



GREENVALE PRIMARY SCHOOL – CURRICULUM MAP

Yearly Curriculum Map 2025-2026	Nursery					
	Autumn Terms 1&2		Spring Terms 3&4		Summer Terms 5&6	
Topic title, topic questions and core values.	Marvelous me.	Once upon a time.	Winter wonderland.	Creep crawl and wiggle.	Dangerous Dinosaurs.	Sunshine and Sunflowers.
	Can we be friends?	Starry night- Christmas. Can you read to me?	What makes ice melt?	Why do ladybirds have spots?	What if the dinosaurs were still alive?	What do sunflowers need to grow? And how does the sun help them?
	6R Core Values- T1 Respect/T2 Readiness (All about me, families, friends, heroes, occupations, helping others, creating patterns)		6R Core Value-T3 Resourcefulness/T4 Responsibility (Seasons, exploring changing materials, sorting, science week, wider world)		6R Core Value-T5 Resilience/ T6 Reflectiveness (Story telling, topics of interest, growing, farming changing songs and stories, transition to school).	
Key ideas	Starting school. Rules and routines. Emotions and feelings. My family All about me. What makes us unique. Houses and homes. Making relationships. What do I want to be when I grow up. Halloween.	Fairy tales. Characters. Settings. Retelling stories. Songs. Fairly tale a week. Christmas Christmas traditions- their own and in other cultures and religions.	Changes in materials. Similarities and differences. Weather. Melting and freezing. Artic countries and their weather/ temperature. Artic animals. Wider world. Valentines’ day.	All about mini-beasts. Mini-beasts habitats. Bug hotels. The very hungry caterpillar. Butterfly life cycle. Different mini-beasts. Mini-beasts patterns. How mini-beasts move. Mother’s Day. Easter.	Dinosaur fiction and non-fiction books. Looking at different dinosaurs. Story books about dinosaurs. Fossils and exploring fossils. Dinosaur movement. Dinosaur habitats.	Growing. Growing sunflowers and beans. Fruits and vegetables. Different foods- exploring our senses with different foods. Farms. Farm animals and foods. Father’s Day. How we grow and change. Transitions.
Key texts	The colour monster. The colour monster starts school. I’m too small for school. Hooray it’s our first day. Invisible string. Owl babies. Super-duper you. Our house. This is our house. There’s only one you. Incredible me. Will you be my friend? Be kind? The same but different. We all belong. Pumpkin soup.	The ginger breadman. Goldilocks and the three bears. The three little pigs. Little red riding hood. The ugly duckling. The princess and the pea. You choose, fairy tails. Mixed up fairy tails. Stickman Green is for Christmas. Letters from the north pole. The jolly Christmas postman. The Christmas bear.	Polar bear polar bear what do you hear? You live where? Travel to the artic. The journey home. The lights that dance in the night. If I had a polar bear. Lost and found. Weather picture books. The day it rained hearts. Love monster. I love you more than all the stars. Cuddle bug. The dinosaurs valentines day.	Mad about mini-beasts. The very hungry caterpillar- bug hunt. Hotel for bugs. Bug hotel. Bugs in the garden. The very hungry caterpillar. Monkey puzzle. Argh spider. Lazy ladybird. Norman the silly slug.	Dinosaurs love underpants. The dinosaur diary. Theres a dinosaur in your book. Stomp dinosaur stomp. Harry and the dinosaurs. I dreamt I was a dinosaur. How do dinosaurs say goodnight? Dinosaur department store. Non-fiction books about dinosaurs. Mad about dinosaurs.	Sam plants a sunflower. Where does food come from? Oliver’s vegetables. Enormous turnip. The tiny seed. How does a seed sprout? Jack and the beanstalk. Handa’s surprise. I’m growing great. Transitions- colour monster. The colour monster goes to school. Hooray its our first day. Invisible string.

