ST. MARY'S CE PRIMARY SCHOOL

Nursery and Reception

2026-27

Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What is special?		**What's changed?**		**What's next?**	
	Starting School **Who am I?** **Adventures through time**	**Autumn** **Nocturnal animals (non-flying e,g, hedgehog, fox, mole, badger)** **Transport**	**Winter** **The night sky** **Maps**	**Down at the bottom of the garden** **(Flying minibeasts- ladybird, butterfly, moth, wasp)** **Outdoor adventures**	**Small Beast, Big Beast** **Around the world**	
Experiences	Village walk to church	• Village walk to church • Christmas Song Performance • Theatre trip- Hullaballoo • Village walk to the post box	• Village walk to church	• Village walk to church	• Village walk to church • Trip to the farm	
Global Community		• Exploring special times from other cultures within our country.		• Shrove Tuesday around the world		
Preparing for the Future	• Settling into school routines					• Transition of nursery 2 to reception • Transition of Reception to Year 1
Taking Action	• Sustainability					
PSED **(prime area)**	**Early Years in Early Years we focus on quality first teaching adhering to Birth to Five Matters and focusing on the PSED and Physical Health and Self Care areas. The Characteristics of Effective Learning supports our Growth Mindset teaching across the school. In addition, the One Decision Early Years resources have been designed to meet the needs of the Development Matters Framework and cover several key areas but elements of PSED. Students are guided through the Early Years resources by the colorful Rainbow Drop characters. Through these resources, the Rainbow Drops will go on many adventures and learn a lot about the wider world that they live in.**					
	Relationships – Home corner, role play, small world families, collaborative construction, partner games, circle time, friendship stories, puppets, turn-taking games, group creative projects and adult modelling of positive interactions. Opportunities to make new friends, solve disagreements, cooperate and show kindness. **Self-Regulation** – Feelings check-in board, mirrors, emotion cards, calm area, sensory resources, breathing exercises, yoga, mindfulness, stories about emotions, visual timetables, waiting games, board games, puzzles, sustained shared thinking opportunities and challenge activities that encourage perseverance and resilience. Adults model language to identify and manage feelings.				

