teeth		<b>We will be learning to...</b> Talk about how we are feeling using our classroom 'Zones of Regulation'. Be confident when working with visitors to Nursery including firefighters and dentists. Work with our friends to develop play ideas.		<b>We will be learning to...</b> Talk about the different feelings I have and think about how friends might be feeling too. Find ways of solving problems when things do not turn out the way I expect them to. Be confident when visiting new places and meeting new people.	
	<b>Throughout the year we will...</b> Learn ways in which to manage myself Grow in independence with my self-care routines including using the toilet and washing my hands. Learn that we are part of a community and in our community, there are lots of people who can help us. <b>Learn how to work towards a goal</b>					
<b>PE</b>	<b>Body Management</b> Travelling on different parts of the body	<b>Ball Games</b> Sending skills	<b>Body Management</b> Balancing on different parts of the body	<b>Ball Games</b> Throwing and catching	<b>Travelling Movements</b> Simple travelling movements with a ball.	<b>Dance</b> Move to a beat <b>Games and Athletics</b> Short races
<b>Physical Development</b>	<b>We will be learning to...</b> Move with confidence and control around the playground and trim trail, including up, on and over the large apparatus. Hop and balance on one leg during different activities outdoors as well as in PE. Use large movements to make marks in a range of activities. Use our dominant hand when mark making and u Know how to brush our teeth correctly sing scissors		<b>We will be learning to...</b> Create our own games using a range of resources in the indoor and outdoor environment. Copy and then create our own sequences of simple movements. Work with friends to move large loose parts and other equipment around the outdoor area. Know how to brush our teeth correctly and make Make healthy choices about food and drink.		<b>We will be learning to...</b> Choose the appropriate resources to carry out our own ideas and plan. Know how to make healthy choices about food, drink, activity and tooth brushing	
	<b>Throughout the year we will...</b> Develop our ability to ride on scooters, trikes and bikes with control and confidence on the bike track. Learn how to put our shoes, wellies and coats on, including doing up zips. Grow in independence when using the toilets as well as washing and drying our hands. Using one-handed tools and equipment including scissors with increasing care and control. Develop a tripod grip when hold mark making tools, inside the classroom and outside in the outdoor provision. Develop our climbing, balancing, hopping and ball skills.					



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<b>Literacy</b>	<b>We will be learning to...</b> Recognise the first letter of our name and familiar logos in the environment. Talk about marks we make on our drawings. 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		<b>We will be learning to...</b> Use some of our letter knowledge in our early writing. Use our name card to begin to write some letters in our name. 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		<b>We will be learning to...</b> Form letters correctly, including those in our name. Use some of our print and letter knowledge in our early writing. 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 - page sequencing □ page sequencing □ the names of the different parts of a book - page sequencing	
<b>Mark Making Focus</b>	<b>Self portrait</b> I'm Starting Nursery  <b>Labelling</b> Happy to be Me  <b>Family portrait</b> All are Welcome  <b>Drawing (Pet Portrait)</b> Pete the Cat	<b>Story Sequences</b> Goldilocks and the Three Bears  <b>Instructions</b> Gingerbread Man  <b>Lists</b> Dear Santa  <b>Celebration Cards</b> Celebrations	<b>Speech bubble</b> The Bear Snores On  <b>Re-enactment</b> We're Going on a Bear Hunt  <b>Mini booklet (non- fiction)</b> Seasons	<b>Poster</b> Three Little Pigs  <b>Labelling</b> Walters Wonderful Web  <b>Drawing</b> Animal Homes  <b>Celebration Cards</b> Mother's Day St David's day St Patrick's Day Easter	<b>Prediction</b> Daisy and the Egg  <b>Sequencing</b> Ducks and Ducklings  <b>Maps</b> Rosie's Walk  <b>Celebration Cards</b> St George's Day	<b>Story Sequencing</b> Flying Bath  <b>Poster</b> Who am I  <b>Booklet</b> When I grow up
<b>Phonics</b>	<b>Throughout the year we will...</b> Learn and explore Phase 1 Phonics following the All Aboard Phonics scheme. We will explore, environmental sounds, instrumental sounds, voice sounds, oral blending and segmenting, alliteration, rhythm and rhyme and body percussion.					
<b>Maths</b>	<b>White Rose Maths Units:</b> -More than, fewer than, same.' -Explore and build with shapes and objects. -Explore repeats. -Measure-size	<b>White Rose Maths Units:</b> -Hear and say number names.' -Begin to order number names.' -I see 1, 2, 3. - Join in with repeats.	<b>White Rose Maths Units:</b> - Move and Label 1, 2, 3 -Explore position and routes. -Show me 1, 2, 3. - Explore own first patterns -Measure-weight	<b>White Rose Maths Units:</b> -Take and Give 1, 2, 3 - Match, Talk, Push and Pull - Talk about dots - Compare and sort collections	<b>White Rose Maths Units:</b> -Show me 5 - Start to puzzle - Making patterns together  <b>We will be learning to...</b>	<b>White Rose Maths Units:</b> -Make games and actions - My own pattern - Stop at 1 2 3 4 5 - Match sort and compare



