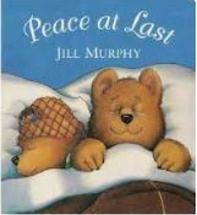
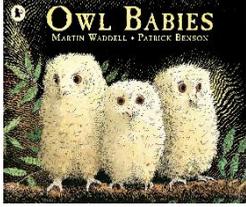
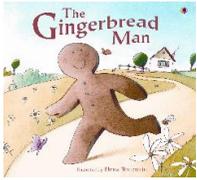
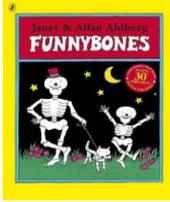
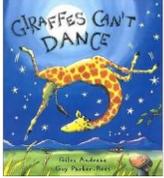
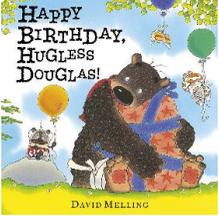
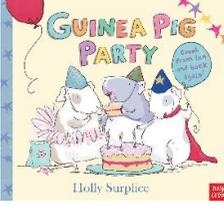
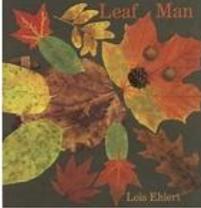
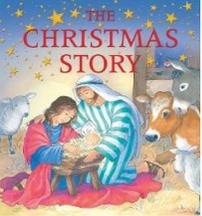
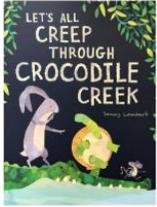
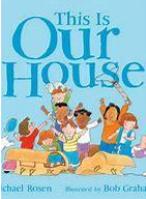
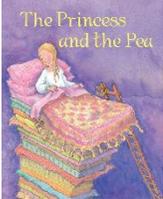
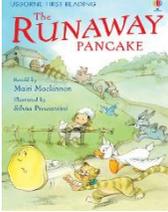
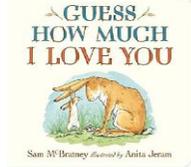
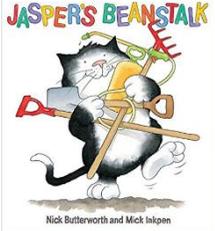
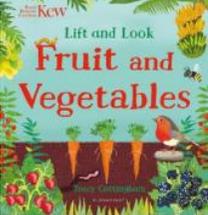
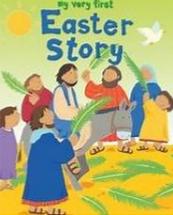
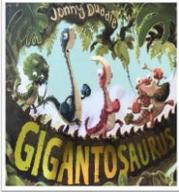
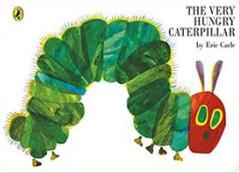
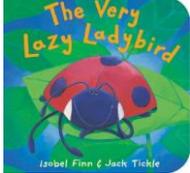
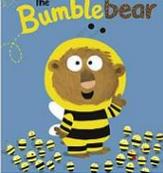
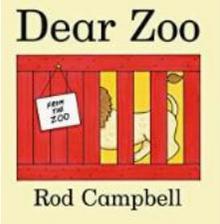
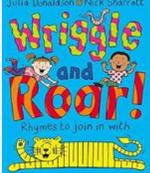
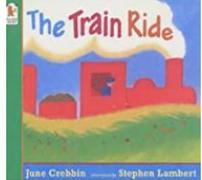
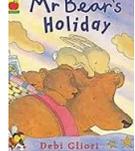