		Managing Self – Self-service snack, handwashing routines, dressing resources (zips, buttons, coats and shoes), toileting independence, healthy eating activities, cooking experiences, visual hygiene prompts, selecting and tidying resources independently, classroom responsibilities, outdoor challenges and opportunities to make choices and follow routines.		
		<u>Autumn Enhancements</u> Settling into routines, getting to know each other, class rules, family role play, emotion identification, friendship games, sharing resources, exploring the environment confidently, establishing independence with self-care and snack routines.	**Spring Enhancements** Collaborative problem-solving activities, recognising a wider range of emotions, resilience challenges, cooperative construction projects, healthy lifestyle activities, dressing for PE independently, conflict resolution through stories and puppets, sustained focus activities.	**Summer Enhancements** Group projects requiring cooperation, leadership opportunities, managing disagreements independently, goal-setting activities, celebrating achievements, transition activities, increasing responsibility, reflecting on feelings, making healthy choices and preparing for the next stage of learning.
	Communication and Language **(Prime area)**	**Throughout the year provide a language-rich environment that promotes speaking, listening and understanding through quality first teaching, following Birth to Five Matters. Daily opportunities for storytelling, songs, rhymes, conversations, sustained shared thinking and high-quality adult interactions support vocabulary development and communication skills across all areas of provision.**		
		Listening, Attention and Understanding – Daily story sessions, rhyme and song baskets, listening games, attention-building activities, small group discussions, circle time, puppets, story sacks, visual timetables, following instructions games, barrier games, listening walks and opportunities to listen to others during play. Adults model active listening and extend children's understanding through questioning. **Understanding Language** – Visual prompts, sequencing cards, action games, instruction challenges, treasure hunts, matching activities, small world play, non-fiction books, discussion of new vocabulary, concept games (who, what, where, why, how), storytelling with props and opportunities to follow increasingly complex instructions throughout routines and play. **Speaking –** Role play, small world play, puppets, storytelling baskets, Talk for Writing story maps, Helicopter Stories, show and tell, partner talk, collaborative play, construction challenges, investigation areas, open-ended questioning, describing objects, explaining processes, recounting experiences and opportunities to use new vocabulary in meaningful contexts. Adults model ambitious vocabulary, correct sentence structure and rich conversations.		
		Autumn Enhancements Settling into routines through songs and rhymes, learning names, sharing news, listening to stories, following simple instructions, family role play, vocabulary linked to classroom routines, story sacks, nursery rhymes, identifying favourite books and beginning conversations with adults and peers.	**Spring Enhancements** Retelling familiar stories, introducing new vocabulary through themes and non-fiction, collaborative role play, describing experiences, asking and answering questions, sequencing events, listening to longer stories, explaining ideas during play, barrier games and following more complex instructions.	**Summer Enhancements** Story creation, Helicopter Stories, storytelling performances, debates during circle time, explaining how things work, recounting events in detail, using past, present and future tense in conversation, planning play with others, discussing non-fiction, using ambitious vocabulary independently and preparing for transition through discussion and reflection.
	PE	**Throughout the year provide a broad range of opportunities to develop gross motor skills through quality first teaching, continuous provision, outdoor learning and planned PE sessions. Children develop strength, balance, coordination, agility, spatial awareness and confidence through active play and structured physical activities, following Birth to Five Matters and the EYFS Framework.**		
		Gross Motor Development – Daily access to climbing equipment, balancing resources, obstacle courses, bikes and scooters, running games, jumping, hopping, skipping, crawling, throwing and catching, ball games, parachute games, dance, yoga, movement to music and outdoor adventure play. Opportunities to develop core strength, coordination and body control through child-led and adult-led activities.		

<table>
<tr><td></td><td></td><td colspan="3">Movement and Coordination – Action songs, movement stories, fine and gross motor circuits, beanbag and hoop games, balancing pathways, target games, partner activities, team games and activities that encourage stopping, starting, changing direction and moving safely in different ways.
• Healthy Active Lifestyles – Daily outdoor play, discussions about keeping healthy, exercise, healthy eating, hydration, rest and personal hygiene. Opportunities to understand how physical activity affects their bodies and wellbeing through active challenges and reflection.
Suggested Rolling PE Units
• Fundamental Movement Skills
• Balance and Coordination
• Dance and Creative Movement
• Gymnastics
• Ball Skills (Throwing, Catching, Rolling, Kicking)
• Games and Teamwork
• Outdoor Adventurous Activities
• Athletics
• Movement to Music
• Parachute Games
• Yoga and Mindfulness
• Sports Day Skills and Challenges</td></tr>
<tr><td></td><td></td><td>Autumn Enhancements
Exploring space safely, travelling in different ways, balancing, climbing, running, jumping, simple obstacle courses, action songs, movement games, developing confidence using outdoor equipment and learning PE routines.</td><td>Spring Enhancements
Developing coordination through throwing and catching, skipping, dance, gymnastics, partner games, balancing challenges, movement patterns, cooperative games and improving control and agility through increasingly challenging activities.</td><td>Summer Enhancements
Team games, sports day preparation, larger obstacle courses, parachute games, races, ball skills, outdoor adventurous activities, dance performances, problem-solving challenges and applying physical skills confidently in games and collaborative activities. Sports day preparation!</td></tr>
<tr><td></td><td>Physical development

