

Nursery Curriculum Map

At Nursery, planning is flexible and responsive to children's interests, developmental needs, fascinations and schematic play. Through warm, nurturing relationships and carefully planned experiences, children are supported to explore, play and learn at their own pace. Adults observe and build upon children's repeated patterns of play (schemas), recognising these as important opportunities for learning. By celebrating children's curiosity and extending their ideas, we encourage confidence, communication, independence and a lifelong love of learning.

Throughout all learning, we ensure experiences and interactions promote the **Characteristics of Effective Learning:**

Playing and Exploring – Engagement

Children investigate, explore their environment, play with what they know and develop confidence to have a go.

Active Learning – Motivation

Children become deeply involved in their play, persevere when faced with challenges and take pride in their achievements.

Creating and Thinking Critically – Thinking

Children develop their own ideas, make connections between experiences and begin to solve problems in ways that are meaningful to them.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes	All About Me 	Special Times 	Stories & Songs 	Amazing Animals 	Helping Hands 	Let's Explore 
Interests/Lines of Enquiry These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting nursery Daily routines Feelings and emotions Making friends My family My home My body My senses Self-care routines Autumn changes	Celebrations and special times Family traditions Birthdays Light and dark Bonfire Night Diwali Christmas Baking and cooking Winter changes	Favourite nursery rhymes Traditional tales Story characters Story settings Puppets Storytelling Joining in with repeated refrains Dressing up and role play Favourite books	Farm animals Wild animals Pets Animal sounds Animal homes Minibeasts Life cycles Caring for living things Spring changes Feathers Animal footprints	Who helps us at home? Who helps us at nursery? Keeping ourselves safe Looking after others Using emergency vehicles Helping each other through kindness	Exploring outdoors Nature walks Treasure hunts Water play Sand play Camping Seaside Summer weather Outdoor adventures Puddles Weather
Enrichment Opportunities	Family photographs Sensory play Autumn walk	Birthday celebration Diwali activities Christmas performance Baking Sponsored bike ride	Story sacks Dressing up Gymnastics trip	Minibeast hunt Planting seeds		Nature walk Beach-themed day Obstacle course Farm trip
Roleplay areas	Home corner Baby care Kitchen	Birthday party Christmas home Celebration café	Traditional tales enhancements Small world storytelling	Pets enhancement		

Key texts	Dear Zoo Colour Monster	Rama and Sita Christmas stories	The Gingerbread Man Goldilocks and the Three Bears The Three Little Pigs We're Going on a Bear Hunt The Gruffalo	Dear Zoo Farmer Duck Rosie's Walk Walking Through the Jungle The Very Hungry Caterpillar	Zog and the Flying Doctors Police Officers on Patrol Peppa Pig: Dentist Trip Topsy and Tim Meet the Firefighters Busy People: Doctor	What the Ladybird Heard at the Seaside Maisy's Camping Trip Maisy Goes on Holiday The Train Ride
Rhyme time	Head shoulders knees and toes Wind the Bobbin Up Pat-a-Cake Twinkle Twinkle	Christmas songs	Hickory Dickory Dock Humpty Dumpty Miss Polly Had a Dolly Jack and Jill	Baa Baa Black Sheep Hey Diddle Diddle 1,2,3,4,5 Once I Caught a Fish Alive Grand Old Duke of York	Incy Wincy Spider Mary, Mary Quite Contrary Ring a Ring o' Roses 1,2 Buckle My Shoe	Wheels on the Bus Row, Row, Row Your Boat A Sailor Went to Sea Down at the Station
Personal, Social and Emotional Development	Self-regulation - I can express a range of emotions and start to talk about them. - I can share or take turns with the support of an adult. Managing Self - I can explore the setting confidently knowing that a familiar person is close by. - I am becoming outgoing with unfamiliar people in the safe context of the setting. - I can put on my own coat independently - I can use the toilet independently Building Relationships - I enjoy the company of other children and play alongside them. - I can play with other children and sharing ideas as we play		Self-regulation - I can identify feelings using words like happy, sad, angry. - I can follow rules and don't always need adult support. Managing Self - I am confident to take part in new activities, sometimes adult led activities. - I can manage my toileting needs e.g. using the toilet, washing and drying hands - I can put on my coat and zip it up with support. - I can begin to think about the food I eat and how to be healthy in my choices Building Relationships - I can understand how to share the toys whilst playing or understand how to resolve an issue e.g. if a friend has a toy you want / not everyone can be Spiderman!		Self-regulation - I can talk about my own feelings (happy, sad and angry). - I can follow basic instructions and the "rules" of the setting. Managing Self - I am starting to handle new experiences with more confidence. - I can use the toilet independently, usually dry throughout the day and can wash and dry my hands thoroughly - I can put my coat on and zip it up independently - I can make healthy choices about food and drink. Building Relationships - I can play with others cooperatively.	
Physical Development Fine Motor Monday every week	Dough Disco Big Moves Writing – vertical lines, horizontal lines, circles, rainbow Scissor skills – tearing paper, snipping playdough, snipping spaghetti	Dough Disco Big Moves Writing – zig-zags Scissor skills – snipping paper, snipping straws	Dough Disco Big Moves Writing – rainbows and waves Scissor skills – cutting along short lines on paper	Dough Disco Big Moves Writing – anticlockwise movements - loops Scissor skills – snipping card and trickier materials	Dough Disco Big Moves Writing – diagonal lines and crosses Scissor skills – cutting along lines more accurately and cutting smaller items	Dough Disco Big Moves Writing – Name writing with improved letter formation Scissor skills – cutting shapes