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<u>Key hooks and events</u>	Halloween. Cooking- Making pumpkin soup.	Christmas. Father Christmas visit. Cooking- Christmas letters.	Valentines' day. Winter walk. Cooking- valentines' biscuits.	Easter Mother's Day. Mother's Day picnic. Easter egg hunt. Cooking- easter egg nests. eggs/ chicks from the farm.	Visit from the dinosaur people.	Growing a sunflower. Father's Day. Transitions. Moving up. Graduation. Cooking- making a fruit salad.
<u>Communication and Language</u>	<ul style="list-style-type: none"> To use a sentence of 4-6 words. To use talk to organise their play. To sing a number of songs. To join in with songs and repeated phases. Talk about familiar books and stories. 		<ul style="list-style-type: none"> To enjoy listening to longer stories. To start a conversation with an adult or friend and continue it for many turns. To understand a question or instruction that has 2 parts. To be able to talk about familiar books. To use talk in their imaginary play. 		<ul style="list-style-type: none"> To use a wide range of vocabulary. To understand 'why' questions. To know many rhymes. To be able to retell, listen and discuss stories. To be able to express their point of view. 	
<u>Literacy</u>	<ul style="list-style-type: none"> Listen to stories involving rhyming words. To listen to short stories with increasing attention. To form lines and circles, using anti clock wise movements. To talk about some of the pictures in a story. To share their favorite stories and stories that they enjoy. To start to talk about stories they have listened to. 		<ul style="list-style-type: none"> To spot rhyming words. To listen to longer stories with increasing attention and recall. To talk about stories and learn new vocabulary. To write some letters in their name, using letter shapes and patterns. To draw pictures, using lines and circles. Engage in extended conversations about stories, learning new vocabulary. 		<ul style="list-style-type: none"> To suggest rhyming words. To count or clap syllables in a word. To retell stories, discussing their own opinion and what they liked and disliked about the story. To write their name, forming some letters correctly. To begin to write some letters to represent their pictures. To draw more detailed pictures. To recognise words with the same initial sound. To listen carefully to the initial sounds in words. To know; print has meaning, print can have different purposes, we read English from left to right-top to bottom, the names of the different parts of a book, page sequencing. To begin to segment and blend some simple CVC words with support. 	
<u>Mathematics</u>	<ul style="list-style-type: none"> To show finger numbers up to 5. To recite numbers past 5. To know that we say numbers and point to count. To talk about and explore 2D and 3D shapes. To use shapes appropriately when building. To use the words 'first' 'then.' 		<ul style="list-style-type: none"> To say one number for each item in order; 1-5. To recognise a group of 3 without counting. To pick the right number for a group 1-5. To use words to describe shapes. To talk about and describe patterns. To create ABAB patterns. Notice and correct an error in a repeating pattern 		<ul style="list-style-type: none"> To solve real world mathematical problems with numbers up to 5. To use 'more' and 'fewer' to compare groups. To describe a familiar route and use position words. To make comparisons about size, length, weight and capacity. 	

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<u>Physical Development</u>	<ul style="list-style-type: none"> To use alternative feet to climb. To use large movements to wave flags and make marks. To work with others to carry large objects. To skip, hop, stand on one leg and hold a pose for a game like musical statues. To show a preference for a dominant hand. To form lines and circles. Uses one handed tools with support. 	<ul style="list-style-type: none"> To choose the right resources to carry out their own plan. To work as part of a team. To be more independent as they get dressed. Uses one handed tools and equipment. Uses a comfortable grip with increasing control. 	<ul style="list-style-type: none"> To make healthy choices about food, drink, activity and toothbrushing. To be increasingly independent with getting dressed and undressed. Uses a comfortable grip with good control when holding pens and pencils, when forming letters in their name and when drawing recognisable pictures. Uses one handed tools with increasing control.
<u>Personal, Social and Emotional Development</u>	6R Core Value-Respect then Readiness <ul style="list-style-type: none"> To select activities and resources To become more outgoing with unfamiliar people. To show more confidence in new social situations. To talk about their feelings. To follow more rules, understanding why they are important. 	6R Core Value-Resourcefulness then Responsibility <ul style="list-style-type: none"> To remember rules without needing an adult to remind them. To develop appropriate ways of being assertive. To talk with others to solve conflicts. To play with one or more other children, extending and elaborating play ideas. 	6R Core Value-Resilience then Reflectiveness <ul style="list-style-type: none"> To find solutions to conflicts and rivalries. To be increasingly independent in meeting their own care needs. To make healthy choices.
<u>Understanding the World</u>	<ul style="list-style-type: none"> To demonstrate positive attitudes about the differences between people. To begin to make sense of their own life-story and family's history. To show an interest in different occupations. 	<ul style="list-style-type: none"> To explore collections of materials talking about similarities and differences. To know that there are different countries and talk about the differences. To use all their senses when exploring natural materials. To understand the key features of the life cycle of an animal. To begin to understand the need to respect and care for the natural environment and all living things. To talk about the differences between materials and changes they notice. 	<ul style="list-style-type: none"> To explore how things work. To plant seeds and care for growing plants. To understand the key features of the life cycle of a plant. To begin to understand the need to respect and care for the natural environment and all living things. To talk about what they see using a wide vocabulary.
<u>Expressive Arts and Design</u>	<ul style="list-style-type: none"> To take part in simple pretend play using different objects. To join different materials and explore different textures. To create closed shapes when drawing and begin to use these shapes to represent objects. To explore colour and colour mixing. To listen with increased attention to sounds. 	<ul style="list-style-type: none"> To make imaginative 'small worlds' with blocks or construction kits. To explore different materials and decide how to use them and what to make. To draw with increasing complexity and detail such as representing a face with a circle and features. To remember and sing entire songs. 	<ul style="list-style-type: none"> To begin to develop stories using small world equipment. To develop their own ideas and then decide which materials to use to express them. To draw to represent ideas To show different emotions in their pictures. To create their own songs or change a familiar one. To play instruments with increasing control.