



Nursery – Summer Term 1 2026 – Curriculum Map – People Who Help Us



| <u>Key Skills</u> | | | |
|--|---|---|--|
| <p style="text-align: center;"><u>Communication and Language</u></p> <ul style="list-style-type: none"> ▪ Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. ▪ Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” ▪ Know many rhymes, be able to talk about familiar books, and be able to tell a long story. ▪ Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. ▪ Can start a conversation with an adult or a friend and continue it for many turns. ▪ Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” | <p style="text-align: center;"><u>Personal, Social and Emotional Development</u></p> <ul style="list-style-type: none"> ▪ Develop their sense of responsibility and membership of a community. ▪ Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. ▪ Talk with others to solve conflicts. ▪ Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. ▪ Can the child settle to some activities for a while? ▪ Show more confidence in new social situations. ▪ Begin to understand how others might be feeling. ▪ Does the child take part in other pretend play with different roles e.g., Gruffalo? | <p style="text-align: center;"><u>Physical Development</u></p> <ul style="list-style-type: none"> ▪ Start taking part in some group activities which they make up for themselves, or in teams. ▪ Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. ▪ Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. ▪ Use a comfortable grip with good control when holding pens and pencils. ▪ Be increasingly independent for example, doing up zips. | |
| <p style="text-align: center;"><u>Literacy</u></p> <ul style="list-style-type: none"> ▪ Engage in extended conversations about stories, learning new vocabulary. ▪ Understand key concepts about print: <ul style="list-style-type: none"> - print can have different purposes. - page sequencing. - we read English text from left to right and from top to bottom. ▪ Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes. - count or clap syllables in a word. | <p style="text-align: center;"><u>Mathematics</u></p> <ul style="list-style-type: none"> ▪ Experiment with their own symbols and marks as well as numerals. ▪ Compare quantities using language: ‘more than’, ‘fewer than’. ▪ Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles, and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. ▪ Understand position through words alone – for example, “The bag is under the table,” – with no pointing. ▪ Describe a familiar route. ▪ Discuss routes and locations, using words like ‘in front of’ and ‘behind’. | <p style="text-align: center;"><u>Understanding the World</u></p> <ul style="list-style-type: none"> ▪ Begin to make sense of their own life-story and family’s history. ▪ Show interest in different occupations. ▪ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. ▪ Use all their senses in hands-on exploration of natural materials. ▪ Explore collections of materials with similar and/or different properties. ▪ Begin to understand the need to respect and care for the natural environment and all living things. ▪ Talk about the differences between materials and changes they notice. | <p style="text-align: center;"><u>Expressive Arts and Design</u></p> <ul style="list-style-type: none"> ▪ Create closed shapes with continuous lines and begin to use these shapes to represent objects. ▪ Use drawing to represent ideas like movement or loud noises. ▪ Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. ▪ Respond to what they have heard, expressing their thoughts and feelings. ▪ Play instruments with increasing control to express their feelings and ideas. |



Nursery – Summer Term 1 2026 – Curriculum Map – People Who Help Us



| | | | |
|--|--|--|--|
| <ul style="list-style-type: none"> - recognise words with the same initial sound, such as money and mother. ▪ Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. ▪ Write some or all of their name. | <ul style="list-style-type: none"> ▪ Make comparisons between objects relating to size, length, weight and capacity. ▪ Extend and create ABAB patterns – stick, leaf, stick, leaf. | | |
|--|--|--|--|

| | | |
|--|---|---|
| <u>Outcomes</u> | | |
| <p><u>Personal, Social and Emotional Development</u></p> <p>Discuss who helps us in and around school. Take a trip to the office, walk to the school crossing where the school crossing patrol helps us cross the road safely, speak to the dinner ladies and cook who make our dinners. What does Mr Sheible do? How does he make our school safe? What do Police, Firefighters, Doctors do in their work?</p> | <p><u>Communication and Language</u></p> <p>Role Play Area – Doctors, dentist, optician, vet, post office. Following instructions, joining in with rhymes and songs, taking turns in conversation (Circle time) Developing attention and listening skills – becoming familiar with expectations. Listening to stories.</p> | <p><u>Physical Development</u></p> <p>Managing own hygiene. Specific P.E. lessons. Using a pencil, scissors, and other tools. Dough gym Explore block area both indoor and outdoor. Large construction of fire engine/station –crates, tyres. Outdoor activities. Water play/water channelling. Mud kitchen.</p> |



Nursery – Summer Term 1 2026 – Curriculum Map – People Who Help Us



| <u>Literacy</u> | <u>Mathematics</u> | <u>Understanding the World</u> | <u>Expressive Arts and Design</u> |
|---|---|--|--|
| <p>Exploring books. Sharing books with teachers, parents, and friends. Listening to and talking about stories. Talking about characters in stories. Drawing pictures relevant to the story. Recognising characters in stories. Discuss beginning and end of a story. Retell a familiar story. Recognising own name and letters in name. Phase 1 Phonics – Letters & Sounds Phonics – Little Wandle Shared reading. School Library session. Daily access to mark making/reading areas both indoors and outdoors.</p> | <p>MTP Finger rhymes with numbers Sequencing Positional Language 2D Shape/3D Shape Numerals More than/fewer than Mark making numbers. Patterns Subitising Size/Weight/Capacity</p> | <p>Computing – Using simple programs and equipment. Talk about family and friends. Discuss different jobs. Visits from vet, police, firefighter Share experiences of people and places we visit. Light box, x-ray Planting vegetables – life cycle of a plant - frog Re-cycle – water butt Circle time – discussion Weekly Forest School To Know You More Clearly Prayer and Liturgy</p> | <p>How to use the equipment within the creative area safely Use collage materials to make a likeness Develop experience of model making Exploring musical instruments in the outdoor area (re-create noises of emergency vehicles). Specific Music lesson taught by specialist music teacher. Daily access to construction/small world areas both indoors and outdoors. Puppet theatre/stick puppets (People Who Help Us) Make masks Mixing colours.</p> |
| <p>Religious Education To The Ends of the Earth</p> | | <p>Enhancements Role Play Area – Doctors, dentist, optician, vet, post office. Visits from people who help us, vet, police, firefighter, nurse. Small world play. Hand puppets. Dressing up. Visit to the Theatre Visit to Knowsley Safari Park</p> | <p>Spanish Greetings. How are you? Numbers to 10. Animals. Colours. Spanish Songs</p> |
| <p>Week 1 – Introduction - People Who Help Us – 10 Things I can do to Help my World. Week 2 – 10 Things I can do to Help my World. Week 3 – Police Officer (Police Visit) Week 4 – Mrs Vole the Vet (Vet Visit) Week 5 – Farmer Duck (Planting Vegetables) Week 6 – Farmer Duck</p> | | | |