








# Nursery Curriculum Map 2025-2026

|                              | Autumn 1                                                                                  | Autumn 2                                                                                | Spring 1                                                                            | Spring 2                                                                            | Summer 1                            | Summer 2                                                                            |
|------------------------------|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------|-------------------------------------------------------------------------------------|
| School Vision & Culture      | Dream                                                                                     |        | Believe                                                                             |  | Achieve                             |  |
|                              | Nurture                                                                                   |                                                                                         |  | Experience                                                                          |                                     |  |
| Core Values                  | Health, Honesty, Respect, Caring, Communication, Curiosity, Creativity                    |                                                                                         |                                                                                     |                                                                                     |                                     |                                                                                     |
| Whole School Events          | National Poetry Day<br>World Mental Health Day<br>Black History Month<br>Wear It Pink Day | Diwali<br>Anti-Bullying Week<br>Remembrance Day<br>Children in Need<br>Christmas Events | Safer Internet Day<br>NSPCC Number Day                                              | World Book Day<br>Eid<br>Red Nose Day<br>Easter Egg Hunt<br>Neurodiversity Day      | St. George's Day,<br>Pyjamarama Day | Health & Fitness Week<br>Science Week<br>School Fete                                |
| <b>Curriculum Enrichment</b> |                                                                                           |                                                                                         |                                                                                     |                                                                                     |                                     |                                                                                     |
| Educational Visits           |                                                                                           |                                                                                         |                                                                                     |                                                                                     | Wellgate Community Farm             |                                                                                     |
| Southwood Experiences        | Making new friends.                                                                       | Pudsey Day<br>Father Christmas visit<br>Remembrance Day minute silence.                 | Food tasting-Chinese<br>New Year<br>Valentine's Day                                 | Watch butterflies grow<br>Grow a beanstalk.<br>Easter activities                    | Feed an animal                      | First Sports Day<br>Visiting new class room                                         |

## Personal, Social and Emotional Development

| Jigsaw                        | Being Me in My World | Relationships                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Dreams and Goals | Healthy Me | Celebrating Difference | Changing Me |
|-------------------------------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|------------|------------------------|-------------|
| <b>Self-regulation</b>        |                      | <ul style="list-style-type: none"> <li>• Show confidence in new social situations.</li> <li>• Find solutions to conflicts and rivalries. Example- accepting that not everyone can be Spider Man in the game and suggest other ideas.</li> <li>• Develop ways of being assertive.</li> <li>• Talk with others to solve conflict.</li> </ul>                                                                                                                                                                                                                                                                                                                                    |                  |            |                        |             |
| <b>Managing self</b>          |                      | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying hands thoroughly.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Make healthy choices about food and drink, activity and toothbrushing.</li> </ul> |                  |            |                        |             |
| <b>Building relationships</b> |                      | <ul style="list-style-type: none"> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Talk about their feelings using words like happy, sad angry or worried.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Understand gradually how others might be feeling.</li> </ul>                                                                                                                                                                                                                                                                                                 |                  |            |                        |             |

## Literacy

|                       |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                         |                                                                                                                                                                                               |                                                                                                                                                                                                     |                                                                                                                                                                                     |                                                                                                                                                                                             |
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| <b>Phonics</b>        | Phonological Awareness activities<br>Environmental sounds<br>Instrument sounds<br>Body Percussion<br>Voice sounds<br>Alliteration<br>Fred talk games<br><br>Teach name of the picture on the back of the sound cards<br>Middle of Spring 2 begin to teach RWI speed sound (2 sounds a week) |                                                                                                                                                                                                                         |                                                                                                                                                                                               |                                                                                                                                                                                                     | Read Write Inc Programme<br>Continue to teach RWI speed sounds All 26 sounds taught before they start reception.                                                                    |                                                                                                                                                                                             |
| <b>Literacy texts</b> | <ul style="list-style-type: none"> <li>• Bear feels happy</li> <li>• I'm starting Nursery</li> <li>• Maisy goes to Nursery</li> <li>• Mum and Dad make me laugh</li> <li>• The three little pigs.</li> </ul>                                                                                | <ul style="list-style-type: none"> <li>• Sparks in the Sky</li> <li>• Poppies</li> <li>• Diwali lighting a lamp</li> <li>• Firefighter</li> <li>• My 1<sup>st</sup> Christmas story</li> <li>• Careful Santa</li> </ul> | <ul style="list-style-type: none"> <li>• Whatever Next</li> <li>• Handa's Noisy Night</li> <li>• Penguin and Pinecone</li> <li>• Lanterns and firecrackers</li> <li>• Rainbow fish</li> </ul> | <ul style="list-style-type: none"> <li>• The Very Hungry Caterpillar x2</li> <li>• Jack and the Beanstalk</li> <li>• Jasper's Beanstalk</li> <li>• Oliver's Vegetables</li> <li>• Easter</li> </ul> | <ul style="list-style-type: none"> <li>• The Big Adventure</li> <li>• Bear hunt</li> <li>• The Train Ride</li> <li>• Please Don't Chat to the Bus Driver</li> <li>• Farm</li> </ul> | <ul style="list-style-type: none"> <li>• The Gingerbread Man</li> <li>• The Giant Jam Sandwich</li> <li>• We're Going on a Picnic</li> <li>• Work week</li> <li>• The Sports Day</li> </ul> |

