



Curriculum Map Nursery

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Interests/Lines of Enquiry	This Is Me Nursery Routines My Family– make sense of their own life story and family history. My senses Looking after me (feelings, healthcare)	Heroes in our Community Autumn Local environment Helpful people/occupations My community – awareness of the roles of people in my community.	Celebrations around the World Winter Me and my special occasions. Celebrations around the world. Celebrating our Love. Celebrating our faith. Winter celebrations.	Once Upon a Springtime Spring Into the woods. Growing giants. Happily, every after. New life in spring.	What changes Naturally? Understand the Life cycle of a caterpillar. Begin to understand the need to respect and care for the natural environment and all living things. Experience the lifecycle of a plant. Compare and Contrast	My Wonderful World Summer Going places – the wider world – cohort linked, know they are different countries in the world, talk about their experiences (holidays, country of origin, compare different environments) Continue to develop positive attitudes about the differences between people
Books	Autumn 1 – (8 weeks) The Rainbow Fish – Marcus Pfisner (Friendships) Up and Down – Oliver Jeffers (Sharing) Find your Happy – Emily Coxhead (Emotions) Owl Babies – Martin Waddell (Family) Oliver’s Vegetables – Vivien French (Autumn) Leaf Man – Lois Ehlert (Autumn) Room on the Broom – Julia Donaldson (Seasonal – cooperation)	Autumn 2 – (7 weeks) Where the Poppies now Grow – Real Superheroes by Julia Seal Emergency! by Margaret Mayo Zog and the Flying Doctors by Julia Donaldson The Nativity Story – (Christianity)	Spring 1 – (6 weeks) We Three Kings – Epiphany Festival of Colours - Surishtha Shegal and Kabila Shegal Maisy’s Chinese New Year – Lucy Cousins (Chinese New Year) Busy Eid – Campell’s Books Mr Wolf’s Pancakes (Shrove Tuesday)	Spring 2 – (5 weeks) The Easter Story and New Life Goldilocks and the 3 Bears Jack and the Beanstalk The Ugly Duckling The 3 Billy Goats Gruff	Summer 1 – (7 weeks) The Very Lazy Ladybird – Isobel Finn & Jack Tickle (Minibeasts) Mad About Minibeasts - David Wojtowicz The Very Hungry Caterpillar – Eric Carle (Animal Life Cycle) Superworm – Julia Donaldson (Minibeasts) The Reasons for Seasons – Gail Gibbons (Change)	Summer 2 – (6 weeks) – What the Ladybird Heard – Julia Donaldson (Farm) The Pig in the Pond - Martin Waddell (Farm) Sharing a Shell – Julia Donaldson - (Seaside) Commotion in the Ocean - Giles Andreae (Ocean)
Nursery Rhymes and Action Songs	If your Happy and you Know it. One Finger One Thumb I have ten little fingers and ten little toes. Head Shoulders Knees and Toes Wind the Bobbin up The Dingle Dangle Scarecrow	Suggested rhymes linked to World Nursery Rhyme Week Twinkle Twinkle - Various The Grand Old Duke of York Humpty Dumpty – Various Miss Polly had a Dolly 5 Little Monkeys The wheels on the bus	Jack In a box Polly put the kettle on I am a little Teapot Pat a cake Pat a cake Rain, Rain go away 5 Snowmen Dancing Around 5 Currant Buns	Little Bo Peep When Goldilocks went to the house of the bears 5 fat peas in a Peapod Pressed 5 Little Ducks 5 Speckled Frogs	Incey Wincy Spider Round and Round the Garden Little Miss Muffet 5 Elephants went out to Play 5 Little Ducks There’s a Tiny Caterpillar on a leaf	Down in the Jungle 1,2,3,4,5 Once I caught a fish alive If you go down in the woods today Jack and Jill Hickory Dickory Dock 5 Little men in a flying saucer One, Two buckle my shoe The Sun has got his hat on
RE	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
Communication and Language	Listening and attention (speaking and understanding – ongoing) Engage in story times –small group/one to one. Respond to nursery routines and listening prompts. Begin to use longer sentences – 4-6 words.	Listening and attention (speaking and understanding – ongoing) Engage in story times - groups/one to one/ shares favourite stories with friends. Begin to follow two-part instructions.	Understanding Understand ‘why?’ questions. Listen and respond when others speak. Remembers what happens in stories.	Understanding and Speaking Talks about familiar books and beginning to be able to remember and tell a longer story. Uses Non- Fiction books to gain knowledge and new vocabulary.	Speaking Expresses a point of view can explain to an adult or peer. Start and continue conversations with adults and peers.	Speaking Uses talk to organise themselves and their play. Can sing a large repertoire of songs/rhymes.
	Learn new vocabulary With support up level sentences Use new vocabulary through the day					
Personal, Social and Emotional Development	Increasingly follow rules, routines, and boundaries, understanding why they are important. Show independence in self-care.		Share resources and activities with others. Play alongside and co-operatively with others. Develop, extend, and elaborate ideas.		Begin to problem solve and challenge others within play and show assertiveness. Begin to understand the feelings of others.	

