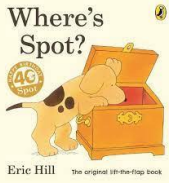
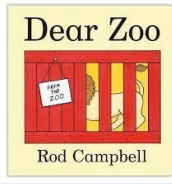
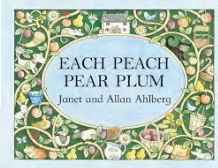
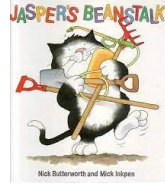
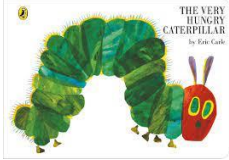


Nursery Curriculum Map

September 2026/27

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Focus	Who Am I?	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					
Talk for Writing Text		Our Nativity Story 				
Supporting Texts	Other Spot books 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 Owl Babies	Day at the Zoo The Jolly Postman Mr Wolf's Pancakes	Traditional Tales Who is it?	Jack and the Beanstalk Just Like Jasper Oliver's Vegetables	The Crunching Munching Caterpillar The Lazy Ladybird The Very Greedy Bee
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: - Some sounds: r, j, th, ch, sh - Multi-syllabic words. 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.
Oracy	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	

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical development	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.					
	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.
Personal social and emotional development	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.	Jigsaw: Changing Me Show more confidence in new social situations Become more outgoing with unfamiliar people, in the safe context of their setting Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them.
Supporting Texts	Hands Are Not for Hitting What Are Hands For? Kindness Makes Us Strong The Best Test Where's My Teddy?	Does a Kangaroo have a mother too? I am Me Fabulous Frankie Anyone Can Be My Friend The Family book Who's in my family? I can make friends	Love Monster I can keep trying and I can calm down The Jungle Run Giraffes Can't Dance Try again Arlo When We Grow Up What Will I Be?	Cook It I'm Not Sleepy Let's Brush Our Teeth Peace at Last I Can Not Go To Sleep We're Going On an Egg Hunt Little Red Riding Hood	Love Makes a Family George and Martha My Friend Bear I'm Not (Very) Afraid of Being Alone The Squirrels Who Squabbled	Owl Babies The Growing Story Pants Pumpkin Soup I will Not Ever Eat a Tomato The Very Hungry Caterpillar Jack and the Beanstalk
Literacy	Understand the five key concepts about print: • Print has meaning • Print can have different purposes • We read English text from left to right and from top to bottom • The names of the different parts of a book • Page sequencing					

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Understand the five key concepts about print: • Print has meaning • Print can have different purposes • We read English text from left to right and from top to bottom • The names of the different parts of a book • Page sequencing	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: • Spot and suggest rhymes • Count or clap syllables in a word • Recognise words with the same initial sound	
Maths	Baseline assessments 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.	Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. 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.	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5	Understand position through words alone – for example, "The bag is under the table," – with no pointing. 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...'
Supporting Texts	More, Fewer, Less by Tana Hoban Never Touch a Hungry Hippo by Rosie Greening Kipper's Birthday by Mick Inkpen	Big and Small by Elizabeth Bennet The Train Ride by June Crebbin Shark in the Park by Nick Sharratt	Five Little Ducks by Belinda Gallagher The Three Billy Goats Gruff Three Little Bunnies by Beatrix Potter Goldilocks and the Three Bears	Peepo! by Janet and Allan Ahlberg Let's Play! by Hervé Tullet Five Wiggly Babies by Nicola Smee Five Little Dinosaurs by Mike Brownlow	Cat Up, Cat Down by Catherine Hnatov Where, Oh Where, is Rosie's Chick? by Pat Hutchins Where's Bear? by Jonathan Bentley	Dinosaur Roar! by Paul and Harriet Stickland Traditional Tales Hooray for Fish! by Lucy Cousins The Skipping-Rope Snake by Carol Ann Duffy
Understanding the world	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.

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Supporting Texts	Once There Were Giants – Martin Waddell My Mum and Dad Make Me Laugh – Nick Sharratt When I Was Little Like You– Mary Ann Hoberman	The Skin You Live In – Michael Tyler All Are Welcome – Alexandra Penfold We're All Wonders– R.J. Palacio	When I Grow Up – Tim Minchin & Steve Antony People Who Help Us– Allan Ahlberg Busy People series – Lucy George / Campbell Books Handa's Surprise– Eileen Browne Me on the Map – Joan Sweeney My Granny Went to Market – Stella Blackstone	Not a Stick – Antoinette Portis We're Going on a Bear Hunt– Michael Rosen The Three Little Pigs Iggy Peck, Architect– Andrea Beaty	The Train Ride – June Crebbin Push and Pull – Ladybird / non-fiction simple texts Titch – Pat Hutchins	The Tiny Seed– Eric Carle Michael Recycle – Ellie Bethel Somebody Swallowed Stanley – Sarah Roberts
Expressive arts and design	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.
Music	Bounce Into Action	Rainbow Magic	Happy Talk	Amazing Animals	Number Fun	Beep beep Toot toot
Supporting Texts	Mouse Paint – Ellen Stoll Walsh Little Blue and Little Yellow – Leo Lionni Not a Box – Antoinette Portis Not a Stick – Antoinette Portis	We're Going on a Bear Hunt – Michael Rosen Brown Bear, Brown Bear, What Do You See? – Eric Carle The Dot – Peter H. Reynolds Beautiful Oops! – Barney Saltzberg Harold and the Purple Crayon – Crockett Johnson The Squiggle – Carole Lexa Schaefer	The Gruffalo Song – Julia Donaldson There's a Bear on My Chair (sing-along version) – Ross Collins The Most Magnificent Thing – Ashley Spires Junkyard Wonders – Patricia Polacco We're Going on a Bear Hunt – Michael Rosen Dear Zoo – Rod Campbell Peace at Last – Jill Murphy The Listening Walk – Paul Showers	We're Going on a Bear Hunt – Michael Rosen Row, Row, Row Your Boat (sing-along book version) The Very Busy Spider – Eric Carle Kipper's Toybox – Mick Inkpen Three Little Pigs (traditional tale) Whatever Next! – Jill Murphy Funnybones – Janet & Allan Ahlberg Faces – Ladybird / First Concepts (or similar simple face books)	The Dot – Peter H. Reynolds Ish – Peter H. Reynolds The Colour Monster – Anna Llenas Listening to My Body – Gabi Garcia	My Many Coloured Days – Dr. Seuss The Feelings Book – Todd Parr I Got the Rhythm – Connie Schofield-Morrison
Trips / Enrichment	Autumn Walk	Nativity Play	Winter Walk	Easter Egg Hunt Tadpoles	Planting	Caterpillars

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Festivals		Diwali Remembrance Fireworks Christmas St Andrew's Day	Valentines Pancake Day	St David's Day St Patrick's Day Easter Mother's Day	St George's Day Father's Day	

