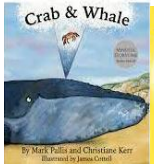
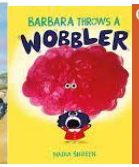
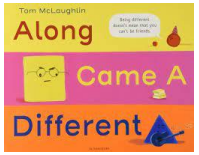
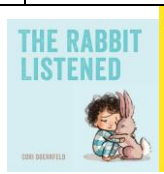
Curriculum Map 2025-2026 Nursery

Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Global Theme	**TELLING TALES**		**REACH FOR THE STARS**		**WONDERFUL WORLD**	
Values	September – Responsibility October - Respect November – Friendship December - Peace		January - Independence February - Caring March – Belief April - Freedom		May - Perseverance June – Honesty July - Reflection	
Local/National/Global & Whole school events	Black History Month National Poetry Day United Nations Day	Remembrance Day Anti-Bullying Week Bedtime Stories Children in Need	TT Rockstar Day Safer Internet Day Random Act of Kindness Day	World Book Day Science Week Comic Relief	National Numeracy Day Walk to School Week International Evening	Sports Day Transition Day
The Characteristics of Effective Learning Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all Areas of Learning and Development. (*Birth To 5 Matters p.42)*						
Playing & Exploring: ENGAGEMENT Finding out & exploring Playing with what they know Be willing to 'have a go'		**Active Learning:** MOTIVATION Being involved & concentrating Keep trying Enjoying what achieving what they set out to do			**Creative and Critical Thinking:** THINKING Having their own ideas Making links Working with ideas	
The Big Question.	**Who am I?** **PSED**	**What is this feeling?** **PSED**	**What goes in my tummy?** **KUW**	**What is in my garden?** **W/EAD**		**Journeys - How far have I come?** **PSED/UW**
Main Books	***Toilet Time*** ***My Family*** ***Pete the Cat*** ***I Don't Want to Wash My Hands***	***The Colour Monster*** ***Leaf Man*** ***Barbara Throws a Wobbler*** ***Dear Santa***	***The R Chapati*** ***The Gingerbread Man*** ***The Healthy Wolf*** ***Pete's Perfect Pizza***	***Ten Seeds*** ***Billy's Sunflower*** ***The Tiny Seed***		***Rosie's Walk*** ***We're Going on a Bear Hunt*** ***My Map Book*** ***The Naughty Bus***
Supporting Books	*Hello Friend* *I Want My Mum* *Monsters Love Colours*	*It's Ok to be Different* *I Want my Dummy* *Autumn books & Halloween* *Christmas Story Books*	*Cake!* *Eat Your Greens Goldilocks* *Oliver's Vegetables* *Oliver's Fruit Salad* *T R Pancake* *Mr Wolf's Pancakes*	*From Seed to Sunflower* *Fruit is a Suitcase for Seeds* *The Anywhere Garden*		*Ruby's Worry* *I Don't Want to Be Big* *Hello Friend* *Starting School*
The Poetry Basket	*Nursery Rhymes* *Poetry Basket – 10 Little Fingers*	*Falling Apples/The Pointy Hat/ Hungry Rabbit*	*Choppity Chop/Pancake/Sliced Bread*	*A Little Seed /5 Little Peas* *Pitter Patter /Under a Stone*		*I Have a Little Frog* *A Little Shell* *Reprise of all Performance for Parents*

