



St Barnabas CE Primary School Curriculum Map Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Special Events	The Nativity					
Experience educational visits		Environmental walk				Puppet show
Educational visits linked to RE			Church tour	Easter Church service		
Whole School educational visits or experience days	Animal person	EYFS Panto day				
Main Theme	Me and My Community	Once Upon a Time	Starry Night	Dangerous Dinosaurs	Sunshine and Sunflowers	Big Wide World
Companion Project	Exploring Autumn	Sparkle and Shine	Winter Wonderland	Puddles and Rainbows	Shadows and Reflections	Splash!
Core Texts	Families, families, families Owl Babies Handa's Surprise	Little Red Riding Hood Goldilocks and the Three Bears The Three Little Pigs	Whatever Next Peace at Last How to Catch a Star Starry Night	Dinosaur Roar The Colour Monster Mr. Wolf's Pancakes The Runaway Pancake	Jack and the Beanstalk The Enormous Turnip	Sammy Seagull (sun safety) Bear Hunt Rosie's Walk
Literacy Skills Progression	Learns to hold and turn pages with support. Listens to short, simple stories; enjoys pictures. Joins in with simple songs and actions. Recognises first name orally, it is visible in the environment. Distinguishes between text and pictures. Draws freely.	Handles books carefully with reminders. joins in repeated refrains or actions. Joins in confidently with rhymes and repeated lines. Is beginning to recognise written name. Can recognise the function of some text in their environment. Develops a comfortable tool grip with dominant hand	Chooses and looks at books independently. Listens for longer; recalls parts of familiar stories. Participates in daily singing/rhymes. Begins to form first letters in name. Interacts with text and mark making resources in the provision. Uses large-scale movements to replicate shapes.	Handles books with care and purpose. Answers simple questions about stories. Sings familiar songs from memory. Some letters in first name are written recognisably. Assigns meaning to mark making in the moment. Is forming a range of straight and curved lines using small tools.	Cares for and talks about favourite books. Retells familiar stories with support. Joins in confidently and suggests songs. Writes first name recognisably with support. Can give meaning to mark making made previously. Demonstrates some awareness of starting points for some letters.	Consistently respects and enjoys books. Listens attentively and retells stories confidently. Sings clearly, joins group performances. Beginning to write first name consistently. May include some letters in mark making at play. Write some letters accurately.
Mathematics	Matching & Sorting Explore and Build (shapes and objects) I see 1,2,3	Patterns Position and Space Show me 1,2,3	Match, Talk, Push and Pull Shape Subitising to 3	Length and Height Show me 1,2,3,4,5 Making patterns together	Sequencing Positional Language More than/less than	My Own Pattern Stop at 1,2,3,4,5 Match, Sort, Compare
Foundational Skills Progression	Identifies situations that make them "happy", "sad". Communicate basic preferences through gestures or words. Explores sensory materials (sand, water, outdoor). Introduced to concept of 'Choose it, Use it, Put it away'. Practises putting on coat with minimal support. Explores spoon/fork with help. Adults model handwashing and nose wiping for children. Begins using single words/gestures to express needs (e.g. "toilet", "help"). Begins to wait turn with adult support.	Expands to "angry", "scared", "worried". Begins to verbalise likes/dislikes. Investigates natural objects with curiosity. Begins to follow routine with reminders. More consistent at coat on/off; begins to attempt zipper. Begins to use cutlery more accurately. Attempts hygiene routines with reminders. Is confident to approach an adult, who is engaged at a task, for support. Waits short turns in small groups.	Uses simple phrases ("I'm sad"). Expresses simple opinions (I like...). Describes simple observations. More consistent in tidy-up routines. Needs minimal help to put on coat. Begins to make more varied choices for meals. Mostly independent in washing hands and catching sneezes. Uses short phrases to express needs; starts recognising body cues (hungry, tired). More patient and cooperative in turn-taking games.	Describes why they feel certain emotions. Gives reasons for preferences. Notices change and pattern in environment. Follows tidy-up routines independently most of the time. Practising zips. Uses spoon and fork with control. Requires little support in hygiene routines. Expresses needs clearly using phrases; starts identifying how these feel in body. Waits turn and shares with peers with minimal support.	Beginning to identify strategies after heightened emotions. Expresses preferences confidently and respectfully. Talks about what they see and experience. Independent in use and responsible for resources. Independently puts on coat. Independent use of cutlery and choice of meals. Independent hygiene and toileting routines. Recognises and verbalises needs and emotions more consistently. Consistently takes turns and supports peers.	Confidently uses emotion words for self and others. Articulates likes/dislikes clearly and listens to others'. Shows curiosity and care for the environment. Consistent and supports others in tidy-up. Puts on coat independently and can help others. Consistent and confident at meals. Maintains hygiene habits independently and reminds peers. Communicates needs clearly using full sentences. Independently takes turns and recognises this can be hard for others.

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Wider Curriculum coverage	-Seasonal change		-Seasonal change		-Plants - Seasonal change	-Environmental change
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Literacy						
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