|                                                          |                                                                      |                                                                        |                                                                              |  |                                                                    |                                                                                         |
|----------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------------------------------------|--|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
|                                                          |                                                                      | <ul style="list-style-type: none"> <li>The Christmas Jumper</li> </ul> | <ul style="list-style-type: none"> <li>Walking through the jungle</li> </ul> |  | <ul style="list-style-type: none"> <li>Quick Barney Run</li> </ul> | <ul style="list-style-type: none"> <li>Starting School</li> <li>Ruby's worry</li> </ul> |
| <b>Author Focus (one per half term - reading corner)</b> | Traditional Tales, Rhymes and Poems<br>Lucy Cousins<br>Nick Sharratt |                                                                        |                                                                              |  |                                                                    |                                                                                         |
| <b>Recommended Reads</b>                                 | tbc                                                                  |                                                                        |                                                                              |  |                                                                    |                                                                                         |

## Understanding the World

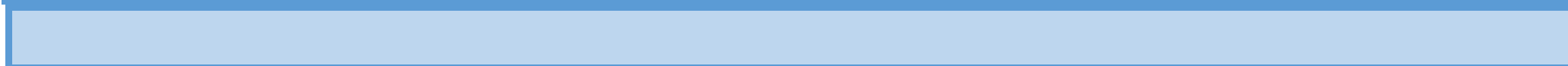
| Overarching Theme                        | All About Me<br>My family                                         | The Natural World<br>Firework night<br>Where the poppies grow<br>The first Christmas | Exploring Environments<br>Whatever next-space<br>Jungle- walking through the jungle<br>Penguin and pincecone- Arctic<br>Rainbow fish- under the sea<br>Handa's Noisy night- Kenyan setting | Growing<br>The Very Hungry Caterpillar.<br>Jack and the Beanstalk.<br>Jasper's Beanstalk.<br>Oliver's Vegetables. | Adventures<br>The Big Adventure.<br>Bear hunt.<br>The Train Ride.<br>Please Don't Chat to the Bus Driver.<br>Farm.<br>Quick Barney Run. | People Who Help Us /Change<br>Starting school.                                             |
|------------------------------------------|-------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
|                                          | Begin to make sense of their own life-story and family's history. | Family pictures.                                                                     | Looking at our environment and noticing change (activities, displays )                                                                                                                     | Grow a beanstalk (changes)<br>Observing the life cycle of a butterfly (Changes)                                   | Know that there are different countries in the world and talk about the differences.                                                    | Show interest in different occupations. (work week)<br><br>Moving on to Reception classes. |
| <b>People, Culture &amp; Communities</b> |                                                                   |                                                                                      |                                                                                                                                                                                            |                                                                                                                   |                                                                                                                                         |                                                                                            |

