

Nursery Long Term Curriculum Map

Intent:

At St John XXIII, our aim is to create a learning environment and build relationships which support, enhance and invite a child's curiosity, confidence and individual competency to flourish regardless of backgrounds, circumstances or needs. We recognise children as capable, curious learners and value play as the primary vehicle for learning. Through careful observation and meaningful interactions, we follow children's interests and motivations, supporting them to take an active role in shaping their own learning. We aim to work collaboratively with parents and carers to encourage independent, enthusiastic learners who thrive and reach their full potential. It is our intent that children who enter our EYFS begin their lifelong learning journey by developing physically, verbally, cognitively and emotionally whilst also embedding a positive attitude to school and a love of learning.

To ensure children make outstanding progress in St John XXIII EYFS, it is our intent to take into consideration their starting points and individual needs as they begin their learning journey. Every child has access to a broad, balanced and differentiated curriculum which prepares them for now and for the future in terms of opportunities and experiences. By following children's personal interests and recognising them as capable drivers of their own learning, we plan and provide meaningful opportunities that support their development and enable them to achieve their next steps.

In the Early Years at St John XXIII our children are given opportunities to:

- **To be good communicators** – language and new vocabulary is consistently modelled to the children in the Early Years setting. STEM sentences are used to encourage children to speak in full sentences to support language acquisition. We want our children to become eloquent orators speaking with confidence and fluency in a variety of situations. We want them to develop an enriched vocabulary and a love for reading.
- **To be enthusiastic, lifelong learners** – children in the Early Years are encouraged to use their imaginations and to be curious, to ask questions and explore the world around them. We want children's sparks of interest to be nurtured to ignite their enthusiasm for learning. Through developing learning behaviours such as playing and exploring, active learning and creating and thinking critically, we want children to be autonomous with their own learning. We want them to plan, implement and review this process and do it with integrity.
- **To understand how to keep themselves safe and be respectful in their communities** - We want our children to develop a sense of pride in themselves and respect for others in their immediate, school and White City community. We want to foster partnerships with families and engagement in their child's learning journey. We want children to develop a sense of citizenship in line with British Values.
- **To develop their God given talents by being creative** – to ensure the curriculum takes into account the interests of all pupils to support them in developing their talents through the Arts, Music and the broader curriculum offer.
- **To be independent, resilient learners who enjoy challenges** - We want children to engage in rich experiences to develop imagination, ingenuity and 'blue-sky thinking'. We will encourage managed risk and develop resilience.

Outdoor learning:

We intend for our outdoor environment to provide rich, dynamic experiences that evolve with the seasons, weather and children's ideas, creating meaningful contexts for exploration and discovery. We aim for the space and scale of outdoor play to encourage collaboration, problem-solving and communication, supporting children to develop resilience, confidence and perseverance as they encounter challenge and manage risk. We value outdoor learning as essential to children's wellbeing, curiosity and sense of belonging, and ensure children have daily access to outdoor environments within our school and the wider community to deepen their understanding of the world.

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Implementation: Curriculum overview

Our curriculum overview provides a clear progression of skills and knowledge to support practitioners in planning meaningful learning experiences. It serves as a guide rather than a fixed programme, recognising that children develop at different rates and bring their own interests, motivations and experiences. Practitioners use this progression alongside careful observation and a pedagogy of listening to respond to children's individual needs and fascinations. Themes and learning experiences remain flexible, allowing children's interests to shape the direction of learning while ensuring coverage and progression across all areas of the EYFS curriculum.

