Curriculum Map 2026-27

2 -3 Year Old Provision	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	‘Acorns and Apples.’ *Autumn, nature exploration, weather, harvest festival, colours and shapes.*	‘Music and Movement.’ *Nursery rhymes, singing, movement and body awareness, instruments and exploring sounds.*	‘Frozen.’ *Winter - animals, weather, clothing and sensory experiences.*	‘Spring has Sprung!’ *Spring - weather, farm animals, plants and flowers.*	‘On the Move.’ *Transportation - sea, land and air. Movement, size and colours .*	‘Hot, Hot, Hot.’ *Summer - weather, seaside and food.*
						
Focus books	The Crunching Munching Caterpillar	The Animal Boogie	We’re Going On a Unicorn Hunt	Handa’s Surprise	Elmer	Rainbow Fish
Nursery Rhymes	Wind the Bobbin Up Row Row Row Your Boat	Ring-a-Ring o' Roses Round and Round the Garden	Pop Goes the Weasel 5 Little Speckled Frogs	Sleeping Bunnies Baa Baa Black Sheep	This Old Man If You’re Happy and You Know It	5 Currant buns The Hokey Cokey
Prime area focus	PSED: Settling in, attachment to key person, simple rules & routines, naming feelings.		PSED: Turn-taking, parallel → group play, using words for needs.		PSED: Independence in toileting & feeding, recognising & naming emotions, building confidence.	

	C&L: Listening games, naming objects, 2–3 word phrases, joining in with rhymes. PD: Climbing, running, playdough, chunky crayons, handwashing routines.	C&L: Expanding vocabulary (hot/cold, big/small), repeated refrains in stories, answering simple questions. PD: Obstacle courses, mark-making with paintbrushes, coat & zip practice.	C&L: Storytelling with props, using sentences ("I want…", "Can I have…"), singing independently. PD: Water play, trikes, scissor snipping, sand tools.
Literacy-Writing	To join in with short dough gym sessions to develop fine motor control To make marks on table tops to support core strength. Show an interest in mark marking- fingers, large apparatus, tools. Hold a tool with a fist palmer grip.	Distinguishes between the different marks they make. Joining in with repeated lines, drawing marks. Use tweezers to pick up a small object. To develop hand-eye co-ordination through scooping/pouring and filling activities.	Imitate drawing simple shapes such as circles and lines. Make marks on a picture to stand for their name. Enjoy drawing freely using a range of Tools. Notice some print such as familiar logos. Children to use a digital pronate grip. Use lacing cards to develop fine motor skills.
Literacy-Reading	To explore looking at books, story sacks etc. Explore sensory books and learn new vocabulary related to their senses. Enjoy looking at class made books related to families. To look at some non-fiction books related to Topics in small groups e.g. Autumn, Christmas etc. To use a basic picture book and find information following a prompt. E.g. Where is the dog?	To choose books that interest them independently and begin to understand how to handle them carefully, turning the pages Independently . To obtain information from a more detailed image in a book following a prompt. E.g. What is the duck doing? Recognise their name alongside their photograph.	Have a selection of favourite stories and sequence some of the events in these stories. To understand that stories have a Beginning and the end and join in saying 'The end'. To join in with key phrases when reading familiar books with adults. To talk in simple sentences and phrases about books they enjoy, using the images to help them. To listen to audio stories without images. Recognise familiar logos related to their interests.

Maths	To combine objects such as stacking blocks and cups. Put objects inside others and take them out again. Begin to take part in finger rhymes with numbers. Sorting big/small, counting 1–3. To explore and use shape sorters and puzzles	To count objects in play, shape sorting. To begin to compare sizes, bigger, little and Smaller. To use number language in their play, beginning to sequence numbers orally 0-5. To complete an inset puzzle and to demonstrate matching and sorting skills within their play. To notice and comment on patterns including stripes and spots etc.	To begin to use the language of weight in everyday contexts and through stories and rhymes. To explore space within the indoor and outdoor environment using their bodies to climb and travel through, over and under equipment to gain spatial awareness. To use objects to make simple arrangements, using associated language ‘the same’. Begin to count objects and actions in everyday contexts and count up to 3 fingers. Begin to notice numerals in the environment and make comments on what they see e.g. numerals on doors, buses, clocks etc Comparing sizes, counting steps/jumps.
Understanding of the World ***Investigation & Exploration***	Play and explore in their natural environment (conkers, leaves) displaying high levels of engagement. Children to begin to respond by simple comments and nonverbal gestures and movements. Begin to explore seasonal change e.g. the leaves are falling off the tree. Exploring senses –and purpose of body parts Naming body parts. Exploring light and colours through sensory play.	Continue to learn new vocabulary linking to seasonal change and notice the changes in the seasons. Observing changes of state through ice/water and using their senses to explore. Explore the natural world, focusing on digging and planting seeds. Observe and notice flowers and plants growing using their senses. Explore Animals, ice/snow play, baby animals.	Use descriptive terms, such as ‘hot’ and ‘Cold’. Create simple dens with adult support and begin to understand shade and keeping cool. Use senses to explore sand/pebbles/water/bubbles. Planting seeds, transport role play.

	Exploring sound linking to bonfire night. Play with a variety of wheeled toys, exploring pushing and pulling.		
Understanding of the World ***People, culture and communities***	Recognise their family and key people during key person time. Children to name their family by using a family photograph. Bring in photos from family days out to share during Key Person time. Understanding that Christmas is a special Celebration. Settling in to their new environment and understanding where things are located in the classroom.	Begin to imitate their own family and cultures through pretend play. Understanding that Easter is a special celebration. Begin to understand that there are different environments, for example, understanding that penguins live where it is cold	Bring in photos from family days out to share during Key Person time. Begin to have their own friends. Recognising familiar places and logos through looking at photos (local shops, places of interest). Talk about places they might go on a sunny day, for example, the beach. Imitate these experiences in the role play.
Understanding of the World ***Time***	Learning about the basic routines of the day using a visual timetable. (Carpet time, tidy time, lunch time, home time etc.)	Begin to understand the sequence of dressing in warm clothes for outside (putting on outdoor suit, then wellies, then hat, gloves etc.)	Understand the routine of the day with less prompts.
Expressive Arts and Design	Explore different materials using all their senses. Begin to show an interest in early mark making. Explore sounds using musical instruments and sound makers. Use our voices to make sounds. Starting to develop imaginative play by exploring resources within the provision.	Manipulate and play with different materials, exploring textures. Make early marks using various tools and equipment. Beginning to experience tone, pitch and volume. Join in singing songs and rhymes copying actions. Beginning to use resources imaginatively, using resources in different ways. For	Use their imagination to begin to combine materials to make simple models, using tools to achieve what they have set out to do. Intentionally making marks in different Styles. Expressing their ideas when mark making and sometimes giving meaning to them.

	Music, collage, simple role play.	example: using a block as a phone. Animal sounds, painting with different tools.	Explore different rhythms, beat and using their bodies appropriately. Developing imaginative play from their own learning experiences, stories and rhymes. Music, dance, imaginative seaside play.
Themes and seasonal links	*Autumn, nature exploration, weather, harvest festival.* *Nursery rhymes, singing, movement and body awareness, instruments and exploring sounds.*	*Winter - animals, weather, clothing and sensory experiences.* *Spring - weather, farm animals, plants and flowers.*	*Transportation - public transport, transportation in the air, transportation in the sea, down the road.* *Summer - weather, holidays, clothing, seaside*