

Woolton Primary Curriculum Map

Our Nursery curriculum is carefully sequenced to develop children's knowledge, vocabulary, skills and independence through high-quality interactions, play-based learning, first-hand experiences and adult-led teaching, preparing every child for the next stage of learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seasons, Possible themes and festivals	How do we settle into nursery? What makes us special? Autumn, Halloween, Black history month and National Fitness day.	What changes when winter arrives? Bonfire Night. Remembrance Day. Children In Need. Anti-Bullying Week. St Andrews Day, Christmas, Diwali World Nursery Rhyme Week.	Which traditional tale is your favourite? National Story Telling Week, Chinese New Year, Valentine's Day.	Who helps in our community? Shrove Tuesday. St David's Day. World Book Day. Holi. Mother's Day. Ramadan and Spring	What can we find outside? Earth Day, Easter, St Georges day, World Bee Day, World mental health week.	What can we discover at the seaside? Are we ready for our next adventure? World Ocean Day. Father's Day. School Diversity Week, transition.
Curriculum enrichment	Autumn walks within school grounds and National Fitness fun day, new to nursery family pic nick	Christmas Nativity, Autumn stay and play, Parents evening 1, Visit from Father Christmas.	Mystery reader, Chinese New Year wow day.	Easter stay and play, parents to visit and talk about their job, Dress up for World Book day, Bunny hop fundraiser, Fire engine visit, parents evening 2	World Bee Day wow day, Watching caterpillars change to butterflies, Zoo lab.	Water play day, Superhero visit for end of year party, parents evening 3, Nursery prom, end of year family pic nick
Children develop the characteristics of effective learning through exploration, active learning and critical thinking across all areas of the curriculum. Ambitious vocabulary is explicitly taught, modelled and revisited across all areas of learning to develop confident communicators and learners.						
Area of learning						
Personal, Social and Emotional Development <i>Child-Centred Learning Through Teacher Input and Key Person Support</i>	Settle confidently into nursery routines, build relationships with familiar adults and peers, begin to express feelings, explore classroom expectations,	Develop friendships through play, begin taking turns and sharing, follow simple rules and routines, build confidence to try new experiences,	Recognise and talk about feelings, become more confident with unfamiliar adults and visitors, show kindness towards others, begin understanding how	Cooperate with others during play, solve simple conflicts with support, make independent choices, show resilience when faced with challenges, understand	Play cooperatively with friends, communicate needs and feelings confidently, show empathy and kindness towards others, ask for help when needed,	Choose resources independently, negotiate and solve problems with others, show confidence when trying new challenges, manage feelings appropriately,

	develop independence in choosing activities and self-care	develop increasing independence in personal care.	actions affect others, follow routines with less support.	the importance of rules and belonging to a community.	manage routines and personal care with increasing independence	demonstrate independence and resilience, prepare confidently for the transition to Reception
Communication and Language <i>Child-Centred Learning Through Teacher Input and Key Person Support</i>	Build confidence to communicate with familiar adults, listen to songs, rhymes and short stories, follow simple one-step instructions, use words and short phrases to express needs and interests, begin taking turns in conversations.	Listen with increasing attention, follow two-part instructions, ask simple questions, speak in simple sentences, develop vocabulary through play and stories.	Respond appropriately in conversations, retell familiar stories with support, use descriptive vocabulary, hold simple back-and-forth conversations, describe actions and experiences.	Listen confidently in groups, answer 'why' and 'how' questions, use talk to organise play, speak in longer sentences, use new topic vocabulary.	Listen attentively for longer, follow two-step instructions independently, talk about past and future events, ask questions to find out more, explain ideas and feelings clearly.	Listen and respond thoughtfully, hold sustained conversations, use language to solve problems and negotiate, retell stories in sequence, use a wide range of vocabulary confidently.
Physical Development <i>Child-Centred Learning Through Teacher Input and Key Person Support</i>	Build confidence moving in different ways, become familiar with the hall and PE routines, develop balance and coordination, explore the climbing frame safely, begin using a range of trikes, develop fine motor control through mark making, puzzles and malleable materials.	Take part in simple PE games, move safely in different spaces, climb and balance with increasing confidence, pedal different sized trikes with greater control, begin using bats and balls, strengthen fine motor skills through cutting, threading and tool use.	Express ideas through dance and movement, copy and create simple movement sequences, begin using balance bikes, climb with increasing independence, refine hand strength and pencil control through a range of fine motor activities.	Develop throwing, catching, rolling and kicking skills through ball games, improve coordination and aiming, ride balance bikes confidently, use bats and balls with increasing control, show greater independence in dressing and self-care.	Develop balancing, travelling and jumping through gymnastics, negotiate climbing equipment with confidence, demonstrate good control on balance bikes, refine fine motor skills for drawing and early writing, move with increasing coordination and control.	Apply physical skills during Sports Day practice, including running races, egg and spoon, sack races and throwing events, combine balancing, travelling and coordination skills, use climbing equipment independently, demonstrate confidence, stamina and fine motor control across daily activities.
Literacy <i>Child-Centred Learning Through Teacher Input and Key Person Support</i>	Develop a love of books and stories, join in with rhymes and repeated phrases, explore print in the environment,	Retell familiar stories using props and pictures, recognise that print carries meaning, give	Recall and sequence familiar stories, develop phonological awareness through rhyme, rhythm and alliteration,	Begin the Read Write Inc. phonics programme, learn Set 1 sounds, develop oral blending and segmenting through Fred	Continue Read Write Inc., recognise and recall taught sounds, blend and segment simple words, begin writing taught	Consolidate Read Write Inc. Set 1 sounds, apply blending and segmenting in reading and writing, write sounds and simple