P.E.	Introduction to PE	Get Set 4 PE Gymnastics	Gymnastics Large apparatus	Get set 4 PE Dance	Get set 4 pe Ball skills	Sports Day practise races
	Fine motor skills - I am starting to develop my fine motor skills by exploring different materials and tools. - I can begin to use a range of tools and equipment e.g. paintbrushes, hairbrushes, knives and forks etc - I can show a preference for a dominant hand and begins to find a comfortable grip. Gross Motor skills - I can climb confidently - I can jump with both feet off the ground. - I can run, jump and hop - I can climb stairs using alternate feet		Fine motor skills - I can begin to use scissors to make snips in paper - I can thread beads onto a string and use tweezers to pick up objects - I can begin to use a pencil with a comfortable grip. Gross Motor skills - I can decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc. - I can stand on one leg and hold a pose - I can use my whole arm to go up and down and left and right.		Fine motor skills - I can use one handed tools confidently (making snips in paper with scissors) - I can use a comfortable grip with good control when using pencils Gross Motor skills - I can balance and ride (balance bikes, scooters, climbing) - I can skip, hop and stand on one leg confidently - I can move in different ways e.g. gallop or slither - I can use large scale movements to wave flags and to paint marks	
Communication and Language Listening, attention and understanding Speaking	Listening, Attention and Understanding - I enjoy singing, music and toys that make different sounds - I am generally focused on my own activity and find it difficult to be directed by an adult. - I can listen to other peoples talk but am easily distracted. - I can listen to different songs and rhymes and join in with some I know e.g. nursery rhymes - I can follow simple instructions with up to two key words 'put on your hat' - I can answer questions using who, what, when, where - I can respond and give my attention when someone speaks to me (using my name helps) Speaking - I can make myself understood and become frustrated when I am not understood. - I am starting to develop conversation, often jumping from different topics. - I can start to say how I am feeling. - I can use talk in my play to help organise e.g. "You sit there.... I will be the mummy" - I am beginning to develop my sentences using a stem sentence to help me. e.g. I can see...		Listening, Attention and Understanding - I can start to listen to longer stories and join in with familiar or repeating parts e.g. The Gruffalo, Bear Hunt etc. - I can follow and respond to instructions with three key words accurately 'Can you wash Dolly's face' - I can answer a range of questions. I am starting to understand 'why?' in terms of investigations etc. - I can respond appropriately when I am spoken to e.g. asked a direct question - I know to try and listen when someone else is speaking. Speaking - I can use some new vocabulary e.g. scientific and story vocabulary e.g. parts of a flower, vocab from stories - I can develop my sentences e.g. I have more milk - I can express my opinion using short sentences e.g. I like / I don't like		Listening, Attention and Understanding - I can listen carefully to songs, stories and rhymes and respond by joining in - I can understand and respond to instructions with 2 parts: 'get your coat and sit on the carpet' - I can understand and respond to 'why' questions 'Why do you think the caterpillar got fat' - I can start a conversation and take it in turns to speak Speaking - I can use talk to share what I think - I can join in with conversations during my play (linked to listening) - I can use a sentence of 4-6 words e.g. Can I have more milk please? - I can express my point of view during play e.g. 'the window goes at the front, not at the back'	
Literacy	Comprehension - I can listen to short stories, songs and rhymes. - I can repeat words and phrases in a familiar book - I can join in with some words in familiar songs.		Comprehension - I am starting to use different vocabulary from books in my play. - I can join in with familiar rhymes and songs (and some		Comprehension - I can talk about stories I have heard - I can retell some familiar stories - I can sequence events from stories I have heard.	