# Nursery Long Term Progression Curriculum Map 2025/26

Connector	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Hello, Here I am! 	Hello, Here is my family! 	Hello, Here is my community! 	Hello, Here is my community 	Hello, Here I Go and Explore... 	Hello, Here I Go and Explore... 
	<b>I am special</b>	<b>Sparkle Simmer &amp; Shine</b>	<b>Kings &amp; Queens</b>	<b>Let's Grow</b>	<b>Marvellous Minibeasts</b>	<b>Adventures Ahoy!</b>
<b>General Lines on Enquiry</b>	Who am I? What do I like? What can my body do? What people are special to me?	What special times do I celebrate with my family? What is the weather like in Autumn?	What is a special place to me? What is my home/ garden like? What are other people's homes like?	What grows in my (school) garden? How have I grown? What is the weather like in Spring?	What animals share our world? Are all animals the same?	Where could I go on an adventure? What do I need to take on an adventure? What is the weather like in Summer?
<b>Predictable Interests/ Experiences</b>	Autumn My new class/ school/ teacher	Celebrations – Halloween, Bonfire Night, Christmas	Pancake Day Chinese New Year Valentines	Spring Mother's Day Easter A Visit from the Librarian World Book Day	Summer Time	Holidays Reception Transition
<b>Parent Links Weekly Parent Pop In</b>	Nursery Welcome Mtg Autumn 'Stay & Play' Harvest Crafts EYFS Open Day	Nursery Rhyme Challenge Post a letter to Santa Christmas Crafts/ Nativity	'Stay & Science'	Easter 'Stay & Play'	Colour Run Sports Day	Reception Transition Weeks Reception Welcome Meeting

# Nursery Super Six

Autumn 1						
Autumn 2						
Spring 1						
Spring 2						
Summer 1						
Summer 2						

## Communication & Language

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N u r s e r y	(3-4 years)	<p><b><u>Listening, Attention and Understanding</u></b> Children will point out objects/pictures in a story.</p> <p>The children show an interest in sounds, songs and rhymes.</p> <p><b><u>Speaking</u></b> The children will talk to the class teacher and Nursery staff.</p> <p>Children will know and use vocabulary linked to their theme 'I am Special!' including family, home, and friends. ( See subject specific vocabulary lists)</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will follow a one step instruction</p> <p><b><u>Speaking</u></b> The children will use simple sentences to speak after modelling.</p> <p>Children will know and use vocabulary linked to their theme 'Sparkle, Shimmer Shine!' ( See subject specific vocabulary lists)</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will understand 'what' in simple questions.</p> <p>Children will identify action words by following simple instructions</p> <p><b><u>Speaking</u></b> The children will speak in a familiar group. (key person)</p> <p>Children will know and use vocabulary linked to their theme 'Princesses , Knights &amp; Dragons' (See subject specific vocabulary lists)</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will understand 'who' in simple questions.</p> <p>Children will begin to follow a two step instruction eg put your toys away &amp; sit on the carpet.</p> <p><b><u>Speaking</u></b> The children will ask a question.</p> <p>Children will know and use vocabulary linked to their theme ' Let's Grow' ( See subject specific vocabulary lists)</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will understand 'where' in simple questions.</p> <p>Children will begin to <u>understand</u> prepositions</p> <p><b><u>Speaking</u></b> The children will recall a past experience</p> <p>Children will know and use vocabulary linked to their theme 'Marvellous Minibeasts' ( See subject specific vocabulary lists)</p>	<p><b><u>Listening, Attention and Understanding</u></b> Children will understand 'why' in simple questions.</p> <p><b><u>Speaking</u></b> The children will speak in front of a larger group using sentences of 4-6 words.</p> <p>Children will know and use vocabulary linked to their theme 'Pirate Adventure' ( See subject specific vocabulary lists)</p>