Maths Based Rhymes/ Books	*5 Little Monkeys* *5 Little Ducks*	*Bear in a Square* (Shape) *Ten in the Bed* (Counting)	*Walter's Wonderful Web* (Shapes) *5 Current Buns* *Ten Dots* (Counting)	*Who Sank the Boat* *Titch* *Mr Gumpy's Outing* (Floating & Sinking)	*Baby Goes to Market* (Counting)
Mental Health & Well-Being: These books are at the heart of our core texts	         			
PRIME AREAS					
Personal, Social and Emotional Development	**For some children in Nursery (0-3 year olds) – the very youngest of 3 year olds, will be learning to…** Find ways to calm themselves, through being calmed and comforted by their key person. Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Engage with others through gestures, gaze and talk. Find ways of managing transitions, for example from their parent to their key person Use that engagement to achieve a goal. Thrive as they develop self-assurance. Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. Feel strong enough to express a range of emotions. Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums Begin to show 'effortful control'. Be increasingly able to talk about and manage their emotions **Throughout the year children in Nursery (3-4 year olds) will be learning to…** Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence of their setting. **Show more confidence in new social situations.** **Play with one or more other children, extending and elaborating play ideas.** **Find solutions to conflicts and rivalries.** **Increasingly follow rules, understanding why they are important.** **Remember rules without needing an adult to remind them.** **Develop appropriate ways of being assertive.** **Talk with others to solve conflicts.** **Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.** **Understand gradually over time how others might be feeling.** Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.				
Communication and Language	**For some children in Nursery (0-3 year olds) – the very youngest of 3 year olds, will be learning to…** **Make themselves understood and can become frustrated when they cannot.**				

	Start to say how they are feeling, using words as well as actions. Start to develop conversation, often jumping from topic to topic. Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. Use the speech sounds p, b, m, w. Pronounce: l/r/w/y • f/th • s/sh/ch/dz/j multi-syllabic words such as 'banana' and 'computer' Listen to simple stories and understand what is happening, with the help of the pictures. Share picture books every day with children Identify familiar objects and properties for practitioners when they are described: for example: 'Katie's coat', 'blue car', 'shiny apple' Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). **Throughout the year children in Nursery (3-4 year olds) will be learning to…** **Enjoy listening to longer stories and can remember much of what happens.** **Pay attention to more than one thing at a time, which can be difficult.** **User a wider range of vocabulary.** Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door." **Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"** Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. **Develop their communication but may continue to have problems with irregular tenses and plurals such as 'runned' for 'rare, 'swimmed' for 'swam'.** **Develop their pronunciation but may have problems saying: some sounds - r, j, th, ch and sh. Multi-syllabic words such as 'pterodactyl', 'planetarium', or 'hippopotamus'.** **Use longer sentences of four to six words.** **Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.** **Start a conversation with an adult or a friend and continue it for many turns.** Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver
Physical development	**For some children in Nursery (0-3 year olds) – the very youngest of 3 year olds, will be learning to…** Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. Clap and stamp to music. Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources. Walk, run, jump and climb – and start to use the stairs independently. Spin, roll and independently use ropes and swings (for example, tyre swings). Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. Start eating independently and learning how to use a knife and fork. Develop manipulation and control. Explore different materials and tools.

	Throughout the year children in Nursery (3-4 year olds) will be learning to… **Develop their movement, balancing, riding (scooters, balance bikes, pedal bikes), & ball skills.** Go up steps & stairs or climb apparatus, using alternate feet. Skip, hop, stand on one leg, & hold a pose for a game like musical statues. **Use large muscle movements to wave flags & streamers, paint & make marks.** **Start taking part in some group activities which they make up for themselves or in teams.** **Increasingly be able to use and remember sequences & patterns of movements which are related to music & rhythm.** Match their developing physical skills & activities in the setting; e.g. they decide whether to crawl, walk or run across a plank, depending on length or width. **Choose the right resources to carry out their plan. E.g. choosing a spade to enlarge a small hole they dug with a trowel.** **Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.** **Use one-handed tools and equipment, for example, making snips in paper with scissors.**
SPECIFIC AREAS	
Literacy	**For some children in Nursery (0-3 year olds) – the very youngest of 3 year olds, will be learning to…** Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures. Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props. Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo Enjoy drawing freely. 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. **Throughout the year children in Nursery (3-4 year olds) will be learning to…** **Understand the five key concepts about print: 1. Print has meaning. 2. Print can have different purposes. 3. We read English from left to right and from top to bottom. 4. The names of the different parts of the book. 5. Page sequencing** **Develop their phonological awareness, so that they can:** **Spot and suggest rhymes. Count and clap syllables in a word. Recognise words with the same initial sound, such as money and mother.** Engage in extended conversations about stories, learning new vocabulary. **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.** **Write some letters accurately.**
Mathematics	**For some children in Nursery (0-3 year olds) – the very youngest of 3 year olds, will be learning to…** Take part in finger rhymes with numbers. React to changes of amount in a group of up to three items. Sing finger rhymes which involve hiding and returning, like 'Two little dicky birds'.