(prime area)</td><td colspan="3">Throughout the year provide a wide range of opportunities to develop gross and fine motor skills through quality first teaching, continuous provision and planned activities, following Birth to Five Matters and the EYFS Framework. Children develop strength, balance, coordination, core stability, spatial awareness and independence alongside healthy lifestyles and self-care skills.</td></tr>
<tr><td></td><td></td><td colspan="3">Gross Motor Skills – Daily access to climbing equipment, obstacle courses, bikes and scooters, balancing beams, crates, tyres, running, jumping, hopping, skipping, crawling, ball games, parachute activities, dance, yoga, movement to music and outdoor adventure play. Opportunities to develop coordination, strength, agility and body control through child-led and adult-led experiences.
Fine Motor Skills – Dough disco, playdough, threading, tweezers, peg boards, puzzles, construction, finger gym activities, mark making, cutting, weaving, lacing, nuts and bolts, loose parts, drawing, painting, malleable materials and a range of tools to strengthen hand and finger muscles in preparation for writing.
Health and Self-Care – Self-service snack, handwashing routines, toileting independence, dressing and undressing (zips, buttons, coats and shoes), healthy eating activities, cooking, oral health discussions, hygiene routines, selecting appropriate clothing for the weather, managing personal belongings and understanding the importance of exercise, rest and healthy choices.</td></tr>
<tr><td></td><td></td><td>Autumn Enhancements
Developing confidence using indoor and outdoor equipment, exploring different ways of moving, climbing, balancing, large-scale mark making, finger gym activities, self-care routines,</td><td>Spring Enhancements
Refining coordination through obstacle courses, throwing and catching, skipping, dance and gymnastics, introducing more challenging fine</td><td>Summer Enhancements
Applying physical skills in team games and outdoor challenges, sports day preparation, using fine motor skills for detailed drawing and early</td></tr>
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	learning how to use tools safely and establishing healthy habits and classroom routines.		motor activities, cutting with increasing control, using a wider range of tools, cooking activities and increasing independence with dressing and hygiene.		writing, independent self-care, healthy lifestyle discussions, managing risks safely, outdoor adventurous play and preparing physically for transition to the next stage of learning.	
Literacy	See EY English curriculum					
Maths	**Autumn 1** **Nursery (Maths Mastery)** • Getting to Know You • Matching and Sorting • Explore Pattern • Begin Counting Through Play **Reception (White Rose Maths)** • Match, Sort and Compare • Talk About Measure and Patterns • It's Me 1, 2, 3	**Nursery (Maths Mastery)** • Compare Amounts • Compare Size, Mass and Capacity • Exploring Shape in the Environment **Reception (White Rose Maths)** • Circles and Triangles • 1, 2, 3, 4, 5 • Shapes with 4 Sides	**Nursery (Maths Mastery)** • Counting Objects with 1:1 Correspondence • Representing Numbers Through Play • Positional Language **Reception (White Rose Maths)** • Alive in 5 • Mass and Capacity • Growing 6, 7, 8	**Nursery (Maths Mastery)** • Subitising Small Quantities • Comparing Numbers • Sequencing and Pattern **Reception (White Rose Maths)** • Length, Height and Time • Building 9 and 10 • Explore 3D Shapes	**Nursery (Maths Mastery)** • Composition of Number • Exploring More and Fewer • Simple Problem Solving **Reception (White Rose Maths)** • To 20 and Beyond • How Many Now? • Manipulate, Compose and Decompose	**Nursery (Maths Mastery)** • Counting Beyond 5 • Consolidating Number and Pattern • Shape, Space and Measure Through Play **Reception (White Rose Maths)** • Sharing and Grouping • Visualise, Build and Map • Make Connections
Understanding The World	**KAPOW- History unit- A Peak into the Past** • All About Me and My Family • Growth and Change • Harvest • Seasonal Changes (Autumn) • Exploring the school and local environment Caring for living things	**KAPOW History- Adventures through time (transport lessons)** Transport Past and Present • Remembrance Day • Bonfire Night & Diwali investigations • Seasonal Changes (Autumn to Winter) • Nocturnal Animals • Materials and light explorations	**KAPOW — Geog unit- Exploring Maps** • Simple maps and routes • Our local area • Chinese New Year • Winter and signs of Spring • Beebots and directional language • Exploring the natural world	**Kapow Geography – Around the World** • Hot and Cold Places • Animals and Habitats Around the World • Easter • Seasonal Changes (Spring) • Comparing environments • Different cultures and celebrations	**Kapow Geography – Outdoor Adventures** • Exploring nature • Plants and Growth • Life Cycles • Seasonal Changes (Spring to Summer) • Maps and journeys outdoors • Caring for the environment	**Seasonal Enquiry & The Natural World** • Summer observations • Minibeasts and habitats • Weather and seasonal change • Animals Around the World • Looking after our world • Preparing for transition and reflecting on the year
Expressive Art and Design	**Kapow Art – Drawing: Marvellous Marks** **Kapow Music – Exploring Sound**	**Kapow Art – Painting and Mixed Media** **Kapow Music – Celebrations and Performance**	**Kapow Art – Sculpture and 3D** **Kapow Music – Musical Stories**	**Kapow Art – Craft and Design** **Kapow Music – Big**	**Kapow Art – Painting, Colour and Artists** **Kapow Music – Exploring Pitch and Melody**	**Kapow Art – Expressive Making** **Kapow Music – Performance and Celebration**

