Gordon Primary School Curriculum Map – *Nursery, Autumn 2026*

	AUTUMN 1	AUTUMN 2
TOPIC	**All About Me and My World**	
KEY TEXTS	Brown Bear, Brown Bear by Bill Martin Jr. *The Colour Monster by Anna Llenas*	*We're going on a Bear* Hunt by Michael Rosen Polar Bear, Polar Bear by Bill Martin Jr. *Stick Man* by Julia Donaldson *Robin's Winter song by Suzanne Barton* *Christmas Stories*
Literacy Development *Convention on the Rights of the Child* *CRC Articles* *28, 29, 31*	The children will enjoy learning a range of songs and nursery rhymes to support the development of their listening and language skills. They will be encouraged to join in with familiar phrases in stories and rhymes during whole-class and small-group activities. The children will begin to develop an understanding of how books are used, including that English text is read from left to right and from top to bottom. They will be encouraged to talk about the stories they hear through simple conversations and will be introduced to new vocabulary to extend their language and communication skills. The children will begin to recognise their own name and identify the initial sound it starts with. They will be encouraged to write their name on their work and creative projects. Through the use of a variety of materials, including pencils, crayons and paintbrushes, they will explore mark-making and be supported to understand that the marks they create can carry meaning and represent their ideas.	The children will continue to enjoy a wide range of songs, rhymes and familiar stories to further develop their listening and language skills. They will have the opportunity to join in with repeated phrases and use puppets, props and role-play to help retell simple stories. They will become familiar with the different features of a book, including the front cover, back cover, spine, blurb and author. As their confidence grows, they will be encouraged to talk about the stories they hear, answer simple questions and share their own thought and ideas. The children will begin choosing a library book to take home each week, encouraging families to enjoy reading together and fostering a lifelong love of books. They will continue to extend their vocabulary through stories, discussions and everyday conversations, while songs, rhymes and story-based activities will also support the development of early mathematical understanding.
Mathematics Development *CRC Articles* *28, 29,31*	The children will be encouraged to explore early mathematical concepts through a range of engaging songs, number rhymes, games and practical experiences. Familiar finger rhymes, such as *Five Little Ducks*, will be used to promote number recognition and counting skills. Opportunities to count will be woven into daily routines, including counting fingers, toes, steps, toys and	The children will continue to develop their understanding of number through a variety of interactive songs, rhymes and games, building their confidence in counting from zero to ten. They will be encouraged to count accurately using one-to-one correspondence by matching each number to a single object during a range of practical activities, such as counting jumps, beads, claps and members of the group.

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	movements, helping children see the relevance of numbers in everyday life. As the term progresses, the children will build confidence in counting in sequence to five and beyond, as well as selecting and giving up to three objects when asked. They will be supported to recognise when quantities change as objects are added or taken away, using mathematical language such as *more* and *fewer* to describe what they notice.	Opportunities to investigate shape will be provided through construction, creative play and hands-on exploration, allowing the children to experiment with combining and creating different shapes. They will also develop their understanding of positional language by learning and using words such as *on*, *under* and *next to* during everyday routines, play experiences and adult-led activities.
Personal, Social and Emotional Development *CRC Articles* *2, 6, 7, 12, 13*	As the children settle into Nursery, they will be supported to feel safe, secure and confident in their new environment. They will gradually develop the confidence to separate from their main carer, build friendships and learn to take turns, share and play cooperatively with others. The children will become familiar with classroom routines and expectations, following simple rules and taking responsibility for tidying away resources. They will also begin to recognise similarities and differences between themselves and others, developing respect and understanding through everyday conversations and experiences.	As the children become more settled in Nursery, they will continue to develop their confidence and independence, following daily routines and building positive relationships with adults and their peers. They will be encouraged to talk about their feelings using increasingly descriptive language, helping them to express their emotions and experiences. The children will continue to develop skills in sharing, taking turns and playing cooperatively. They will be encouraged to take responsibility for their learning environment by tidying away resources. Through everyday experiences, they will also build their understanding of similarities and differences, showing kindness, respect and curiosity towards others.
Communication and Language Development *CRC Articles* *12, 13, 30*	The children will be encouraged to listen carefully and follow simple instructions during one-to-one interactions and small group activities. They will be supported to develop their confidence in speaking by initiating conversations with familiar adults and their peers. Throughout the term, the children will have opportunities to talk about themselves, their families and their own experiences. They will also be encouraged to use language creatively during imaginative play, expressing their ideas and bringing their play	The children will continue to develop their listening and attention skills by following longer instructions and taking part in group discussions with increasing confidence. They will be encouraged to answer simple questions using *who*, *what* and *where*. As their communication skills grow, the children will use language more confidently in imaginative play, adding detail to their ideas and role play. They will also talk about familiar stories, begin to retell simple events in their own words and

