

BURE PARK PRIMARY SCHOOL CURRICULUM MAP

NURSERY 2025-6.



	AUTUMN TERM		SPRING TERM		SUMMER TERM	
COMPOSITE	Me in My World	Let's Celebrate	Winter Worlds	Spring has Sprung	Faraway Lands	Growing and Changing
COMPONENT	<ul style="list-style-type: none"> All About Me Books Where I live The Colour Monster My new Friends Autumn Harvest Festival Nursery Rhymes Numbers to 5 	Bonfire Night <ul style="list-style-type: none"> Traditional Tales 1 Poppies Nativity Christmas Numbers to 5 	<ul style="list-style-type: none"> Winter Ice / freezing and melting Arctic vs Antarctic Penguins Polar Bears Penguins Winter Rhymes 	<ul style="list-style-type: none"> Spring walks Mr Wolf's Pancakes Easter Chicks Farm trip Mother's Day 	<ul style="list-style-type: none"> Space pirates Dinosaurs Oceans Jungles Traditional Tales 2 Castles, Knights and princess' 	<ul style="list-style-type: none"> Summer Eric Carle Stories Butterflies Father's Day Transition programme of events Summer party

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Characteristics of Effective Learning	<p>Playing and exploring: Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>		
OVERARCHING THEMES	<p>Unique Child Every child is unique and has the potential to be resilient, capable, confident and self-assured. At Bure Park we endeavour for all of our children to be the best that they can be, and in turn we aim to provide the best environment and teaching and learning experience for them whilst they are in our care.</p> <p>Positive Relationships Children flourish with warm, strong, caring and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p>Enabling environments Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development Children develop and learn at different rates. We must be aware of children who need greater support than others. We pride ourselves on knowing our children really well and supporting progress for all. We aim for our teaching and learning to progress over time with careful sequencing of activities and experiences to help embed depth in the children's learning, and expand the children's knowledge and understanding.</p>		

PLAY

At Bure Park Primary School We understand that play is an integral part of learning and this is at the heart of our early years curriculum. We believe that the correct mix of adult directed and child initiated play or ‘Playing to Learn’ as we call it at Bure Park ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year’s education has to play in providing firm foundations upon which the rest of a child’s education is successfully based.

KEY TEXTS	The Colour Monster The Little Red Hen	Little Red Riding Hood Goldilocks The Gingerbread Man Nativity	Non-fiction Books about the Polar Lands The Penguin and the Pinecone Yeti and the Bird The Little Polar Bear	Mr Wolf’s Pancakes Chicken Licken Each Peach Pear Plum My Mum is fantastic Farm Non-fiction	Rainbow Fish Dinosaur Rocket Commotion Under the Ocean Rumble in the Jungle No, Nancy, No Three Little Pigs Jack and the beanstalk	The Very Lonely Firefly The Very Busy Spider The Very Hungry Caterpillar The Tiny Seed Bad Tempered Ladybird The Colour Monster Goes to School Firefly Home Dogger Franklin Frog The enormous turnip
Supporting Texts (see also core texts below)	The Colour Monster goes to School In My Heart Helpful Hedgehog The Squirrels who Squabbled Owl Babies Hands are not for Hitting Worrysaurus We’re Going on a Bear Hunt Squirrels Autumn Search Rosie’s Walk Pumpkin Soup	True Story of Little Red Riding Hood Keep out, Bears About Beware of the Bears A Chair for baby Bear Shhh Santa Bless You Santa Hurry Santa	Peep Inside Snowy places Polar Bear, Polar Bear, what do you Hear The Runaway Iceberg Fly Freddy, Fly The Not So Perfect Penguin Guess how much I Love You In My Heart	Mixed up Fairy Tales Once Upon a Time Farmer Duck Hooray for Hoppy	Sharing a Shell Tiddler The Knight who wouldn’t fight How to Look after Your Dinosaur Whatever Next Things to do with Dad Smile Crocodile, Smile The Selfish Crocodile	The Teeny Weeny Tadpole Hungry Harry Growing Frogs A Little Bit Brave Little Hedgehogs Big Day Billy’s Big New School As We Grow Titch Starting School Shhh Jack and the Incredibly Meanstalk Oliver’s Milkshake
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COMPONENT Communication and Language	Wellcomm Assessments and group work Daily Story Times and Nursery Rhymes Learning names. Rhyme Choosing Spoons. Language of feelings.	Wellcomm Assessments and group work Daily Story Times and Nursery Rhymes Traditional tales.language themes ‘Once upon a time there lived’. Characteristics from favourite tales focused on good/evil traits.	Wellcomm Assessments and group work Daily Story Times Language specific to animals and habitats; arctic, Antarctic, frozen, iceberg, avalanche, polar, Northern Lights. Non-fiction – fact finding.	Wellcomm Assessments and group work Daily Story Times Investigation of living things and processes. Farm visit. What would you ask a farmer? And finding out on the trip.	Wellcomm Assessments and group work Daily Story Times Developing pronunciation of sounds – RWI for Nursery begins You Choose texts.	Wellcomm Assessments and group work Daily Story Times Scientific language related to parts of plants and living processes. Answering ‘why’ questions, e.g. why did the