	ART and Music				**Bear Funk / Rhythm and Pulse**		
		• Self-portraits and observational drawing • Exploring colour and mark making • Singing familiar nursery rhymes and action songs • Exploring percussion instruments • Role play linked to familiar experiences • Large-scale collaborative artwork	• Colour mixing and painting techniques • Harvest, Bonfire Night, Diwali and Christmas crafts • Exploring texture and collage • Singing for performances • Responding to music through movement and dance • Small world and imaginative play linked to celebrations	• Junk modelling and construction • Clay and malleable materials • Creating props for storytelling • Exploring rhythm and tempo • Retelling stories through music, movement and role play • Collaborative model making	• Printing, weaving and joining materials • Designing and making with a purpose • Exploring pulse, rhythm and beat • Creating simple musical patterns • Dance inspired by stories and celebrations • Developing imaginative role play environments	• Observational art from nature • Colour mixing and exploring artists' techniques • Nature sculptures and transient art • Singing with increasing confidence • Composing simple music using percussion • Performing songs and dances with others	• Independent creative projects • Combining media and techniques • Designing and creating collaboratively • Inventing stories through role play • Performing songs, rhymes and dances • Reflecting on and sharing creations with others
	Religious Education	**Creation** **Why is the word 'God' so important to Christians?** • Explore the Christian Creation Story. • Talk about the natural world and why Christians believe God created it. • Wonder at the beauty of the world and how we can care for it. • Make links with Harvest and caring for God's world. • Encourage children's own questions about the world around them.	**Incarnation** **Why do Christians perform Nativity plays at Christmas?** • Learn the Christmas story through stories, songs and role play. • Explore why Christmas is important to Christians. • Retell the Nativity using small world play, drama and creative activities. • Compare family Christmas traditions and celebrations. • Explore kindness, giving and belonging.	**Being Special** **Where do we belong?** • Explore what makes each child unique and special. • Learn about belonging to a family, school and wider community. • Introduce Christian baptism and compare with welcoming ceremonies from other faiths and cultures where appropriate. • Celebrate friendships, community and caring for others.	**Salvation** **Why do Christians put a cross in an Easter Garden?** • Explore the Easter story in an age-appropriate way. • Learn why the cross is an important Christian symbol. • Create Easter gardens and discuss new life, hope and new beginnings. • Compare Easter traditions and celebrations	**Thematic Unit** **Which stories are special and why?** • Explore stories that are special to Christians and other faiths. • Listen to stories from the Bible and other religious traditions. • Discuss the messages and values within stories, including kindness, forgiveness, courage and helping others. • Respond through art, role play, music and discussion.	**Understanding Beliefs and Celebrations** • Revisit learning from throughout the year. • Explore festivals and celebrations represented within the class and wider community. • Reflect on similarities and differences between beliefs, places of worship and traditions. • Encourage children to ask questions, express their own ideas and respect the beliefs and traditions of others through stories, discussion and continuous provision.