

# Gordon Primary School Curriculum Map – Nursery, Summer Term 2026

|                                                                                            | SUMMER 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | SUMMER 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| TOPIC                                                                                      | Growing, Transitions and Journeys                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| KEY TEXTS                                                                                  | <i>The Very Hungry Caterpillar - Eric Carle</i><br><i>The Very Busy Spider - Eric Carle</i><br><i>The Bad-Tempered Ladybird - Eric Carle</i><br><i>Animals and Minibeasts</i><br><i>People who help us</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <i>Handa's Surprise - Eileen Brown</i><br><i>What If.. - Samantha Berger</i><br><i>Naughty Bus - Jan and Jerry Oke</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>LITERACY</b><br><i>Convention on the Rights of the Child (CRC) Articles 28, 29, 31</i>  | <p>The children will practise making recognisable shapes and develop confidence in writing their name. They will copy letters using rhymes to support formation and begin writing for simple purpose during play, such as making a list. The children will continue learning <i>Read Write Inc. Phonics</i>, developing their understanding that letters represent sounds. Through songs, poems and games, they will explore rhyme and clap syllables in simple words. Using a range of texts, the children will begin to retell familiar stories using pictures as prompts, join in with repeated phrases and learn the basic parts of a book. The children will also explore fiction and non-fiction texts and learn that books are written for different purposes.</p> | <p>The children will build confidence in early writing by forming recognisable letters, including those in their name and using mark-making more independently. They will add more detail to their drawings and begin to use their marks to represent their ideas. The children will also continue learning <i>Read Write Inc. Phonics</i> and deepen their understanding of rhyme and syllables through songs and activities. The children will retell familiar stories with increasing confidence, begin to sequence events using words such as <i>before</i> and <i>after</i> and share their ideas about books.</p> |
| <b>MATHS</b><br><i>(CRC) Articles 28, 29, 31</i>                                           | <p>The children will learn to name and describe simple 2D and 3D shapes, using words such as round, flat and straight. They will begin to notice shapes in the environment and describe them in play. The children will continue counting in everyday contexts, reciting numbers past 5 and showing fingers up to 10. They will learn that the last number counted tells you how many objects are in a set (cardinal principle) and begin to recognise small quantities instantly (subitising). Through play, the children will solve practical problems with numbers up to 5 and compare quantities using words like <i>more</i> and <i>less</i>.</p>                                                                                                                    | <p>The children will build on their shapes knowledge, describing 2D and 3D shapes confidently and spotting shapes in the environment. They will continue to count and compare quantities, solving practical problems with numbers beyond 5, when ready. They will practise recognising small quantities instantly (subitising) and using mathematical language to compare size, weight, length and capacity. The children will explore repeating patterns using everyday objects and materials such as stick, leaf, stick, leaf and begin to describe and follow simple routes and positions in play.</p>               |
| <b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b><br><i>(CRC) Articles 2, 6, 7, 12, 13</i> | <p>The children will be encouraged to adapt their behaviour to different situations and express their preferences, while becoming more confident in asking adults for help and trying new things. The children will begin to build friendships, initiate play with others and start to understand how to resolve simple conflicts by talking to their peers. The children will learn to</p>                                                                                                                                                                                                                                                                                                                                                                               | <p>The children will continue to develop confidence in social situations, becoming more independent and resilient when faced with challenges. They will build and maintain friendships, show greater awareness of others' feelings and resolve conflicts more independently. The children will talk about their interests and future aspirations and continue to develop their</p>                                                                                                                                                                                                                                      |