## Personal, Emotional and Social Development

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N u r s e r y	3-4 years	<p><b><u>Self-Regulation</u></b> Children will separate from main carer to come into nursery.</p> <p><b><u>Managing Self</u></b> Children will know the class rules: - Looking eyes - Listening ears - Hands in baskets</p> <p>Children will know to wash and dry their hands before eating and after using the toilet.</p> <p><b><u>Building Relationships</u></b> Children will know how to play alongside each other.</p>	<p><b><u>Self-Regulation</u></b> Children will know what adults can help them in nursery.</p> <p><b><u>Managing Self</u></b> Children will know how to look after resources</p> <p>Children will know to drink water to be healthy.</p> <p><b><u>Building Relationships</u></b> Children will play with others</p>	<p><b><u>Self-Regulation</u></b> Children will become confident with visitors in nursery.</p> <p><b><u>Managing Self</u></b> Children will know examples of healthy food.</p> <p><b><u>Building Relationships</u></b> Children will share resources with support and play in a group.</p>	<p><b><u>Self-Regulation</u></b> Children will show confidence talking to other adults and children in school.</p> <p><b><u>Managing Self</u></b> Children will know to exercise to be healthy.</p> <p><b><u>Building Relationships</u></b> Children will begin to consider the feelings of others</p>	<p><b><u>Self-Regulation</u></b> Children will show confidence in new situations</p> <p><b><u>Managing Self</u></b> Children will know how to calm themselves by stopping and taking deep breaths.</p> <p>Children will know to brush their teeth to be healthy.</p> <p><b><u>Building Relationships</u></b> Children will take turns whilst playing with support</p>	<p><b><u>Self-Regulation</u></b> Children will show confidence when visiting their new Reception class</p> <p><b><u>Managing Self</u></b> Children will know how to independently use the toilet.</p> <p><b><u>Building Relationships</u></b> Children will begin to solve friendship problems with support</p>

## Physical Development

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N u r s e r y	3 - 4  y e a r s	<p><b>Gross Motor</b> Children will move safely in a space with support</p> <p>Children will run safely on whole foot.</p> <p>Children will know how to ride a scooter.</p> <p><b>Fine Motor</b> Children will explore large mark making resources.</p>	<p><b>Gross Motor</b> Children will know how to ride a tricycle using pedals.</p> <p>Children will put their arms in their coat.</p> <p><b>Fine Motor</b> Children will turn pages in a book, sometimes several at once.</p>	<p><b>Gross Motor</b> Children will know how to throw a ball and kick a ball.</p> <p><b>Fine Motor</b> Children will know how to use loop scissors to make snips in paper.</p> <p>Children can use one handed tools with increasing control eg paintbrushes, ribbons , jugs etc..</p>	<p><b>Gross Motor</b> Children will know how to climb using alternate feet.</p> <p><b>Fine Motor</b> Children will thread large beads</p> <p>Children will mark make using large enclosed shapes</p>	<p><b>Gross Motor</b> Children will know how to skip, hop and stand on one leg.</p> <p><b>Fine Motor</b> Children will use loop scissors/ adaptive scissors to cut a straight line.</p> <p>Children will begin to copy letters in their name with support</p>	<p><b>Gross Motor</b> Children will know how to work together to carry large items such as large construction.</p> <p>Children can travel cross a bench.</p> <p>Children can take off/on shoes &amp; socks</p> <p><b>Fine Motor</b> Children will begin to show preference for a dominant hand.</p> <p>Children will write some familiar letters accurately.</p>

## Literacy

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N u r s e r y	3 - 4  y e a r s	<p><b>Baseline</b> To join in with familiar songs, rhymes and stories.</p> <p><b>Writing</b> Explore and experiment with the different types of marks they are able to create, such as straight, wavy and curved lines.</p>	<p><b>Word Reading</b> To hear the same initial sound for words and names of objects</p> <p>To blend CVC words using <u>oral blending</u> and objects.</p> <p>s,a,t,p,i,n</p> <p><b>Writing</b> Add some marks to their drawings, which they give meaning to.</p>	<p><b>Word Reading</b> To hear initial sounds of words and names of objects. Teach children to distinguish different sounds</p> <p>To blend CVC words using oral blending and objects.</p> <p>m d g o c k e</p> <p><b>Writing</b> To use enclosed shapes to communicate meaning</p>	<p><b>Word Reading</b> To hear initial sounds of words and names of objects.</p> <p>Teach children to articulate sounds correctly – including playing with voice sounds.</p> <p>To blend CVC words using oral blending and objects.</p> <p>u r h b f l j</p> <p><b>Writing</b> To make some letter like forms in their child initiated writing To talk about their mark making.</p>	<p><b>Word Reading</b> To hear initial sounds of words and objects.</p> <p>To blend CVC words using oral blending and objects.</p> <p>v w y z qu ch</p> <p><b>Writing</b> To trace/copy their name.</p> <p>To write some familiar letters freely.</p>	<p><b>Word Reading</b> To hear the final sounds of words and objects</p> <p>To blend CVC words using oral blending and objects.</p> <p>ck x sh th ng nk</p> <p><b>Writing</b> To write some/all of their name.</p> <p>To write some familiar letters to communicate meaning.</p> <p>To begin to represent initial sounds in their mark making/ writing using letter shapes.</p>

