







Rockmount Primary School Year Group Curriculum Map
Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
National and Whole School Events	International Day of Peace	Black History Month National Poetry Day Anti-bullying Week Children in Need Remembrance Day World Food Day	National Handwriting Day Internet Safety Day	World Book Day British Science Week Comic Relief World Math Day	World Day for Cultural Diversity Mental Health Week	Sports Week World Environment Day
Assemblies / Circle Times / British Values / Safeguarding	Ass: New Beginnings, Our Environment, Peace SG: Relationships and Keeping Safe (Who can I talk to?)	Ass: Poverty, Bullying BV: Democracy SG: Safe Play (Peer mediators, Friendship, Inclusion, Anti-bullying)	Ass: Online Safety, Citizenship BV: Rule of Law SG: Online safety SG: Citizenship and Criminal Responsibility	Ass: Scientists, Families and Relationships BV: Individual Liberty and Personal Responsibility SG: Healthy Relationships and Appropriate Touch	Ass: Prejudice BV: Tolerance and Respect SG: Stranger Danger	Ass: Save the Planet BV: Equality SG: Moving On
Theme	Getting to Know Each Other	Autumn Is All Around	Passport Around the World	Jurassic Journey	Under the Sea	What's Up There? (Space)
Communication and Language	Children will: <ul style="list-style-type: none"> enjoy listening to longer stories and can remember much of what happens pay attention to more than one thing at a time, which can be difficult use a wider range of vocabulary understand a question or instruction that has two parts, such as "Get your coat and wait at the door" 	Children will: <ul style="list-style-type: none"> learn topic related vocabulary, including Firework Night, Christmas, Diwali sing a large repertoire of songs learn many rhymes, be able to talk about familiar books, and be able to tell a long story 	Children will: <ul style="list-style-type: none"> learn topic related vocabulary, including Chinese New Year and Pancake Day develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' 	Children will: <ul style="list-style-type: none"> develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' use longer sentences of four to six words 	Children will: <ul style="list-style-type: none"> learn topic related vocabulary be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions 	Children will: <ul style="list-style-type: none"> learn topic related vocabulary use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."
Physical Development	Children will: <ul style="list-style-type: none"> continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills go up steps and stairs, or climb up apparatus, using alternate feet show control in holding and using jugs to pour, hammers, books and mark-making tools clearly communicate their need for the toilet 	Children will: <ul style="list-style-type: none"> begin to use three fingers (tripod grip) to hold writing tools begin to be independent in self-care, but still often needs adult support 	Children will: <ul style="list-style-type: none"> start taking part in some group activities which they make up for themselves, or in teams. be increasingly able to use and remember sequences and patterns of music that are related to music and rhythm draw lines and circles using gross motor movements understand that equipment and tools have to be used safely 	Children will: <ul style="list-style-type: none"> match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel use one-handed tools and equipment, e.g. makes snips in paper with child scissors. gain more bowel and bladder control and can attend to toileting needs most of the time themselves 	Children will: <ul style="list-style-type: none"> collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks use a comfortable grip with good control when holding pens and pencils use one-handed tools and equipment, for example, making snips in paper with scissors hold a pencil near point between first two fingers and thumb and uses it with good control. dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls 	Children will: <ul style="list-style-type: none"> show a preference for a dominant hand copy some letters, e.g. letters from their name. observe the effects of activity on their bodies.

