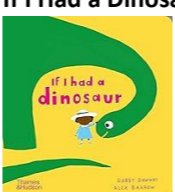


Nursery Long Term Curriculum Map

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>All about me Where I live, where I was born, my family. People who help us in our community.</p>	<p>Journeys Places we visit, ways to travel including walking, cars, buses, trains, aeroplanes, faraway places including the coldest places on earth</p>	<p>Dinosaurs What the world was like a long, long time ago, how we know about dinosaurs, fossils, extinction</p>	<p>Growing and Changing Spring, new life, life cycles, plants, seeds, bulbs, plants we can eat, how people grow</p>	<p>Animals and their babies Animals and their offspring, farm animals, woodland animals, wild animals, animals who live in the coldest places on earth.</p>	<p>Heroes and adventurers Valentina Tereshkova (Russian Cosmonaut) Ernest Shackleton (explorer) Edmund Hillary and Tenzing Norgay (Climbed Mount Everest) Malala Yousafzai (Education campaigner)</p>
<p>Key Texts</p>	<p>The Gotcha Smile/Ask First, Monkey! </p> <p>A Place Called Home/Coming to England </p> <p>Real Superheroes </p> <p>Tree </p>	<p>We're Going on a Bear Hunt </p> <p>Oi! Get Off Our Train </p> <p>You Can't Take an Elephant on the Bus </p> <p>The Nativity Story – the journey to Bethlehem </p>	<p>The Girl and the Dinosaur </p> <p>Dinosaur Roar </p> <p>If I Had a Dinosaur </p> <p>The Great Race – Lunar New Year </p>	<p>Tree </p> <p>Jack and the Beanstalk </p> <p>The Very Hungry Caterpillar </p> <p>Oliver's Vegetables </p> <p>Think Big!/Easter Story </p>	<p>The 3 Billy Goats Gruff </p> <p>Monkey Puzzle </p> <p>Noah's Ark </p> <p>Snail and the Whale </p> <p>Lost and Found </p> <p>The Polar Bear's Home </p> <p>What the Ladybird Heard </p>	<p>How to Catch a Star </p> <p>Professor Astrocat's Solar System </p> <p>Malala's Magic Pencil/Bear's Magic Pencil </p> <p>Mog in the Fog </p>

<p>Non-Fiction</p>	<p>The Great Big Book of Families</p>  <p>Cookery books</p> <p>Harvest festival/Farming</p>	<p>Celebrations – Bonfire Night/Diwali/Remembrance/Christmas</p> <p>Maps</p> <p>Transport text</p>	<p>Chinese New Year</p> <p>Gardening</p>	<p>Minibeasts/ caterpillars</p> <p>Gardening books</p> <p>Christianity – Easter and churches</p> <p>Holi Hai! (4/3/26)</p>  <p>British animals</p> <p>Maps</p>	<p>Baby Animals</p>  <p>Into the forest</p>  <p>Hinduism – Creation story</p> <p>Arctic animals</p> <p>Bridges</p>	<p>Space</p> <p>Explorers</p>
<p>Vocabulary</p>	<p>Head, arms, knees, hands, feet, elbows. Eyes, ears, nose, mouth, lips, teeth. Baby, toddler, teenager, adult, past, present, future. Mum, dad, sister, brother, cousin, aunt, uncle, grandmother, grandfather, stepmother (mum), step father (dad), step brother, step sister. Near, far, local places/landmarks Road, park, buildings, homes, shops, field, railway, river, lake. Community, teachers, doctors, nurses, shop workers, delivery drivers, rubbish collectors. Emergency, urgent, Fire service, fire engine, paramedic, ambulance, police officer, police car. Spring, summer, autumn, winter, sun, rain, snow, wind. Autumn, cooler, darker, brown, gold, yellow, red.</p>	<p><i>Journey, trip, outing, visit. Transport, vehicle, travel. Past, present, future, wheels, cart, wheelwright, metal, wood, rubber. Steam, power, burn, coal, heat, billowing, diesel, electricity, petrol. Boat, ship, hover craft, raft, canoe, cargo. Photo, map, park, shop, road, school, bus, train. Left, right, past, cross, safety. North Pole, South Pole, cold, freezing, ice, snow, equator, warm. Icebreaker ship, sled, runners, husky, reindeer, crampons.</i></p>	<p><i>Past, present, future, timeline, a long time ago, Jurassic Tyrannosaurus Rex, Stegosaurus, Diplodocus, Velociraptor, land Jaws, teeth, arms, back legs, tail, claws, skin, carnivore, triceratops, hunt Head, neck, plates, spikes, (thagomizer), herbivore, moss, ferns, conifer, defend Palaeontologists, study, earth, life, past, scientist, Museum Fossils, bones, ammonite Pterosaur, Pterodactyl, Pteranodon, Quetzalcoatlus, Triassic, carnivores, extinct Plesiosaur, flippers, reptiles, lakes, sea, river, breathe, Mary Anning. Fact file, information</i></p>	<p>Spring, summer, autumn, winter, sun, snow, wind, rain Snow drops, daffodil, bulb, leaves, shape, size, colour, texture, similar, different. Plants, beanstalk, water, light, soil, plant, seed, bean Seeds, acorn, oak tree, water, survive, grow. Cow (calf), pig (piglet), bird (chick), Dog (puppy), Cat (kitten) Change, grow, caterpillar, cocoon, transform, butterfly, (metamorphosis) Plant, vegetable, fruit, ground, crops, farmer, harvest Baby, toddler, child, teenager, adult, size. Job, home, travel.