

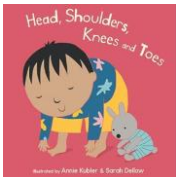
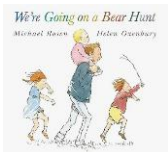


Nursery

Curriculum Map

2026-2027

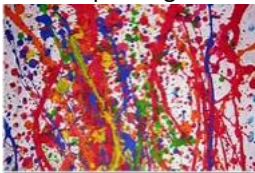
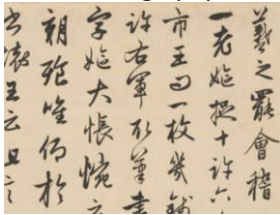
	Autumn 1 Head, Shoulders, Knees and Toes	Autumn 2 Party Time! (Birthdays, Celebrations, Festivals)	Spring 1 Where shall we go ? (journeys)	Spring 2 People Who Helps Us! (Transports, Occupations)	Summer 1 What's in the garden? (Plants and Minibeasts)	Summer 2 Whole school World Vision
Why?	Teaching body parts to nursery children (ages 3-4) is important because it supports several key areas of the EYFS and helps children understand themselves, stay safe, and communicate confidently. We teach body parts in nursery because it builds vocabulary, supports self-awareness, keeps children safe, and lays foundations for health, physical development, and early science.	Teaching children about celebrations and festivals helps them to understand and value the diverse world around them. Through learning about different traditions, beliefs and family experiences, children develop a sense of belonging, respect and curiosity about others. This learning supports the EYFS <i>Development Matters</i> guidance, particularly within <i>Understanding the World</i> , where children begin to make sense of their own culture and those of others, and <i>Personal, Social and Emotional Development</i> , as they learn to appreciate similarities and differences and build positive relationships.	We teach children about journeys to help them understand their place in the world and how people, animals and objects travel and change. Through real-life experiences, stories and exploration, children build vocabulary, curiosity and knowledge of their community and the wider world. This supports the EYFS <i>Development Matters</i> guidance, particularly within <i>Understanding the World</i> , <i>Communication and Language</i> , and <i>Personal, Social and Emotional Development</i>	It helps children build a sense of safety, belonging, aspiration and community awareness . Children learn who can support them when they need help, including trusted adults, emergency services, healthcare workers and school staff. This can be particularly important for children who may have experienced adversity, limited access to services, or reduced opportunities to engage with the wider community.	We teach Minibeasts and Growing to help children develop curiosity about the natural world and understand how living things grow, change and need care. Through first-hand experiences such as planting seeds, observing insects and exploring outdoors, children build important language, observation and early scientific thinking skills. For our children, many of whom have limited access to green spaces and nature experiences, this topic provides valuable cultural capital, promotes awe and	This is a whole school topic where children learn about a European Country, this develops their understanding of the wider world and introduce them to different cultures, traditions and ways of life. This helps build cultural capital, promotes respect for diversity and broadens children's experiences beyond their immediate community.

					wonder, and helps them develop a sense of responsibility for living things	
Curriculum Area						
English (Literacy, PD, Communication and Language)						A key text will be chosen based on the theme of our whole school project
Phonics Little Wandle Foundation for Phonics	No sounds – focus on Rhyme time and settling children into setting's routines.	One sound per week – teach the sound daily activity and oral blending activity daily S a t p l n m d	One sound per week – teach the sound daily activity and oral blending activity daily d g o c k e	One sound per week – teach the sound daily activity and oral blending activity daily u r h b f l	One sound per week – teach the sound daily activity and oral blending activity daily j v w y z q u ch	One sound per week – teach the sound daily activity and oral blending activity daily ck x sh th ng nk
Whole Class Neli	Wk 3 – Neon Leon Wk 4 – Pip and Posy Wk 5 – Don't wake up Tiger Wk 6 – Three Little Pigs Wk 7 – Copy Cat	Wk 7 – Cinderella Wk 8 – How to look after your dinosaur. Wk 9 – When a dragon comes to school Wk 10 – Little Red Riding Hood Wk 11 – The boy and the Bear	Wk 12 – Pip and Posy Wk 13 – Dinosaur Rocket Wk 14 – Jack and the Beanstalk Wk 15 – Nothing can Frighten a Bear Wk 16 – Frank in Frog	Wk 17 – The Knight who said Not Wk 18 – Firefly Home Wk 19 – Look and say what you can see in the countryside Wk 20 – Stardust		

Vocabulary	Match, smile sad, jungle Pack, forget, excited, giggle Float, hungry, stroke, worry Angry, hungry, build, blow Copy, practice, skip, together	Clean, beautiful, invite, fit Pet, match, tired, shy Share, wrap, begin, kind Smell, chase, delicious, help	Moon, brave, splash, quiet Decide, swap, follow, yell Frightened, deep, stuck, wiggle Grow, push, jump, protect.	Polite, always, whisper, lonely Lost, spot, fly, fast Home, rest, under, discover Star, wish, win, family		
Maths	Modelling in provision Counting to 5 Matching/sorting	Pattern Counting Number recognition Shape	Counting Calculating Shape Measures – tall/short/long	Counting Calculating Shape Patterns	Counting Number recognition Number graphics Weight	Counting Number recognition Number graphics
Understanding the world						
UW Science	All about me Body Parts Healthy Heating Autumn Senses	Celebrations Focus on light	Animals and Habitats Use 'We're going on a bear hunt' to explore different habitats Name animals Compare animals Seasonal Changes- Winter Explore ice and snow Explore melting and freezing	Healthy Eating Making healthy choices Cooking healthy snacks Visit from Asda to make fruit kebabs Seasons- Spring	Seasonal Changes Grow Plants Life cycle of a butterfly Explore collection of spring natural materials	Seasonal Changes Summer