					up zipper once it is fastened at the bottom	
Personal, Social and Emotional Development	<p>Children will:</p> <ul style="list-style-type: none"> focus on relationships and learning names encourage children to talk/play with new peers be provided opportunities for group games/activities separate from main carer with support and encouragement from a familiar adult 	<p>Children will:</p> <ul style="list-style-type: none"> express own preferences and interests show understanding and cooperate with some boundaries and routines form a special friendship with another child 	<p>Children will:</p> <ul style="list-style-type: none"> select and use activities and resources with help be aware of their own feelings, and know that some actions and words can hurt others' feelings play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children 	<p>Children will:</p> <ul style="list-style-type: none"> enjoy the responsibility of carrying out small tasks begin to accept the needs of others and can take turns and share resources, sometimes with support from others initiate play, offering cues to peers to join them 	<p>Children will:</p> <ul style="list-style-type: none"> become more outgoing towards unfamiliar people and more confident in new social situations usually tolerate delay when needs are not immediately met, and understands wishes may not always be met keep play going by responding to what others are saying or doing 	<p>Children will:</p> <ul style="list-style-type: none"> Transition to Reception - confident to talk to other children when playing, and will communicate freely about likes/dislikes Can usually adapt behaviour to different events, social situations and changes in routine
Literacy	<p>Children will:</p> <ul style="list-style-type: none"> look at story books inside and outside share stories during end of morning and end of day session – Traditional Tales including 'The Gingerbread Man' undertake a big paper writing focus understand that marks have meaning and represent something make own purposeful marks and talk about their meaning 	<p>Children will:</p> <ul style="list-style-type: none"> look at Non-Fiction books including those about seasons and seasonal changes - autumn and winter find their own name on name wall and water cup understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing experiment with a variety of marks using lines, shapes and symbols 	<p>Children will:</p> <ul style="list-style-type: none"> look at Fiction books including 'The Hundred Decker Bus' by Mike Smith look at Non-Fiction books about transport develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother include letter-type shapes when mark making 	<p>Children will:</p> <ul style="list-style-type: none"> share dinosaur story books including 'Trouble at the Dinosaur Café' by Brian Moses and 'How to Grow a Dinosaur' by Carly Hart share Non-fiction books about dinosaurs and spring engage in extended conversations about stories, learning new vocabulary develop an understanding of directionality e.g. making marks across the page left to right copy some letters from their name 	<p>Children will:</p> <ul style="list-style-type: none"> share pirate and sea life story books share Non-fiction sea life books use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy begin to form some letters correctly begin to write each letter of the alphabet, most of which are correctly formed 	<p>Children will:</p> <ul style="list-style-type: none"> understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing write some or all of their name write all the letters in their name in the correct order. begin to form some letters correctly
Mathematics	<p>Children will:</p> <ul style="list-style-type: none"> develop fast recognition of up to 3 objects, without having to count them individually ('subitising') recite numbers past 5 say one number for each item in order: 1,2,3,4,5 understand position through words alone. For example, "The bag is under the table," – with no pointing 	<p>Children will:</p> <ul style="list-style-type: none"> count seasonal objects eg conkers and autumn leaves know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle') show 'finger numbers' up to 5 link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5 	<p>Children will:</p> <ul style="list-style-type: none"> experiment with their own symbols and marks as well as numerals solve real world mathematical problems with numbers up to 5 compare quantities using language: 'more than', 'fewer than' describe a familiar route 	<p>Children will:</p> <ul style="list-style-type: none"> count dinosaur eggs/bones accurately talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' understand position through words alone – for example, "The bag is under the table," – with no pointing discuss routes and locations, using words like 'in front of' and 'behind' 	<p>Children will:</p> <ul style="list-style-type: none"> count pirate treasure – how many altogether? Use the terms full and empty in the water/sand area make comparisons between objects relating to size, length, weight and capacity select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. extend and create ABAB patterns – stick, leaf, stick, leaf notice and correct an error in a repeating pattern 	<p>Children will:</p> <ul style="list-style-type: none"> recognise 3D shapes (planets are spheres, cylinders for space rockets) collect space dust and counting the stars – begin estimating combine shapes to make new ones – an arch, a bigger triangle, etc. talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

