




Nursery & Reception's Curriculum Map 2025-2026

	<u>Autumn</u>	<u>Spring</u>		<u>Summer</u>		
<i>Learning Challenge Question</i>	Why should Goldilocks say sorry?	What makes an astronaut so brave?	Where do eggs come from?	Where do I belong?	What makes the beast so terrible?	
English	Book 1: (Talk 4 writing) Goldilocks and the Three Bears by M.Alperin & K.Daubney Autumn Halloween Bonfire Night Remembrance Day Christmas Poetry/Stories	Book 1 (Literacy Tree): Astro Girl by K. Wilson-Max Easter	Book 1 (Literacy Tree): The Odd Egg by E. Gravett	Book 1 (Literacy Tree): Lost and Found by O. Jeffers	Book 1 (Literacy Tree): Billy and the Beast by N. Shireen	
Literacy Text Theme	Traditional Tales	Space and Our World/ Journeys and Exploration	Similarities and Differences/ Family and Friends	Fantasy Journeys/ Friendship and Kindness	Heroes and Villains/ Talents and Powers	
Poetry	Poetry Slam - Dingle Dangle Scarecrow (Autumn Rhyme) Andy Tooze in school visit. Crackle! Spit! By Marie Thorn (Bonfire Night link) Nursery Rhyme week (Nov 10 th - Nov 14th)	Poetry Slam - If You Were A Carrot by B. Doherty The Chinese Dragon from Let's Celebrate! Festival Poems from Around the World by D. Chatterjee.	Poetry Slam - Song of the Train by D. McCord			
Oracy	Poetry Slam - Dingle Dangle Scarecrow (Autumn Rhyme) Understanding the World: To make comparisons between old and new bears. <i>The Language of comparison.</i>	Expressive arts & design: To evaluate textiles skills and techniques. <i>The Language of Evaluation.</i>	Understanding the World: Do you think Mae Jemison (First African-American woman in space) was a brave person? <i>The Language of Opinion.</i> <i>The Language of Argument.</i>	Maths: To explain their mathematical understanding. <i>The Language of Mathematical Explanation.</i>	Expressive Arts and Design: To describe how they created their boats and why they chose the materials they did. <i>The Language of Description.</i>	Understanding the World: To give details of the area in which they live and describe the route they would take on their own maps. <i>The Language of Explanation.</i>

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	<p><i>The language of description.</i></p> <p>Literacy (Talk4Writing): <i>The language of sequencing/retelling</i></p>					
Mathematical Development	Nursery/ Reception to use the White Rose scheme of learning as guidance. (Linking with Number blocks) A yearly overview of the White Rose schemes can be seen in the rows below.					
	Nursery...					
	<ul style="list-style-type: none"> - Match, sort and compare - Compare and sort collections - Explore patterns - Explore own first patterns - Explore and build with shapes and objects - Explore repeats - Join in with repeats - Match, talk, push and pull - Start to puzzle 	<ul style="list-style-type: none"> - Lead on own repeats - My own pattern - Making patterns together - Explore position and space - More than, fewer than, same - Hear and say number names - Begin to order number names 	<ul style="list-style-type: none"> - Show me 1, 2, 3 - I see 1, 2, 3 - Talk about dots - Take and give 1, 2, 3 - Move and label 1, 2, 3 - Show me 5 - Stop at 1, 2, 3, 4, 5 - Make games and actions - Explore position and routes 			
Reception...						
	<ul style="list-style-type: none"> - Match, sort and compare - Measure and patterns - Numbers 1, 2 and 3 - Circles and triangles - 1, 2, 3, 4, 5 - Shapes with 4 sides 	<ul style="list-style-type: none"> - Number 5 - Mass and capacity - Numbers 6, 7 and 8 - Length, height and time - Numbers 9 and 10 - 3D shapes 	<ul style="list-style-type: none"> - Numbers between 11 and 20 - How many altogether? - Manipulating, composing and decomposing numbers - Sharing and grouping - Visualising, building and mapping 			
Understanding of the World	Links made to Development Matters Non-Statutory Guidance, which will be amended to meet the needs of the Nursery and Reception children.					
	<ul style="list-style-type: none"> - To compare and contrast characters from stories. - To explore old and new bears and compare the two. - To look at the bears habitat and methods of hibernation. 	<ul style="list-style-type: none"> - To recognise that people have different beliefs and celebrate special times in different ways. (Links to Bonfire Night, Remembrance Day and Christmas) 	<ul style="list-style-type: none"> - Explore different role models in their lives/ family members and their occupations. - Explore different forces that they can feel. - To explore light and dark and how to make shadows. 	<ul style="list-style-type: none"> - To plant seeds and show care for growing plants. - To understand the effect of changing seasons. <p>Impacts of Climate Change/ Scientific Background</p> 	<ul style="list-style-type: none"> - To know that there are different places in the world and recognises similarities/ differences. - To recognise some environments that are different from the one in which they live. - To recognise some similarities and differences between life 	<ul style="list-style-type: none"> - Draw information from a simple map, looking at familiar surroundings. - To explore the natural world around them. - Saying hello and goodbye in different languages. - Comparisons of old and new methods of cooking.