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| TOPIC                                                                             | Growing, Transitions and Journeys                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|                                                                                   | recognise and talk about their feelings using words such as <i>happy, sad, angry</i> and <i>worried</i> and begin to show empathy towards others. Through activities and books such as <i>The Hungry Caterpillar</i> , the children will learn about healthy choices including food, exercise, oral health, screen time and sleep.                                                                                                                                                                                                                                                                                                                                                                | understanding of feelings. The children will also be encouraged to persevere in activities and develop simple problem-solving skills. The children will continue to learn about and follow the class rules and the 5Cs with increasing independence, understanding why they are important.                                                                                                                                                                                                                                                                                                  |
| <b>COMMUNICATION AND LANGUAGE DEVELOPMENT</b><br><i>(CRC) Articles 12, 13, 30</i> | The children will continue to be encouraged to speak in full sentences to express their ideas, describe what is happening and begin to anticipate what might happen next. They will develop confidence in starting conversations with adults and peers, asking questions and recalling past experiences using words such as <i>who, what</i> and <i>when</i> . They will continue to develop their listening and attention skills by following simple instructions, listening to stories and joining in with rhymes, songs and familiar texts.                                                                                                                                                    | The children will build confidence in holding longer conversations, asking and answering questions, including <i>why</i> and <i>how</i> and begin to use <i>because</i> more independently. The children will explain their ideas more clearly, use correct tenses and begin to use longer, more complex words. The children will listen to longer stories without visual support, remember key events and retell them. The children will also use a wider range of vocabulary, including <i>on top</i> and <i>behind</i> when speaking in full sentences.                                  |
| <b>PHYSICAL DEVELOPMENT</b><br><i>(CRC) Articles 24, 27, 31</i>                   | The children will continue to develop their independence in managing their personal needs, including eating, drinking and toileting. They will begin to dress and undress as the weather changes result in them needing to take off their jumpers or cardigans. Through PE and play, the children will explore different ways of moving, using large equipment such as balls, ribbons and streamers to develop their gross motor skills. The children will practise balancing, climbing safely and begin to throw underarm. The children will also further develop their fine motor skills through mark-making, using tool such as scissors and paintbrushes and begin to use a comfortable grip. | The children will become more independent in dressing and managing their personal needs. They will develop greater control in their movements, including balancing, climbing and throwing both underarm and overarm and take part in group games. The children will continue to develop fine motor skills by using one-handed tools with increasing control, cutting along lines and simple shapes and showing a clear preference for a dominant hand. The children will also collaborate in group activities, moving equipment safely and choosing resources to carry out their own ideas. |
| <b>UNDERSTANDING THE WORLD</b><br><i>(CRC) Articles 16, 18, 23, 30, 31</i>        | The children will be encouraged to talk about their own experiences, including the past and present. Through stories and non-fiction texts and role-play, they will learn about different occupations, such as doctors, police officers and firefighters. The children will explore the natural world, noticing the changes from spring to summer and talk about the weather and appropriate clothing. The children will show care and respect for living things, exploring life cycles through experiences such as observing ducklings and caterpillars.                                                                                                                                         | The children will continue to develop an understanding of the world, learning about different countries and recognising similarities and differences between environments. The children will care for plants in the Nursery garden and observe how they grow. Through play, the children will explore materials and begin to describe their properties using words such as rough, smooth and soft. The children will also investigate simple forces, such as push and pull, through everyday activities.                                                                                    |

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| <b>EXPRESSIVE ARTS AND DESIGN</b><br><i>(CRC) Articles 13, 29, 31</i>                | <p>The children will explore a range of materials and begin to join them using tools such as glue and tape. They will draw simple shapes to represent objects and begin to add detail, including showing emotions in their drawings. The children will experiment with colour mixing through painting and take part in rhymes and rhythmic games, using their bodies to move to music.</p>                                                                                                                                                                                                                                                                                                                                                                                                  | <p>The children will develop their creativity by using a wider range of materials to create their own ideas. They will draw with increasing detail and complexity and continue to explore colour and design. The children will create simple stories through imaginative and small world play and express themselves through music and movement, developing their own ideas about creativity inspired by stories such as <i>What If...?</i>.</p> |
| <b>Safeguarding</b><br><i>(CRC)</i><br><i>2,3,6,12,15,17,19,24,28,29,34,36,39,42</i> | <p>The children will build on their understanding of rules by explaining why they are important for keeping themselves and others safe, such as walking indoors to prevent accidents. They will take greater responsibility for tidying away belongings and resources to reduce risks.</p> <p>The children will use a range of tools, including scissors, spades and large construction equipment, with increasing control and awareness of safety. The children will confidently seek support when needed, explaining what has happened if they are hurt and identifying trusted 'safe adults' they can talk to if they feel worried or upset.</p> <p>The children will continue to deepen their understanding of how to stay safe online, following the school's e-safety guidelines.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                  |