Understanding the World	<p>Children will:</p> <ul style="list-style-type: none"> begin to make sense of their own life-story and family's history enjoy playing with small world models such as a farm, a garage, or a train track. seek to acquire basic skills in turning on and operating equipment discuss how festivals are celebrated using pictures and cards use puppets dress up in clothes related to a festival 	<p>Children will:</p> <ul style="list-style-type: none"> discuss how festivals are celebrated using pictures and cards use all their senses in hands-on exploration of natural materials explore collections of materials with similar and/or different properties begin to have their own friends. notice detailed features of objects in their environment. operate mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car. look at real artefact make cards practice cooking make healthy choices about food, drink, activity and toothbrushing. talk about what they see, using a wide vocabulary. begin to make sense of their own life-story and family's history. explore how things work 	<p>Children will:</p> <ul style="list-style-type: none"> show interest in different occupations know that there are different countries in the world and talk about the differences they have experienced or seen in photos remember and talk about significant events in their own experiences know how to operate simple equipment understand 'why' questions, like: "Why do you think the caterpillar got so fat?" 	<p>Children will:</p> <ul style="list-style-type: none"> recognise and describe special times or events for family or friends talk about why things happen and how things work show an interest in technological toys with knobs or pulleys, or real objects plant seeds and care for growing plants understand the key features of the life cycle of a plant and an animal. begin to understand the need to respect and care for the natural environment and all living things 	<p>Children will:</p> <ul style="list-style-type: none"> continue developing positive attitudes about the differences between people show interest in different occupations and ways of life explore and talk about different forces they can feel talk about the differences between materials and changes they notice develop an understanding of growth, decay and changes over time show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images 	<p>Children will:</p> <ul style="list-style-type: none"> Talk about the differences between materials and changes they notice Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Explore how things work Begin to understand the need to respect and care for the natural environment and all living things Explore and talk about different forces they can feel Shows care and concern for living things and the environment
Expressive Arts and Design	<p>Children will:</p> <ul style="list-style-type: none"> take part in simple pretend play, using an object to represent something else even though they are not similar listen with increased attention to sounds join in singing favourite songs seek to acquire basic skills in turning on and operating equipment <p style="text-align: center;">Painting and Drawing</p> <ul style="list-style-type: none"> draw with increasing complexity and detail, such as representing a face with a circle and including details. show different emotions in their drawings and paintings, like happiness, sadness, fear, etc 	<p>Children will:</p> <ul style="list-style-type: none"> begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc respond to what they have heard, expressing their thoughts and feelings creates sounds by banging, shaking, tapping or blowing. begin to make-believe by pretending <p style="text-align: center;">Using natural objects</p> <ul style="list-style-type: none"> explore different materials freely, in order to develop their ideas about how to use them and what to make develop their own ideas and then decide which materials to use to express them 	<p>Children will:</p> <ul style="list-style-type: none"> make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park remember and sing entire songs enjoy joining in with dancing and ring games engage in imaginative role-play based on own first-hand experiences <p style="text-align: center;">Collage using paper and textiles</p> <ul style="list-style-type: none"> explore different materials freely, in order to develop their ideas about how to use them and what to make develop their own ideas and then decide which 	<p>Children will:</p> <ul style="list-style-type: none"> sing the pitch of a tone sung by another person ('pitch match') sing a few familiar songs. tap out simple repeated rhythms build stories around toys, e.g. farm animals needing rescue from an armchair 'cliff' show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images <p style="text-align: center;">Painting and drawing</p> <ul style="list-style-type: none"> create closed shapes with continuous lines, and begin to use these shapes to represent objects 	<p>Children will:</p> <ul style="list-style-type: none"> sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs use available resources to create props to support role-play use various construction materials <p style="text-align: center;">Painting</p> <ul style="list-style-type: none"> explore colour and colour mixing 	<p>Children will:</p> <ul style="list-style-type: none"> create their own songs, or improvise a song around one they know play instruments with increasing control to express their feelings and ideas join construction pieces together to build and balance capture experiences and responses with a range of media, such as music, dance and paint and other materials or words <p style="text-align: center;">Drawing using different materials</p> <ul style="list-style-type: none"> use drawing to represent ideas like movement or loud noises