</p>	<p>Animals, pets, parent, adult, baby, mother, father, cat/kitten, dog/ puppy, vet Life cycle Farm, home, farmer, barn, horse, cow, sheep, pig, chicken. cow/calves, pig/piglet, horse/foal, chicken/chick, goat/kid Badger/cub, fox/cub (or kit or pup), owl/owlet, squirrel/ kitten, hedgehog/hoglet, sett, hole, underground Harm, destroy, protect, tree, woodland, habitat, damage. Tiger: India Mountain Gorilla: Africa Lion: Africa Rhino: Africa Giant Panda: China Habitat, danger, endangered, extinct, zoo. North Pole, South Pole, Arctic, Antarctic, frozen, ice, snow, sea, polar bears, arctic fox, seal, reindeer, narwhal, Antarctic: penguins, orca, seals Habitats, changing, endangered, melting, pollution, protect.</p>	<p><i>Astronaut, space, shuttle, explore, Earth, rocket, atmosphere. Valentina Tereshkova, orbit, space, parachute, Vostock 6, land. North Pole, South Pole, freezing, ice, snow, Endurance, crew cow, Shackleton, Weddell Sea, Elephant Island, rescue, brave, determined. Mountain, Mount Everest, Himalayas, climber, mountaineer, Sherpa, atlas. Edmund Hillary, Tenzing Norgay, mountaineer, challenge, brave, determined Malala, brave, hometown, England, university. Help, play, friend, smile. Community, hero, brave, challenging Local, thank, appreciate, care</i></p>
<p>Nursery Rhymes</p>	<p><i>Jack be nimble Days of the week It's raining, it's pouring Wind the bobbin up</i></p>	<p><i>Christmas Nativity Songs I'm a little teapot Twinkle, twinkle</i></p>	<p><i>There's a dinosaur Incy, wincy spider Jack and Jill Beanstalk song The wheels on the bus</i></p>	<p>Hickory, dickory, dock Three blind mice Baa Baa Black Sheep</p>	<p>Humpty, Dumpty Days of the week Mary, Mary</p>	<p><i>Rain, rain go away Row, row, row your boat Five little men in a flying saucer 1,2,3,4,5 once I caught a fish</i></p>
<p>Role Play & Small World</p>	<p>Home corner – my home</p> <p>Different houses</p> <p>All about me</p>	<p>Bear Hunt story tray</p> <p>Trains</p> <p>Nativity scene</p>	<p>Dinosaurs</p>	<p>Minibeast tray</p> <p>Gardening</p> <p>Farming/Seasons</p>	<p>Noah's Ark</p> <p>Three Billy Goats</p> <p>Monkey Puzzle</p>	<p>Space station</p> <p>Base camp</p>

<p>Literacy</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Develop phonological awareness so they can spot and suggest rhymes.</p> <p>Begin to understand the five key concepts about print.</p>	<p>Count or clap syllables in a word.</p> <p>Understand the five key concepts about print.</p>	<p>Recognise words with the same sound.</p> <p>Develop phonological awareness so they can spot and suggest rhymes.</p>	<p>Engage in extended conversation about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in early writing.</p>	<p>Write some or all of their name.</p> <p>Write some letters accurately.</p> <p>Understand the five key concepts about print.</p>
<p>Maths</p>	<p>Number songs</p> <p>Pattern recognition</p> <p>Subitising</p> <p>Counting</p>	<p>Reciting numbers (past 5)</p> <p>Number recognition</p> <p>Compare amounts</p> <p>2D shapes and properties</p>	<p>Number recognition</p> <p>Counting</p> <p>Matching numeral and quantity</p> <p>Compare size and amount</p>	<p>Positional language – discuss routes and prepositions, describes a familiar route</p> <p>Ordering – height, length, and capacity.</p> <p>Creating patterns.</p>	<p>Sequencing</p> <p>Ordering numbers</p> <p>Ordering days of the week</p> <p>Time – sequencing events in the day.</p> <p>Begin to describe a sequence of events, real or fictional using words such as first, and then.</p>	<p>One more – what comes next.</p> <p>Make comparisons between objects relating to size and length.</p> <p>Days of the week.</p> <p>Explore 3D shapes.</p>
<p>Understanding the World</p>	<p>Past and present (history) Family Trees (grand parents, greatgrandparents) When I was a baby Developing sense of chronology; before I was born, before I came to nursery, when I go to school.</p> <p>People, culture and communities (geography) Where I live Where I was born Where my family live (close by or far away) People who help us in our school and wider community (teachers, nurses, doctors, firefighters, police)</p> <p>The natural world (science) The season of Autumn, leaves changing colour and falling from trees. Animals begin to prepare for colder weather and hibernation e.g. squirrels bury nuts in the ground. Temperatures getting colder as winter approaches.</p>	<p>Past and present (history) Transport in the past: Motor cars, steam trains, tall ships. Look at images of ‘old fashioned’ cars and aeroplanes and discuss how they look different today.