	Home role-play. Singing.	Three Little Pigs song. Firework language – bang, pop, fizz, glitter, explode. Building a bank of simple Christmas songs and rhymes.	Describing scientific processes. Comparison of animals from Arctic and Antarctic. Songs: Mulberry Bush, Little Snowflake, Chubby Little Snowman (145) Vocabulary related to Chinese New Year – Emperor, river, ordinal numbers, animal names	Language around plant processes. Baby animal names. Farmer Duck – explore synonyms for tired/lazy. Pet shop role-play. Songs: Farmer, Farmer... Farmer's in his Den, Chick Chick Chick..., Little Peter Rabbit, Hot Cross Buns, Little Rabbit Foo Foo. Mothering Sunday song	Role-play from other worlds / habitats. Space centre, Seaside.. How to Look after Your Dinosaur – vocabulary building on chicks. Castle role-play. Songs: 5 little men, Dinosaur Roar, Down in the Jungle, A Dragon's very Fierce, There was a Princess Long Ago,	caterpillar get so fat? Why didn't the seed grow? Hatching caterpillars; learning about the parts of caterpillars and butterflies. (Cocoon, pupa, caterpillar, butterfly, wing, body, antennae, proboscis, nectar). Language related to minibeasts, legs, abdomen, antennae, wings, eyes Garden Centre role-play. Songs: Tiny caterpillar, Today is Monday, Days of the week song
Development Matters	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". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'. Use longer sentences of four to six words. 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. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."					
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COMPONENT Personal, Social and Emotional Development	Jigsaw and Mindfulness MY FEELINGS Colour Monster Work and feelings jars. Staggered small groups to start. All About Me Books and opportunities to share them. Hygge environment to encourage children to self-select resources. Discussion of the characters in the Little	Jigsaw Mindfulness DEVELOPING CONFIDENCE Welly walks in the local community with parent helpers- to help children become more outgoing in different situations. Develop visual rules with the children and use their photographs as reminders. What makes you afraid? Link to loud noises and fireworks. Woolly and Tig. Link also to 'Big Bad Wolf'. Was Goldilocks making a good choice?	Jigsaw Mindfulness FRIENDSHIP Trip to the local library to find books about snow / ice and polar lands. Valentine's Day – thinking about the people we love and those who love us. How does it feel to be loved? Link to story 'In My Heart'. Guess how Much I love you. Bird Feeders – looking after animals in the environment. Why is it harder for them to find	Jigsaw Mindfulness BEING HELPFUL In small groups or pairs, following a spring walk, make a miniature spring garden together and nurture it. Plant cress. What does it need to grow? Mothering Sunday – what can we do to show our Mums we care? What do they do for us? Invite Mums in for a tea party. Invite Mum's / Dads to talk about their jobs.	Jigsaw Mindfulness Rainbow Fish – use story as basis for discussion. Is it better to be happy and have lots of friends or to have the most 'things' and be lonely? Sharing toys and resources and turn taking games.	Jigsaw Mindfulness BEING PROUD AND CELEBRATING Stories that invoke discussions about feelings: The Bad-Tempered Ladybird and the lonely firefly. What does it mean to be feeling like this? The Mixed up Chameleon. Firefly Home – thinking about being lost. something you love? Transition work. What can we do now?

