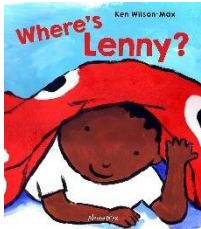
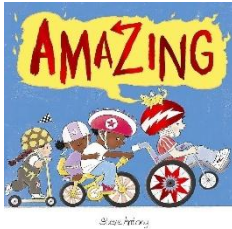
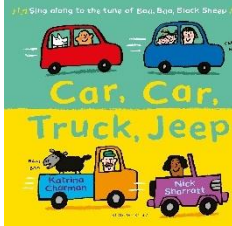
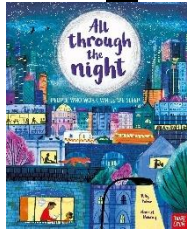
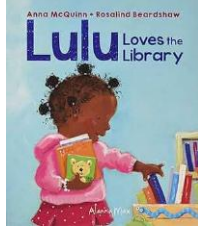
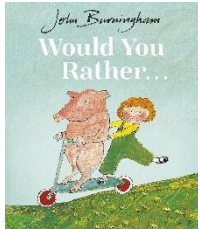
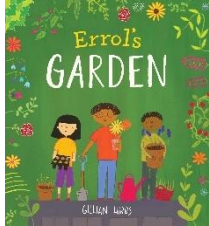
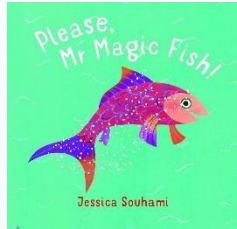
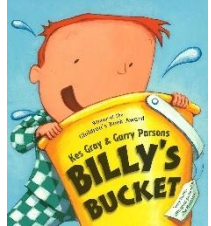




Nursery Curriculum Map 2026-27

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy: Power of Reading	<u>Myself</u>   To explore environmental sounds. Enjoys songs and rhymes. Notice some print, such as the first letter of their name. To know that print has meaning and can	<u>Celebrations</u>   Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. To know that English text is read from left to	<u>Transport</u>   To spot and suggests rhymes. Count and clap syllables. Write some letters of their name.	<u>People who help us</u>   Write some letters accurately. To recognise words with the same initial sound.	<u>Growing</u>   Write some or all of their name. To recognise words with the same initial sound.	<u>Under the Sea</u>   Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.

	have different purposes.	right and from top to bottom.				
PSED	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. To be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	Play with one or more other children, extending and elaborating play ideas. Increasingly follow rules, understanding why they are important.	Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Develop appropriate ways of being assertive.	Remember rules without needing an adult to remind them. Make healthy choices about food, drink, activity and toothbrushing.	Understand gradually how others might be feeling. Talk with others to solve conflicts.	<u>Journey in Love:</u> <u>How are we special and unique?</u> To know what makes them special. To know that we all have different gifts and talents. To know that we are all special in different ways. To remember their differences are part of what makes them special.
Physical Development: Get Set for PE	<u>Intro to PE 1</u> • running • jumping • throwing • catching • following a path • moving safely • rolling	<u>Fundamentals 1</u> • balancing • running • jumping • changing direction • hopping • travelling • galloping • skipping	<u>Ball Skills 1</u> • rolling • stopping a rolling ball • throwing • bouncing • dribbling with feet • kicking •	<u>Gymnastics 1</u> • shapes • balances • jumps • rocking • rolling • travelling	<u>Dance 1</u> • travelling • copying and performing actions • co-ordination	<u>Games 1</u> • Running • Balancing • changing direction • striking a ball • throwing

	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	sliding Go up steps and stairs using alternate feet. Show a preference for a dominant hand.	Use a comfortable grip with good control when holding pens and pencils. Start taking part in some group activities which they make up for themselves or in teams.	Use one-handed tools and equipment, for example, making snips with scissors.	Increasingly use and remember sequenced and patterns related to music and rhythm.	Climb up apparatus using alternate feet. Collaborate with others to manage large items safely.
Communication And Language	Focus on establishing routines and settling in. Say some of the words in songs and rhymes. Copy finger movements and other gestures.	Focus on establishing routines and settling in. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempos.	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempos. Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Repeat words and phrases from familiar stories.	Pay attention and respond to the pictures or the words. Repeat words and phrases from familiar stories. Have favourite books and seek them out, to share with an adult, or look at alone. Sing songs and rhymes independently, for example, singing whilst playing.	Make comments and share their own ideas. Understand 'why' questions. Develop play around favourite stories using props. Ask questions about a book.	Understand 'why' questions. Engage in extended conversations about stories, learning new vocabulary.
Maths	<u>Counting 1</u> Hear and say number names	<u>Patterns 1</u> Exploring repeats	<u>Comparisons 1</u> More than/ Fewer than	<u>Counting 4</u> Take and give 1,2,3	<u>Comparisons 2</u> Compare and sort collections	<u>Counting 5</u> Show me 5

	<u>Shape, Space and Measure 1</u> Explore and build with shapes and objects <u>Shape, Space and Measure 2</u> Explore position and space <u>Subitising 1</u> I see 1,2,3	<u>Patterns 2</u> Join in with repeats <u>Counting 2</u> Begin to order number names <u>Subitising 2</u> Show me 1,2,3	<u>Counting 3</u> Move and label 1,2,3 <u>Shape, Space and Measure 2</u> Explore position and routes, compare size, length, weight, capacity <u>Patterns 3</u> Explore own first patterns	<u>Shape and Space and Measure 4</u> Match, talk, push and pull <u>Subitising 3</u> Talk about dots <u>Patterns 4</u> Lead on own repeats	<u>Shape, Space and Measure 5</u> Match objects to pictures and complete jigsaws <u>Patterns 5</u> Making patterns together <u>Subitising 4</u> Make games and actions	<u>Patterns 6</u> My own pattern, sequence events <u>Counting 6</u> Explore counting within 5 in different ways, continue counting to 10 <u>Comparisons 3</u> Match, sort, compare
RE: RED	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
Understanding of the World	Name different weather conditions. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Use senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary.	Explore and talk about different forces they can feel. Continue developing positive attitudes about the differences between people.	Show an interest in different occupations. Begin to understand the need to respect and care for living things and the environment.	Plant seeds and care for growing plants. Understand the key features of the life cycle a plant and an animal.	Explore collections of materials with similar and/or different properties. Talk about the differences between materials and changes they notice.

EAD	Learn the names of different colours. Mix colours. Take part in simple pretend play. Sing melodic shape and match pitch to familiar songs. Explore different materials freely, develop ideas of how to use them.	Develop their own ideas and then decide which materials to use to express them. Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.	Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Use drawing to represent ideas like movement or loud noises.	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.	Remember and sing entire songs. Play instruments with increasing control to express their feelings and ideas. Create their own songs based on one they know.	Draw with increasing complexity and detail, such as representing a face with a circle and including details. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.
ICT	<u>We are successful</u> Take a photo of an achievement or special event.	<u>We have feelings</u> To take a photo of an expression to show feelings.	<u>We can exercise</u> To take videos of different forms of exercise.	<u>We are creative</u> To draw an animal on an art app.	<u>We are talkers</u> To use video clips to retell stories.	<u>We are digital readers</u> To explore, read and discuss digital stories.