	Compare amounts, saying 'lots', 'more' or 'same'. Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Draw attention to changes in amounts, for example, by adding more bricks to a tower, or eating things up. Offer repeated experiences with the counting sequence in meaningful and varied contexts, outside and indoors. Count in everyday contexts, sometimes skipping numbers – '1-2-3-5'. Build with a range of resources. Complete inset puzzles. Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notice patterns and arrange things in patterns **Throughout the year children in Nursery (3-4 year olds) will be learning to…** **Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').** **Recite number past 5.** **Say one number for each item in order: 1,2,3,4,5.** **Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').** **Show 'finger numbers' up to 5.** **Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.** **Experiment with their own symbols and marks as well as numerals.** **Solve real world mathematical problems with numbers up to 5.** Compare quantities using language: 'more than', 'fewer than'. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. **Understand position through words alone – for example. "The bag is under the table," (no pointing to the position – words only).** **Describe a familiar route.** **Discuss routes and locations, using words like 'in front of' and 'behind'**. Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. **Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then…'**
Understanding the World	**For some children in Nursery (0-3 year olds) – the very youngest of 3 year olds, will be learning to…** Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people.

	Throughout the year children in Nursery (3-4 year olds) will be learning to… Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. **Talk about what they see, using a wide vocabulary.** **Begin to make sense of their own life-story and family's history.** **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.** Show interest in different occupations. 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. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.
Expressive Art and Design	**For some children in Nursery (0-3 year olds) – the very youngest of 3 year olds, will be learning to…** Move and dance to music. Respond emotionally and physically to music when it changes. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. Explore a range of sound makers and instruments and play them in different ways Notice patterns with strong contrasts and be attracted by patterns resembling the human face. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Use their imagination as they consider what they can do with different materials. Make simple models which express their ideas. **Throughout the year children in Nursery (3-4 year olds) will be learning to…** 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. **Create closed shapes with continuous lines and begin to use these to represent objects.** **Draw with increasing complexity and detail, such as representing a face with a circle and including details.** Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

	Listen with increased attention to sounds. **Respond to what they have heard, expressing their thoughts and feelings.** **Remember and sing entire songs.** **Singing the pitch of a tune sung by another person ('pitch match').** **Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.** **Create their own songs or improvise a song around one they know.** **Play instruments with increasing control to express their feelings and ideas**.					
British Values	**Rule of Law** Class rules **Democracy** Class choice of activity	**Mutual Respect & Individual Liberty** Anti-bullying week **Rule of Law** Human Rights Day	**Mutual Respect & Tolerance** UTW – understanding differences	**Individual Liberty** Expression/choices - Developing preferences for forms of expression.	**Mutual Respect** PSED- Can play in a group	**Individual Liberty** Expression/choices - Physical Development – Move freely in a range or ways
International Links opportunities		Christmas around the world Nativity			International Evening	
Parental Links	Padlet	Padlet	Padlet	Padlet Story Parent Workshop	Padlet	Padlet
Enterprise Opportunities (Circumstances dependent)		EYFS Sponsored event t.b.c				
Visits & Visitors (Circumstances dependent)		Theatre Trip			Martineau Gardens or similar t.b.c	
Religious Festivals	Harvest Diwali	Christmas Hanukkah	Chinese New Year	Holi Easter Ramadan/Eid Vaisakhi		