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	<p>- To look at the setting of the three bears by describing what they can hear, feel, see and smell whilst outside in the forest.</p> <p>Responses to Climate Change</p> 				<p>in this country and life in other countries.</p>	
<p>Using guidance from Development Matters and the Jigsaw scheme of learning, the topics below will be taught...</p>						
	<p style="text-align: center;">Christianity</p> <p>What do Christians believe about God?</p>	<p style="text-align: center;">Christianity</p> <p>What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p>	<p style="text-align: center;">Humanism</p> <p>What do Humanists believe?</p> <p style="text-align: center;">Mindsets and Viewpoints</p> 	<p style="text-align: center;">Christianity</p> <p>Why was Jesus welcomed like a King or celebrity by the crowds on Palm Sunday?</p>	<p style="text-align: center;">Judaism</p> <p>Who is God to Jews?</p>	<p style="text-align: center;">Bahá'í</p> <p>Who is God to Bahá'ís?</p>
<p><i>Expressive Arts & Design</i></p>	<p>Reception to use KAPOW as guidance, linking to their half termly topics where possible. Nursery to link to half termly topics.</p>					
	<p>Reception children to access Kapow's Art and Design unit 'Seasonal Crafts' throughout the year, linking to the seasons and half termly topics.</p>					
	<p>Linking with Kapow's Art and Design unit - Drawing: Marvellous Marks)</p>	<p>Linking with Kapow's Art and Design unit - Painting and Mixed Media: Paint my World</p>	<p>Linking with Kapow's Art and Design unit - Craft and design: Let's Get Crafty</p>	<p>Linking with Kapow's Art and Design unit - Sculpture and 3D: Creation Station)</p>	<p>Alma Thomas - artist study</p>	
	<p>Reception children to access Kapow's Design and Technology unit 'Seasonal Projects' throughout the year, linking to half termly topics.</p>					

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	<p>Linking with Kapow's Design and Technology unit -</p> <p><i>Structures: Junk modelling. Opportunities to practise taught joining methods in creative area of classroom.</i></p>	<p>Linking with Kapow's Design and Technology Textiles unit -</p> <p><i>Children to practise weaving and threading techniques before creating Christmas stockings/ puppets</i></p>			<p>Linking with Kapow's Design and Technology unit -</p> <p><i>Structures: Boats (Linking in with Understanding the World strands and developing their understanding of properties of materials and floating and sinking.)</i></p>	<p>Linking with Kapow's Design and Technology unit -</p> <p><i>Cooking and nutrition: Exploring fruit and veg before putting in to practise the teaching of knife skills.</i></p>
	<p>Linking with Kapow's Music unit -</p> <p>Sound patterns (Theme: Fairytales)</p> <p>Through fairytales, children are introduced to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.</p>	<p>Linking with Kapow's Music unit -</p> <p>Tempo (Theme: Snail and Mouse)</p> <p>Use bodies and instruments to listen and to respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.</p>	<p>Linking with Kapow's Music unit -</p> <p>Pitch (Theme: Superheroes)</p> <p>Learning how to identify high and low notes and to compose a simple tune to represent a superhero.</p>	<p>Linking with Kapow's Music unit -</p> <p>Keeping the Pulse (Theme: My Favourite Things)</p> <p>Children explore keeping the pulse together through music and movement, by exploring their favourite things.</p>	<p>Linking with Kapow's Music unit -</p> <p>Musical Symbols (Theme: Under the Sea)</p> <p>Children combine all the musical concepts learned throughout Year 1 for an underwater themed performance incorporating instrumental, vocal and body sounds.</p>	<p>Linking with Kapow's Music unit -</p> <p>Dynamics (Theme: Seaside)</p> <p>Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent calm or stormy seas.</p>
<i>Physical Development</i>	Nursery and Reception to use the Get Set 4 PE as guidance.					
	<p>- Dough disco to be used to strengthen the children's fine motor skills.</p> <p>- Fundamentals/ Fitness</p>	<p>Dough disco to be used to strengthen the children's fine motor skills.</p> <p>- Team Building/ Gymnastics</p> <p><i>(Specialist Sports Coach)</i></p>	<p>Dough disco to be used to strengthen the children's fine motor skills.</p> <p>- Ball Skills/Sending and receiving</p>	<p>Dough disco to be used to strengthen the children's fine motor skills.</p> <p>- Target games/ Dance</p>	<p>Dough disco to be used to strengthen the children's fine motor skills.</p> <p>- Net and wall games/ Striking and fielding games</p>	<p>Dough disco to be used to strengthen the children's fine motor skills.</p> <p>- Invasion games/ Athletics</p>

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	Outdoor learning: Through outdoor provisions, the children will be given opportunities to strengthen their fine and gross motor skills, as well as their balance, agility and co-ordination through the use of bikes and scooters.					
<i>Personal, Social & Emotional Development</i>	The below topics are linked to the Jigsaw curriculum and Development Matters Non-Statutory Guidance.					
	Being Me in My World.	Celebrating Differences	Dreams and Goals	Healthy Me	Relationships	Changing Me
<i>Curriculum Enrichment</i>	Roald Dahl day Andy Tooze Poet Rock Star day (linking to Timestable Rockstars & Numbots) Pet Encounters Halloween focus The La'al Collective Arts Project	Bonfire Night focus Remembrance Day focus Christmas focus Christingle Nursery Rhyme week Nativity performance Planet Play (Christmas trip) The La'al Collective Arts Project	Lunar New Year (17 th February) The La'al Collective Arts Project	Easter activities Earth Day (Wednesday 22 nd April) The La'al Collective Arts Project	The La'al Collective Arts Project	End of year trip The La'al Collective Arts Project

NB: Curriculum maps and topics are subject to change.

Phonics to be taught each morning, using Read, Write, Inc.

SMSC and opportunities for empowering learning will be linked throughout the early year's foundation stage.

Other seasonal topics will also be introduced throughout the year (Father's/ Mother's day/ Chinese new year, etc.)

British values/ PSHE covered weekly through Picture News.

Children's interests also to be followed, which may lead to new learning challenge questions.