## Maths

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N u r s e r y	3 - 4  y e a r s	Children will:		Children will:		Children will:	
		Take part in finger number rhymes. Show counting like behaviour. Count in everyday contexts Notice numbers around them, both inside and out. Explore numbers 1, 2 and 3. Show an interest in patterns, songs & rhymes Demonstrate some spatial awareness, e.g., climbing into a space, doing a puzzle. Begin to put objects inside each other. Explore shapes around them in their play. Explore 2D and 3D shapes Make simple constructions		Give 2 or 3 objects from a group. Say when there is 2/3 or Not 2/3 Begin to show numbers on their fingers Point or touch each item, saying one number for each item, using the stable order 1, 2, 3, 4, 5. Recite numbers beyond 5. Explore numbers 3 and 4. Recognise when two shapes are the same. Begin to compare amounts and use words like 'lots' and 'more'. Explore the difference in weight, length, size and capacity Make arches and enclosures in their play with construction sets. Begin to anticipate times of the day eg snack, lunch, home, story Talk about 2D and 3D shapes/pattern using informal language eg pointy, spotty, blobs etc...		Compare groups of up to 5 objects. Show finger numbers to 5. Explore numbers 1 to 5. Explore the 'cardinal principle' - the last number reached when counting tells them how many there are in total. Begin to link numerals and amounts, e.g., show 4 fingers. Experiment with their own marks for numbers. Subitise to 3 with no need to count them. Begin to use their understanding of numbers to solve everyday problems - in play and meaningful activities. Copy a simple AB pattern. Explore repeating patterns in everyday objects. Respond to and use the language of direction and position. Begin to use words like 'in front of' and 'behind'. Talk about 2D and 3D shapes/pattern using some mathematical language eg side, corner, round, straight, flat	

## Understanding of the World

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N u r s e r y	3 - 4  y e a r s	Children will:		Children will:		Children will:	
		<b>Past and Present</b> Use the Nursery daily visual timetable Talk about immediate family Describe special times or events for family and friends (ongoing)  <b>People, Culture &amp; Communities</b> Talk about their home and garden Name areas of the classroom e.g. toilet, snack area, carpet, outdoors Show interest in different occupations e.g. police, post delivery, Talk and discuss the weather in Autumn/winter and the clothes needed in each season  <b>The Natural World</b> <b>Living Things - My Body</b> Name body parts: arm, leg, nose, ear, eyes, head, wrist, ankle, elbow, shoulder, neck Describe what our body parts can do. <b>Materials</b> Explore collections of materials with similar and/or different properties Eg shells, leaves, colour, soft/hard Describe objects with similar/different properties: hard, cold, soft, by colour Observe changes eg baking (Ongoing) <b>Seasonal Changes</b> Observe changes in Autumn, Winter		<b>Past and Present</b> Sequence 2 photos then and now e.g. baby and now Use photos to talk about when they were a baby Describe special times or events for family and friends (ongoing)  <b>People, Culture &amp; Communities</b> Talk and discuss the weather in Spring and the clothes needed in each season  <b>The Natural World</b> <b>Forces</b> Explore how things work eg wind up toys, toy cars Explore and talk about different forces they can feel eg floating/sinking/magnets, push, pull Describe if you push something that it moves  <b>Seasonal Changes</b> Observe changes in Spring		<b>Past and Present</b> Sequence 2 objects then and now eg Caterpillar, Butterfly Describe special times or events for family and friends (ongoing)  <b>People, Culture &amp; Communities</b> Talk about places they have visited locally and on holidays. Name different types of transport/vehicles Use small world play explore different settings eg farm, train station, harbor, zoo Talk about story settings from familiar stories. Talk and discuss the weather in Summer and the clothes needed in each season. Talk about where children have been on holiday  <b>The Natural World</b> <b>Animals, Habitats and environment</b> Name some animals they are likely to see in their familiar world eg farm animals// mini beasts/ zoo animals Find and observe creatures/animals and how they act. <b>Seasonal Changes</b> Observe changes in Summer	