	• I can hold the book the right way up and right way round • I can start to develop play around my favourite stories and props. • I can start to join in with familiar stories, rhymes and songs. • I can turn the pages one at a time in the right direction • I can point to the front • I understand that print has meaning (pretend to read) • Word Reading • I can notice print e.g. familiar logos, bus numbers, first letter in my name. • I can discriminate between environmental and instrumental sounds. • I can recognise my name Writing • Marks are the result of gross motor movements. • Random marks going in any direction. • Enjoy drawing freely. • May make marks on their picture to stand for their name. • Beginning to form lines/shapes that represent their name. • To mark make for a purpose and be able to talk about the marks independently – eg ‘that is my name’ • Use large-muscle movements to wave flags and streamers, paint and make marks.	patterned stories) • I can point to the back cover • I know the difference between picture and text Word Reading • I am beginning to spot and suggest rhymes • I can copy a variety of voice sounds • I can read some of my friends’ names • I can count or clap syllables in a word • I can hear initial sounds and recognise words with the same initial sound such as money and mother Writing • To begin to form some recognisable letters e.g. Letters in their name. Initial letter plus 2/3 additional letters • Children know that writing is not the same as drawing and writing takes on a more linear/flowing style. • Beginning to improve control over mark making implements. • Makes repeated marks on a page	• I can use some story language or new vocabulary in my play. Word Reading • I have good phonological awareness including oral blending skills, rhyme, alliteration and syllables. • I know that my reading finger goes under the words • I know that to read I start left to right and top to bottom • I know what a ‘word’ is Writing • I can hear initial sounds and recognise words with the same initial sound such as money and mother • Uses knowledge of writing to begin to write emergently (to talk about what the writing says) • Writes most or all of their name. • Writes some recognisable letters which may be formed correctly. • Objects in drawings are recognisable and contain details. • Show different emotions in their drawings and paintings, like happiness, sadness.			
Phonics The Learning Lady Super Sounds	• Listen to and join in with stories, songs and games. • Make sounds as I join in with stories and songs. • Match the sounds I’ve heard with a picture. • Copy the sounds I’ve heard. • Name some animals/objects and make their sounds.	• Listen and join in with stories and rhymes • Take turns to explore different musical instruments • Play instruments to make different sorts of sounds e.g. fast, slow, loud and quiet • Match the way I play an instrument • I can name an instrument • Clap a steady beat as I join in with musical activities	• Learn simple songs and sing from memory • Join in with repeated refrains in stories • Copy a rhythm by clapping or using an instrument • Repeat a rhythm by clapping or using an instrument • Make up our own rhythmic patterns • Clap the syllables in our names • Clap the syllables in everyday words. • Count the syllables in words to sort objects	• Join in with rhyming stories and songs • Fill in the rhyming gaps in stories • Match rhyming objects from small sets of 6 objects • Continue a rhyming string using props / picture • Identify objects in a set which don’t rhyme • Say a rhyming list from memory • Makes up our own rhyme	• Hear the similarities in the first spoken sounds in words • Say the first spoken sounds in words • Find two objects beginning with the same sound from a set of objects • Sort objects which don’t begin with the same spoken sound as others • Say a 4-word tongue twister from memory • Sort similarities and differences in letter shapes	• Hear all the separate sounds in a spoken cvc word • Say all the spoken sounds in a cvc word • Orally blend spoken sounds to say the full cvc word • Match orally blended words to corresponding objects / actions • Orally segment words to say each spoken sound separately • Retell a simple familiar story from memory

Mathematics	Master the Curriculum - Counting by rote – number order - Number songs and rhymes - Sorting into 2 groups - Matching - Patterns - Numbers 0-2 Number - I can take part in finger rhymes with numbers - I can count in everyday contexts, sometimes skipping numbers eg 1,2,4,5 - I can show counting behaviours such as sounds, pointing or saying numbers in sequence. I can use shapes for creating, thinking about their properties eg. circle for the round as it has 1 curved side. - I can match 2d shapes. - I can recite numbers to 3 in sequence correctly - I am starting to subitise up to two. - I can make comparisons between objects e.g. taller tower - I can make comparisons by identifying which set has more and less (and use the language) Numerical Pattern - I can complete inset puzzles - I can build with a range of mathematical resources. - I am starting to notice patterns and arrange things in patterns - I can spot patterns and talk about them e.g. stripes on a scarf. - I can start to use vocabulary to describe the time of day that things happen e.g. day, afternoon, evening, etc.	Master the Curriculum - Numbers 3 – 5 Number - I can say one number name for each item to 3 (1, 2, 3) - I can show ‘finger’ numbers to 5 - I can make comparisons between quantities saying which has more / most - I can make comparisons by identifying which set has fewer (and use the language) Numerical Pattern - I can extend a pattern that has been made - I can begin to create my own simple patterns (ABAB). - I can start to talk about upcoming events e.g. Birthdays and then talk about what happened after the event. - I can begin to talk about 2d shapes e.g. it is flat, it has 4 sides.	Master the Curriculum - Weight - Capacity - Shapes - Number problems - Comparison Number - I can count, order, recognise and use numbers to 5 in my play - I can count to 5 and start to count beyond. - I can subitise up to 3 objects (recognise up to 3 objects quickly without counting). - I can compare quantities using the vocabulary of same, less, more (with small amounts) - I can make comparisons by identifying which set has more, less, fewer (and use the language). Numerical Pattern - I can talk about patterns and spot errors - I can begin to continue and copy patterns - I can sequence a pattern of events using time language e.g. first, next, then. - I can talk about 2D shapes (using informal vocab e.g. sides, straight, round, flat) - I can understand the position of something through words alone (not pointing).
Expressive art and design	Artist Study: Yayoi Kusama Creating with Materials - I can explore art materials for large and small scale art e.g. junk modelling, what can they do with a box? - I can draw a circle and a line - I can express my ideas through pretend play e.g. move the dinosaurs and make a roar sound - I can use different art materials and talk about my ideas and what I have made. - I can create closed shapes with continuous lines and begin to use these shapes to represent objects e.g. a person, house Being imaginative and expressive	Creating with Materials - I can use self- chosen materials to create my own ideas - I can explore colour mixing - I can add some detail to my drawings e.g. the features on a face. - I can use the small world toys imaginatively e.g. animal sets, dolls houses Being imaginative and expressive - Can listen carefully and have a go at clapping in time to a simple melody/tune. - Can do the same with percussion instruments such as	Artist study: Jackson Pollock Creating with Materials - I can use a range of art materials, joining things together for a purpose - I can use colour mixing purposefully. Being imaginative and expressive - I can draw from my imagination and observation - I can start to develop my own stories linked to what I know through role & small world play - e.g. home corner, mud kitchen, construction sets (build a zoo)