			materials to use to express them			
Featured Artist	<p>Cy Tombly</p> 	<p>Andy Goldsworthy</p> 	<p>Anonymous Chinese Ge Bei textile artists</p> 	<p>Simon Stalenhag</p> 	<p>Maggi Hambling</p> 	<p>Katy Schifferer</p> 
Computing	<p>Children will:</p> <ul style="list-style-type: none"> use the IWB to play maths and phonics games 	<p>Children will:</p> <ul style="list-style-type: none"> use the IWB to play maths and phonics games 	<p>Children will:</p> <ul style="list-style-type: none"> experiment with remote controlled toys 	<p>Children will:</p> <ul style="list-style-type: none"> use painting and graphics apps on the iPad to develop fine motor control 	<p>Children will:</p> <ul style="list-style-type: none"> use painting and graphics apps on the iPad to develop fine motor control 	<p>Children will:</p> <ul style="list-style-type: none"> explore controlling the Bee Bots
Online Safety (Project Evolve)	<p>Self-Image and Identity: I can recognise, online or offline, that anyone can say 'no' - 'please stop' - 'I'll tell' - 'I'll ask' to somebody who makes them feel sad, uncomfortable, embarrassed or upset.</p> <p>Online Bullying: I can describe ways that some people can be unkind online.</p>	<p>Managing Online Information: I can identify devices I could use to access information on the internet.</p> <p>Health, Well-being and Lifestyle: I can identify rules that help keep us safe and healthy in and beyond the home when using technology. I can give some simple examples of these rules</p>	<p>Privacy and Security: I can identify some simple examples of my personal information (e.g., name, address, birthday, age, location). I can describe who would be trustworthy to share this information with; I can explain why they are trusted.</p>	<p>Copyright and Ownership: I know that work I create belongs to me. I can name my work so that others know it belongs to me.</p> <p>Managing Online Information: I can talk about how to use the internet as a way of finding information</p>	<p>Online Relationships: I can recognise some ways in which the internet can be used to communicate. I can give examples of how I (might) use technology to communicate with people I know</p>	<p>Online Reputation: I can identify ways that I can put information on the internet.</p> <p>Online Bullying: I can offer examples of how I this can make others feel</p>
RE	<p>Festivals and Celebrations Harvest</p> <p>Children will:</p> <ul style="list-style-type: none"> begin to know about their own culture and beliefs and those of other people respond to significant experiences listen with enjoyment to stories use talk to organise, sequence and clarify thinking, ideas, feelings and events 	<p>Festivals and Celebrations Christmas</p> <p>Children will:</p> <ul style="list-style-type: none"> retell narrative in the correct sequence use language to imagine and recreate roles and experiences celebrate festivals at the correct time of year to put it in to context 	<p>Growing Together</p> <p>Children will:</p> <ul style="list-style-type: none"> understand there need to be agreed values and codes of behaviour for groups of people know about own beliefs and those of others understand what is right what is wrong and why 	<p>Growing Together Easter</p> <p>Children will:</p> <ul style="list-style-type: none"> understand that people have different needs, views, cultures and beliefs that need to be treated with respect consider the consequences of words and actions for self and others 	<p>Caring and Taking Care</p> <p>Children will:</p> <ul style="list-style-type: none"> find out about and identify some features of living things. make simple evaluations, links different experiences and observations understand that people have different cultures and beliefs that need to be treated with respect 	<p>Caring and Taking Care</p> <p>Children will:</p> <ul style="list-style-type: none"> take into account the ideas of others communicate freely about home and community begin to find out about their own beliefs and cultures and those of others
