

Nursery curriculum intent map 3-4 Year Olds 2026-7	Term 1 (7 weeks)	Term 2 (7 weeks, 2 days)	Term 3 (5 weeks 2 days)	Term 4 (6 Weeks)	Term 5 (6 weeks)	Term 6 (7 weeks, 3 days)
Topic	Marvellous Me	Let's Celebrate	Super Us!	Amazing Animals	Signs of Spring	Seaside Summers
Personal, Social & Emotional Development	Being me in my world 'Who am I and how do I fit?'	Celebrating Difference How am I unique?	Dreams & Goals What are my goals?	Relationships What is a positive relationship?	Healthy me How can I be healthy?	Changing me How can I manage change?
Physical Development	Introduction to PE: To begin to demonstrate balance. To begin to negotiate space safely. To begin to take turns with others. To explore movement skills. To make guided choices. To follow instructions with support. Fine Motor: To begin to use one-handed tools and equipment. To take shoes on/off with support.	Fundamentals: To begin to negotiate space safely. To begin to take turns with others. To build confidence to try new challenges. To explore movement skills, beginning to demonstrate balance and co-ordination when playing games. To follow instructions with support. To play games honestly guided by rules with support. Fine Motor: To begin to use one-handed tools and equipment. To take shoes on/off with support.	Dance: To begin to negotiate space safely. To begin to use and remember sequences and patterns of movements which are related to music and rhythm. To build confidence to try new challenges and perform in front of others. To explore movement skills. To follow instructions with support. To show respect towards others. Fine Motor: To begin to show preference for a dominant hand.	Gymnastics: To begin to negotiate space safely. To begin to take turns. To build confidence to try new challenges. To explore movement skills. To match skills to tasks and apparatus. To use a range of large and small apparatus with an awareness of safety. To follow instructions with support. Fine Motor: To begin to show preference for a dominant hand.	Ball Skills: To begin to explore a range of ball skills. To begin to negotiate space safely. To begin to take turns with others. To make guided choices. To persevere with support when trying new challenges. To play ball games guided by the rules with support. Fine Motor: To be able to take shoes on/off. To be able to take coat on/off. To be able to take their own jumper off.	Games: To begin to explore a range of ball skills. To begin to negotiate space safely. To begin to take turns with others. To begin to understand how I feel in different situations. To explore movement skills. To follow instructions with support. To play games honestly guided by the rules with support. Fine Motor: To use one-handed tools and equipment. To show preference for a dominant hand.

	To take coat on/off with support.	To take coat on/off with support.				To use a comfortable grip with good control when holding pens and pencils.
Communication & Language	Oracy: To look at someone who is speaking to them. Key Vocabulary: Family, friends, special Activity: To talk about who is special to me using photos	Oracy: To take turns to speak when working in a group. Key Vocabulary: Celebrate, tradition, festival Activity: To talk about a special celebration using props	Oracy: To speak audibly so they can be heard and understood. Key Vocabulary: Superhero, community, dreams Activity: To talk about what you want to be when you grow up	Oracy: To join phrases with appropriate adjectives and verbs. Key Vocabulary: Explore, habitat, Activity: To describe a favourite animal using photos	Oracy: To make relevant contributions and asks questions. Key Vocabulary: Spring, lifecycle, grow Activity: To plant a seed after watching a demo	Oracy: To describe events that have happened to them in sentences. Key Vocabulary: Seaside, safety, holiday Activity: To talk about what you can see at the seaside.
Writing	To understand that marks/print has meaning. To understand how print works.	To understand that writing helps to share thoughts, ideas and feelings. To use straight lines and curves in mark making.	To begin to use some of their print and letter knowledge in their early writing.	To use some of their print and letter knowledge in their early writing. Write some letters accurately.	To be able to write some of their name.	To be able to write all of their name.
Reading	Rhyme Time To learn and recall these rhymes: Miss Molly had a Dolly Jack and Jill Pat-a-Cake Wind the Bobbin Up Hey Diddle Diddle	Rhyme Time To learn and recall these rhymes: Twinkle Twinkle Incy Wincy Spider Down at the Station The Wheels on the Bus One, Two, Buckle My Shoe Tuning into Sounds s a t p i n m	Rhyme Time To learn and recall these rhymes: Round and Round the Garden Row, Row, Row your Boat Mary Mary Quite Contrary Humpty Dumpty The Grand Old Duke of York Tuning into Sounds d g o c k e	Rhyme Time To learn and recall these rhymes: Baa Baa Black Sheep Hickory Dickory Dock A Sailor went to Sea 1,2,3,4,5, Once I Caught a Fish Alive Ring-a-Ring-a Roses Tuning into Sounds u r h b f l	Rhyme Time To learn and recall these rhymes: Wind the Bobbin Up Incy Wincy Spider Mary Mary Quite Contrary Round and Round the Garden Pat-a-Cake Tuning into Sounds j v w y z q u c h	Rhyme Time To learn and recall these rhymes: Row, Row, Row your Boat A Sailor went to Sea 1,2,3,4,5, Once I Caught a Fish Alive The Wheels on the Bus Humpty Dumpty Tuning into Sounds c k x s h t h n g n k
Maths	To compare objects.	To begin to order number names	To represent numbers on fingers	To take and give '1,2,3'	To develop patterning skills	To develop counting up to 5