</p> <p>People, culture and communities (geography) Types of transport; walk, bus, car, bicycle, scooter, taxi, train, plane, helicopter. People; bus driver, car driver, taxi driver, train driver, pilot, astronaut. How do we travel to: school, the shops, the beach, another country, the moon? Maps help us to find out where we need to go. We can plan routes on a map.</p> <p>The natural world (science) Plan a journey to the local park, or around the school grounds what would we see? What grows in our school, what grows in the park? People journey around the world to see different places and environments; Ernest Shackleton and his journey to the South Pole. Contrasting environments; journeys to cold places, what would we need to take with us? Look at some recent memorable journeys, e.g, Perseverance landing on Mars.</p>	<p>Past and present (history) A long time ago our planet was very different, it was hotter and there were lots of volcanoes. (Contrasting environments, chronology) Dinosaurs lived on our planet but they are now extinct. Dinosaurs lived for a long time, some of them lived and died without ever meeting each other (Stegosaurus and T-Rex lived around 80 million years apart)</p> <p>People, culture and communities (geography) Dinosaur bones have been found all around the world, particularly in North America, China and Argentina. (Locate on map of world) In England, many fossils have been found in Dorset along the Jurassic Coastline. (Locate on map of England) Understand that fossils are left over parts of animals or plants that lived a very long time ago. People who learn about and search for dinosaurs and fossils are called Palaeontologists</p> <p>The natural world (science) We know about dinosaurs because people have found fossils in the ground. Rocks can</p>	<p>Past and present (history) Our past; How have we changed since we were born? What could we do then and what can we do now?</p> <p>People, culture and communities (geography) Farming; what do farmers do? What do they grow? What crops grow near to where we live? What grows in our country that we can eat? What kinds of plants grow in other countries? Where do bananas grow? Where do oranges grow?</p> <p>The natural world (science) Plants need water and light to grow (this will be built upon throughout the curriculum) Grow plants in nursery and observe plants growing e.g. sunflowers, cress etc. Talk about how the plants change as they grow. Make observations of the world around them, describe things they have seen e.g. plants, animals, natural objects and manmade objects. Recognise the season of Spring and notice new plants growing. Animals grow and change in many different ways.</p>	<p>Past and present (history) Endangered animals; some animals we know about became extinct in the past (dinosaurs), some animals now are endangered.</p> <p>People, culture and communities (geography) Animals in England; farm animals, woodland animals, wild animals, arctic and antarctic animals. Learn that different animals live in different habitats, compare and contrast. Wild animals that live in other countries around the world: Tiger: India Mountain Gorilla: Africa Lion: Africa Rhino: Africa Panda: China Polar Bear: The Arctic</p> <p>The natural world (science) All animals have babies, some look like their parents, but some do not. Recognise and use animals names e.g. cow/calf, chicken/chick. Polar habitats are under threat as climate changes.</p>	<p>Past and present (history) Explorers can use ships to journey around the world. In the past, Ernest Shackleton travelled to Antarctica. (Show on map and globe). Adventurers have climbed to the top of Mount Everest, the highest mountain in the world (Show on map and globe). We live on the Earth. The International Space Station orbits the Earth. People want to explore space to find out more about it</p> <p>People, culture and communities (geography) Some people live in very cold places on earth. (Link to the Inuit showing Shackleton how to survive in the cold) They use special things to help them survive, e.g. using animal hides and furs for clothing and footwear In some places around the world, not all children can go to school. Link to the UN Rights of the Child. Develop understanding that people work hard for their achievements, persevering, overcoming obstacles and pursuing their dream.</p> <p>The natural world (science)</p>

			sometimes contain fossils that palaeontologists can study			Ice investigation-(link to South Pole – Shackleton). Ice changes from a solid to a liquid when it melts. Boats in water – explore floating and sinking. How many pennies can my boat hold? Contrasting landscapes; what does a lunar landscape look like? What might we see if we walked on the moon?
