Nursery Curriculum Map 2025-26

Subject	Autumn		Spring		Summer	
HQT	**Fiction:** **AU1** A range of lift the flap books including: Dear zoo – Rod Campbell Find Spot – Eric Hill **AU2** A range of books to illicit conversations about character emotions including: Owl babies – Martin Waddell Mog's Birthday – Judith Kerr		**SP1** A range of rhyming stories including: The whales on the bus - Katrina Charman The poo in the zoo - Steve Smallman A range of nursery rhymes from: Honey for you, honey for me: A first book of nursery rhymes **SP2** My encyclopaedia of very important animals		**SU1**	
High Expectations - children will use good manners, including please and thank you. Children will be supported in becoming resilient, confident and independent individuals. Children will be able to organise their own belongings with minimal support. Children will manage their own basic hygiene and personal needs. Children will know how to make appropriate healthy food choices. Daily story time (fiction/non-fiction) – children engage in story times, listening, attending and talking about what they know with familiarity and understanding. Learn and use new vocabulary throughout the day. There is an expectation that when children are spoken to by an adult or peer they will respond in an age (developmental) - appropriate manner. Support overall health and wellbeing through healthy eating, regular physical activity, sensible amount of screen time, good sleep routine and safe pedestrian. Use their core muscle strength to achieve a good posture when sitting at a table or on the floor.						
PSED **Self regulation** **Building relationships** **Managing self**	School rules and making choices. Learning my friends' names. Saying bye to my parent/carer	Using the toilet Sharing and taking turns Say how I am feeling	Sharing and taking turns Say how my friend is feeling Talk about my community (school and family)	Saying if I don't like something Playing with others Choosing resources	Making myself feel better Making healthy choices.	
Communication and Language **Listening, attention and understanding** **Speaking**	Can start dialogue and use talk to organise play. Develop creativity based around familiar books and experiences.		Know many rhymes. Develop creativity based around familiar books.		Be able to listen and take turns in a conversation. Express themselves in short sentences using clear intonation.	
Physical Development **Fine Motor Skills**	Controlling mark making tools Control scissors to make snips Put my shoes on incl fastening & unfastening the velcro.		Show a dominant hand to mark make Make recognisable shapes when mark making. Name writing (tracing) Use scissors with increasing control.		Name writing Fastening coats.	
Physical Development **Gross Motor Skills**	Over the year the children will gain confidence and control over their body when making large and small movements. Children will: • Develop balance • Explore the different ways their body can move • Control a large ball • Negotiate space to move around safely					
Maths	Over the year the children will explore maths in their own environment. Through songs and stories, they will continually be exposed to number names and order. They will start to make representations of numbers on their fingers, through actions and with marks. Over the year children will continually be exposed to high quality vocabulary relating to shape, space and measures.					
	More than, fewer than, same. Line patterns Begin to order number names (1,2,3) Subitising to 3	Familiar routines Explore position and shape Place value (to 3)	Place value (to 3) Explore position and routes Explore patterns	Take and give 1,2,3 Subitising to 3 Start to puzzle	Compare and sort Make patterns	Place value (to 5) Counting to 1,2,3,4,5 Match, sort, compare Subitising
Understanding the World **Past and present**	My own life-story and family's history. Tell me, what did you do yesterday/over the weekend? How have I changed?					
	Over the year the children will explore their own environment. Through books and stories, they will discuss contrasting places around the world. They will start to draw simple maps from stories and their classroom environment.					

People, culture and communities **The Natural World**	**The natural world** **Location knowledge** Inside and outside what can you see? **People cultures and communities** **Place knowledge** My house		**People cultures and communities** **Location knowledge** China		**Human and Physical** Map work	
The Natural World	**BIOLOGY:** AUTUMN	**BIOLOGY:** WINTER	**BIOLOGY:** USING MY SENSES	**BIOLOGY:** SPRING **PHYSICS:** PUSHES AND PULLS	**BIOLOGY:** GROWING **CHEMISTRY:** CHANGING STATE	**BIOLOGY:** SUMMER
Expressive Arts and Design **Creating with materials.** **Being imaginative and expressive**	Colours Experimenting with different media to create. Experimenting with different mark making tools. Controlling scissors to make snips Sing a song from memory Perform for an audience Explore the sounds instruments make		Building structures. Exploring and creating with different materials. Learn and join in with familiar and new songs and rhymes Sing with melodic shape. Clap or tap to the pulse of a song		Draw with increasing detail Choosing resources and planning my creations Nursery rhyme singing with appropriate pitch	
Hooks/ Visits	Autumn festival Nativity play Visit to/from Santa Pantomime trip		Easter bonnet parade		End of year visit	