

Nursery (2-3) Curriculum Map

At Nursery, planning is flexible and responsive to children's interests, developmental needs, fascinations and schematic play. Through warm, nurturing relationships and carefully planned experiences, children are supported to explore, play and learn at their own pace. Adults observe and build upon children's repeated patterns of play (schemas), recognising these as important opportunities for learning. By celebrating children's curiosity and extending their ideas, we encourage confidence, communication, independence and a lifelong love of learning.

Throughout all learning, we ensure experiences and interactions promote the

Characteristics of Effective Learning:

Playing and Exploring – Engagement Children investigate, explore their environment, play with what they know and develop confidence to have a go.

Active Learning – Motivation Children become deeply involved in their play, persevere when faced with challenges and take pride in their achievements.

Creating and Thinking Critically – Thinking - Children develop their own ideas, make connections between experiences and begin to solve problems in ways that are meaningful to them.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes	All About Me 	Special Times 	Stories & Songs 	Amazing Animals 	Helping Hands 	Let's Explore 
The Big Question	Who lives in my house?	How do we celebrate?	What happens in stories?	Who lives here?	Who helps us?	How do we travel to nursery?
Interests/Lines of Enquiry These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting nursery Daily routines Feelings and emotions Making friends My family My home My body My senses Self-care routines Autumn changes	Celebrations and special times Family traditions Birthdays Light and dark Bonfire Night Diwali Christmas Baking and cooking Winter changes	Favourite nursery rhymes Traditional tales Story characters Story settings Puppets Storytelling Joining in with repeated refrains Dressing up and role play Favourite books	Farm animals Wild animals Pets Animal sounds Animal homes Minibeasts Life cycles Caring for living things Spring changes Feathers Animal footprints	Who helps us at home? Who helps us at nursery? Keeping ourselves safe Looking after others Using emergency vehicles Helping each other through kindness	Exploring outdoors Nature walks Treasure hunts Water play Sand play Camping Seaside Summer weather Outdoor adventures Puddles Weather
Enrichment Opportunities	Family photographs Visit around the nursery Sensory play Autumn walk	Birthday celebration Diwali activities Christmas performance Baking	Puppet theatre school visit Story sacks Dressing up Library visit	Animal visitor Minibeast hunt Planting seeds	Visit from a firefighter Police officer visit Vet role play Dentist visit	Picnic Nature walk Beach-themed day Obstacle course

Roleplay areas	Home corner Baby care Kitchen Family role play	Birthday party Bakery Christmas home Celebration café	Puppet theatre Storytelling area Traditional tales Small world storytelling	Farm Vet surgery Pet shop Woodland small world	Doctor's surgery Fire station Police station Building site Dentist Post office	Campsite Garden centre Ice cream parlour Beach café Travel agents
Key texts	Goat goes to playgroup Eyes, nose, belly, toes Ollie feels fine (emotions book) Peace at Last When Autumn comes	That's Not My Christmas Tree The Best Diwali Ever Pip and Posy The Birthday Party Draw me a star	The Gingerbread Man Goldilocks and the Three Bears The Three Little Pigs We're Going on a Bear Hunt Each Peach Pear Plum	Dear Zoo Farmer Duck The Very Hungry Caterpillar Baby bear baby bear what do you see? Farm Babies	Zog and the Flying Doctors Police Officers on Patrol Peppa Pig: Dentist Trip Topsy and Tim Meet the Firefighters Busy People: Doctor	We're Going on a Bear Hunt What the Ladybird Heard at the Seaside Spot goes camping Maisy Goes on Holiday Little World: On the train
Rhyme time	Round and Round the Garden Wind the Bobbin Up Pat-a-Cake Twinkle Twinkle	Christmas songs Christmas Pudding Christmas Cracker Jingle Bells	Hickory Dickory Dock Humpty Dumpty Miss Polly Had a Dolly Jack and Jill	Baa Baa Black Sheep Hey Diddle Diddle 1,2,3,4,5 Once I Caught a Fish Alive Grand Old Duke of York	Incy Wincy Spider Mary, Mary Quite Contrary Ring a Ring o' Roses 1,2 Buckle My Shoe	Wheels on the Bus Row, Row, Row Your Boat A Sailor Went to Sea Down at the Station
Personal, Social and Emotional Development	Self-Confidence and Self Awareness - Find own nose, eyes or tummy as part of naming games. - Learn that their own voice and actions have effects on others.					
Self-regulation	Use pointing and eye gaze to make requests and to share an interest. How do we care for living things? How do we travel to nursery?					
Managing Self	Engage other people to help achieve a goal, e.g. to get an object out of reach.					
Building Relationship	Managing Feelings and Behaviour - Use a familiar adult to share their feelings with such as excitement or pleasure, and for 'emotional refuelling' when feeling tired, stressed or frustrated. - Start to soothe themselves and may like to use a comfort object. - Cooperate with care-giving experiences, e.g. dressing. - Understand 'yes', 'no' and some boundaries. Making Relationships - Seek to gain attention in a variety of ways, drawing others into social interaction. - Build relationships with special people. - Notice and are wary of unfamiliar people. - Interact with others and explore new situations when supported by a familiar person. - Show interest in the activities of others and respond differently to children and adults, e.g. may be more interested in watching children than adults or may pay more attention when children talk to them.					
Physical Development	Gross Motor Skills - Lean forward to pick up small toys. - Hold an object in each hand and bring them together in the middle, e.g. holds two blocks and bang them together. - Show pleasure in the sensory experience of making marks in damp sand, paste or paint. - Walk upstairs holding the hand of adult. - Actively cooperate with nappy changing					
Gross Motor Skills Fine						
Motor Skills	Fine Motor Skills - Pick up small objects between their thumb and fingers. - Hold a pen or crayon using a whole hand (palmar) grasp and make random marks with different strokes. - Start to balance blocks to build a small tower. - Hold their own cup.					

