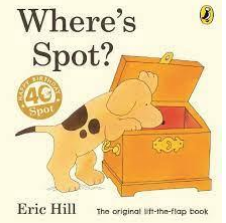

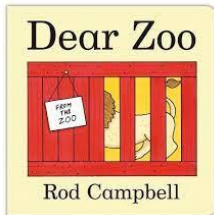
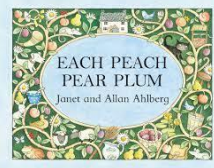
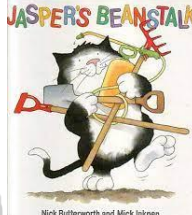
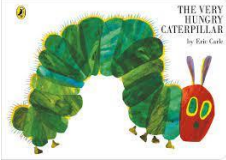




## Curriculum Map - Nursery September 2025/26

Topics /Focus	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who lives in your house?	What is a celebration?	Which animals live at the zoo?	Will you tell me a story?	How does a bean grow?	What happens to a caterpillar?
Child- Initiated (CI) mini topics following the child's interests						
Main Text						
Supporting Texts	Other Spot books What Makes a rainbow? Maisy's Colours The 3 Little Pigs The 3 Little Wolves and the Big Bad Pig Home (Patricia Hegarty)	Other stories about Christmas Dotty's Birthday Surprise Cat's Cake My First Eid Lanterns and Firecrackers How to Count to one Owl Babies	Day at the Zoo The Jolly Postman Mr Wolf's Pancakes	Traditional Tales Who is it? Rosie's Walk On the Way Home Night Monkey, Day Monkey	Jack and the Beanstalk Just Like Jasper Oliver's Vegetables Tall Titch A Beach for Albert Who sank the boat? Balancing Act	The Crunching Munching Caterpillar The Lazy Ladybird
Communication and language	Develop their communication but may continue to have problems with irregular tenses and plurals. Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> <li>Some sounds: r, j, th, ch, sh</li> <li>Multi-syllabic words.</li> </ul> Use talk to organise themselves and their play.					
	Pay attention to more than one thing at a time, which can be difficult.	Sing a large repertoire of songs. Use a wider range of vocabulary. Use longer sentences of four to six words.	Enjoy listening to longer stories and can remember much of what happens.	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Start a conversation with an adult or a friend and continue it for many turns.	Understand a question or instruction that has two parts. Understand 'why' questions.	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.

<b>Oracy</b>	Look at the person you are talking to	Join your ideas together	Join your ideas together Take turns when speaking	Take turns when speaking Ask questions	
<b>Physical development</b>	<p>Match their developing physical skills to tasks and activities in the setting. Continue to develop their movement, balancing, riding and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>				
	Use large-muscle movements to wave flags and streamers, paint and make marks.	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.	Choose the right resources to carry out their own plan.	Collaborate with others to manage large items, such as moving a long plank safely, carrying hollow blocks.	Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
<b>Personal social and emotional development</b>	Jigsaw: Being in my world 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.	Jigsaw: Celebrating difference Develop their sense of responsibility & membership of a community.	Jigsaw: Dreams and goals Play with one or more other children, extending and elaborating play ideas.	Jigsaw: Healthy Me Make healthy choices about food, drink, activity & toothbrushing. Be increasingly independent in meeting their own care needs.	Jigsaw: Relationships Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Understand gradually how others might be feeling. Find solutions to conflicts and rivalries.
<b>Literacy</b>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>• Print has meaning</li> <li>• Print can have different purposes</li> <li>• We read English text from left to right and from top to bottom</li> <li>• The names of the different parts of a book</li> <li>• Page sequencing</li> </ul>				
		Use some of their print and letter knowledge in their early writing. Write some or all of their name. Write some letters accurately.	Engage in extended conversations about stories, learning new vocabulary.	Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> <li>• Spot and suggest rhymes</li> <li>• Count or clap syllables in a word</li> <li>• Recognise words with the same initial sound</li> </ul>	
	Floppy's phonics: At home	Floppy's phonics: Out in Town	Floppy's phonics: At the Farm	Floppy's Phonics: Fun at School	Floppy's Phonics: At the Park
<b>Maths</b>	<p>Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5.</p>				

	Say one number for each item in order: 1,2, 3,4,5. Recite numbers past 5. Show 'finger numbers' to 5.	Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Link numerals and amounts.	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Talk about and identify the patterns around them. Extend and create ABAB patterns. Notice and correct an error in a repeating pattern.	Understand position through words alone. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then ...'	Make comparisons between objects relating to size, length, weight and capacity.	Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. Select shapes appropriately. Combine shapes to make new ones.
<b>Understanding the world</b>	Begin to make sense of their own life-story and family's history.	Continue developing positive attitudes about differences between people. Talk about what they see, using a wide vocabulary.	Show interest in different occupations Know there are different countries in the world and talk about the differences they have experienced or seen in photos.	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties Talk about the differences between materials and changes they notice.	Explore how things work. Explore and talk about the different forces they can feel. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.	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.
<b>Expressive arts and design</b>	Explore colour and colour mixing Take part in simple pretend play, using an object to represent something else even though they are not similar.	Remember and sing entire songs. Explore materials freely, to develop their ideas about how to use them and what to make. Create closed shapes with continuous lines and begin to use these shapes too represent objects.	Sing the pitch of a tone sung by another person ('pitch match'). Develop their own ideas and then decide which materials to use to express them. Begin to develop complex stories using small world equipment. Listen with increased attention to sounds.	Sing the melodic shape of familiar songs. Join different materials and explore different textures. Make imaginative and complex 'small worlds' with blocks and construction kits. Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Create their own songs or improvise a song around one they know. Use drawing to represent ideas like movement or loud noises. Respond to what they have heard, expressing their thoughts and feelings.	Show different emotions in their drawings and paintings. Play instruments with increasing control to express their feelings and emotions.
<b>TRIPS/ Enrichment</b>	Autumn Walk	Nativity Play	Winter Walk	Easter Egg Hunt Tadpoles	Planting	Caterpillars
<b>Festivals</b>		Diwali Remembrance Fireworks Christmas <b>St Andrew's Day (30:11:19)</b>	Valentines Pancake Day	St David's Day (01:03:20) St Patrick's Day (17:03:20) Easter Mother's Day	<b>St George's Day (23:04:20)</b> Father's Day	