	<p>Red Hen – how might she be feeling? Would you share the bread?</p> <p>Harvest – link to helping others and sharing. Three Little Pigs – Emotional language. Descriptions of the wolf. .</p>	<p>How would you feel if you were a baby bear?</p> <p>Remembrance – Cbeebies Poppies. Once there was a time when it felt dark and people were sad and scared. But it didn't last forever, and then bright poppies grew.</p>	<p>food when it's frosty? What would happen if we didn't help them?</p> <p>Role-play explorers – developing a narrative alongside other children.</p> <p>The Penguin and the Pinecone / Yeti and the Bird– stories about a friendship.</p> <p>Trying new foods – Chinese New Year</p>	<p>Trip to a farm with the hope of seeing lambs being born.</p> <p>Farmer Duck – explore the feelings of the animals in the story. Is it fair to be treated this way? What do the children think of the farmer?</p>		<p>Fun with Dad – Father's Day activities. What do we like to do with Dad?</p> <p>A Little Bit Brave -</p>
Development Matters						
TOPIC	Me in My World	Let's Celebrate	Winter Worlds	Spring has Sprung	Faraway Lands	Growing and Changing
Physical Development	<p>Mark Making Books Dough Disco PE Sessions with Mr Davis Outdoor Equipment featuring crates and planks to create own obstacles Welly Wednesdays</p> <p>Learning to manage coats and shoes independently Handwashing – talk about how it's important to stop germs spreading.</p> <p>Explore Harvest Produce – focus on fruit and vegetables. What do we need to eat to keep healthy? Sort Harvest donations into those that we can eat lots of and those we should eat less of.</p>	<p>Mark Making Books Dough Disco PE Sessions with Mr Davis Outdoor Equipment featuring crates and planks to create own obstacles Welly Wednesdays</p> <p>Pencil control activities – Firework paintings.</p> <p>Moving like a firework! Watch NYE at London and join in with some of the movements.</p> <p>Making gingerbread men – knead the dough and use cutters to make the shape.</p> <p>Porridge-making and eating a healthy breakfast.</p> <p>Cutting paper shapes to make rocket pictures.</p>	<p>Mark Making Books Dough Disco PE Sessions with Mr Davis Outdoor Equipment featuring crates and planks to create own obstacles Welly Wednesdays</p> <p>Exploring ice using hands and tools – how can we free the trapped animals?</p> <p>Making and writing cards for Valentine's day.</p> <p>Cooking activities: Snowman Biscuits, Penguin cakes.</p> <p>Mixing ingredients to make bird feeders.</p> <p>Dragon dance, Chinese Lanterns.</p>	<p>Mark Making Books Dough Disco PE Sessions with Mr Davis Outdoor Equipment featuring crates and planks to create own obstacles Welly Wednesdays</p> <p>Making and flipping pancakes.</p> <p>Pancake Races. What's the time Mr Wolf?</p> <p>Farm Trip – knowing why to wash hands after contact with the animals. Threading a bracelet for Mummy and writing names in cards.</p> <p>Spring scavenger hunt in the Nature Reserve.</p> <p>Easter Crafts – using tools such as scissors and hole</p>	<p>Mark Making Books Dough Disco PE Sessions with Mr Davis Outdoor Equipment featuring crates and planks to create own obstacles Welly Wednesdays RWI Programme – letter formation</p> <p>Building castles using construction and blocks. Junk model a castle using tape and scissors.</p> <p>Rolling newspaper to make swords.</p> <p>Cutting scales for Rainbow Fish craft.</p> <p>Making jelly fish – cutting strips of paper and using glue.</p> <p>Movement – moving like creatures from different</p>	<p>Mark Making Books Dough Disco PE Sessions with Mr Davis Outdoor Equipment featuring crates and planks to create own obstacles Welly Wednesdays RWI Programme – letter formation</p> <p>Planting seeds – using small gardening tools to plant and care for the seeds.</p> <p>Sorting seeds using tweezers. Threading a spider's web.</p> <p>How have we grown? Are we bigger now than in September? What helps us to grow? Talk about healthy habits; exercise, diet and sleep.</p>

	Making bread. Knead the dough and use scissors to make spikes for the bread hedgehogs.	Making jam tarts for Grandma, using cutters and spoons.		punches. Easter egg hunting in the gardens.	environments to song – Dinosaurs, jungle animals, sea creatures. Smile, Crocodile, Smile – share the story about looking after teeth Also, the Selfish Crocodile. Making crowns.	Making a LOST poster, drawing a favourite toy and writing toy's name.
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Literacy	Reading daily sharing stories, non fiction, poetry, joining in refrains and rhymes self register & recognising own name	Reading → traditional tales, story language eg 'Once upon a time there lived'; 'they lived happily ever after' discuss characters (good/evil) self register & recognising own name	Reading → Non-fiction – fact finding. self register & recognising own name	Reading → non-fiction - fact finding Farmer Duck – explore synonyms for tired/lazy self register & recognising own name	Reading → The 3 Little Pigs - change characters and settings self register & recognising own name	Reading → Reading CVC words and simple sentences.
	Phonics Phase 1 phonics: EY Staffroom Phonics Phase 1 Program	Phonics Phase 1 phonics: EY Staffroom Phonics Phase 1 Program	Phonics RWI: Fred games When ready: Picture sound cards	Phonics RWI: Fred games Picture sound cards When ready: intro associated sounds; oral Fred Talk	Phonics RWI: Picture sound cards & sound cards; oral Fred Talk When ready: Word time group1 CVC Nursery green word cards	Phonics RWI: Word Time group 1 CVC Nursery green word cards When ready: Sound blending books
	Writing gross motor activities eg PE, warm ups, outdoor play fine motor activities eg peg boards, playdough mark making in CP eg role play shopping lists, writing table, making maps	Writing →	Writing →	Writing →	Writing →	Writing →

