

Nursery Curriculum Map 2026-2027

EYFS content has been organised under the school's subject headings so it can sit alongside the Year 1 and Year 2 curriculum maps. This is a curriculum-mapping view only: it does not imply that EYFS subjects are taught discretely. Content is drawn from the EYFS Yearly Overview and Ten:Ten Life to the Full Plus; where no discrete content is identified, this is stated rather than inferred.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE / Catholic Life <i>(Understanding the World: People, Culture and Communities)</i>	Branch 1 – Creation and Covenant Creation, stewardship, prayer, God's family and Baptism.	Branch 2 – Prophecy and Promise Human dignity, Annunciation, Nativity, Advent and the crib.	Branch 3 – Galilee to Jerusalem The Magi; Jesus welcomes, calls, feeds and cares for everyone.	Branch 4 – Desert to Garden Lent, Holy Week, Good Friday, Resurrection and Easter.	Branch 5 – To the Ends of the Earth Ascension, Pentecost, the early Church, parish and common good.	Branch 6 – Dialogue and Encounter Peter and Paul, parish life, Shabbat, Muslim prayer and respectful dialogue.
Texts / English Driver <i>(Communication and Language / Literacy)</i>	Traditional nursery rhymes Action songs Counting rhymes Rhymes from around the world	Dinosaur Roar! Dinosaur non-fiction Rhythm and rhyme texts Sound games	Dear Zoo Animal rhymes Simple animal non-fiction Repetitive pattern books	The Three Little Pigs Goldilocks and the Three Bears The Gingerbread Man Repeated refrains	The Very Hungry Caterpillar Lifecycle texts Minibeast rhymes Fruit and food texts	Animal stories Animal non-fiction Rhymes and songs Child-created stories
English <i>(Communication and Language / Literacy)</i>	Communication: listen to short stories, songs and rhymes; join familiar words/actions; use simple social language. Reading: handle books carefully; join repeated phrases and rhyme patterns. Writing: make marks with varied tools and give meaning to marks; strengthen hands through dough, threading, painting and large-scale mark-making.	Communication: use descriptive language for size, sound and movement; listen in small groups; answer simple who/what questions. Reading: recognise characters/events; retell simple rhymes. Writing: explore lines, circles and zigzags; draw people; use marks for names or ideas.	Communication: use animal names/descriptive vocabulary; answer why questions with support; reuse repeated phrases. Reading: retell familiar stories using props/pictures/refrains. Writing: copy first letter of name; use large movements to form familiar letters; add marks, symbols or initial sounds to drawings.	Communication: retell familiar stories with props/actions; use first, next, then, finally and story phrases. Reading: retell stories in sequence and use story language in play. Writing: copy/trace name with support and begin writing it independently; use marks, symbols and letters to tell a simple story.	Communication: use vocabulary linked to growth, change, food, days and life cycles; speak in longer sentences; talk about notices, memories and predictions. Reading: sustain conversations about familiar fiction/non-fiction; answer where/why with support. Writing: attempt labels/simple words; write name with increasing independence; understand writing carries a message.	Communication: explain, describe and create; talk about animals, habitats, families and experiences; ask questions and share ideas. Reading: retell familiar stories confidently and create/share own stories through drawing, mark-making and Helicopter Stories. Writing: use recognisable letters and some known sounds; begin short captions or dictated stories with adult support.
Phonics <i>(Literacy)</i>	Phase 1 foundations: environmental sounds, instrumental sounds and body percussion; listen carefully, copy simple rhythms and notice sounds around them.	Develop rhythm, rhyme and alliteration; clap syllables; join rhyming strings; begin to hear initial sounds in simple words.	Develop oral blending and voice-sound awareness; where appropriate, recognise familiar letters including those in own name.	Continue to hear/say initial sounds and orally blend simple words; link sounds to letters in meaningful contexts such as names, labels and signs.	Consolidate oral blending and phonological awareness; where developmentally appropriate, recognise some taught sounds and understand words are made of sounds in sequence.	Secure Phase 1 foundations ready for Reception phonics; hear initial sounds, orally blend simple words and recognise familiar letters, especially in own name.
Maths <i>(Mathematics)</i>	Nursery develops early number, pattern, shape, measure and spatial reasoning through explicit teaching, routines and practical play.					
Number <i>(Mathematics)</i>	Know numbers 1–3; subitise to 3; show finger numbers to 3; begin to understand cardinality.	Know numbers to 5; count with 1:1 correspondence to 5; match objects to numerals; explore part-whole relationships within 5.	Count reliably to 5 and begin beyond 5; match small sets to numerals; compare groups using more/fewer.	Solve practical addition/subtraction within 5 using real objects; begin to understand combining and taking away.	Know numbers to 5 securely; count beyond 5 with increasing confidence; begin fair sharing and explore number order.	Compare numbers and investigate missing number problems within 5; begin to explore early composition beyond 5 through practical play.
Measure <i>(Mathematics)</i>	Use simple comparison language such as more/lots/same in play.	Compare size using big, small, long, short, tall and heavy.	Compare animal size and length in practical contexts.	Use mathematical language during construction, cooking and story sequencing.	Compare size, weight and quantity through food, fruit, minibeasts and planting; use heavy/light/full/empty/long/short.	Apply comparison language independently during play.
Geometry <i>(Mathematics)</i>	Explore circles and triangles; use positional language such as on and under.	Explore squares and rectangles; use behind, next to, straight and round.	Sort/group animals by size, type, colour or feature; use positional language with cages, boxes, maps and small world.	Explore 2D and 3D shapes through houses, bridges and settings; talk about sides, corners, flat, round, in, on, next to and behind.	Copy, continue and create simple repeating patterns.	Create more complex patterns; combine shapes to make pictures, models and animal habitats.
Science <i>(Understanding the World: The Natural World)</i>	Explore the Nursery environment and notice seasonal change.	Understand dinosaurs lived long ago and are no longer alive; explore materials, fossils, size, texture and autumn/winter environment.	Learn about common animals, their features and simple needs such as food, water and shelter.	Explore materials through building/testing with straw, sticks and bricks.	Plant seeds; observe growth; explore minibeasts and life cycles such as caterpillar to butterfly.	Learn about animal habitats and how humans can care for the environment; practise tidying, recycling, watering plants and caring for living things.
History <i>(Understanding the World: Past and Present)</i>	Talk about themselves, families and important people; notice how they have changed since they were babies.	Understand dinosaurs lived long ago and are no longer alive; compare old and new using pictures, fossils and stories.	Talk about places they have visited, such as parks, farms, zoos or family trips.	Compare homes, objects and ways of life in traditional stories with their own experiences.	Notice changes over time through life cycles, growth and decay.	Talk about changes in themselves since starting Nursery and prepare for transition to Reception.
Geography <i>(Understanding the World: People, Culture and Communities / The Natural World)</i>	Learn that they belong to a family, Nursery class and school community; explore the Nursery environment.	Learn that people celebrate in different ways, including birthdays, Diwali, Advent and Christmas; show respect for other traditions.	Learn about animals in different places and roles such as zookeeper, vet and pet owner.	Talk about families, homes and communities through familiar tales; recognise people live in different types of homes.	Learn about caring for living things and making healthy choices within their environment.	Learn about special places, Judaism, the local community and animal habitats; explore how people care for the environment.
Computing <i>(Understanding the World)</i>	Internet / Online Safety (ongoing): encourage safe habits when accessing digital technology and computing software through Smartie the Penguin. Children learn to stop and tell a trusted adult if something online worries, confuses or concerns them.					

