Cleveland Road Primary School Curriculum Map –Nursery, Autumn Term 2026

	Autumn 1	Autumn 2
TOPIC	**Exploring Together**	
KEY TEXTS	*We're Going on a Bear Hunt* by Michael Rosen *Brown Bear Brown Bear What Do You See?* By Eric Carle *Owl Babies* by Martin Waddell	*Robin's Winter Song* by Suzanne Barton *Stick Man* by Julia Donaldson and Axel Scheffler *Christmas Stories*
ENGLISH *Convention on the Rights of the Child (CRC) Articles 28, 29, 31*	<u>Comprehension, Word Reading, Writing</u> The children will be learning a variety of songs and nursery rhymes and will be encouraged to join in with repetitive rhymes and stories. They will be encouraged to read for pleasure and explore a variety of texts in the book area. The children will begin to learn that we read English text from left to right, and from top to bottom. The children will learn to recognise their own name and will be encouraged to write this on any piece of work they create at school. Using a variety of media such as pencils, crayons and paintbrushes, the children will begin to make marks on paper.	<u>Comprehension, Word Reading, Writing</u> The children will continue to learn a variety of songs and nursery rhymes. The children will be encouraged to rehearse repetitive refrains in familiar stories and provided puppets to support simple retelling. The children will take a book of their choice home to share with their parents and will begin to name the different parts of a book *(spine, front cover, back cover, blurb, illustrator, and author)*. They will be supported to make comments and share their own ideas. The children will be introduced to new vocabulary and will be taught how to count. The children will continue learning to recognise their own name and will be encouraged to write this on any piece of work they create at school. Using a variety of media such as pencils, crayons and paintbrushes, the children will begin to make marks on paper.
MATHS *CRC Articles 28, 29, 31*	<u>Number and Numerical Patterns</u> We will be learning about numbers through songs, rhymes and games and will learn to count from 0 to 10. The children will count out objects by using one-to-one correspondence (touching each item as they count). The children will be encouraged to count in various contexts such as counting jumps, beads, claps and people. The children will begin to use shapes appropriately for their play and begin to identify the patterns around them.	<u>Number and Numerical Patterns</u> The children will continue to learn about number through songs, rhymes and games and will learn to count from 0 to 10. The children will count out objects by using one-to-one correspondence (touching each item as they count). They will be encouraged to count and explore through various contexts such as counting jumps, beads, claps and people. The children will be encouraged to make comparisons between objects relating to size, length, weight and capacity. They will use vocabulary 'lots', 'more' or 'same', 'bigger/little/smaller', 'high/low', 'tall', 'heavy'

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PERSONAL SOCIAL AND EMOTIONAL Development *CRC Articles 2, 6, 7, 12, 1*	<u>Self-Regulation, Managing Self, Building Relationships</u> As the children settle into their new Nursery life, they will develop their self-confidence and be able to separate from their main carer without becoming upset. They children will be encouraged to make new friends and understand the importance of sharing and playing co-operatively. All of the children will learn to tidy up their equipment when they are finished, and will learn the EYFS motto: 'You choose it, you use it, you put it away!' The children will be supported to notice and ask questions about similarities and differences between people.	<u>Self-Regulation, Managing Self, Building Relationships</u> The children will be encouraged to follow school routines and classroom rules. They will be encouraged to talk about and manage their feelings and emotions in more elaborated ways e.g., "I'm sad because..." or "I love it when ..." The children will continue to make new friends and understand the importance of sharing and playing co-operatively. All of the children will tidy up their equipment when they are finished, and follow the EYFS motto: 'You choose it, you use it, you put it away!' The children will be supported to notice and ask questions about similarities and differences between people.
COMMUNICATION AND DEVELOPMENT *CRC Articles 12, 13, 30*	<u>Listening, Attention and Understanding, Speaking</u> All of the children will be encouraged to initiate conversations with friends and familiar adults. We will provide opportunities for the children to talk about themselves and share their own experiences, thoughts and ideas with others in the setting The adults will support the children to speak in simple sentences to express themselves. The children will use talk in imaginative play, pretending that objects stand for something else, e.g., *'This box is my castle'.* The children will be supported to widen their vocabulary based on their home and school life experiences.	<u>Listening, Attention and Understanding, Speaking</u> The children will begin to initiate conversations with friends and familiar adults. We will continue to provide opportunities for the children to talk about themselves and share their own experiences, thoughts and ideas with others in the setting. The adults will support the children to speak in simple sentences to express themselves. The children will use talk in imaginative play, pretending that objects stand for something else, e.g., *'This box is my castle'.* The children will be supported to widen their vocabulary based on their home and school life experiences. The children will listen to simple stories and understand what is happening, with the help of the pictures, and begin to understand simple questions such as 'who', 'what' and 'where'. They will sing a large repertoire of songs and join in with the actions