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	to life. 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.	continue to build their knowledge of favourite rhymes and songs.
Physical Development *CRC Articles* *24, 27, 31*	The children will be encouraged to develop their independence through everyday routines, such as fastening buttons and zips, pouring drinks and recognising when they need the toilet. They will also learn the importance of good hygiene, including washing their hands after using the toilet and before eating. Outdoor play will provide opportunities for the children to develop gross motor skills through running, jumping, climbing, balancing and using bikes, scooters and large play equipment safely. The children will also practise throwing, kicking and catching using a range of equipment. Fine motor skills will be developed through activities such as mark making with different tools, manipulating playdough and threading beads or pasta to strengthen hand muscles and improve hand-eye coordination.	The children will continue to develop their independence by managing their own clothing, including putting on wellington boots, fastening buttons and zips and wearing waterproofs appropriately during water play. They will further strengthen their fine motor skills through mark making, using scissors, manipulating small objects and threading activities, while exploring a wider range of tools during creative experiences. Outdoor play will continue to support the development of gross motor skills as the children build confidence in running, climbing and balancing. They will also practise throwing, catching and kicking using a variety of equipment with increasing control.
Understanding of the World *CRC Articles* *16, 18, 23, 30, 31*	The children will explore a variety of sensory materials, including sand, water, playdough, shaving foam, rice and cornflour, encouraging curiosity, investigation and rich conversations. Through outdoor learning, the children will discover natural objects such as leaves, flowers and plants, while beginning to understand how to care for the environment and living things. The children will also talk about themselves, their families and the people who are important to them, including identifying trusted adults at home and in school.	The children will continue to explore the natural world, learning to care for living things and the environment. They will begin to recognise the seasons and observe changes in the world around them, describing what they can see, hear and feel. The children will be encouraged to talk confidently about their families and learn about a range of festivals and celebrations. These experiences will inspire their imaginative play as they recreate familiar events and experiences. The children will also continue to explore similarities and differences between themselves, other people and different places.

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	Daily routines will include singing the *Days of the Week* song and discussing the weather, helping children develop an understanding of time and use vocabulary such as *today*, *now* and *before*.	
Expressive Arts and Design *CRC Articles* *13, 29, 31*	The children will explore their creativity through singing familiar nursery rhymes and songs, moving to music and experimenting with a range of musical instruments. They will begin to investigate different sounds and how they can be created. Using materials such as pencils, crayons, paint, charcoal and pastels, the children will learn about colours, explore colour mixing and develop purposeful mark making and drawing. They will also enjoy creating and building with a variety of materials indoors and outdoors, making simple models to represent their ideas and experiences.	The children will continue to develop their confidence in singing, moving to music and using instruments, learning new songs and combining music with movement during play. The children will build on their creative skills by exploring colour mixing, using a wider range of materials and adding more detail to their drawings. The children will be encouraged to talk about their artwork and give meaning to their creations. As their construction skills develop, the children will create more detailed models using a variety of materials. They will begin to plan their ideas, explain what they are making and talk about the choices they have made.
Finance *CRC Articles* *27, 29, 31*	Throughout the term, the children will develop an early understanding of money through meaningful, practical and play-based experiences. Through role-play opportunities, such as the class shop, the children will explore how money is used in exchange for goods. The children will begin to recognise that items have a value and that money is needed to purchase things.	
Safeguarding *CRC Articles* *2,3,6,12,15,17,19,24,28,29,34,36,39,42*	The children will be introduced to the United Nations Convention on the Rights of the Child (UNCRC), helping them to understand that they have rights which support their safety, health and wellbeing. They will learn about trusted adults at home and in school and know that they can talk to these adults if they are worried or something does not feel right. The children will also be encouraged to tell an adult if they are hurt or need help. As part of the DigiSafe Acceptable Use Policy, they will begin to develop an age-appropriate understanding of E-Safety and how to use technology safely.	