	Autumn 1 Who am I?	Autumn 2 How do we celebrate?	Spring 1 How do we 'go'?	Spring 2 Where do we live?	Summer 1 How do things change?	Summer 2 Who shares our world?
Possible themes and lines of enquiry	My name My family My Feelings People who help me in nursery Our classroom rules and routines Making friends	Birthdays Family celebrations Christmas and familiar cultural celebrations Shadows and reflections Day and night	Things that move Wheels How I get to nursery Emergency vehicles Fast and slow	My home Types of homes Materials for building Buildings I know	Things I can do now Growing plants Seasons Exploring wet and dry Mixing materials	Minibeasts Life cycles Animals and their young Dinosaurs
Enrichment Opportunities (subject to change)	Visit from key staff (office, caretaker, cook) School walk	Cooking Post office visit Explore celebrations: Diwali, Christmas, Hanukkah, Eid	Cooking Visit from community helper Emergency vehicle visit Walk to local shop	Cooking Author visit, Experience day	Cooking Growing Cress, Terrarium kit, Visit The Green Project local gardens	Cooking Visit to local pet shop, Farm visit
Parent Involvement	EYFS welcome meeting Parent coffee morning Staggered Start	Stay & Make: decorations, cards, lanterns, Mystery reader, Stay and Play	New parents welcome meeting, Parents invited to talk about their jobs, Mystery Reader, Stay and Play	Stay and Play, Mystery Reader	Stay & Grow session (planting together), Stay and Play, Mystery reader	Family Picnic, Stay and play, Mystery Reader

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Special Celebrations	Dot Day, Harvest, Diwali, Recycling Week, World Mental Health Day (10th Oct)	Christmas, Advent around the world, Hanukkah, Remembrance Day, Guy Fawkes Day, Anti Bullying Week, Black History Month	Epiphany, Lunar New Year, Shrove Tuesday, Children's Mental Health Week	World Book Day, Science Week, Easter, Ramadan, Mother's Day, Holi, St. Patrick's Day	Earth Day (22 April) , St. George's Day, Eid, Walk to school Week	Father's Day, Sports Day
Key Texts and Storytime	Brown Bear, Brown Bear, What do you see?, So much! Owl Babies, I Love Me!	Happy Birthday Maisy, The Jolly Postman, Peace at Last, Binny's Diwali, Goodnight Moon	The Train Ride, The Naughty Bus, Mr. Gumpy's Outing, Rosie's Walk	Home, The Three Little Pigs, Elmer, Peepo! Maisy's House and Garden	Is it a seed? Jasper's Beanstalk, Titch, Planting a Rainbow The Very Hungry Caterpillar	What the Ladybird Heard, Hooray for fish, Dinosaur Roar, Dear Zoo, The Very Busy Spider
Traditional Tale/Repeated Read	Goldilocks and the Three Bears	The Gingerbread Man	The Little Red Hen	The Three Billy Goats Gruff	The Enormous Turnip	Chicken Licken
RE	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	From Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
C&L	Listening, Attention and Understanding					
	I can listen to short, repetitive rhymes, songs and stories, joining in with actions during activities such as name songs and action rhymes. I can respond when my name is called during routines and group games. I can sustain attention for short adult-led tasks (around 2-3 minutes) during	I know listening helps me understand stories and routines. I can focus on an activity of interest for longer periods of time, such as during play or exploration. I can sustain attention for around 3-4 minutes during adult-led activities, including musical statues and copy-me games.	I can focus during short carpet sessions of around 4-5 minutes when listening to stories or group discussions. I can listen to others when I am interested in the topic, such as when friends are sharing ideas during play. I can enjoy listening to longer stories using resources such as	I can listen to my peers and respond with simple comments during group discussions or play. I can take turns listening and responding during games, such as turn-taking board games or pass-the-object listening games.	I can listen to peers' short stories or role-play during group activities. I can follow instructions during physical games, such as obstacle courses with verbal directions or treasure hunts. I can understand descriptive language such as colour, size and position, for example when asked	I can take turns listening and speaking in small groups, such as during show and tell or group storytelling. I can share simple ideas or experiences after listening to others. I can follow two-step instructions independently I can begin to understand simple