Music	<p>Welcome to Music</p> <p>Children learn</p> <ul style="list-style-type: none"> to use their voices creatively and expressively whilst developing a sense of pitch and pulse (unconsciously) through singing, games, speaking chants and rhymes. to sing along with familiar songs and nursery rhymes. 	<p>What's that sound?</p> <p>Children learn</p> <ul style="list-style-type: none"> to use their voices creatively and expressively whilst developing a sense of pitch and pulse (unconsciously) through singing, games, speaking chants and rhymes. to sing along with familiar songs and nursery rhymes. 	<p>Singing Around the World</p> <p>Children learn</p> <ul style="list-style-type: none"> to use their voices creatively and expressively whilst developing a sense of pitch and pulse (unconsciously) through singing, games, speaking chants and rhymes. to enjoy singing familiar songs and nursery rhymes, 	<p>Jurassic Journey</p> <p>Children learn</p> <ul style="list-style-type: none"> to use their voices creatively and expressively whilst developing a sense of pitch and pulse (unconsciously) through singing, games, speaking chants and rhymes. to enjoy singing familiar songs and nursery rhymes, joining in with dancing and ring games. 	<p>Under the Sea</p> <p>Children learn</p> <ul style="list-style-type: none"> to use their voices creatively and expressively whilst developing a more accurate sense of pitch and pulse (unconsciously) through singing, games, speaking chants and rhymes. to enjoy singing familiar songs and nursery rhymes, 	<p>Space music</p> <p>Children learn</p> <ul style="list-style-type: none"> to use their voices creatively and expressively whilst developing a more accurate sense of pitch and pulse (unconsciously) through singing, games, speaking chants and rhymes. to enjoy singing familiar songs and nursery rhymes,

	<ul style="list-style-type: none"> • to expressive themselves freely through movement in response to music. • to safely explore some musical instruments. 	<ul style="list-style-type: none"> • to expressive themselves freely through movement in response to music. • to safely explore some musical instruments. 	<p>joining in with dancing and ring games</p> <ul style="list-style-type: none"> • to expressive themselves freely through movement and role-play in response to music. • to safely use and explore some musical instruments, learning to play and stop. • to listen and respond to what they have heard, expressing their thoughts and feelings about the music. 	<ul style="list-style-type: none"> • to expressive themselves freely through movement and role-play in response to music. • to safely use and explore some musical instruments, learning to play loudly or quietly. • to listen and respond to what they have heard, expressing their thoughts and feelings about the music. 	<p>joining in with dancing and ring games.</p> <ul style="list-style-type: none"> • to expressive themselves freely through movement and role-play in response to music. • to safely use and explore some musical instruments, learning to play loudly or quietly, fast or slow. • to listen and respond to what they have heard, expressing their thoughts and feelings about the music. 	<p>joining in with dancing and ring games.</p> <ul style="list-style-type: none"> • to expressive themselves freely through movement and role-play in response to music. • to safely use and explore some musical instruments with increasing control to express their feelings and ideas. • to listen and respond to what they have heard, expressing their thoughts and feelings about the music.
Outdoor Learning	<p>Mud kitchen- using natural resources in play. Collecting natural autumnal objects and sorting/classifying. Planting in the Edible Garden and the Nursery Garden.</p>					
Health and Wellbeing	5 A Day TV Cosmic Yoga Just Dance	5 A Day TV Cosmic Yoga Just Dance	5 A Day TV Cosmic Yoga Just Dance	5 A Day TV Cosmic Yoga Just Dance	5 A Day TV Cosmic Yoga Just Dance	5 A Day TV Cosmic Yoga Just Dance
Parent/Carer Enrichment Opportunities	<p>Explore the Nursery Environment with Your Child Join us for an exciting opportunity to see where your child's learning journey begins! Explore the nursery environment together and discover how our thoughtfully designed spaces encourage exploration, creativity and independence. You'll get a first-hand look at how we support child development through play and discovery.</p>	<p>Stay and Play with Your Child Experience a typical session in the nursery by staying and playing alongside your child! This session lets you see how we turn everyday play into meaningful learning opportunities. From puzzles to role-play activities, you'll witness how our approach builds confidence, problem-solving skills and social connections.</p>	<p>Share a Story with Your Child Discover the magic of storytelling and how it builds essential early literacy skills. During this session, you'll enjoy a special story time with your child while seeing how we use books to spark imagination, expand vocabulary and nurture a love of reading.</p>	<p>Messy Play Session Dive into the fun of messy play and learn why it's such an important part of early development. This session gives you a chance to watch your child explore different materials, textures and colours while discovering how these hands-on activities promote sensory development, creativity and fine motor skills.</p>	<p>Water Play Session Splash into learning with our water play session! This is a wonderful chance to observe how simple activities like pouring, splashing, and experimenting with water help children to develop problem-solving skills, coordination and curiosity—all while having fun.</p>	<p>Physical Development Session (Linked to Sports Day Activities) Get moving with us during this energetic session focused on physical development. You'll see how our activities build a child's strength, balance and coordination while preparing for the fun and excitement of sports day. It's a perfect way to celebrate the importance of staying active!</p> <p>Soft play at Barnardo's The Triangle, Crystal Palace</p>