PSED	<p>- Relating to others – being kind. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.</p> <p>- Being me Identifying feelings associated with belonging. Identify feelings of happiness and sadness.</p> <p>- Celebrating differences Identify some ways they can be the same and different to others. Recognise similarities and differences between their family and friends. Identify and use skills to make a friend. https://espresso.discoveryeducation.co.uk/player/8050d986-2fbb-4551-8d3f-430495eec7b4</p> <p>- Dreams and goals Be ambitious.</p>	<p>1 Decision EYFS scheme used. Discussed weekly to select relevant topic for the cohort and planned into weekly PHSE sessions.</p>	<p>1 Decision EYFS scheme used. Discussed weekly to select relevant topic for the cohort and planned into weekly PHSE sessions.</p>	<p>1 Decision EYFS scheme used. Discussed weekly to select relevant topic for the cohort and planned into weekly PHSE sessions.</p>	<p>1 Decision EYFS scheme used. Discussed weekly to select relevant topic for the cohort and planned into weekly PHSE sessions.</p>	<p>1 Decision EYFS scheme used. Discussed weekly to select relevant topic for the cohort and planned into weekly PHSE sessions.</p>
EAD	<p>-Imaginative small world with blocks and construction. Create with materials.</p> <p>-Speaking chants/nursery rhyme chanting. To sing the pitch of a tone sung by another person (pitch match).</p> <p>- Harvest festival vegetable printing. Explore different materials – develop ideas about how to use them.</p> <p>-Use fingers/ other body parts, as well as brushes, with paint. Explore colour and colour mixing. Exploring percussion instruments Singing (good morning songs, home time songs, seasonal songs, counting songs)</p>	<p>- Singing, playing untuned percussion.</p> <p>- Christmas songs – use of instruments to shake to create snowy soundscape.</p> <p>Remember and sing entire songs.</p> <p>Sing the melodic shape of familiar songs.</p> <p>Diwali (Hinduism) Diwa lamps/hand art Explore different materials – develop ideas about how to use them.</p> <p>Dance and movement showing different ways to journey across the floor Perform well known songs and rhymes in small groups</p>	<p>- Chinese New Year- collaborative group activity. Decide which materials to use, expressing ideas.</p> <p>- Chinese New Year music. Exploring sounds and rhythm. Listening with concentration. Play instruments with increasing control to express their feelings and ideas.</p> <p>- Re-create pictures of parts of the story. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Respond to what they have heard using thoughts and feelings.</p>	<p>- Use of props and materials during role play – characters and narratives. Take part in a simple pretend play, using an object to represent something else even though they are not similar.</p> <p>- Create select and combine sounds. Soundscape of the Goats over the bridge. Create their own songs or improvise a song around one they know.</p> <p>- Use imagination considering what to do with different materials.</p>	<p>Draw with increasing complexity and detail.</p> <p>Beginning to develop complex stories using small world resources.</p> <p>Music and dance sessions: link to Carnival of the Animals Songs about animals e.g. Im going to the zoo, Old MacDonald, Penguins Attention, Five Little Ducks, The Tadpole song.</p>	<p>- Singing songs Singing songs for graduation. Sing the pitch of a tone sung by another person (pitch match). Remember and sing entire songs.</p> <p>- Expressive art Use drawing to represent ideas like movement or loud noises. Show different emotions in drawings and paintings; happiness, sadness, etc.</p> <p>Imaginary play – travelling on ships, going to the South Pole, climbing Everest, blasting off into space, working at the Space Station, landing on Mars. Listening to and responding to Holst’s Planet Suite</p>

			Use technology to create repeating patterns of music Perform a dinosaur dance showing how different dinosaur moved	Develop their own ideas and then decide which materials to use to express themselves. Story scribing and acting out children's own versions of traditional tales. Moving to music to show a seed growing into a plant		
PD	<p>Relating to others - Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Moving and handling- Show preference for a dominant hand.</p>	<p>Use a range of tools safely and confidently. Use one handed tools and equipment.</p> <p>Moving – following basic movements. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>Balancing – Continuing to develop their movement, balancing, riding (scooters, bikes and trikes) and ball skills.</p> <p>Dance - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>Surfaces - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk, or run across a plank, depending on its length and width.</p> <p>Fine motor - Use a comfortable grip with good control when holding pens and pencils.</p>	<p>Begin to show accuracy and care when drawing. Use a comfortable grip with good control when holding pens and pencils.</p> <p>Healthy lifestyles Make healthy choices about food, drink, activity and toothbrushing.</p>	<p>Object control Keep control of different objects. Use large muscle movements to wave flags and streamers, paint and make marks.</p> <p>Choose the right resources to carry out their own plan.</p>