	activities such as start–stop games and simple carpet routines. I can follow simple one-step instructions with gestures or visual support, such as during tidy-up time or classroom routines. I can identify familiar objects when they are named, such as when an adult asks for an item during play.	I can listen to stories and show interest by pointing to illustrations or talking about what I see. I can follow familiar routines independently, such as when I hear the tidy-up song. I can follow one-step instructions independently during play and routines. I can respond to simple “what” questions during stories or conversations.	story sacks or finish-the-phrase stories. I can follow simple two-step instructions with support during activities such as sound-matching games or classroom routines. I can identify familiar objects and their properties when named, such as finding the blue car or shiny apple.	I can follow related two-step instructions independently, such as during group carpet activities or classroom routines. I can begin to pay attention to more than one thing at a time, although this can still be difficult. I can follow the sequence of events in a story with visual support.	to find the big red block. I can begin to understand “why” questions with support during discussions or stories. I can recall simple events from familiar stories during group storytelling.	“why” and “how” questions during stories or discussions. I can listen and respond during conversations, for example during echo games where I repeat phrases with the correct rhythm or volume.
	Speaking					
	I know words can be used to share my needs and interests. I can use single words and two-word phrases to communicate (e.g. “more juice”, “mummy go”). I can use gestures alongside words to help others understand me. I can join in with familiar songs, rhymes and repeated phrases. I can use simple greeting and routine	I can use simple sentences of 2–3 words (e.g. Mummy go work). I can use words with two syllables such as digger, teddy, water and happy. I can begin using word endings such as dogs or going. I can ask simple questions such as what? and where?. My speech is understood by adults most of the time.	I can use sentences of 3–4 words (e.g. I’m making a house). I can use words with three or more syllables such as elephant, helicopter and chocolate. I can describe things I see or interact with (e.g. the water is wet, the giraffe is tall). I can join in with familiar songs and rhymes independently.	I can ask questions using what, where and who. I can use talk to organise my play (e.g. I’m building a tower). I can use sentences of 4–6 words, sometimes joining ideas with and. I can join in with repeated phrases in familiar stories. I can use play entry phrases such as can I play?.	I know words can help me explain how I feel. I can use pronouns such as I, me and you more accurately. I can use word endings, although they may not always be correct (e.g. runned). I can talk about my feelings (e.g. I feel happy or I feel sad). My speech is intelligible to unfamiliar adults most of the time.	I know conversations involve listening and responding. I can take part in conversations for several turns. I can retell simple events using connected sentences. I can ask questions and start conversations with familiar people. I can share simple opinions, such as my favourite part was....

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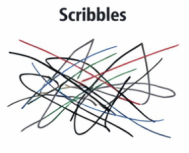
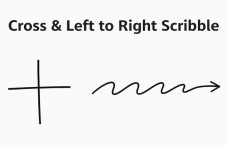
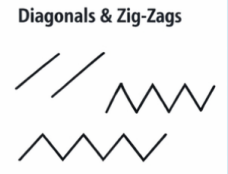
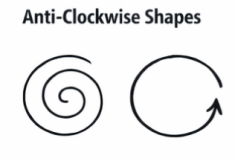
	phrases such as hello, goodbye, help please.	I can use social phrases during play such as my turn, please can I have and thank you.	I can use phrases to get attention or share interest, such as look at this, come and see or what's that?.		I can use phrases to express discomfort or boundaries, such as I don't like that or stop please.	I can use cooperative play phrases such as let's play, you be the... and we can share.
	Wellcomm					
	Stage 6 Pronouns: he, she Core verbs: go, stop, eat, sit, jump Social language: my turn, your turn, please, stop Turn-taking games (rolling a ball, posting games), Action songs (Simon Says-style games), Barrier games using single step instructions	Stage 6 Negatives: <i>no, not</i> Nouns: familiar objects (<i>cup, car, shoe, coat</i>) Describing actions: <i>running, sleeping, eating</i> Sorting games, picture naming/commenting games, Daily routines talk (snack time, tidy up)	Stage 6/7 Spatial words: <i>in, on, under, behind</i> Question words: <i>who, what</i> Concepts: <i>same, different</i> Teddy hide-and-seek (behind / under / on), Odd one out games, Memory games (remember 3 objects)	Stage 7 Concepts: <i>big/small, many/few</i> Sentence starters: <i>I can see... I am...</i> Role-play language: <i>doctor, shop, home</i> Sorting objects by size or quantity, Picture sequencing (2-3 pictures), Story sack sessions	Stage 7 Sequencing: <i>first, next, last</i> Reasoning: <i>because</i> Time words: <i>now, later</i> Sequencing daily routines (first wash hands, then snack), Retelling simple stories with pictures	Stage 7 Describing words: happy, sad, tired Prepositions: next to, between Simple predictions: might, will Emotion matching games (faces / photos), Barrier games with positional language, Predicting story endings
	Nursery Rhymes					
	Wind the Bobbin Up Twinkle Twinkle Little Star Head, Shoulders, Knees and Toes Open Shut Them	Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels on the Bus I'm a Little Teapot	5 Little Ducks Incy Wincy Spider Humpty Dumpty Roly Poly (Up, Up, Up)	Sleeping Bunnies 5 Little Monkeys Round and Round the Garden Goosey Goosey Gander	Old MacDonald Had a Farm Tommy Thumb Miss Polly Had a Dolly Little Miss Muffet	Dingle Dangle Scarecrow Hickety Pickety The Mulberry Bush I had a Tiny Turtle
PSED	PSHRE					
	Created and Loved by God Religious Understanding – Handmade With Love	Created to Love Others Religious Understanding: Role Model	Created to Love Others Personal Relationships: You've Got A Friend In Me Personal Relationships: Forever Friends	Created to Love Others Keeping Safe: Safe Inside and Out Keeping Safe: My Body, My Rules Keeping Safe: Feeling Poorly	Keeping Safe: People Who Help Us Religious Understanding: God is Love	Created to Live in Community Religious Understanding: Loving God, Loving Others Living in the Wider World: Me, You, Us