	<p>Number rhymes Explore simple composition of number through number songs. Use props - gloves, currant buns, coins etc</p> <p>Positional language respond correctly to: in front of, behind, next to, in, on top of, underneath</p> <p>Comparing size, height and weight bigger/smaller heavy/light long/short tall/short</p> <p>Shape and space explore 2D and 3D shapes when using construction resources</p>	<p>Numbers 0-5 Say one number name for each item in order.</p> <p>Grow me, show me, throw me fingers</p> <p>know that the last number reached when counting objects tells you the total (cardinal principle)</p> <p>Begin to make own marks/symbols to represent quantities</p> <p>Subitise begin to subitise small amounts, up to 3 objects.</p> <p>Patterns identify and talk about patterns around them using informal language eg spotty eg on gloves, jumpers, Xmas wrapping paper, making paper chains</p>	<p>Numbers 0-5 link numerals to quantities eg showing the correct number of objects to match the numeral/marks, up to 5.</p> <p>Grow me, show me, throw me fingers</p> <p>Count reliably by rote to 5 and beginning to count beyond</p> <p>Subitise confidently subitise 3 objects</p> <p>Sorting sort objects by criteria eg colour, shape, size, type</p> <p>Shape and space talk about and explore 2D and 3D shapes using informal and mathematical language eg circles, sides, corners, straight, flat etc</p>	<p>Numbers 0-5 link numerals to quantities eg showing the correct number of objects to match the numeral, up to 5.</p> <p>Grow me, show me, throw me fingers</p> <p>Compare quantities compare amounts using language of more than / fewer than/the same</p> <p>Introduce 5 frame to support counting forwards and backwards when singing number rhymes</p> <p>Positional language describe a familiar route, discuss routes and locations using words like 'in front of' and 'behind'</p> <p>Shape and space explore 2D and 3D when using construction resources combine shapes to make new ones eg an arch, a bigger triangle</p>	<p>Numbers 0-5 and beyond verbally rote count to 10</p> <p>Grow me, show me, throw me fingers</p> <p>Solve real world maths problems to 5</p> <p>experiment with own marks and symbols as well as numerals</p> <p>Reading numerals to 5</p> <p>Use of 5 frames: fill L to R how many counters can you see in the frame? how many empty spaces in the frame? how many more counters would make 5?</p> <p>Patterns create simple 'ABAB' patterns notice and correct an error in a repeating pattern</p> <p>Sequencing events begin to describe a sequence of events, real or fictional using words such as 'first'. 'then'</p>	<p>Numbers 0-5 and beyond verbally rote count to 10</p> <p>Grow me, show me, throw me fingers</p> <p>Solve real world maths problems to 5</p> <p>experiment with own marks and symbols as well as numerals</p> <p>Reading numerals to 5</p> <p>Use of 5 frames: fill L to R how many counters can you see in the frame? how many empty spaces in the frame? how many more counters would make 5?</p> <p>One more / one less than using objects</p> <p>Make comparisons relating to size, length, weight and capacity big, bigger, biggest, small....etc also: long, longer etc /short heavy...light... full/empty</p>
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<p><i>Use all their senses in hands-on exploration of natural materials.</i> <i>Talk about what they see, using a wide vocabulary.</i></p>		<p>This element of UofW is covered continuously across the year, with emphasis on seasonal activities following the Wanderlust Study. Every Wednesday is 'Welly Wednesday' where the children explore the school grounds and the wider environment outside of school making use of the Nature Reserve on the doorstep. The Hygge approach means that nature and natural objects are brought into the classroom on a daily basis.</p>				
Understanding of the World	Begin to make sense of their own life-story and family's history	Continue developing positive attitudes about the differences between people.	Talk about the differences between materials and changes they notice.	Explore Occupations – Link to My Mum is fantastic and talk about what Mum's do. Invite	Explore and talk about different forces they can feel.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal.