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Art <i>(Expressive Arts and Design)</i>	Explore paint, crayons, chalk, collage and dough; make marks and draw simple people.	Explore texture, colour and shape through dinosaur footprints, printing, junk modelling and collage.	Create animal pictures and masks; make choices about colour, shape and texture.	Create story props, characters and settings; combine materials with a purpose.	Explore colour mixing, printing, observational drawing, collage and model-making linked to fruit, minibests and butterflies.	Use materials more independently to make models, pictures and child-chosen creations; select resources and talk about outcomes.
DT <i>(Expressive Arts and Design)</i>	Explore dough and materials freely; begin to manipulate materials purposefully.	Use junk modelling and collage in dinosaur-themed making.	Build cages and models; use construction materials and choose materials for purpose.	Build houses, bridges and story settings; combine materials with a purpose.	Use model-making linked to fruit, minibests and butterflies; select tools and materials.	Select resources, join materials and create child-chosen models with increasing independence.
PE <i>(Physical Development)</i>	Develop confidence moving indoors/outdoors; practise walking, running, climbing, balancing and large movements; strengthen hands through fine-motor activities.	Use dinosaur movements: stomping, crawling, stretching, jumping and balancing; develop hand strength and one-handed tool control.	Develop control through animal movements, building and construction; cut, stick, draw and manipulate small resources.	Develop balance, coordination and control through dance, drama and story movement; build structures; support drawing, tracing, cutting and early name writing.	Strengthen fine motor through planting, pouring, scooping, tweezers, threading and cutting; move like caterpillars/butterflies; balance and negotiate space.	Show greater control, coordination and independence; manage simple self-care; use tools confidently; develop gross motor skills through outdoor play, games, climbing and movement.
Music <i>(Expressive Arts and Design)</i>	Join simple songs, rhymes, ring games and action songs; move rhythmically and copy simple repeated rhythms.	Explore loud/quiet and fast/slow; use instruments, body percussion and movement to represent dinosaurs.	Sing animal songs, copy animal movements and explore sounds linked to different animals.	Perform repeated refrains, songs and story actions; use movement, voice and expression to represent characters.	Move like caterpillars/butterflies, create simple dances and sing songs linked to growth and change.	Recall and perform familiar songs/rhymes; create simple rhythms, movements and performances for others.
PSHE / RSE <i>(Personal, Social and Emotional Development)</i>	Ten:Ten Life to the Full Plus - Module 1, Units 1 and 2: Handmade With Love; I Am Me; Heads, Shoulders, Knees and Toes; Ready Teddy? Encounter being created and loved by God; settle into routines; name familiar body parts, needs, feelings and trusted adults.	Module 1, Units 3 and 4: I Like, You Like, We All Like; All the Feelings; Let's Get Real; Growing Up; New People, New Places. Notice similarities, differences, feelings and change; follow boundaries, share resources and wait briefly for turns.	Module 2, Units 1 and 2: Role Model; Who's Who?; You've Got a Friend in Me; Forever Friends. Recognise family and friends; play with others for a shared purpose; express preferences and begin to show kindness.	Module 2, Units 3 and 4: What Is the Internet?; Playing Online; Safe Inside and Out; My Body, My Rules; Feeling Poorly; People Who Help Us. Use simple online and body-safety rules; stop and tell; identify trusted adults and people who help.	Module 3, Units 1 and 2: God Is Love; Loving God, Loving Others; Me, You, Us; When I Grow Up; Money Doesn't Grow on Trees. Notice ways people love and help; belong to a community; encounter work, money, needs and wants. Oral health: know toothbrushing and healthy choices care for the body.	Ten:Ten assessment, retrieval and transition: recall key stories, people and safety messages from the three modules; talk about strengths and feelings; manage familiar routines and prepare confidently for Reception.