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		Personal Relationships: Who's Who				
	PSED					
	I know my nursery is a safe place where I can learn and play. I can separate from my main carer with support. I can begin to follow simple routines such as tidy-up time or sitting on the carpet. I can begin to express my needs to adults.	I know people can feel different emotions such as happy, sad or angry. I know classroom rules help everyone feel safe. I know washing hands helps keep our bodies healthy. I can begin to share toys and take turns with support. I can wash and dry my hands with support.	I know we look after our bodies by eating, resting and keeping clean. I can choose activities independently during play. I can show confidence when exploring new activities. I can manage toileting routines with support. I can put my coat on using the coat flip method with support	I know kind actions can make others feel happy. I can play cooperatively with other children. I can ask to join in play with others. I can begin to resolve simple disagreements with adult support. I can begin to pull up zips with adult support I can put on my coat with the coat flip method	I know routines help keep our classroom organised. I can talk about my feelings. I can follow classroom rules with reminders. I can wait for a short time for something I want. I can attempt simple fastenings such as snaps or velcro	I can play cooperatively with other children. I can show confidence in familiar situations. I can manage toileting routines independently, including managing my clothing and washing/drying my hands I can put on my coat independently and attempt zips or large buttons.
Physical Development	Gross Motor					

	Moving Our Bodies I can walk and crawl confidently around the setting. I can run with some control and direction during games and outdoor play. I can climb using two feet on steps or small equipment such as ramps or low climbing frames. I can clap, stamp and move my body to music during action songs. I can scoop and pour materials such as sand, mud or water using containers and tools. I can push empty boxes or prams and roll large balls during outdoor play. I can crawl through tunnels and move through simple obstacle spaces.	Climbing, Balancing and Riding I know my body can balance and travel in different ways. I can walk up steps using alternate feet. I can balance on simple equipment such as stepping stones or low beams. I can ride scooters or trikes with support. I can jump with two feet together repeatedly. I can carry and transport objects such as buckets or partially filled water jugs.	Using Large Muscles I can use large arm movements to wave flags or streamers. I can move large equipment safely using two hands, such as lifting crates or stacking boxes. I can balance on nursery equipment such as planks, tyres or crates. I can explore balls and simple sports equipment. I can begin pedalling a tricycle.	Strength and Movement I know practising movements helps my body become stronger. I can hop and begin to skip with support. I can continue developing balancing and riding skills using scooters, bikes and trikes. I can roll and kick a ball during outdoor games. I can take part in simple group movement games with other children. I can push heavier crates, pull tyres or ropes and dig in sand or soil with large shovels	Coordinating Movements I know my body can move in different patterns. I can throw a ball during games. I can walk on tiptoes and move my body in different ways. I can move to music and rhythm using patterns of movement. I can work with others to move large objects safely, such as carrying a plank together.	Moving with Control I know I can use different movements to complete challenges. I can skip, hop and balance on one leg during games such as musical statues. I can catch a large ball with two hands from a short distance. I can complete obstacle courses using a variety of movements such as climbing, jumping and balancing. I can take part in group games with simple rules. I can carry full water jugs or move equipment to help set up play.
	Fine Motor					