	• Eat finger foods and bring them to their mouth. • Begin to drink from an open cup					
Communication and Language Listening, attention and understanding Speaking	Listening and Attention • Pay attention to dominant stimulus and are easily distracted by noises, children or other people talking. • Show interest in adults making sounds and moving their bodies. • Start to notice other children making noises around them. • Listen to and respond to simple instructions. Understanding • Start to follow others' body language, including pointing and gesture. • Respond to the different things said when in a familiar context with a special person, e.g. 'Where's Mummy?', 'Where's your nose?' • Start to understand single words in context, e.g. 'cup', 'milk', 'daddy'. • Select familiar objects by name and will go and find objects when asked or identify objects from a group. • Understand simple sentences, e.g. 'Throw the ball.' Speaking • Use sounds in play, e.g. 'brrrm' for a toy car. • Use single words. • Frequently imitate words and sounds. • Babble and increasingly experiment with using sounds and words to communicate for a range of purposes, e.g. teddy, more, no, bye-bye. • Use pointing with eye gaze to make requests and to share an interest. • Create personal words as they begin to develop language.					
	Begin to wash hands with support Drink from open cup Help to tidy away toys Recognise own peg or belongings Roll up sleeves with support	Wash hands with increasing independence Pour a drink with support Return toys to the correct place Find own belongings	Dry hands independently Pour with increasing confidence Tidy resources after play Put on coat with support	Pull trousers up and down with support Feed themselves using cutlery Help to care for the learning environment Attempt to put on shoes	Sit on the toilet or potty with support Serve themselves at snack time Take responsibility for personal belongings Take off shoes independently	Follow basic hygiene routines independently Use a knife to spread soft toppings with support Tidy independently after activities Put on coat and shoes with minimal support

Literacy	- Develop a love of books, stories, rhymes and songs. - Explore books by turning pages and looking at pictures. - Join in with familiar songs, rhymes and repeated actions. - Enjoy sharing books with adults. ☐ Explore mark making using a range of tools and materials.	- Begin to choose favourite books and revisit familiar stories. - Join in with repeated refrains and familiar phrases. - Talk about pictures and familiar characters in books. - Recognise that print carries meaning. - Use a range of mark-making tools to represent ideas and experiences.	- Retell familiar stories through play, puppets and small world. - Handle books with care and increasing independence. - Anticipate familiar words and phrases in stories and rhymes. - Give meaning to their marks and talk about what they have created. - Begin to recognise their own name in meaningful contexts.
Mathematics	Number - Number songs and action songs (up to 5). - Begin to organise and categorise objects. - Match familiar objects. Shape, Space and Measure - Explore and build with blocks and objects. - Get to know daily routines. - Explore the concepts of big/small, full/empty and in/out. - Begin to use simple positional language such as in, on and under.	Number - Number songs and action songs (up to 5). - Begin to say some number names (up to 3). - Compare small groups using more and less. - Sort objects by colour, size or type. Shape, Space and Measure - Explore and begin to create structures with shapes and objects. - Link objects and actions to daily routines (e.g. cup to snack time). - Begin to fit shapes into inset boards and puzzles. - Explore and talk about patterns. - Explore the concepts of heavy/light and fast/slow	Number - Number songs and action songs (up to 5). - Begin to give the correct amount of objects from collections (up to 3). - Compare quantities through play. Shape, Space and Measure - Create simple structures using blocks and objects. - Link sequences of actions with daily routines - Use positional language such as in, on, under, behind and next to during play - Explore filling and emptying containers using sand, water and other materials.
Expressive art and design	- Explore a range of creative materials using their senses. - Join in with familiar songs, nursery rhymes and action songs. - Explore marks using a variety of tools and media. - Enjoy imaginative play alongside adults and other children. - Explore construction materials and loose parts.	- Combine different materials and media to create simple models and pictures. - Move to music using different actions and respond to changes in tempo. - Experiment with colour, texture and pattern through open-ended art experiences. - Use props and small world resources to develop simple pretend play. - Build and create simple structures for a purpose.	- Select and use a range of materials to express their own ideas. - Sing familiar songs and use movement to express feelings. - Create with increasing purpose and talk about what they have made. - Develop imaginative play by acting out familiar experiences and stories. - Adapt and extend creations through construction, loose parts and junk modelling.

Understanding the world	• Talk about people who are special to them. Explore their home, nursery and familiar environments. • Notice changes in the weather and autumn. • Show curiosity about natural materials such as leaves, sticks and conkers. Begin to care for plants, animals and the world around them.	• Explore similarities and differences between animals, plants and everyday objects. • Notice signs of spring and changes in the natural world. • Talk about familiar occupations and people who help us. • Explore different materials, water, sand and natural resources. • Show interest in how things work through play.	• Talk about past and present experiences using simple language. • Explore the outdoor environment with growing confidence and curiosity. • Observe living things and begin to care for them. • Recognise seasonal changes and talk about what they notice in summer. • Investigate, question and solve simple problems through hands-on exploration.
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