## Expressive Arts & Design

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N u r s e r y	3 - 4  y e a r	<p>Children will:</p> <p><b>Drawing:</b> Make curved lines and straight lines on different types of surfaces</p> <p>Name mark making tools - pencil, pen, crayon ,chalk</p> <p>Begin to close some lines to create a shape</p> <p><b>Painting:</b> Know how to put on an apron. Name painting tools - paintbrush, paint apron, water pot Name colours red, blue, yellow Experiment making print patterns with different objects eg cars, bricks, leaves, twigs, rollers (inc large scale)</p> <p><b>3D Sculpture/Malleables:</b> Name moulding tools - cutters, stamps, rolling pins Manipulate dough to create 3D shapes Build models with construction toys</p> <p><b>Construction/ Structure</b> Stack blocks horizontally and vertically Make enclosures and spaces with construction/small world ( small &amp; large scale)</p> <p><b>Joins</b> Join construction pieces together - button joins, magnetic joins, screw blocks, push joins eg stickle bricks/ duplo Use glue to join paper (stick/ PVA)</p> <p><b>Using Tools</b> Use a glue spreader. Use palm scissors to make snips With support use tools safely</p> <p><b>Food Technology</b> With support, practise spreading, stirring and mixing. Develop snack preparation skills daily: chopping, spreading, pouring</p>		<p>Children will:</p> <p><b>Drawing:</b> Create closed shapes e.g. Circles with continuous lines and begin to use these shapes to represent familiar objects.</p> <p><b>Painting:</b> Create different effects with paint eg splat., bubble, string. Use large paintbrushes to paint paper on the floor Create a Jackson Pollock style painting</p> <p><b>3D Sculpture/Malleables:</b> Explore different joining techniques - PVA, glue &amp; masking tape. Experiment with 3D junk modelling eg houses, vehicles</p> <p><b>Construction/Structure</b> Make imaginative 'small world' with blocks and construction ( small &amp; large scale) Explore materials freely eg boxes to develop ideas about what to make and build models eg castle</p> <p><b>Joins</b> Use different tapes to join</p> <p><b>Using Tools</b> Use loop/ three finger scissors to cut a snips/straight line. Use one handed tools and equipment with increasing control eg knives, spoons, With support use tools safely</p> <p><b>Food Technology</b> Melt chocolate to make Easter nests Observe changes in food when heating Develop snack preparation skills daily: chopping, spreading, pouring</p>		<p>Children will:</p> <p><b>Drawing:</b> Draw with some detail representing a face with a circle and including details e.g. eyes, nose, mouth ( using a mirror) Select and use different drawing materials and use with increasing control</p> <p><b>Painting:</b> Match colours to objects in the environment Explore colour and colour mixing Create a Mondrian style painting</p> <p><b>3D Sculpture/Malleables:</b> Roll and sculpt shapes eg rolling, twisting, coiling Make impressions in clay/ pastry</p> <p><b>Construction/ Structure</b> Make simple models by choosing the materials they want to use. (small &amp; large scale)</p> <p><b>Joins</b> Select how to join their models/ product together by independently choosing from the making trolley.</p> <p><b>Using Tools</b> Continue to develop a comfortable scissor grip using adaptive scissors</p> <p><b>Food Technology</b> See Skill Snack Overview</p>	

## RE

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N u r s e r y	3 - 4  y e a r s	Special People to me (Family/ Friends)	Special Times for my family & I (Birthdays/ Christmas)	Special Places to me	Special Books to me	Special Objects to me	People who help me!

Computing  
MGL

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Information Technology		Computer Science		Digital Literacy	
N u r s e r y	3 - 4  y e a r s	Use technology appropriately through role-play e.g. phones/cameras		Use a range of control toys and devices		Speak to an adult about what I have seen on the Internet	
		Use an IWB to complete a simple program- e.g. paint		Make an electronic object move e.g. bee-bot or remote control toy		Say if something I find on the internet makes me feel bad.	