	Exploring Tools and Mark Making I know tools can be used to make marks and build things. I can explore large chunky tools such as chunky crayons, paint dabbers and thick chalk. I can make marks using whole hand movements. I can squeeze and press materials such as playdough. I can begin using squeezey scissors to make small snips in paper. I can explore scooping and pouring using spoons in sensory play.	Building Hand Strength I know tools can be squeezed, twisted and turned. I can use chunky tweezers, tongs and pipettes to squeeze and pick up objects. I can use squeezey scissors with one hand to make snips in paper. I can twist and turn objects such as large nuts, bolts or pegs. I can begin using a spoon and fork with support.	Using Tools with Control I know tools can be used for different purposes. I can use medium-sized tools such as thick crayons and paint brushes. I can twist and turn tools such as screwdrivers and pegs. I can begin using standard nursery scissors with support. I can make controlled snips in paper strips.	Practising Cutting and Threading I know small movements help me control tools more carefully. I can use standard-sized tools such as thin crayons and small paintbrushes. I can thread objects such as large beads or laces. I can begin using scissors with one hand. I can cut across narrow strips of paper.	Using Our Fingers to Pick Up and Create I know my fingers can pick up and move small objects. I can pick up small objects such as beads, buttons or coins using my fingers. I can use tools such as tweezers and small threading tools. I can cut across wider pieces of paper. I can begin to follow simple straight cutting lines.	Using Tools with Care and Precision I know I can use tools carefully to complete tasks. I can use fine tools such as pipettes, droppers and tweezers. I can build models that require twisting, pushing and pulling. I can cut along straight lines and simple curves. I can begin to turn the paper when cutting.
Literacy	Writing					
	Early Mark Making I know marks can be used to show ideas and meaning. I know I can use different tools to make marks. I can make marks using large whole-arm movements.	Lines and Circles I know marks can be different shapes such as lines and circles. I can make vertical and horizontal lines using large arm movements. I can make circular marks using paint,	Crossing Lines I know marks can cross over each other. I can cross vertical and horizontal lines. I can begin to move my mark making from left to right. I can follow simple line patterns on long strips of paper or	Diagonal and Zigzag Lines I know marks can represent ideas or writing. I can make diagonal and zig-zag lines through movement and mark making.	Anti-Clockwise Movements I know writing movements can become smaller and more controlled. I can make anti-clockwise circular movements when drawing and painting.	Early Letter Shapes I know marks can represent letters. I can make recognisable symbols or letter-like shapes. I can begin to copy letters from my name. I can independently choose writing tools and materials to make

	I can make spontaneous scribbles in different directions. I can explore mark making on large surfaces such as tarps, floor paper and easels. I can make marks using paint, water, brushes or chalk outdoors. I can explore mark making using different textures such as cardboard, fabric, foil or leaves. Scribbles 	chalk or large brushes. I can practise mark making on vertical surfaces such as easels, boards or walls. I can make large movements in the air using streamers, ribbon wands or hoops. Lines & Circles 	taped tracks on tables and floors. I can make marks using chalkboards, clipboards and thick pencils. Cross & Left to Right Scribble 	I can begin to give meaning to the marks I make. I can pretend to write in play situations such as making lists or keeping score in games. Diagonals & Zig-Zags 	I can begin to use smaller movements from my elbow and wrist, rather than my whole arm. I can create marks and symbols that represent people, objects or ideas. I can take part in role-play writing such as making lists, tickets, menus or labels. Anti-Clockwise Shapes 	marks or write for a purpose, such as making signs, labels or lists. 
	Pre-Phonics					