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|                          | <p>Make connections between the features of their family and other families.</p> <p>Notice difference between people.</p> <p>Making new friends</p> | <p>Diwali- what happens at Diwali make diva</p> <p>Christmas story</p> <p>Remembrance Sunday- making poppies and discussion why we remember the soldiers</p>                                                                                                                                                         | <p>Chinese New Year- What happens during Chinese New Year? tasting foods.</p> <p>School environment look at reception classes.</p> | <p>Easter story- What happens at Easter?</p>                                                                                                                                                                                                                                | <p>Continue developing positive attitudes about the differences between people (link to PSHE Celebrating Difference).</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>                                               | <p>Looking at the Southwood community. Getting to know new settings and staff.</p>                               |
|                          | <b>Locally Agreed SACRE overarching theme: What is important to me?</b>                                                                             |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                    |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                             |                                                                                                                  |
|                          |                                                                                                                                                     | <p>- What happens at Diwali? (Celebrating)</p> <p>Add text: Lighting the Lamp?</p> <p>- What happens at Christmas? (Celebrating)</p> <p>Where do the poppies grow?</p>                                                                                                                                               |                                                                                                                                    | <p>- What happens at Easter? (Celebrating)</p>                                                                                                                                                                                                                              | <p>- What happens at Eid-UI-Fitr? (Celebrating)</p>                                                                                                                                                                                                                                                         |                                                                                                                  |
| <b>The Natural World</b> |                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                    |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                             |                                                                                                                  |
|                          | <p>Exploring the Nursery environment.</p>                                                                                                           | <p>Explore and respond to different natural phenomena in their setting: e.g. commenting on leaves changing colour.</p> <p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p><b>Changes in seasons.</b></p> | <p>Explore and talk about different forces they can feel.</p> <p>Explore how things work.</p> <p><b>Changes in seasons.</b></p>    | <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><b>Changes in seasons.</b></p> | <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Talk about what they see using a wide vocabulary.</p> <p>Talk about the differences between materials and changes they notice.</p> <p><b>Changes in seasons.</b></p> | <p><b>Growing and tasting our own produce.</b></p> <p><b>Changes in seasons.</b></p> <p><b>Science week.</b></p> |

# Mathematics

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| <b>Number</b>             | 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.<br>Link numerals and amounts.<br>Develop fast recognition of up to 3 objects without having to count them individually.                                                                                                                                                               | Link numerals and amounts.<br>Develop fast recognition of up to 3 objects without having to count them individually.<br>Solve real world mathematical problems with numbers up to 5.<br>Subitise to 5                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Numerical Patterns</b> | Compare amounts, saying 'lots', 'more', 'same'.<br>Count in everyday contexts, sometimes skipping numbers.<br>Compare size, weights etc using bigger/little/smaller, tall, heavy, high/low.<br>Notice patterns and arrange things in patterns.<br>Recite numbers past 5<br>Say one number for each item in order. | Compare quantities using language e: more than, fewer than.<br>Talk about and explore 2D and 3D shapes using informal and mathematical language.<br>Understand position through words alone.<br>Extend and create ABAB patterns<br>Make comparisons between objects relating to size, length, weight and capacity. | Compare quantities using language e: more than, fewer than.<br>Talk about and explore 2D and 3D shapes using informal and mathematical language.<br>Extend and create ABAB patterns.<br>Describe a familiar route.<br>Discuss routes and locations, using words like 'in front of'<br>Select shapes appropriately—e.g. triangle for a roof.<br>Combine shapes to make new ones.<br>Talk about and identify patterns around them.<br>Notice and correct an error in a repeating pattern.<br>Begin to describe a sequence of events, using words such as 'first', 'then'.<br>Count beyond 10 |

|                           | Autumn 1                       | Autumn 2                             | Spring 1                                                 | Spring 2                                                | Summer 1                            | Summer 2                                                    |
|---------------------------|--------------------------------|--------------------------------------|----------------------------------------------------------|---------------------------------------------------------|-------------------------------------|-------------------------------------------------------------|
| <b>Number</b>             | Counting rhymes                | Number 1<br>Number 2<br>Subitising 2 | Numbers 3,4& 5<br>Subitising 3<br>Number composition 4&5 | Number 6                                                | More than fewer than<br>Number to 5 | Number composition<br>What comes before<br>What comes after |
| <b>Numerical Patterns</b> | Colours<br>Matching<br>sorting | Patterns                             | 2D shapes                                                | Height and length<br>Mass<br>Capacity<br>2D & 3D shapes | Sequencing<br>Positional language   |                                                             |



# Expressive Arts & Design

## Creating with Materials

Make simple models which express their ideas.

Use their imagination as they consider what they can do with different materials.

Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.

Start to make marks intentionally.

Make imaginative and complex 'small worlds' with blocks and construction kits.

Draw with increasing complexity and detail.

Explore colour and colour mixing

Show different emotions in their drawings and paintings—happiness, sadness, fear etc.

Join different materials and explore different textures

Develop their own ideas and then decide which materials to use to express them.

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.

Return to and build on their previous learning, refining ideas and developing their ability to represent them.

## Being Imaginative & Expressive

Enjoy and take part in action songs, such as Twinkle Twinkle Little Star.

Explore a range of sound-makers and instruments and play them in different ways.

Remember and sing entire songs.

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.

Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs

Sing the pitch of a tone sung by another person.

Respond to what they have heard, expressing their thoughts and feelings.

Create their own songs, or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.

Develop storylines in their pretend play.