



## Nursery Curriculum Map – 2025-2026 Mrs Ashley & Mrs Wilson

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Myself Welcome	Judaism Birthday	Celebrating Gathering	Growing Good News	Good News Friends	Islam Our World
PSHE	Live Life to the Full Created and Loved by God		Live Life to the Full Created to Live in Community		Live Life to the Full Created to Love Others	
Topic	<b>Everyone different, Everyone Loved</b> <ul style="list-style-type: none"> <li>- About me and my family</li> <li>- My body</li> <li>- Staying healthy</li> <li>- Autumn</li> </ul>	<b>Starry Night</b> <ul style="list-style-type: none"> <li>- Celebrations from other cultures and religions</li> <li>- Birthdays</li> <li>- Christmas</li> </ul>	<b>Superheroes</b> <ul style="list-style-type: none"> <li>- Emergency services</li> <li>- Leisure</li> <li>- Winter</li> <li>- Celebrations around the world</li> </ul>	<b>The Vegetable Patch?</b> <ul style="list-style-type: none"> <li>- Growing vegetables</li> <li>- Spring</li> <li>- Healthy eating</li> </ul>	<b>All Creatures Great &amp; Small</b> <ul style="list-style-type: none"> <li>- Minibeasts</li> <li>- Pets</li> <li>- Farm Animals</li> <li>- Jungle Animals</li> </ul>	<b>Adventures at sea</b> <ul style="list-style-type: none"> <li>- Sea creatures</li> <li>- Pirates</li> <li>- Seaside</li> <li>- Summer</li> </ul>
Communication & language	<ul style="list-style-type: none"> <li>• Listening to stories</li> <li>• Vocabulary (me, myself, family, home, house, town, emotions)</li> <li>• Instructions with one part</li> <li>• “Why” questions</li> <li>• Singing songs</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to stories</li> <li>• Vocabulary (celebrate, party, special, birthday, Christmas, Advent)</li> <li>• Instructions with more than one part</li> <li>• “Why” questions</li> <li>• Singing songs</li> <li>• Recognising Rhymes</li> <li>• Starting conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to stories and talking about them.</li> <li>• Vocabulary (people, help, bus, car, truck, travel, transport, doctor, nurse, police, fire)</li> <li>• Instructions with two parts.</li> <li>• “Why” questions</li> <li>• Recognising Rhymes</li> <li>• Starting conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to stories and talking about them.</li> <li>• Vocabulary (egg, hatch, new)</li> <li>• Use talk to organise when playing</li> <li>• “Why” questions</li> <li>• Recognising Rhymes</li> <li>• Expressing a point of view</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to stories and talking about them.</li> <li>• Vocabulary (habitat, climate, responsible)</li> <li>• Use talk to organise when playing</li> <li>• “Why” questions</li> <li>• Confidence with rhymes and songs</li> <li>• Expressing a point of view and discussing opinions.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to stories, recognising familiar stories and talking about them.</li> <li>• Vocabulary (sea, ocean, pirate)</li> <li>• Use talk to organise when playing</li> <li>• “Why” questions</li> <li>• Confidence with rhymes and songs.</li> <li>• Expressing a point of view and discussing opinions.</li> </ul>
Personal, social & emotional development	<ul style="list-style-type: none"> <li>• Following simple rules</li> <li>• Talking about feelings (happy, sad, angry, worried)</li> <li>• Feeling comfortable in new social situations</li> <li>• Making choices to help achieve a goal</li> <li>• Asking for help if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Following rules</li> <li>• Solving conflict with others</li> <li>• Playing in a group</li> <li>• Talking about feelings</li> <li>• Making choices to help achieve a goal</li> <li>• Asking for help if needed</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding why rules are important</li> <li>• Increasing confidence with new people and situations</li> <li>• Beginning to understand the feelings of others</li> <li>• Understand that we are members of a community</li> <li>• Making choices to help achieve a goal</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding why rules are important</li> <li>• Increasing confidence with new people and situations</li> <li>• Understanding the feelings of others</li> <li>• Solving problems and conflicts with