	Environmental Sounds (Aspect 1) I know we can hear many different sounds in the environment. I know sounds can be loud, quiet, fast or slow. I can listen carefully to sounds in the environment such as footsteps, birds, rain or vehicles. I can identify familiar environmental sounds. I can imitate sounds I hear around me. I can identify contrasting sounds such as loud and quiet.	Instrumental Sounds (Aspect 2) I know instruments make different sounds. I can explore and make sounds using instruments. I can match two identical instrument sounds. I can experiment with volume and tempo such as tapping fast or slow. I can listen carefully and identify which instrument is playing.	Body Percussion (Aspect 3) I know we can use our bodies to make sounds. I can clap, tap, stomp or pat my body to make sounds. I can copy simple sound patterns using body percussion. I can follow a simple beat in songs and rhymes. I can join in with action songs and rhythmic chants.	Rhythm and Rhyme (Aspect 4) I know some words sound the same at the end. I can join in with rhymes and repetitive songs. I can recognise rhyming words in familiar rhymes with support. I can complete rhyming phrases in familiar rhymes. I can clap the syllables in familiar words such as “ap-ple”.	Alliteration and Voice Sounds (Aspects 5 & 6) I know some words start with the same sound. I know my voice can make different sounds. I can recognise when words begin with the same sound. I can repeat simple alliterative phrases such as “silly snake”. I can explore voice sounds such as whispering, humming or stretching sounds. I can change my voice to make loud, quiet, high or low sounds. RWI Set 1 in small groups	Oral Blending and Segmenting (Aspect 7) I know words are made up of sounds. I can join in with simple oral blending games such as c-a-t → cat. I can say the first sound in simple words. I can clap syllables in longer words such as “ba-na-na”. I can play with rhyming words and sound games. RWI Set 1 in small groups
	Reading (5 Concepts of Print)					
	I know books are for reading stories. I can choose a book to look at during play. I can hold a book the correct way up. I can turn the pages of a book one at a time. I can explore books independently or with an adult.	I know books can have pictures and words. I can look closely at pictures in books. I can notice that books have writing on the page. I can recognise favourite books and choose them again.	I know the words on the page are read to tell the story. I can point to writing in a book when asked. I can watch an adult track the words while reading. I can notice writing in the classroom such as labels or signs.	I know print can be found in many places I can begin to follow the words across the page from left to right with adult support. I can begin to track print in familiar stories during shared reading.	I know reading follows a direction across the page. I can begin to track print from left to right with support. I can notice that print stays the same each time a story is read. I can recognise my name in print.	I can independently track print in familiar texts during shared reading. I can recognise some familiar words such as my name. I can explain that the words are what the adult reads.

		I can begin to remember repeated phrases from familiar stories.	I can recognise familiar logos or symbols.	I am beginning to recognise my name in print.	I can notice print in my local environment such as labels and signs.	I can choose books independently and handle them carefully.
Maths White Rose	Comparison 1: More than, fewer than, same Shape, space and measure 1: explore and build with objects and shapes Pattern 1: explore repeats Counting 1: Hear and say number games	Counting 2: Begin to order number names Subitising 1: I can see 1, 2, 3 Pattern 2: I can join in with repeats Shape space and measure 2: Explore position and space	Subitising 2: Show me 1, 2, 3 Counting 3: Move and label 1, 2, 3 Shape space and measure 3: Explore position and routes Pattern 3: Explore own first patterns	Counting 4: Take and give 1, 2, 3 Shape space and measure 4: Match, talk, push and pull Subitising 3: Talk about dots Comparison 2: Compare and sort collections	Pattern 4: Lead on own repeats Shape space and measure 5: Start to puzzle Pattern 5: Making patterns together Subitising 4: Make games and actions	Counting 5: Show me 5 Pattern 6: Make my own pattern Counting 6: Stop at 1, 2, 3, 4, 5. Comparison 3: Match, sort, compare
UTW	People, Culture and Communities (Geography)					
	Myself and my family I know the names of people in my family. I know that some families live together in the same home. I know families can be different from one another. I know the name of the city I live in (London). I can talk about people in my family. I can say whether family members live with me or not. I can recognise familiar places in school such as the	Celebrations and Traditions I know that people celebrate special events and festivals I know that my family may celebrate different things to another family I know that celebrations can include food, music, decorations and special clothes I can talk about celebrations that I take part in I can join in with songs, dances or activities linked to	Journeys and Transport I know there are different types of transport such as bikes, cars, buses, trains, boats and planes. I know people use transport to travel from one place to another. I know some people drive or fly transport as their job, such as a pilot or bus driver. I can talk about how I travel to school.	Our Local Community I know that people work in different jobs in our community I know that some people help us, such as doctors, teachers and police officers I know that people work in different places such as schools, hospitals and shops I know that our community is the place where we live and go to school I can recognise places in our local area such	Our World I know we live on planet Earth. I know Earth is made up of land and water. I know that farms are places where animals live and food is grown I know that cities have lots of buildings and roads I know that forests have lots of trees and plants I can look at photos of different places and talk about what I see (beach, farm, city) I can talk about places I have visited or seen	Caring for our environment I know rubbish can make places dirty. I know animals, people and plants need clean places to live. I know we can help our environment by putting rubbish in the bin. I can recognise clean and dirty environments. I can help tidy rubbish in the playground or garden.

