

## Gordon Primary School Curriculum Map – Nursery, Autumn 2025-2026

|                                                                                        | AUTUMN 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | AUTUMN 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| TOPIC                                                                                  | All About Me and My World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| KEY TEXTS                                                                              | <i>Brown Bear, Brown Bear</i> by Bill Martin Jr.<br><i>Owl Babies</i> by Martin Waddell<br><i>From Head to Toe</i> by Eric Carle<br><i>Polar Bear, Polar Bear</i> by Bill Martin Jr.<br><i>The Enormous Turnip</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <i>The Colour Monster</i> by Anna Llenas<br><i>We're going on a Bear Hunt</i> by Michael Rosen<br><i>Stick Man</i> by Julia Donaldson<br><i>Robin's Winter song</i> by Suzanne Barton<br><i>Christmas Stories</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| LITERACY<br><i>Convention on the Rights of the Child<br/>(CRC) Articles 28, 29, 31</i> | <p>The children will enjoy learning a variety of songs and nursery rhymes to develop their listening and language skills. They will be encouraged to join in with familiar refrains in stories and rhymes during whole-class and small-group sessions. The children will begin to understand how books work, including that we read English from left to right and top to bottom. They will start to engage in simple conversations about the stories they hear and will be introduced to new vocabulary to support their language development.</p> <p>The children will begin to recognise their own name and identify the initial sound. They will be encouraged to write their name on any work or creations they produce. Using a variety of media such as pencils, crayons and paintbrushes, they will explore mark-making and will be supported to give meaning to the marks they make.</p> | <p>The children will continue to enjoy songs, rhymes and familiar stories. They will rehearse repeated phrases and begin to use puppets and props to support simple retelling. They will be introduced to the different parts of a book, including the spine, front cover, back cover, blurb and author. As they grow in confidence, they will be supported to make comments about what they hear and share their own ideas.</p> <p>The children will begin taking home a book of their choice each week to share with their family, helping to develop a love of reading beyond the classroom. They will continue to build their vocabulary through stories and class discussions and will also begin to develop early counting skills through songs and stories. The children will keep practising how to recognise and write their name and will further develop their mark-making, giving meaning to their marks as they move towards early writing.</p> |
| MATHS<br><i>(CRC) Articles 28, 29, 31</i>                                              | <p>The children will develop curiosity about numbers through songs, rhymes and games, including popular finger rhymes like Five Little Ducks. They will be encouraged to count in everyday situations, such as counting fingers, toes, stairs, toys and actions to help make counting meaningful and fun.</p> <p>Throughout the term, the children will be supported to give up to four items on request and to count sequentially to five and beyond. They will notice changes in quantity when items are</p>                                                                                                                                                                                                                                                                                                                                                                                    | <p>The children will continue learning about numbers through songs, rhymes and games, extending their counting skills from zero to ten. They will practise counting objects using one-to-one correspondence, touching each item as they count, in a variety of contexts like jumps, beads, claps and people.</p> <p>The children will explore shapes through play and building activities, experimenting with creating new shapes. They will</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

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| TOPIC                                                                                      | All About Me and My World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|                                                                                            | added or removed and will use words like “more” and “fewer” to describe these changes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | also begin to understand and use prepositions like “on,” “under,” and “next to” through language and guided play.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b><br><i>(CRC) Articles 2, 6, 7, 12, 13</i> | <p>As the children settle into Nursery, they will begin to build their self-confidence and feel secure in their new environment. They will be supported to separate from their main carer with increasing independence and confidence. The children will be encouraged to make new friends, take turns and begin to understand the importance of sharing and playing cooperatively with others.</p> <p>They will be introduced to the routines and expectations of the classroom and learn to follow simple rules. The children will begin to tidy up after themselves using the motto: “You choose it, you use it, you put it away!” They will start to notice similarities and differences between themselves and others and will be supported to ask respectful questions to build understanding and inclusion.</p> | <p>The children will continue to grow in confidence as they become more familiar with school life. They will follow daily routines with increasing independence and continue to build positive relationships with adults and peers. The children will be encouraged to talk about their feelings and emotions using more detailed language for example, “I’m sad because...” or “I love it when...”</p> <p>They will further develop their understanding of how to share, take turns and play cooperatively. The expectation to tidy up after activities will be reinforced and they will continue to follow the motto to take responsibility for their learning environment. The children will deepen their awareness of the similarities and differences between people and will be supported to show kindness, curiosity, and respect for others.</p> |
| <b>COMMUNICATION AND LANGUAGE DEVELOPMENT</b><br><i>(CRC) Articles 12, 13, 30</i>          | <p>The children will be supported to follow simple instructions and listen attentively to both adults and peers in one-to-one and small group situations. They will be encouraged to initiate conversations with their friends and familiar adults, helping them to build confidence in using language to express themselves.</p> <p>Throughout the term, the children will be given opportunities to talk about themselves, their families and their experiences. They will begin to use talk in imaginative play, using language to pretend and create their own ideas—such as saying, “This box is my castle.”</p>                                                                                                                                                                                                  | <p>The children will continue developing their listening and attention skills by following more complex instructions and contributing to group discussions with greater confidence. They will be supported to understand and respond to simple questions beginning with ‘Who’, ‘What’ and ‘Where’.</p> <p>As their language develops, the children will extend their use of talk during imaginative play, using more detail and creativity in their role play and storytelling. They will be able to talk about familiar books, begin to retell simple stories in their own words, and build a growing repertoire of rhymes and songs.</p>                                                                                                                                                                                                               |