UW Geog	Seasonal Changes-Autumn Explore collections of autumn natural materials Autumn Walk Weather	Understanding the World Care for our environment The world around me linked to family celebrations	The Natural World Changes in Winter Winter walk Rain, snow and ice Weather	The Natural World Changes in Spring Spring walk Changes in the environment Weather	The Natural World Changes in Summer Changes in the environment Weather	World Vision
UW History	My family and friends	People, Culture and Communities Experiences of celebrations in my home	Past and Present I remember when... link back to previous visits, visitors, stories, events	People, Culture and Communities My experiences of people who help us	Past and Present Passing of time linked to growth and planting	Past and Present I remember reflect on the past year in nursery..
UW RE	Understanding the World- People, Culture and Communities Through stories, songs and sharing own experiences the children learn about people from different cultures and communities. They make connections between their own families and other families and develop positive attitudes about the differences between people.					

Expressive Arts and Design

Art	Artist-Andy Goldsworthy Autumnal Natural Transient Art  Frida Kahlo- Self-Portraits	Artist Jackson Pollock-Firework Paint Splatting 	Artist - Wang Xizhi- Chinese Calligraphy 	Artist – Local Blackburn artist	Artist Henri Matisse 	An artists work will be chosen based on the country for World Vision
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Design and Technology	Creating with Materials Manipulate and play with different materials	Creating with Materials Explore materials using their senses.	Creating with Materials Use recycled materials to make cars, boats, trains to take them on a journey.	Creating with materials Make a pet carrier to take an animal to the vets.	Creating with materials Explore materials and make a butterfly kite.	World Vision
Music	Nursery Rhymes	Singing Songs – Sorrel Harry	Singing Songs – Sorrel Harry	Singing Songs – Sorrel Harry	Singing Songs – Sorrel Harry	World Vision
Other Areas						
PSED And British Values	Pol-Ed- Relationships Be Safe and Healthy Be Kind Be Ambitious 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.	Pol-Ed- Relationships Be Safe and Healthy Be Kind Be Ambitious Become more outgoing with unfamiliar people, in the safe context of their setting. Play with one or more other children. Develop their sense of responsibility and membership of a community.	Pol-Ed- Understanding the law Be Safe and Healthy Be Kind Be Ambitious Extending and elaborating play ideas Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.	Pol-Ed- Understanding the law Be Safe and Healthy Be Kind Be Ambitious Understand gradually how others might be feeling. Show more confidence in new social situations.	Pol-Ed- Keeping Safe Be Safe and Healthy Be Kind Be Ambitious Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	Pol-Ed-Keeping Safe Be Safe and Healthy Be Kind Be Ambitious Talk with others to solve conflicts. Develop appropriate ways of being assertive.

	Increasingly follow rules, understanding why they are important. Links to SR – I can share and take turns.	Links to SR – I play with one or more children extending and elaborating my ideas.	Become more outgoing with unfamiliar people, in the safe context of their setting. Links to SR- I can begin to talk about my feelings using words such as happy, sad, angry and worried	Links to SR- I am happy to speak to others about my wants, needs and feelings.	Remember rules without needing an adult to remind them Links to SR – I can follow rules and can understand why they are important.	School Readiness Document I follow rules and can understand why they are important. I can talk about my feelings using words like: happy, sad, angry and worried. I can share and take turns in a group. I play with one or more children extending and elaborating my ideas.
Physical Development Fine Motor	Topic Links- moving in and around the woods safely, navigating uneven and slippery ground. Travelling in under and around natural obstacles Regular- Daily fine motor opportunities, daily gross motor opportunities, weekly access to Forest School, daily mark-making opportunities (small and large scale), Squiggle while you Wiggle, scissor focus every half-term as well as continual access to scissors and other tools	Topic Links- Dance related to celebrations, firework moving to music Regular- Daily fine motor opportunities, daily gross motor opportunities, weekly access to Forest School, daily mark-making opportunities (small and large scale), Squiggle while you Wiggle, scissor focus every half-term as well as continual access to scissors and other tools	PE in the Hall Topic Links- Large Scale construction making vehicles Regular- Daily fine motor opportunities, daily gross motor opportunities, weekly access to Forest School, daily mark-making opportunities (small and large scale), Squiggle while you Wiggle, scissor focus every half-term as well as continual access to scissors and other tools	PE in the Hall Topic Links- Fine Motor using tools and equipment digging and planting Regular- Daily fine motor opportunities, daily gross motor opportunities, weekly access to Forest School, daily mark-making opportunities (small and large scale), Squiggle while you Wiggle, scissor focus every half-term as well as continual access to scissors and other tools	Bikes Topic Links- Ball skills Regular- Daily fine motor opportunities, daily gross motor opportunities, weekly access to Forest School, daily mark-making opportunities (small and large scale), Squiggle while you Wiggle, scissor focus every half-term as well as continual access to scissors and other tools	Bikes Topic Links- Dance and performance Regular- Daily fine motor opportunities, daily gross motor opportunities, weekly access to Forest School, daily mark-making opportunities (small and large scale), Squiggle while you Wiggle, scissor focus every half-term as well as continual access to scissors and other tools

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