	classroom, playground and outdoor area. I can use simple positional language such as in, on and under. mum dad brother sister family	celebrations, such as Christmas celebration decoration party special	I can recognise different types of transport. I can follow simple routes with adult guidance. I can use simple positional language such as in, on, under, next to. car bus train plane boat travel	as the church or shops place school shop park church	in stories I can explore simple representations of the world (globes, simple maps) Earth land water world city farm forest beach	I can sort rubbish into recycling and waste bins with help. rubbish recycle clean dirty environment
	Past and Present (History)					
	All about me I know that I was once a baby I know that I have grown and changed since I was a baby I know that photographs can show things that happened before now I know that the past means something that has already happened I can look at family photos and talk about roles (parents, siblings, grandparents) I can listen to stories about the past baby toddler child change	Old and New Toys I know that toys can be old or new I know that some toys from the past look different from today I can look at pictures of toys from the past and talk about what I see I can sort toys into old vs new I can talk about toys I used to enjoy when I was younger (rattles, first teddy) old new rattle toy	Transport long ago I know that transport in the past looked different from transport today I know that long ago people used horses and carts to travel I know that roads looked different in the past I can listen to stories about transport long ago horse and cart travel road different	Homes Long Ago I know homes can look different from each other. I know some homes in the past were different from homes today. I know pictures can show us homes from the past. I can talk about my home. I can look at pictures of homes and talk about what I notice. I can listen to stories about homes long ago. home lantern fireplace roof	School Now and Before I know I go to school and children went to school in the past too. I know some things at school were different long ago. I can talk about what I do at school. I can look at pictures of our school in the past and talk about what I see. I can notice things that are the same or different. school classroom long ago before	Animals Long Ago I know animals live on Earth. I know some animals lived a long time ago. I know dinosaurs lived on Earth a very long time ago. I know dinosaurs do not live on Earth anymore. I can talk about animals I know. I can look at pictures of animals from the past and talk about what I see. I can listen to stories about animals long ago. dinosaur bones then now
	Science					

	People and Senses: I know people can look similar and different. I know my body has different parts such as hands, feet and eyes. I know sounds can be made by our bodies. I know sounds come from different places around us. I know we have 5 senses I can make sounds by clapping, stamping or humming. I can listen to environmental sounds such as birds or vehicles. I can explore objects using my senses such as touch, sight, hearing and smell. see touch smell hear taste	Light and Dark I know there are differences between day and night. I know light helps us see things. I know light can make shadows. I know shadows appear when light shines on objects. I know some lights can be turned on and off. I can explore bright and dark places. I can notice what I can and cannot see in the dark. I can make shadows using my body or objects. I can watch shadows move when I move. I can explore torches and light switches. Light dark torch shadow day night	Movement and Forces I know objects can move. I know objects can be pushed and pulled. I know objects can move in different ways such as rolling, sliding or spinning. I know objects fall when they are dropped. I know wind and water can move objects. I can push and pull objects such as cars, boxes or prams. I can explore how objects move by rolling, sliding or spinning them. I can drop objects and watch what happens. I can explore how ramps change how objects move. I can explore how blowing or pouring water can move objects. push pull roll slide spin	Materials I know objects are made from different materials. I know materials can feel different. I know materials can change shape. I know some materials behave differently in water. I know some materials can change over time. I can explore different materials using my senses. I can describe how materials feel such as hard, soft, rough or smooth. I can bend, squash or tear materials such as paper, foil or playdough. I can explore materials in water and notice if they float or sink. I can observe simple changes such as ice melting. float sink melt hard soft rough smooth	Plants I know plants grow from seeds. I know plants change as they grow. I know plants need water and light. I know living things grow and change over time. I know plants have parts such as roots, stems, leaves and flowers. I can take part in planting seeds. I can help care for plants by watering them. I can observe plants growing. I can notice changes in plants over time. I can talk about what plants need to grow. plant seed soil root stem leaf flower	Animals and Minibeasts I know animals and minibeasts are living things. I know animals and minibeasts live in different places such as gardens, soil, ponds and trees. I know animals and minibeasts need food, water and shelter. I know animals and minibeasts grow and change. I can name some animals and minibeasts including baby animals I can show care and respect for living things. garden pond shelter animal minibeast
EAD	Art					