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PHYSICAL DEVELOPMENT *CRC Articles 24, 27*	<u>Gross Motor skills and Fine Motor skills</u> In the outdoor area, the children will use bikes, scooters and climbing equipment safely to develop their gross-motor and balancing skills. They will learn to fill and pour in the water and sand areas, using the jugs and containers. The children will be shown how to wear the waterproof clothing whilst in the water area and to understand why this is important. To develop fine motor skills, the children will be taught how to use three fingers (tripod grip) to hold a pencil and will begin to show their preference for a dominant hand. They will use tools such as scissors and Sellotape dispensers, and a variety of different materials, when creating items from their imagination. The children will be encouraged to become independent when using the toilet and will be supported to wash and dry their hands thoroughly.	<u>Gross Motor skills and Fine Motor skills</u> The children will continue to use bikes, scooters and climbing equipment safely to develop their gross-motor and balancing skills in the outdoor area. They will learn to fill and pour in the water and sand areas, using the jugs and containers. The children will be shown how to wear the waterproof clothing whilst in the water area and to understand why this is important. The children will enjoy fitting themselves into spaces, like tunnels, dens and large boxes, and move around in them. They will be encouraged to explore different materials and tools and enjoy starting to kick, throw and catch balls. They will use large-muscle movements to wave flags and streamers, paint and make marks. To develop fine motor skills, the children will be taught how to use three fingers (tripod grip) to hold a pencil and will begin to show their preference for a dominant hand. They will use tools such as scissors and Sellotape dispensers, and a variety of different materials, when creating items from their imagination. The children will continue to be encouraged to become independent when using the toilet and will be supported to wash and dry their hands thoroughly.
UNDERSTANDING OF THE WORLD *CRC Articles 16, 18, 23, 30, 31*	<u>Past and Present, People, Culture and Communities, the Natural World</u> The children will have opportunities to talk about their families and the different festivals that they celebrate; they will then be encouraged to act these out during their own imaginative play. They will notice the similarities and differences between people. .	<u>Past and Present, People, Culture and Communities, the Natural World</u> The children will have opportunities to talk about their families and the different festivals that they celebrate; they will then be encouraged to act these out during their own imaginative play. They will notice the similarities and differences between people. They will find out about people that help us and different occupations. They will have opportunities to explore the natural

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		world around them, including plants and flowers, in their local environment. They will be encouraged to talk about what they see, using a wide range of vocabulary.
EXPRESSIVE ARTS AND DESIGN *CRC Articles 29, 31*	<u>Creating with Materials, Being Imaginative and Expressive</u> The children will join in with singing nursery rhymes and songs and explore moving to music. They will explore different instruments and ways of moving to music. The children will learn the names of the colours and experiment with them; they will use various media such as charcoal, pens, pencils, pastels, paint and crayons. The children will begin to draw with increasing complexity and detail, such as representing a face with a circle and including details.	<u>Creating with Materials, Being Imaginative and Expressive</u> The children will join in with singing nursery rhymes and songs and explore moving to music. They will explore different instruments and ways of moving to music. The children will learn the names of the colours and experiment with them and use various media such as charcoal, pens, pencils, pastels, paint and crayons. The children will be encouraged to construct with different materials in the indoor and outdoor areas. They will begin to create simple models to express their ideas. The children will draw with increasing complexity and detail, such as representing a face with a circle and including details.
Safeguarding *CRC Articles 2, 3, 4, 5, 7, 8, 10, 12, 13, 16, 17, 28, 29, 36, 37, 38*	The children will be taught why we have certain rules e.g., walking inside to avoid accidents. They are encouraged to put all their belongings and resources away to avoid falls and trips. The children will be taught to use tools such as scissors, spades and the large wooden blocks safely. All of the children are encouraged to tell an adult if they have hurt themselves and how. We will also talk about Road Safety and not talking to strangers.	The children will be taught why we have certain rules e.g walking inside to avoid accidents. They are encouraged to put all their belongings and resources away to avoid falls and trips. The children will be taught to use tools such as scissors, spades and the large wooden blocks safely. All children are encouraged to tell an adult if they have hurt themselves and how. We will also talk about Road Safety and not talking to strangers.
MFL -Spanish *CRC Articles 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42*	<u>Hello</u> In this module, the children will learn very basic vocabulary through songs and stories.	<u>My school</u> In this module, the children will learn very basic vocabulary about school using a variety of songs and actions. · Learning some objects in the classroom (Mesa, silla)

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	· Saying and understanding basic greetings (Hola, adiós) · Numbers from 1-10 · Reading the Hungry Caterpillar to practice numbers · Learning how to say your name.	· Learning colours (Rojo, Amarillo, verde, azul) · Learning some food we eat at school (Pollo, pasta, pizza, agua).