	- To listen, enjoy and take part in action songs/rhymes. - Play percussion instruments in response to different sorts of music. - I can engage in simple pretend play, using some objects to represent others - Sing simple songs such as nursery rhymes from memory. - Sing simple 'follow my leader' songs.		claves; shakers or drums.		- To listen, then have a go at singing the pitch of a tone sung by another person (pitch match) - Sing broadly in tune – going up and down, down and up- of familiar songs	
Understanding the world	People, Culture and Communities - I can start to notice some of the differences between people - I can talk about some of the differences between people in my class e.g. long, short hair The Natural World - I can name and talk about some animals and plants I can understand the key features of an animal - e.g. 4 legs, wings, feathers - I can talk about natural materials using a wide vocabulary to my senses - e.g. hard, soft, bendy Past and Present - I can say what I like and don't like - I can talk about myself and my immediate family and begin to talk about events in my life		People, Culture and Communities - I can begin to look at some other countries around the world - I can talk about different occupations and job roles - I can begin to look at the differences through stories and events e.g. between families, cultures, how people live The Natural World - I show an interest in investigational skills supported by an adult e.g. I wonder if ...? - I can explore materials with similar / different properties e.g. bark, leaves, shells Past and Present - I can begin to talk about some of the ways I have changed over my life		People, Culture and Communities - I know there are other countries in the world and can talk about some of the differences. - I can show a positive attitude about the differences between people The Natural World - I can talk about the key features of the life cycle of a plant or animal using key vocabulary e.g. butterfly, frogs - I can talk about the world around us observing animals and plants - I can talk about different materials using a wider vocabulary - I can talk about the different forces I can feel. (push, pull, stretch, bend) - I can talk about the differences in materials and how they change. e.g. freeze/melt, sink and float, magnets Past and Present - I can begin to talk about some of my own and my family's history (grandparents, parents, etc.)	
PSHE	Self-Regulation – My Feelings Facial expressions Identifying my feelings Feelings Jar	Building Relationships – Special Relationships My family Sharing My interests	Managing Self- Taking on Challenges Why do we have rules? Building towers Team races	Self-Regulation – Listening and Following Instructions Simon Says Listening to a story Treasure hunt	Building Relationships – My Family and Friends Sharing What makes a good friend Teamwork	Managing Self – My Wellbeing What is exercise Yoga and relaxation Eating healthily
Connected World	Online Reputation	Self image and Identity	Privacy and Security	Managing online information	Health, well being and lifestyle	Online relationships

British Values	<u>Mutual respect</u> Sharing outside area; School rules and values; Festivals and celebrations such as Diwali and Chinese New Year; Links to our Core Values; supporting charities	<u>Mutual Tolerance</u> In addition to previous: Anti-bullying week; Celebrations from all cultures; Children in Need;	<u>Rule of law</u> In addition to previous: School rules; Class rules; Encouraging cooperation; Nursery and Reception working as one unit; People who Help Us; stranger danger; safeguarding; Team games in PE or outside	<u>Individual liberty</u> In addition to previous: Teaching in RE Exploring our differences; How we are all unique;	<u>Democracy</u> In addition to previous: Assemblies; speaking and listening at circle times; developing social skills;	
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