	Charanga Music scheme: Me!	Charanga Music scheme: My Stories	Charanga Music scheme: Everyone	Charanga Music scheme: Our World	Charanga Music scheme: Big Bear Funk	Charanga Music scheme: Reflect, Rewind and Replay
	DT					
	Junk Modelling I know boxes, tubes and containers can be used to make models. I know glue and tape can help materials stick together. I can explore building with junk materials. I can join materials using glue or tape. I can stack and balance materials when building. I can talk about what I have made. build box stick tower	Mechanisms I know some objects can move. I know pushing and pulling can make things move. I know pictures and toys can have parts that move I can push and pull parts to make them move. I can explore moving parts in toys and books. I can make simple moving pictures using paper. I can talk about how something moves. move push pull slide	Food Preparation I know food needs to be prepared before we eat it. I know we must wash our hands before preparing food. I know some foods are healthy for our bodies. I can help prepare simple foods. I can mix ingredients together. I can spread ingredients onto food. I can talk about the foods I am using. ingredients mix spread taste	Structures I know structures are things that are built. I know blocks and construction materials can be used to build structures. I know some structures fall over if they are not balanced. I can build towers using blocks or construction materials. I can stack materials on top of each other. I can explore making my structure taller. I can talk about what I have built. build tall fall balance	Sewing I know sewing is a way of joining materials together. I can explore different fabrics and materials. I can thread wool through large holes in card or fabric. I can pull thread through holes to join materials. fabric wool thread pull	Designing I know I can use different materials to make things. I know some materials can be joined together. I know people design things before they make them. I can choose materials to build or create something. I can join materials using glue, tape or threading. I can build or create something using different materials. I can talk about what I have made. create join build fix
	Computing (iLearn2)					
	Using technology I know technology can be found in many places around me. I know technology can be used to listen to stories, music and sounds.	Digital media I know technology can take pictures and record sounds. I can take photographs using a tablet or camera. I can record simple voice clips.	Programming I know instructions tell someone or something what to do. I can explore Bee-Bots freely. I can give simple directions such as	Animation I know animations are pictures that move on a screen. I can watch animations and talk about what is happening. I can move objects	Digital Art I know digital tools can change colours and marks on the screen. I know pictures created on a computer or tablet	Online Safety I know QR codes can reveal stories, pictures or songs. I know barcodes are special patterns that can be scanned by machines.

Nursery Long Term Curriculum Map

	I can role-play using technology such as phones, keyboards and tills. I can draw pictures on the interactive whiteboard. I can explore digital literacy and numeracy games with adult support. phone keyboard till computer	I can listen to audiobooks or digital stories. I can talk about what I hear in digital stories. record sound photograph camera	forward and stop. I can follow simple movement instructions. I can play digital games involving sequencing. forward backward direction instruction	slightly and take photos to help create an animation. picture move story animation	are called digital pictures. I can explore different colours when drawing digitally. I can change brush size to make thick or thin lines. I can make marks such as lines, dots and shapes on the screen. I can talk about the pictures I have created. draw digital picture screen	I know adults help keep us safe when using technology. I can scan simple QR codes with adult support. I can watch or listen to stories that appear when a QR code is scanned. I can talk about what happened when the code was scanned. code scan safe
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*For children joining our Nursery in January, there is a strong focus on the Prime Areas of learning—Communication and Language, Personal, Social and Emotional Development, and Physical Development—as these form the foundations for all future learning. These children access the same curriculum and themes; however, practitioners carefully adapt experiences to meet them at their developmental stage, ensuring they feel secure, develop relationships and build the fundamental skills needed to engage confidently in the wider curriculum.