

St Cuthbert's RC Primary School Curriculum Map 2026/2027 - Year NURSERY



EDUCATE; Create; Witness; Christ at the Centre



		Autumn	Spring	Summer
The Characteristics of effective learning		PLAYING AND EXPLORING To show curiosity about objects, events and people.	CREATING AND THINKING CRITICALLY To think of ideas	ACTIVE LEARNING To show high levels of energy and fascination.
3 prime areas of learning and development	Personal, Social and Emotional Development	Transition visits Separating from main carer with confidence and feeling safe and secure in the environment Showing care and concern for self, others and the environment To make new friends and take turns To learn new classroom rules and routines To select and use activities and resources with help when needed To establish a sense of self and thrive as they develop self-assurance Express preferences and decisions, trying new things and begin to establish their autonomy To begin to feel strong enough to express a range of emotions Continuous Provision planned around the children's interests	Separates from main carer with confidence and feels safe and secure in the environment To express own preferences and interests To express different feelings and emotions and develop an understanding to talk about them, developing the skills to manage them To show understanding and cooperate with boundaries and routines To develop their sense of responsibility and membership of a community To develop friendships, talking with others during play and elaborating play ideas Continuous Provision planned around the children's interests	To select and use activities with support To be more independent with personal hygiene, e.g. using toilet, washing and drying hands To make healthy choices about food, drink, activity and tooth brushing To express own preferences and interests To understand that own actions and words can hurt others' feelings To begin to accept the needs of others and can take turns and share resources To show more confidence in new social situations To find solutions to conflicts and rivalries Continuous Provision planned around the children's interests Transition to Reception
	Physical Development	To use large-muscle movements to wave flags and streamers, paint and make marks To show control in holding and using jugs to pour, tools, books and mark-making resources To turn pages in a book To develop independence and self-care, e.g. putting on own hat, coat, washing hands, etc. Access to outdoor continuous provision showing independence when accessing various areas, e.g. climbing frame, building blocks, water tray and tubes, etc. To continue to develop their movement, balancing, riding [scooters & bikes] and ball skills Mark making opportunities indoor and outdoor Play dough disco to encourage fine motor Weekly movement sessions to develop both fine and gross motor skills to music and songs	To begin to use three fingers (tripod grip) to hold writing tools To show preference for dominant hand To begin to develop a comfortable grip and control when using pens and pencils To use one-handed tools and equipment e.g. scissors, hammer, etc. To eat independently using a knife and fork To access to outdoor continuous provision and further develop their independence when accessing various outdoor areas Runs safely on whole foot To skip, hop, stand on one leg and hold a pose To further develop their self-care and independence, e.g. put on own hat, coat- unzipping and beginning to zip up zippers, toileting, etc. To access mark making opportunities both indoor and outdoor To access fine motor areas and mark making activities Play dough disco to encourage fine motor Weekly movement sessions to develop both fine and gross motor skills to music and songs	To access outdoor continuous provision and all different areas To move confidently in a range of ways e.g. running, jumping, skipping and hopping To adjust speed and change direction to avoid obstacles To use a comfortable grip with good control when holding pens and pencils. Form recognisable letters i.e. those in their name To further develop their self-care and independence, e.g. put on own hat, shoes, coat- unzipping and beginning to zip up zippers, toileting, handwashing, etc. To access mark making opportunities both indoor and outdoor To access fine motor areas and mark making activities Play dough disco to encourage fine motor Weekly movement sessions to develop both fine and gross motor skills to music and songs
	Communication and Language	Continuous provision to encourage language skills To access variety of role play opportunities To respond to simple instructions To listen with interest to the noise's adults make when they read stories To show interest in play with sounds, songs and rhymes To hold a conversation often jumping from topic to topic To learn new words related to Nursery experience Talk Talk bags to be shared at home Playing with sounds and phonological awareness	Continuous provision to encourage language skills To access a variety of role play opportunities To use a variety of questions e.g. what, where, who To show understanding of prepositions such as 'under,' 'on,' 'top,' 'behind.' To listen to others one to one and in small groups To listen to stories with increasing attention and recall To retell simple past event in correct order Talk Talk bags to be shared at home Playing with sounds and phonological awareness	Continuous provision to encourage language skills A variety of role play opportunities To listen to longer stories with increasing attention and recall and sequencing To question why things happen and gives explanations To build up vocabulary that reflects the breadth of their experiences To understand a question or instruction that has two parts To sing a large repertoire of songs Talk Talk bags to be shared at home Playing with sounds and phonological awareness