	To explore and build with shapes and objects To explore repeats in patterns To hear and say number names	To recognise numbers without counting To explore and join repeats To explore position and shape	To develop 1-1 counting To explore position and routes To explore own first patterns	To develop matching skills To develop subitising To compare and sort collections	To develop puzzle building skills To make patterns together To make games and actions	To create own AB patterns To stop at a given number To match, sort and compare
Understanding of the World: Past & Present	To begin to make sense of their own life-story and family's history	To talk about characters from known stories	To recognise some environments that are different from the one in which they live.	To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	To plant seeds and care for growing plants. To understand the key features of the life cycle of a plant and an animal.	To explore some similarities and differences between life in this country and life in other countries.
Understanding of the World: People, Culture & Communities	To talk about people who are special to them. RE: Where do I belong?	To explore local celebrations and traditions as well as celebrations from other cultures. RE: What happened in the Nativity story?	To show interest in different occupations. RE: What makes me special?	To begin to understand the need to respect and care for the natural environment and all living things. RE: What happens during Easter?	To explore seasons and the changes RE: What makes my nursery special?	To explore our local seaside community and what life is like living by the sea RE: What are our nursery values?
Understanding of the World: Natural World	Lifecycle of Humans: To sort images of humans according to their age. To sort using different senses. To respond to foods which they like/do not like. To say how a baby changes over time.	Light: To compare how bright different light sources are. To compare how reflective different materials are. To be able to identify which materials are reflective to use for an outside mobile? To be able to say which fabrics are reflective to help us be seen at night?	Forces: To compare the path of different wind-up toys. To compare how far different wind-up toys move. To compare the speed and direction of gears. To compare how easy or hard it is to lift an object with or without a pulley. To compare how easy it is to ride a scooter or	Sound: To be able to compare the sound produced by shakers made with different materials. To be able to compare the sound produced by different drums. To be able to compare the sound produced by different elastic bands on their 'guitar'.	Growing Plants: To compare how quickly different seeds/bulbs germinate. To compare how different vegetable tops grow. To be able to describe how a plant changes as it grows. To be able to say what happens to fruit, vegetables and flowers when left over time. To look at seed and bulb packets to learn	Materials: To be able to sort materials using simple properties. To describe how cake mixture changes. To describe how chocolate changes when heated. To describe how fruit juice changes when put into a freezer. To describe how fruit changes when put into a blender.

		To be able to identify which materials block light to help us protect ourselves from the Sun?	bike on different surfaces. To sort objects according to whether they float or sink. To sort objects/materials according to whether their shape can be changed.		how to plant and care for them.	
Expressive Arts & Design	Art: To begin to respond to art using their whole bodies. To use my hands and feet to make large scale collaborative paintings. Music: To listen with increased attention to sounds.	Art: To explore colour through our senses. To create simple patterns using string and poster paint. To explore how we might capture the spirit of a piece of music through abstract mark-making. Music: To respond to what they have heard, expressing their thoughts and feelings. To remember and sign entire songs.	Art: To make marks directly into paint using their fingers and other mark-making tools. Music: To sing the pitch of a tone sung by another person ('pitch match').	Art: To build an insect hotel. To draw on pebbles. To make objects using clay. Music: To sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Art: To collect objects and organise by colour. Music: To create their own songs or improvise a song around one they know.	Art: To use observational and imaginative drawing when looking at sea shells and pebbles. Music: To play instruments with increasing control to express their feelings and ideas.