



ROSH PINAH PRIMARY SCHOOL

Curriculum Map

Nursery 2025-26

Year Group : N	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about Me / Superheroes	Autumn Celebrations	People Who Help Us Arctic/Winter	Hungry Caterpillar Fairy tales (Book Week) / Purim Spring	Growing Animals / Minibeasts Farm	Under the Sea
Festivals Celebrations Themed Days Visitors	Rosh Hashannah Yom Kippur Succot /Simchat Torah	Diwali Fireworks /Bonfire night Remembrance Day Chanukah Christmas Chanukah Show to parents Antibullying Week Road Safety Awareness Week	Tub'Shavat Visitors - Police - Fire Bridge - Paramedic - Dentist - Doctor Book Week Chinese New Year	Purim Pesach Purim day Pesach Sedar	Yom Ha'atzmout Lag B'omer Shavout Visitor - Pilot Trip to Willows Farm Teddy Bear's Picnic Israel's birthday VE Day (8 th May)	Nursery Graduation Show Transition Sports Day

Key Texts	<p>All About Me</p> <p>The Colour Monster</p> <p>My 5 Senses</p> <p>Where I live?</p> <p>Incredible You</p> <p>The Same but Different</p> <p>My World Your World</p> <p>Super Duper You</p> <p>Supertato</p>	<p>Owl Babies</p> <p>Leaf Thief</p> <p>Seasons</p> <p>Non Fiction Books</p> <p>Acorns</p> <p>The Very Last Leaf</p> <p>What Can you See in Autumn?</p>	<p>When We Grow Up</p> <p>Jobs People Do</p> <p>Real Superheroes</p> <p>Busy People Books</p> <ul style="list-style-type: none"> - Teacher - Firefighter - Doctor - Ambulance <p>Topsy + Tim Meet the Firefighters</p> <p>Emergency!</p> <p>Winter</p> <p>Arctic animals</p> <p>Hibernation</p>	<p>Hungry Caterpillar</p> <p>Healthy Eating</p> <p>Non Fiction books</p> <p>Hansel and Gretel</p> <p>Cinderella</p> <p>Alice in Wonderland</p> <p>(Whole School project)</p> <p>Jack and the Beanstalk</p>	<p>Lifecycles</p> <p>From Seed to Sunflower</p> <p>One Little Frog</p> <p>Mad About Minibeasts</p> <p>What the Ladybird Heard</p> <p>Farmyard</p> <p>Hullabaloo</p> <p>A Squash and a Squeeze</p>	<p>Sharing a Shell</p> <p>Commotion in the Ocean</p> <p>Tiddler</p> <p>Rainbow Fish</p> <p>The Snail and the Whale</p> <p>Lets get ready for School</p> <p>I'm Ready for Big School</p> <p>Topsy and Tim Start School</p>
Role Play Area	House / My home Superhero Hut	Enchanted Forest	Doctors / Firefighter / police station	Fairy-tale Castle Gingerbread House Florist (outside)	Aeroplane / Airport Farm / Pet tbc	Aquarium
PSED (Personal, Social and Emotional Development)	<p>Making Relationships and playing in a group- I am special and people who are special to me.</p> <p>Introduction to Nursery, rules, toys, adults, daily routine, key groups, key worker time</p> <p>Importance of Hygiene and washing hands</p>	<p>Similarities and differences in relation to people - friends, family and Including everyone</p> <p>Accessing resources independently</p>	<p>Talk about feelings and understand how others may be feeling</p> <p>People who keep me safe, Staying safe indoors and outdoors, What's safe to go into my body?</p>	<p>Play in a group extending and elaborating play ideas</p> <p>Looking after myself, others and the environment</p>	<p>Become assertive and begin to resolve conflicts</p> <p>Talk about feelings and emotions</p> <p>Growing and Changing</p> <p>When I was a baby.</p> <p>Girls, Boys and families</p>	<p>Confidence and sense of responsibility</p> <p>Preparing children for transition into reception</p> <p>Being My Best - I can do it!</p>

			What does my body need? Making Healthy Choices		Growing and changing in nature	
Communication and Language	Communication with adults and peers- gaining confidence to speak, ask for help, express their wants and needs Sing songs Understand Questions and Instructions Listen to stories Answering questions (what, who, where, when)	Build up vocabulary Understand Questions and Instructions Listen to Stories and remember what happens. Using a wide range of words appropriately and in context Use short sentences to explain Listen to stories and songs with interest and engagement	Understand 'Why' questions Develop their communication Develop pronunciation Using different vocabulary including scientific and linked to stories Listen to Stories and remember what happens.	Sing songs and be familiar with Rhymes Develop pronunciation Develop sentences Respond appropriately when questioned Pose my own simple questions to find out more Use talk linked to themselves and play Listen to stories and remember what happens	Sing songs and be familiar with Rhymes Listen to stories and remember what happens Use talk linked to themselves and play Take turns to speak in a conversation Explore the use of conjunctions to connect ideas Use language to explain, retell, describe	Understand 'Why' questions Understand Questions and Instructions with two parts. Expressing views and opinions Respond to a range of question types- particularly link to 'why' questions Express a point of view Develop a wide ranging vocabulary- scientific and descriptive
Physical Development	Fine Motor Skills- pencil grip, cutting Working together Develop Gross Motor Skills Revise and use fundamental movement skills e.g. run, jump hop	Pencil grip Use One-handed tools Becoming more independent in putting on coats Develop dominant hand for pencil control	Pencil grip One-handed tools Balancing, ball Skills Climbing Negotiate space and obstacles safely Use different movement styles to match situations	Balancing. Riding bikes, ball skills Movements related to rhythm and music Making large movements Demonstrate strength, balance and co-ordination	Make up own group activities/games with peers skip, hop and stand on one leg Demonstrate different ways of moving	Make up own Group activities/games with peers Balancing, Ball Skills, riding bikes Use a range of small tools effectively- drawing with accuracy