CLL	<p>Listen to others one on one or in small groups, for example to share photos of children as babies.</p> <p>Join in with repeating refrains and anticipating key events and phrases in rhymes and stories, e.g. during story time, circle time, small groups sharing stories in a book area.</p> <p>Respond to simple instructions, e.g. we will put on our coats as it is raining outside. Retell simple past events in correct order e.g. things that happened in the school day or events from a story.</p> <p>-</p>	<p>Follow directions e.g. Simon says games.</p> <p>Join in with repeated refrains and familiar stories e.g. poems, stories, songs, call and response games etc.</p> <p>Show understanding of prepositions such as 'under, on top'. Use vocabulary from recently read stories in conversations e.g. names of vehicles from transport books.</p> <p>Ask questions using what, where, when and why to find out more about journeys.</p>	<p>Build up vocabulary that reflects knowledge and experience e.g. talking about dinosaurs, that they lived along time ago, their names and features etc.</p> <p>Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago, e.g. we are alive now, dinosaurs are not alive anymore, they lived a long time ago.</p> <p>Ask relevant questions Share opinions, explaining preferences e.g. My favourite dinosaur is... because...</p>	<p>Understand 'how' and 'why' questions, relating them to growing and changing e.g planting seeds and talking about how they will grow and why we need to water them.</p> <p>Use increasingly complex sentences to link thoughts e.g. using 'and', 'because' e.g. our seeds started to grow because we planted them and gave them water.</p> <p>Use newly acquired vocabulary to name and describe, and in conversations. Apply new vocabulary to explain changes noticed in plants. E.g. this plant did not grow well because the soil was too dry.</p>	<p>Describe a pretend object in play based situations; e.g. this is my tractor, I am ploughing my field (whilst riding a tricycle)</p> <p>Question to understand why things happen e.g. who, what, when, how.</p> <p>Use intonation and rhythm when joining in with stories and rhymes. Respond to questions using full sentences, e.g. I think... because...</p>	<p>Use talk to explain what is happening and anticipate what might happen next e.g. discussing how Edmund Hillary climbed Everest Recall and relive past experiences; e.g. children discuss when they went on a school trip.</p> <p>Retell events in order; their school day, or a special event.</p> <p>Respond to comments from peers using full sentences, e.g. I agree with ... because...</p> <p>Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This should be modelled by adults consistently.</p>
Outdoors	<p>Introduction to rules/boundaries/ expectations - Keeping themselves safe. Understanding boundaries. Beginning to adapt behaviour to depending on expectations.</p> <p>Discuss differences between materials (UW) - Material hunt.</p> <p>Introduction to tools - Begin to manipulate a range of tools.</p>	<p>Seasonal changes/weather Beginning to develop an understanding of changes over time.</p> <p>Shelter building Creating with materials. Making enclosures and creating spaces.</p> <p>Joining sticks (Stickman) Using tools for a purpose. Testing ideas, problem-solving. Begin to select objects of appropriate size and shape for their purpose.</p>	<p>Seasonal changes/weather Beginning to develop an understanding of changes over time.</p> <p>Digging for fossils</p> <p>Dinosaur footprints</p>	<p>Using tools - Potato peelers</p> <p>Growing our own food – planting vegetables</p> <p>Small world outdoor tray (Jack and the Beanstalk – growing beanstalk)</p>	<p>Creating with materials - Use their imaginations as they consider what they can do with different materials.</p> <p>Habitats</p>	<p>Creating habitats/climbing mountains</p> <p>Environment – litter picking</p>

	Dress appropriately for the weather - Can dress with help/independently	Walk to woods Re-visit understanding of boundaries and expectations in different situations. Begin to make observations about things they see in the natural world.				
ICT/Technology	Investigate electronic equipment pressing buttons/moving parts	Operating touchscreen devices Observing cause and effect		Interactive whiteboard – educational games.		
Parental Engagement						
Enrichment opportunities						