4 specific areas of learning and development	Reading and Writing	Continuous provision including stories, role-play, puppets Continuous provision offering a range of mark making activities Gross and fine motor group activities To recognise own name To show interest in books and rhymes To have some favourite stories, rhymes, songs, poems or jingles To repeat words or phrases from familiar stories To begin mark making	Continuous provision including stories, role-play, puppets Continuous provision offering a range of mark making activities Gross and fine motor group activities To recognise own written name To show willingness to mark make and trace marks, patterns and pre-writing shapes To have some favourite stories, rhymes, songs, poems or jingles To fill in the missing word or phrase in a known rhyme or story To begin to develop the skills to recall favourite parts of familiar stories To begin to give meaning to marks as they draw and paint To listen to and join in with stories and poems	Continuous provision including stories, role-play, puppets Continuous provision offering a range of mark making activities Gross and fine motor group activities To enjoy rhyming and rhythmic activities To enjoy an increasing range of books To describe main story settings, events and characters To recognise familiar words and signs such as own name To understand the five key concepts about print To develop their phonological awareness: rhyme, syllables and initial sounds To independently write some letters and the letters to their own name
	Mathematics	Continuous provision including games, rhymes, songs, measuring equipment, shapes and numbers To recite some number names in sequence To use some language of quantities such as 'more' and 'a lot' To join in with number rhymes and songs To begin to sort objects in a variety of ways To talk about and explore 2D and 3D shapes and select appropriately for tasks To talk about and identify patterns around them To understand positional language	Continuous provision including games, rhymes, songs, measuring equipment, shapes and numbers To recite numbers past 5 To develop fast recognition of up to 3 objects [subitising] To select a small number of objects from a group To begin to make comparisons between quantities To join in with number rhymes and songs To know that a group of things changes in quantity when something is added or taken away Extend and create ABAB patterns. To notice and correct an error in a repeating pattern To describe a familiar route	Continuous provision including games, rhymes, songs, measuring equipment, shapes and numbers To use some number names accurately in play To recite numbers in order to 10 To understand that numbers identify how many objects are in a set [cardinal principle] To begin to match numeral and quantity correctly To show 'finger numbers' up to 5 To solve real world mathematical problems To discuss routes and locations To make comparisons between objects relating to size, length, weight and capacity
	Understanding the world	Continuous provision exploring the environment To explore collections of materials with similar and/or different properties To operate simple mechanical toys To talk about family To begin to develop new friendships To play with small- world models To become aware of the Nursery Classroom and its immediate vicinity To explore and talk about the forces they can feel To gain a deeper understanding of various celebrations e.g. Halloween, Bonfire night, Christmas To gain a deeper understanding of Seasons through stories, discussions, activities and investigations - Autumn and Winter	Continuous provision exploring the environment To operate simple mechanical toys and equipment To develop a sense of own immediate family and relations To further develop their friendships To be imaginative with play and small- world models To notice detailed features of objects in their environment To plant seeds and care for growing plants To talk about the differences between materials and changes they notice To gain a deeper understanding of various celebrations- New Year, Chinese New Year, Mother's day, Shrove Tuesday, Easter To gain a deeper understanding of Seasons through stories, discussions, activities and investigations - Winter and Spring	Continuous provision exploring the environment To show interest in different occupations To discuss family customs, celebrations and routines To interact with age appropriate computer software To develop an understanding of growth, decay and changes over time To show care and concern for living things and the environment To continue developing positive attitudes about the differences between people To know that there are different countries in the world and talk about differences To gain a deeper understanding of Seasons through stories, discussions, activities and investigations - Spring and Summer
	Expressive Arts and Deign	Continuous provision to include a variety of creative materials To join in singing favourite songs To show an interest in the way musical instruments sound To experiment with blocks, colours and marks To explore different materials and how to use them Beginning to make-believe by pretending	Continuous provision to include a variety of creative materials To join in singing favourite songs To join in with dancing and ring games To explore and learn how sounds can be changed To explore colour and how colours can be changed Beginning to make-believe by pretending To develop more complex stories using small world equipment To make imaginative 'small worlds' with blocks and construction kits	Continuous provision to include a variety of creative materials To explore the different sounds of instruments To explore what happens when colours are mixed To manipulate materials to achieve a planned effect To draw with increasing complexity and detail To create their own songs To play instruments with increasing control to express their feeling and ideas To engage in imaginative role-play based on own first-hand experiences

	RE	Branch 1: Creation and Covenant	Branch 2: Prophecy and Promise	Branch 3: Galilee to Jerusalem	Branch 4: Desert to Garden	Branch 5: To the Ends of the Earth	Branch 6: Dialogue and Encounter
British Values		<u>How do we teach British values at St. Cuthbert's?</u> In all our lessons children are encouraged to listen to others, respect each other and have their voices and opinions heard. Children are given the opportunity to join in and celebrate a variety of traditional customs and celebrations. They are also made explicit through our PSE and nurturing curriculum.					