



Nursery (FS1) Curriculum Map

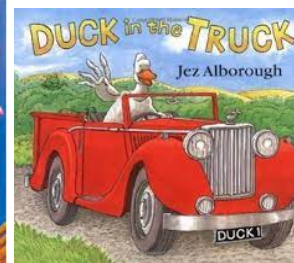
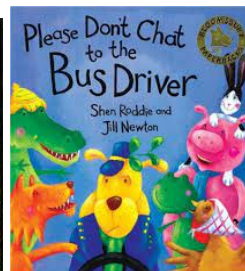
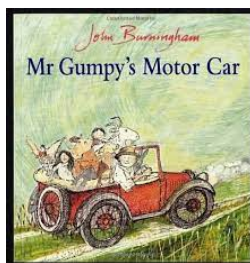
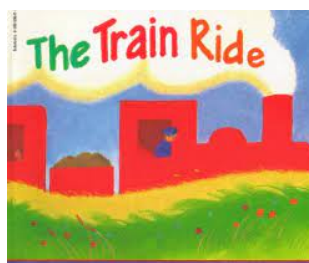
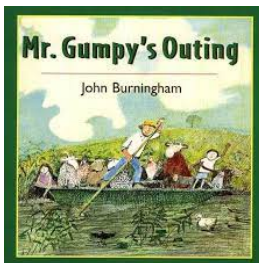
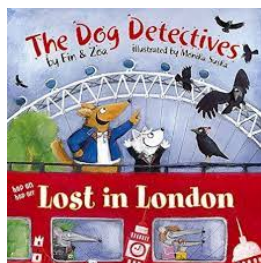
Summer 1, 2026

Topic Theme- Transport and Travel

This half term our topic is "Transport and Travel". We will be reading a selection of well-known stories to begin to understand the simple sequence of familiar texts. We will learn what happens in Spring and look at how things grow.

Transport and Travel Core Books

We will read these fiction and nonfiction books to support our 'Transport and Travel' topic lessons and learning.



Prime Areas of Learning

Personal, Social and Emotional Development (PSED)

Our focus this half term is to support your child in the following ways:

- Sharing resources with care
- Play confidently alongside other children.
- Able to follow class rules with fewer prompts and support.

Communication and Language (CL)

Our focus this half term is to support your child in the following ways:

- Learning new vocabulary and Makaton signs
- Use a wider range of vocabulary
- Sing a large repertoire of songs.
- Continue to develop their pronunciation

Physical Development (PD)

Our focus this half term is to support your child in the following ways:

- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
- Go up steps and stairs, or climb up the apparatus, using alternate feet.

We will continue to reinforce our routines for learning and behaviour in our shared spaces. This includes promoting independence with tidying up, snack time, toileting, and putting on and taking off coats, hats, and gloves.	- Start to develop using longer sentences of four to six words. - Model correct vocabulary (ran instead of runned, swim instead of swimmied, etc.). We will also continue a range of early language groups (Early Talk Boost/NELI) in class to help children become more confident in communicating with others whilst learning new vocabulary and developing oracy skills.	- Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Use large-muscle movements to wave flags and streamers, paint and make marks. - 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. - Continue to support fine motor skills and the use of one-handed tools.
<u>Specific Areas of Learning</u>		
<u>Literacy (L)</u> This term we will; - Read a selection of stories together about our 'Transport and Travel' topic and develop our oracy skills using Talk for Writing story maps. 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 - Engage in extended conversations about stories, learning new vocabulary. - Write some letters accurately. - 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. We will continue our Phase 1 Phonics learning with Mr Tig Tog groups. We have a greater focus on oral blending skills	<u>Maths (M)</u> We follow Mastering the Curriculum (MTC), which supports White Rose Maths (WRM) and maths mastery. The MTC/WRM topics we will cover this term are; - They should begin to select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. - Continue to make comparisons between objects relating to size, length, weight and capacity. - Understand position through words alone – for example, "The bag is under the table," – with no pointing. - Continue to 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'. We will be using different manipulatives to help	<u>Understanding the World (UTW)</u> We will learn how to; - Show interest in different occupations. - Explore how things work. - Explore and talk about different forces they can feel. - Talk about the differences between materials and the changes they notice. - Continue developing positive attitudes about the differences between people. <u>Expressive Arts and Design (EAD)</u> Your child will learn how to; - Create their own songs or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas. - Show different emotions in their drawings – happiness, sadness, fear, etc. - Draw with increasing complexity and detail, such as representing a face with a

and will begin Phase 2 Satpin sounds, where appropriate and if the children are developmentally ready.	support subitising skills alongside early counting skills.	circle and including details. - Use drawing to represent ideas like movement or loud noises. - Create closed shapes with continuous lines and begin to use these shapes to represent objects.
<u>Homework Links and Websites</u> There are a variety of links and websites that are great ways for your child to learn and have fun at home, too. - YouTube Kids: counting, shapes, nursery rhymes - Foundations for Phonics (activities shared on Class Dojo) - Number Blocks (BBC iPlayer) - Colour Blocks(BBC iPlayer)	<u>Ways You Can Help At Home</u> Support your child to do tasks independently. -Play Phase 1 and 2 phonics games - Reading every day with your child -Look at shapes in the environment - Talking to your children about their day, to promote good communication and language. -Talk about seasonal and weather changes.	<u>Key Dates</u> Stay and Play sessions every Thursday at 8.30 am and 12.30 pm. Transport and Travel Immersion Day: Details to be shared via Class Dojo. Last day of term: Friday 22nd May