	Use core muscle strength to achieve good posture (start to develop handwriting posture)		e.g. crawling through tunnels etc. Use a range of tools effectively including pencils and scissor Moving like an arctic animal	and experiment and use different ways of moving- bikes/ scooters etc.	Use of large scale movements and balancing Using one handed tools and equipment	Develop the skills needed to get through the school day e.g. lining up Developing a comfortable pencil grip
Literacy	Engage in extended conversations Level 1 Phonics Environmental Sounds. Developing mark making skills through gross motor movements Join in with stories, rhymes and songs	Understand that print conveys meaning Level 1 Phonics Instrumental Sounds Developing play linked to stories and retelling Sequencing and retelling stories	Clapping Syllables Level 1 Phonics Body Percussion Development of fine motor skills Starting to show interest in letters of their name and familiar others e.g. m for mum	Write some letters accurately Level 1 Phonics Rhythm and Rhyme Using story vocabulary in play Writing letters from name (not all) Fine Motor Skills linked to mark making Traditional Tales	Write some letters accurately Level 1 Phonics Alliteration Voice sounds Developing emergent writing Acquiring and using new vocabulary	Name Writing Write some letters accurately Level 1 Phonics Oral blending and segmenting Developing emergent writing Sequence and retell events and stories
Mathematics	Subitise up to 2 Recite numbers past 5 Make comparisons between objects- size, length, weight and capacity	Experiment with their own symbols and marks Link numerals and amounts to 3 Count to 3 Use shapes for building thinking about their	Make comparisons between objects related to size, height and length Capacity Make comparisons between quantities	Patterns- use patterned story The Train Ride- easy retelling Patterns Create and extend ABAB patterns	Count, order, recognise and use numbers to 5 Subitise up to 3 objects (recognise up to 3 objects quickly without counting)	Solve real world problems More and fewer Experiment with own symbols and marks Identify, explain, continue and create patterns

	<p>Use shapes for building thinking about their properties e.g. flat sides for stacking</p> <p>Spot patterns and talk about them e.g. stripes on a scarf</p>	<p>properties e.g. flat sides for stacking</p> <p>Describe familiar routes</p> <p>Discuss routes and locations- positional language</p>	<p>Say one number name for each item</p> <p>See 3 in different ways (through different manipulatives e.g. 3 sticks as a row/ triangle/ on top of each other) and recognise it without counting</p>	<p>Combine shapes to make new ones e.g. a bridge/ arch, bigger square, etc.</p> <p>Show 'finger' numbers to 5</p>	<p>Comparisons between objects- 2D and 3D shapes (using informal vocab e.g. sides, straight, round, flat)</p>	<p>Sequence events using time language e.g. first, next, then</p>
Understanding the World	<p>Talk about my family</p> <p>Family history- photos /memories</p> <p>Who do I live with, Where am I from?</p> <p>Contrasting countries.</p> <p>Identifying differences between people</p> <p>Exploring different materials and textures</p>	<p>Diwali</p> <p>Seasons</p> <p>Autumn</p> <p>Nocturnal animals</p> <p>British Values</p> <p>Poppies</p> <p>Remembrance Day</p> <p>Christmas</p> <p>Chanukah cultures</p>	<p>Different Occupations</p> <p>PWHU -Visitors</p> <p>emergency vehicles</p> <p>old and new</p> <p>Explore how things work.</p> <p>Making observations</p> <p>Spring</p> <p>Floating/sinking</p> <p>cooking</p> <p>Chinese New Year – Chinese cultures – red envelopes, dancing, music, food</p> <p>Different types of arctic animals</p> <p>How and why animals hibernate</p>	<p>Israeli culture</p> <p>Culture, Food, Flags etc.</p> <p>Weather</p>	<p>Our natural environment</p> <p>How to care for our environment and living things.</p> <p>Grow plants and care for them</p> <p>Life cycle of a plant and an animal.</p> <p>Growing chronology - baby photos - how have I changed?</p>	<p>Use all their senses in hands on exploration of natural materials</p> <p>Explore how things work</p>

Expressive Arts and Design	<p>Explore the use of colour and design</p> <p>Explore tools and their uses</p> <p>Explore a variety of materials.</p> <p>Pretend Play using small world.</p> <p>Construct making complex small worlds.</p> <p>Listen to Sounds</p> <p>Make toys/ junk modelling</p>	<p>Invent and adapt stories through their role play and small world play</p> <p>Remember and sing entire songs</p> <p>Textures and materials.</p> <p>Role Play</p> <p>Exploring familiar characters and songs.</p> <p>Construction</p> <p>Instruments and music</p>	<p>Make use of props and materials in the role play area to re-create well known stories</p> <p>Perform songs and stories</p> <p>Explore and perform making music</p> <p>Explore colours and paint</p> <p>Use a variety of tools and techniques to express themselves.</p> <p>Use emotion in drawing</p> <p>Silhouette</p>	<p>Develop own designs and select materials</p> <p>Role Play</p> <p>Adapting imaginative play through stories and songs</p>	<p>Perform and create poems, songs and stories and play instruments</p> <p>Invent, adapt stories- imaginative play</p> <p>Textures and materials.</p> <p>Exploring familiar characters and songs.</p>	<p>Explore the use of a range of tools</p> <p>Develop pencil and tool control to create complex and detailed picture</p> <p>Explore and perform making music</p>
----------------------------	--	---	--	---	---	--