others</li> <li>• Carrying on a conversation with others in different situations</li> </ul>	<ul style="list-style-type: none"> <li>• Following rules without being reminded by an adult</li> <li>• Finding solutions and understanding that not everyone can win or get their own way</li> <li>• Developing appropriate ways of being assertive</li> <li>• Developing an understanding of their place in the community</li> <li>• Conversing with others with increasing confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Following rules without being reminded by an adult</li> <li>• Finding solutions and understanding that not everyone can win or get their own way</li> <li>• Developing appropriate ways of being assertive</li> <li>• Developing an understanding of their place in the community</li> <li>• Conversing with others with increasing confidence</li> </ul>
Physical development	<ul style="list-style-type: none"> <li>• Developing balance, movement and riding.</li> <li>• Using one-handed tools and equipment.</li> <li>• Using a comfortable grip with good control when holding pens and pencils.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing movement, balancing, riding and ball skills.</li> <li>• Going up steps and stairs, or climb up apparatus, using alternate feet.</li> </ul>	<ul style="list-style-type: none"> <li>• Using large muscle movements to wave flags and make marks</li> <li>• Matching physical skills to tasks and activities in the setting.</li> <li>• Collaborating with others to manage large items.</li> </ul>	<ul style="list-style-type: none"> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Choose the right resources to carry out their own plan.</li> <li>• Becoming increasingly independent as they get dressed and undressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Using a comfortable grip with good control when holding pens and pencils.</li> </ul>	<ul style="list-style-type: none"> <li>• Show a preference for a dominant hand.</li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</li> <li>• Using a comfortable grip with good control when holding pens and pencils.</li> </ul>



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<b>Literacy</b>	<ul style="list-style-type: none"> <li>Listening and talking about stories.</li> <li>Spotting rhymes</li> <li>Mark making</li> </ul>	<ul style="list-style-type: none"> <li>Listening and talking about stories.</li> <li>Clapping and counting syllables</li> <li>Mark making</li> </ul>	<ul style="list-style-type: none"> <li>Listening and talking about stories.</li> <li>Recognising initial sounds</li> <li>Mark making</li> <li>Beginning to write letters</li> <li>Phonics: listening and attention games</li> </ul>	<ul style="list-style-type: none"> <li>Listening and talking about stories.</li> <li>Recognising and suggesting rhymes.</li> <li>Mark making</li> <li>Beginning to write names</li> <li>Concepts of print – names of parts of a book, print has meaning</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to learn the first RWI sounds: m, a, s, t, d</li> <li>Listening to and talking about stories</li> <li>Concepts of print – page sequencing</li> <li>Recognising initial sounds and linking with phonics</li> <li>Name writing</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to learn the first RWI sounds: i, n, p, g, o</li> <li>Listening to and talking about stories</li> <li>Concepts of print – page sequencing</li> <li>Recognising initial sounds and linking with phonics</li> <li>Name writing</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Subitising and recognising numbers to 3</li> <li>Count to 3 and beyond</li> <li>Begin to write numerals 1 to 3</li> <li>Comparing quantities and objects</li> </ul>	<ul style="list-style-type: none"> <li>Subitising and recognising numbers to 5</li> <li>Count to 5 and beyond</li> <li>Begin to write numerals 1 to 5</li> <li>Exploring 2-d and 3-d shapes</li> <li>Talking about patterns around us</li> <li>Discuss routes and locations</li> </ul>	<ul style="list-style-type: none"> <li>Subitising and recognising numbers to 5</li> <li>Count to 5 and beyond</li> <li>Write numerals 1 to 5 and match to quantities</li> <li>Compare quantities and objects with appropriate vocabulary</li> <li>Talking about and identifying patterns around us</li> </ul>	<ul style="list-style-type: none"> <li>Subitising and recognising numbers to 5</li> <li>Count to 5 and beyond</li> <li>Write numerals 1 to 5 and match to quantities.