	develop mark making through a range of media, learn ambitious vocabulary through high-quality texts.	meaning to marks, develop vocabulary through carefully chosen texts, introduce stories that prepare children for Reception.	recognise own name, continue mark making with increasing control, build vocabulary that supports future learning.	Talk and Fred Games, begin forming taught sounds, continue using high-quality texts that prepare children for Reception's Ready Steady Write curriculum.	sounds and simple words where appropriate, retell stories using increasingly ambitious vocabulary.	words independently where appropriate, confidently retell familiar stories using vocabulary that prepares children for the Reception Ready Steady Write curriculum.
Maths <i>Child-Centred Learning Through Teacher Input and Key Person Support</i>	Explore maths through play and daily routines. Recognise, name and match colours in the environment. Sort objects by colour, type, size or other attributes, noticing what is the same and different. Begin to copy and continue simple AB patterns. Develop early counting through songs, actions and practical experiences, using mathematical language such as same, different, match and group	Develop confidence in reciting numbers beyond 5 and counting objects with increasing accuracy, matching one number name to each object. Begin to understand that the last number counted tells us how many there are altogether. Compare groups using more, fewer and the same. Explore big and small objects and continue AB patterns through practical play.	Develop understanding of numbers 1, 2 and 3 through objects, fingers, dice, songs and practical games. Begin to recognise small quantities without counting, match numerals to amounts where appropriate and represent numbers using marks, pictures and objects. Explore how numbers can be made up of smaller groups, while continuing to develop accurate counting and mathematical language.	Build on previous number knowledge by exploring numbers 4 and 5, with opportunities to explore 6 when children are ready. Develop one-to-one counting, recognition of small quantities, finger numbers and matching numerals to amounts. Explore how numbers can be represented and grouped in different ways. Solve simple practical problems and compare quantities using more, fewer and the same.	Explore 2D and 3D shapes through construction, puzzles and the environment, noticing features such as straight, curved, flat and round. Begin to describe and order familiar daily events using first, next and then. Compare objects by length and height, using long, short and tall, and explore spatial reasoning through building and practical challenges.	Compare objects by weight and containers by capacity, exploring heavy, light, full, half full and empty through hands-on experiences. Develop understanding of position and direction using language such as in, on, under, behind, in front of, up and down. Consolidate counting, subitising, comparing quantities, simple patterns and shape knowledge, applying mathematical language and problem-solving skills throughout play and daily routines to support transition into Reception.

Understanding The World <i>Child-Centred Learning Through Teacher Input and Key Person Support</i>	Settle into nursery routines, explore the Autumn season, talk about themselves and their families, Halloween and Black History Month, enjoy Autumn walks and begin noticing changes in the natural world.	Recognise what makes us unique, learn about Bonfire Night, Remembrance Day, Christmas and other celebrations, begin understanding past and present through family traditions, enjoy the Nativity and meeting Father Christmas.	Explore traditional tales from different cultures, celebrate Chinese New Year and Valentine's Day, compare celebrations and customs, develop curiosity through storytelling and enrichment experiences such as Mystery Reader.	Learn about people who help us, explore occupations through visitors and role play, celebrate World Book Day, Holi, Ramadan and Mother's Day, understand how people contribute to our community through real-life experiences such as the Fire Engine visit.	Observe seasonal changes in Spring, explore plants, minibests and lifecycles, celebrate Earth Day, Easter, St George's Day and World Bee Day, investigate the natural world through caterpillars, butterflies and ZooLab experiences.	Explore seaside environments and oceans, learn how to care for our world, celebrate Father's Day and School Diversity Week, reflect on their year in Nursery, prepare confidently for the transition to Reception through shared experiences and celebrations.
	Learning is enhanced through continuous provision, high-quality adult interactions, child-initiated play, carefully planned adult-led experiences and meaningful enrichment opportunities throughout the year.					