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| TOPIC                                                                      | All About Me and My World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                                                                            | The children will enjoy learning a wide range of nursery rhymes and will begin to engage with familiar stories, developing their ability to listen and join in with repeated phrases.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>PHYSICAL DEVELOPMENT</b><br><i>(CRC) Articles 24, 27, 31</i>            | <p>The children will begin developing their independence through everyday tasks, such as managing buttons, zips and pouring drinks. They will be supported to say when they need the toilet and will learn the importance of washing their hands after using the toilet and before meals or eating snacks.</p> <p>In the outdoor area, the children will safely use bikes, scooters and climbing equipment to build their gross motor skills and confidence in balancing. They will also explore running, jumping, climbing and building using large resources. The children will practise using balls, hoops and beanbags to develop early throwing, kicking and catching skills.</p> <p>To strengthen their fine motor skills, the children will make marks with a variety of tools, roll, squash and squeeze playdough and begin threading pasta or beads to support hand-eye coordination.</p> | <p>The children will continue to build independence in managing their own clothing, including pulling on welly boots and fastening buttons or zips on protective clothing. They will learn how to wear waterproofs in the water area and understand why this is important for staying dry and comfortable.</p> <p>They will refine their fine motor control through activities such as mark-making with increasing accuracy, using scissors and manipulating small objects. The children will further practise threading and use a wider range of tools in creative and practical activities.</p> <p>In outdoor play, they will continue to explore large movements and will become more confident in selecting equipment like balls and beanbags to practise throwing, catching and kicking with greater control.</p> |
| <b>UNDERSTANDING THE WORLD</b><br><i>(CRC) Articles 16, 18, 23, 30, 31</i> | <p>The children will be given a wide range of sensory experiences using materials such as sand, water, playdough, shaving foam, rice and cornflour. These hands-on activities will encourage curiosity, exploration and discussion.</p> <p>In the outdoor area, the children will explore natural objects such as leaves, flowers and plants. They will begin to understand how to care for the natural environment and living things around them. The children will be encouraged to talk about their families, themselves and the people who are special to</p>                                                                                                                                                                                                                                                                                                                                  | <p>The children will continue to explore the natural world, showing care and respect for living things and the environment. The children will be introduced to seasons and invited to notice the changes around them by describing what they can see, hear and feel.</p> <p>The children will talk more confidently about their families and begin to explore the different festivals and celebrations that are important to them and others. These experiences will be reflected in their imaginative play, as they begin to act out what</p>                                                                                                                                                                                                                                                                         |

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|                                                                                                                 | <p>them. They will begin to identify three ‘safe adults’ in their lives, both at home and in school.</p> <p>Each day, they will sing the ‘Days of the Week’ song and talk about the weather, using vocabulary such as “today,” “now” and “before.”</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>they have learned and seen. They will continue to talk about similarities and differences between themselves, other people, and different places.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>EXPRESSIVE ARTS AND DESIGN</b><br/><i>(CRC) Articles 13, 29, 31</i></p>                                   | <p>The children will begin to explore their creativity through singing nursery rhymes and simple songs, as well as moving their bodies rhythmically to music. They will explore a range of instruments and begin experimenting with sounds and how they can be used in different ways.</p> <p>Using a variety of media such as pencils, crayons, paint, charcoal and pastels, the children will learn the names of colours and begin to mix and experiment with them. They will start to draw with greater purpose, creating simple representations such as circles for faces and including basic features like eyes and mouths.</p> <p>The children will also be encouraged to explore building and creating with different materials in both the indoor and outdoor areas. They will begin to construct simple models that represent their ideas and experiences.</p> | <p>The children will continue to develop their confidence in singing, moving to music and using instruments in more purposeful ways. They will learn new songs and begin to combine music and movement during imaginative play and performance.</p> <p>The children’s artwork will become more detailed as they explore colour mixing further and use a growing range of materials to express themselves. The children will be supported to draw with increasing complexity, adding more features to their drawings and giving meaning to their creations.</p> <p>As their construction skills progress, the children will plan and build more developed models, using a variety of materials to represent their ideas. They will begin to talk about what they are making and reflect on the choices they have made.</p> |
| <p><b>SPANISH</b><br/><i>CRC Articles</i><br/><i>2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42</i></p> | <p style="text-align: center;"><b>Hello</b></p> <p><i>In this module children will learn very basic vocabulary through songs and stories.</i></p> <ul style="list-style-type: none"> <li>Saying and understanding basic greetings (<i>Hola, Adiós</i>)</li> <li>Numbers from 1-10</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p style="text-align: center;"><b>My School</b></p> <p><i>In this module children will learn very basic vocabulary about school using a variety of songs and actions.</i></p> <ul style="list-style-type: none"> <li>Learning some objects in the classroom (<i>mesa, silla</i>)</li> <li>Learning colours (<i>rojo, amarillo, verde, azul</i>)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

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|                                                                                      | <ul style="list-style-type: none"> <li>• Reading the Hungry Caterpillar to practice numbers</li> <li>• Learning how to say your name</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Learning some food, we eat at school (<i>pollo, pasta, pizza, agua</i>)</li> </ul> |
| <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 be introduced to the United Nations Convention on the Rights of the Child (UNCRC) and encouraged to begin thinking about how their rights help to keep them safe, healthy and happy. They will learn about ‘safe’ and ‘trusted’ adults in their lives and be supported to understand that they can speak to these adults if something does not feel right.</p> <p>All of the children will also be encouraged to tell an adult if they hurt themselves, so that they can be helped and looked after properly.</p> <p>In line with the DigiSafe Acceptable Use Policy, the children will begin to learn about E-Safety and how to stay safe when using technology in an age-appropriate way.</p> |                                                                                                                             |