	Story sessions- Made with love Role model Who is who? You got a friend in me Forever friends Self-image and online identity- saying no POL ED- Who are the police and how do they help us?		Safe inside and out My body, my rules Feeling poorly People who help us Online reputation-information online Courtesy and manners- good manners Health eating- what foods are healthy POL ED- What are rules?		God is love Loving God, loving others Me, you, us Online bullying- being unkind Online relationships- technology THINK tales of the road Being safe in the sun- suncream POL ED-How can I be a good friend?	
Physical Development	Introduction to PE - Fundamentals. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.		Movement and dance. Ball and bean bag skills. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.		Climbing and apparatus. Games / Sports day practise. Go up steps and stairs, or climb up apparatus, using alternate feet. Start taking part in some group activities which they make up for themselves, or in teams.	
Literacy Dough Disco Squiggle While you Wiggle Drawing Club Early talk BOOTST Phase 1 Phonics RWI Nursery	Gross Motor Control- uses ribbons, brushes, sand, water and garden tools. Fine Motor Control - Use one handed tools, dough cutters, threading, Jigsaws.	Draws lines and circles. Gives meaning to marks they make.	Draws pictures with some detail – a face. Use some of their print and letter knowledge in early writing such as a pretend shopping list.	Use a comfortable grip with good control when holding pens and pencils. Copies some familiar letter shapes in play writing	Use some of their phonic knowledge to write initial sounds letters in play situations – lists, letters, messages, labels etc. RWI- Nursery picture and letter sounds – air write Orally blend using Fred talk RWI	Write some or all of their name(N2) Recognise initial letter or all of their name(N1)self registering. Orally segment using phonological knowledge.
	Environmental and instrumental sounds	Body percussion and Rhythm and Rhyme	Rhythm and Rhyme	Rhythm, Rhyme and Alliteration	Voice sounds and Oral Blending	Voice sounds and Oral Segmenting
Mathematics White Rose	More than, fewer than, same. Explore and build with shapes and objects. Explore repeats. Hear and say number names. Begin to order number names. I see 1, 2,3. Join in with repeats. Explore position and space.		Show me 1, 2, 3. Move and label 1, 2, 3. Explore position and routes. Explore patterns. Take and give 1, 2, 3. Match, talk, push and pull. Talk about dots. Compare and sort collections		Lead on own repeats. Start to puzzle. Making patterns together. Make games and actions. Show me 5. My own pattern. Stop at 1, 2, 3, 4, 5. Match, sort, compare	
Understanding the World Science History Geography	Begin to make sense of their own life-story and family’s history. Show interest in different occupations Continue developing positive attitudes about the differences between people.		Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.		Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	
	Talk about what they see, hear and feel using a wide vocabulary Explore collections of materials with similar/different properties – natural and manmade Develop positive attitudes about differences in themselves and other people Understand the effects of changing seasons on the natural world around them					
Expressive Arts and Design	Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing		Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park.		Explore different materials freely, to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	