</li> <li>Solve real world problems with numbers to 5.</li> <li>Exploring 2-d and 3-d shapes and their properties</li> <li>Extend and create simple patterns</li> </ul>	<ul style="list-style-type: none"> <li>Subitising and recognising numbers to 5</li> <li>Count to 5 and beyond</li> <li>Write numerals 1 to 5 and match to quantities.</li> <li>Solve real world problems with numbers to 5.</li> <li>Choosing the right shape for a purpose</li> <li>Noticing and correcting errors in patterns</li> </ul>	<ul style="list-style-type: none"> <li>Subitising and recognising numbers to 5</li> <li>Count to 5 and beyond</li> <li>Write numerals 1 to 5 and match to quantities.</li> <li>Understand and describe position using appropriate vocabulary</li> <li>Describing a sequence of events and a familiar route</li> <li>Noticing and correcting errors in patterns</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>Exploring natural materials using different senses</li> <li>Beginning to make sense of our family history and life story</li> <li>Developing positive attitudes to the differences between people</li> <li>Seasons &amp; weather: Autumn</li> </ul>	<ul style="list-style-type: none"> <li>Exploring using different senses and talking about what we see</li> <li>Planting seeds and caring for plants</li> <li>Understanding there are different countries in the world</li> <li>Seasons &amp; weather: Autumn / Winter</li> </ul>	<ul style="list-style-type: none"> <li>Showing interest in different occupations</li> <li>Making sense</li> <li>Developing positive attitudes to the differences between people</li> <li>Comparing materials and noticing differences</li> <li>Seasons &amp; weather: Winter</li> </ul>	<ul style="list-style-type: none"> <li>Making sense of our life story</li> <li>Exploring how things work</li> <li>Understanding the need to care for and respect living things and the environment</li> <li>Planting seeds and caring for plants</li> <li>Seasons &amp; weather: Spring</li> </ul>	<ul style="list-style-type: none"> <li>Comparing materials and noticing changes</li> <li>Understanding there are different countries in the world</li> <li>Talking about the differences they see in the world</li> <li>Exploring and discussing forces</li> <li>Seasons &amp; weather: Spring / Summer</li> </ul>	<ul style="list-style-type: none"> <li>Exploring, comparing and discussing materials</li> <li>Understanding the need to care for and respect living things and the environment</li> <li>Talking about the differences they see in the world</li> <li>Seasons &amp; weather: Summer</li> </ul>
<b>Expressive Arts and Design</b>	<ul style="list-style-type: none"> <li>Exploring different materials</li> <li>Developing their own ideas</li> <li>Joining materials and noticing textures</li> <li>Listen and respond to music and songs they hear</li> <li>Creating closed shapes and continuous lines</li> <li>Taking part in pretend play</li> </ul>	<ul style="list-style-type: none"> <li>Remember and sing songs</li> <li>Joining materials</li> <li>Creating closed shapes and continuous lines</li> <li>Taking part in pretend play</li> </ul>	<ul style="list-style-type: none"> <li>Exploring colour and colour mixing</li> <li>Drawing with confidence</li> <li>Developing complex stories when playing</li> <li>Joining materials</li> <li>Developing ideas</li> </ul>	<ul style="list-style-type: none"> <li>Use drawing to represent ideas like movement or sound</li> <li>Playing instruments</li> <li>Developing complex stories when playing</li> <li>Joining materials</li> <li>Developing ideas</li> </ul>	<ul style="list-style-type: none"> <li>Showing emotions in their artwork</li> <li>Using construction and small world resources to make imaginative and complex worlds</li> <li>Joining materials</li> <li>Developing ideas</li> </ul>	<ul style="list-style-type: none"> <li>Creating songs</li> <li>Playing instruments</li> <li>Using construction and small world resources to make imaginative and complex worlds</li> <li>Joining materials</li> <li>Developing ideas</li> </ul>