	All About Me Books form the basis of the learning for this term- children share the books with friends and teachers, talking using photographs about their family members and events.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Nativity Stories-	Exploring Trees – choose a tree in the grounds to follow through the year. What can we see on the trees? Branches, nests, bark. Leaves? Which trees are green? What do their leaves / needles feel like? Wanderlust Winter Materials. Exploring differences in extreme environments in the arctic and Antarctic. Do Penguins live in Bicester? Locating countries on the globe and using atlases – UK, Arctic, Antarctic. Siberia, China	parents to come in and talk about their jobs. Exploring Farming and Farm Animals (Farm visit). What can we find out about what a farmer does?	Use work on Space. Pirates and Jungles to look at forces: Making a boat (floating and sinking), what would it feel like to be in an anti-gravity space? Looking at different environments – Jungles / Oceans.	Begin to understand the need to respect and care for the natural environment and all living things. Jack and the Beanstalk – planting beans in see through containers. Jasper’s Beanstalk – what do we need to help it grow? Planting sunflower seeds.
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Expressive Art and Design	Weekly Charanga sessions. Join in with familiar songs. Beginning to mix primary colours to make secondary colours, following colour monster as a stimulus. Joins in with role play games and uses resources available for props; build models using construction equipment. Sings call-and-response songs, echoing phases adults sing.	Weekly Charanga sessions. Use different textures and materials to respond to each of the Zones of Regulation Listen to music and make their own dances in response. Firework pictures made using different techniques. Christmas decorations, Christmas cards, The Nativity songs/words Objects – e.g. bears, toy dogs etc, props – e.g. brown paper and red ribbon, puppets available to encourage children to	Weekly Charanga sessions. Collage penguins and polar bears. Collage Chinese flag Transient art – winter themed Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating animal masks – to link to Chinese New Year. Making paper lanterns, Chinese writing, puppet making, Chinese music and composition, learning	Weekly Charanga sessions. Making transient art using objects collected from Spring walks. Blossom art – finger paintings. Easter Cards and art work – making baskets decorating eggs. Mothering Sunday – Portraits of Mum’s, making cards using available resources and techniques. Creating representations of animals and babies. Observational drawings of chicks. Can the children	Weekly Charanga sessions. Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal / sea creature / dinosaur masks Encourage the children to talk about how they have made / created Design and make objects they may need in the jungle/ in space, in dinosaur land - thinking about form and function. Paper plate jellyfish / dinosaurs/jungle animals	Weekly Charanga sessions. Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows and light catchers using old CDs. Collage butterflies / designing ponds for frogs and tadpoles Life cycles, Flowers-Sun flowers Home Corner role play to include cuddly toy pets –

	<p>Self-portraits, junk modelling, take pictures of children's creations and record them explaining what they did.</p> <p>Exploring sounds (body percussion and instruments) and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p>	<p>retell, invent and adapt stories.</p> <p>Home Corner role play to have addition of xmas tree, objects for wrapping, cards for writing.</p>	<p>about dragon dancing – then dancing and performing</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape, treasury tags, paper clips and different sorts of glue.</p>	<p>think of different ways to represent them?</p> <p>Representations of 'Our Tree' in Spring.</p>	<p>Puppet making for retelling of fantasyland tales</p> <p>Provide a wide range of props for play which encourage imagination, dressing up, instruments, puppets etc.</p> <p>Explore a variety of effects e.g. water colour, collage, shading by adding black or white, colour mixing for beach huts, colour mixing, wax resistant painting, masking tape batik – underwater pictures/ creating dinosaurs connected to the theme that the children's fantasy's go in.</p> <p>Rousseau's Tiger / animal prints if a jungle theme, modern day underwater art impressions by Kim and Kay Vaudin, paleo artists (dinosaurs)</p>	<p>to encourage language re care for animals, their baby names e.g. cats are called kittens, dogs are called puppies</p> <p>Artwork themed around minibeasts / The Seasons</p> <p>Provide a wide range of props for play which encourage imagination dressing up, instruments, puppets etc</p> <p>Encourage the children to talk about how they have made / created</p> <p>Observational drawings of caterpillars and butterflies.</p> <p>Representations of 'Our Tree' in summer.</p>
<p>Core Texts</p>	<p>In addition to topic-based texts, we would like the children to be very familiar with quality texts, and have access to multiple copies of the following titles:</p> <ul style="list-style-type: none"> ● Dear Zoo ● Where's Spot? ● We're Going on a Bear Hunt ● Peace at Last ● Where's My Teddy? ● Owl Babies ● Fox's Socks ● Each Peach Pear Plum ● The Hungry Caterpillar ● Brown Bear, Brown Bear, What do you See? 					

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| | <ul style="list-style-type: none">● Hairy McClary● The Three Billy Goat's Gruff |
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