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	<p><b>We will be learning to...</b>          Make comparisons.          Look for collections of large and small amounts.          Explore and play with shapes.          Select shapes for a reason.          Begin to explore and describe natural shapes and objects</p>	<p>-Measure- length</p> <p><b>We will be learning to...</b>          Join in saying number names.          Practise saying names in order.          Counting forwards and backwards.          Copy the sequence of 1,2,3.          Copy fingers to represent 1,2,3</p>	<p><b>We will be learning to...</b>          Join in with repeated actions and words.          Have a sense of daily routines.          Say what happens next.          Arrange blocks in a chosen position.          Sort shapes and objects into simple categories.</p>	<p>- Lead on own repeats          -Measure- capacity</p> <p><b>We will be learning to...</b>          Say one number for each item in order: 1, 2, 3, 4, 5.          Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.          Describe a familiar route          Develop fast recognition of up to 3 objects without having to count them individually.          Compare quantities using language more than fewer than          Extend and create ABAB patterns.</p>	<p>Experiment with own symbols and marks as well as numerals          Solve real world mathematical problems with numbers up to 5          Recite numbers past 5.          Select shapes appropriately: flat surfaces for building          Combine shapes to make new ones          Notice and correct an error in a repeating pattern</p>	<p>- Measures- positional language</p> <p><b>We will be learning to...</b>          To develop fast recognition of up to 3 objects without having to count them individually          To create an AB AB pattern          Link numerals and amounts          Know that the last number reached when counting a small set of objects tells you how many there are in total          Compare quantities using language more than fewer than          Discuss routes and locations, using words like 'in front of' and 'behind'</p>
<b>Key Instant Recall Facts</b>	KIRF: Sort objects and say which is more than and fewer than	KIRF: Recite the number names in order to 5  Touch count to 3	KIRF: Recognise numbers to 5. Touch count to 5	KIRF: Use the language before, after, next	KIRF: Recite numbers to 10	KIRF: Use the language behind, in, on, under and in front
<b>Understanding the world</b>	<p><b>Past and Present</b>          Baby photos, name family members, celebrate birthday/Christmas/ Bonfire night/ Diwali          Autumn/Winter</p> <p><b>People, Culture and Communities</b>          Notices differences between people          Talk about families and locate on world map</p>		<p><b>Past and Present</b>          Starting nursery, family birthdays, special nursery events (Lunar New Year, Lent, Easter).Begin to use vocabulary of time within context of the daily routine - first, next, after, finally. Winter/Spring</p> <p><b>People Culture and Communities</b></p>		<p><b>Past and Present</b>          Share family trips/visits, visit to Reception for transition          Begin to recite days of the week and know some days are different (weekend, PE days, celebration assembly)          Begin to compare past events/experiences          Continue to develop an awareness of the different seasons - summer, sun, warm</p>	



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	Develop positive attitudes about the differences between people Uses their senses to explore natural materials <b>The Natural World</b> Growth and change Oral hygiene		Begin to know that there are different places in the world - penguins in natural environment/habitat (snow, ice, cold, sea) <b>The Natural World</b> Water freezing, snow falling, ice and snow melting. Life cycles- plants Seasonal change		<b>People Culture and Communities</b> Explore different environments, lifestyles and cultures <b>The Natural World</b> Life cycles-chicks Exploring ways, we can care for our environment Exploring different countries in the world- holiday photographs How to make things works- split pin animals	
<b>Expressive Art and Design</b>	Black History Month Celebration of artist with BAME heritage <b>Sonia Boyce</b>	'Native' Digital <b>Artist:</b> Sonia Boyce (British)	Structures Creating our own habitats using cardboard boxes and different recycled materials.	'Sunflowers' Painting <b>Artist:</b> Van Gogh (International)	Food Discuss how fruit and vegetables are healthy. Fruit Kebabs	Mechanisms Junk modelling vehicles with moving wheels. Split pin animals.
<b>Computing</b>	<b>Information Technology</b> -Use household appliances in role play: microwave, telephone, calculator and remote controls -Use iPads to take photographs of friends <b>Digital Literacy</b> Smartie the Penguin - introduction to pop ups and in app purchasing <b>Computer Science</b> <b>Programming</b> Use mousebots (mapping)	<b>Information Technology</b> -Use iPads to take photos - seasonal walk -Use of photocopier in school <b>Digital Literacy</b> Smartie the Penguin - introduction to inappropriate websites	<b>Information Technology</b> -Work on the IWB -Explore instruments -Use Ipad to record natural phenomena <b>Digital Literacy</b> Discuss Smartie the Penguin stories - Introduction to cyber bullying <b>Computer Science</b> <b>Programming</b> Use mousebots (mapping)	<b>Information Technology</b> -Use IWB to develop manipulation skills -Use Ipad app 'paint' to draw plants and minibeasts <b>Digital Literacy</b> Discuss Smartie the Penguin stories - introduction to upsetting images	<b>Information Technology</b> -Using phones to take emergency phone calls -Use keyboard to book appointments -Explore simple medical equipment -Use Ipad to record lifecycle of a chick <b>Digital Literacy</b> Discuss Smartie the Penguin stories - introduction to unreliable information	<b>Information Technology</b> Use iPads to research and locate animals around the world. <b>Digital Literacy</b> Discuss Smartie the Penguin stories – introduction to talking to strangers online <b>Computer Science</b> <b>Programming</b> Use mousebots (mapping)
<b>Music Charanga</b>	Throughout the year music is delivered in variety of ways. Daily opportunities to develop & embed a repertoire of familiar songs and rhymes. Develop the use of a song box for children's choice of song. Lots of opportunity for music in the classroom with use of voice and body as "instruments". Opportunities to engage physically by moving in different ways to music. Regular opportunities for singing familiar songs & rhymes. Opportunity for short performances during teaching time					
<b>Enrichments</b>	Walk around local area Bake blueberry muffins Dentist Visit Library Visit	Autumn/winter seasons walk Pantomime	Make ice sun catchers Ice sculptures Wind	Winter/spring seasons walk Library Visit Church Visit	School Trip Farm	Spring/summer seasons walk Library Visit



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		Visit to Hindu temple- links with Miss Linda				
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