



St James' C of E Infant and Nursery School

Nursery Knowledge Map Cycle 1 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Would you like to snuggle up with a book?</i>	<i>What is your favourite toy?</i>	<i>Nursery Rhymes</i>	<i>Where do you like to shop?</i>	<i>Bears, bears, bears!</i>	<i>What lives in the garden?</i>
Class focus story books/Rhymes Structured story time books	Little Red Riding Hood Gingerbread Man Chicken Licken Nursery not Today The Gingerbread Man Three Little Pigs You Choose Fairy Tales Goldilocks and the Three Bears	Kipper's Toybox Just Like Jasper This is the bear! Home is where the bird sings Bear shaped	Humpty Dumpty Twinkle Twinkle Hickory Dickory Dock Nursery Rhymes 2-3 Each Peach Pear Plum Ladybird Favourite Nursery Rhymes A Great Big Cuddle	The Shopping Basket Don't Forget the Bacon The Shopping Expedition All through the night Mr Wolf's Pancake The Good Egg Tidy	Bears, Bears, Bears The Everywhere Bear This is the bear! Winnie the Pooh and the Bees The Suitcase I want my hat back Oi Frog	The Very Busy Spider Twist and hop, Minibeast Hop Minibeasts Under a stone Oliver's Vegetables Errol's Garden Tad Worrysaurus
Focus themes Possible ideas / lines of enquiry <i>These mini themes may be changed or replaced depending on child interest or fascination</i>	Traditional tales and story telling	How toys work What toys we like	Rhyme and alliteration	Different occupations Shops	Animals	Minibeasts
Christian Values	Friendship Paralysed Man	Kindness Good Samaritan	Forgiveness Prodigal Son	Justice Jonah and the Whale	Respect Ten Commandments	Trust David and Goliath
Hooks, Enrichment activities, Visitors or trips	Library Visit	Toy sharing circle time	Humpty Dumpty crime scene	Visits to local supermarket	Teddy Bear's Picnic	Bug Hunt and visit from Pet Encounters



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EYFS Understanding the World						
Science	Use all their senses in hands on exploration of natural materials	Explore how things work – testing how different toys move.	Explore collections of materials with similar and/or different properties STEM Day/Visitor in Spring 1 linked to Nursery Rhymes – External Visitor		To understand the key features of the life cycle of a plant and an animal – looking at bears and bear cubs.	Explore and talk about different forces they can feel – weather and what different mini beast need
Endpoints – Subject knowledge Science	<u>Seasonal Changes – Au</u> How are night and daytime different? What do we do at night that we don't do in the day?		<u>Forces and how things work – Sp 1</u> Explore how things work, e.g. wind-up toys, pulleys, sets of cogs with pegs and boards. Explore and talk about different forces they can		<u>Plants – Su 1</u> Know that fruit and vegetables are plants. Know that some vegetables grow underground and they look different above and below the ground. Understand the key features of the life cycle of a plant. Develop an understanding of growth, decay and changes over time, e.g. observing an apple / banana rotting / school compost heap, wet pile of leaves. Show care and concern for living things and the environment, e.g. keep plants alive by watering them	<u>Animals including humans – Su 2</u> I'm wondering, how is this animal different to that one? Tell me, which body parts can you see on this person /animal? What is happening in this picture? What could we do to help that person /animal?



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EYFS – Past and Present (Understanding of the World)						
History	<p>Begin to make sense of their own life story and family's history – Past Nursery and families</p> <p>Talk about their family and people who are important to them – getting to know you</p>	<p>Begin to make sense of their own life story and family's history – Past Christmases that they remember</p>		<p>Show interests in different occupations and ways of life</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>To understand the key features of the life cycle of a plant and an animal.</p>	
Endpoints – Subject knowledge History	<p><u>Chronology & Their families – A1</u></p> <p>Re-tell simple past events related to their own lives in the correct order.</p> <p>Begin to describe a sequence of events, real or fictional, using words such as first ... then ...</p> <p>Begin to develop chronological understanding, e.g. ordering photos of themselves.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Enjoy joining in with family customs and routines.</p> <p>Recognise and describe special times or events for family or friends.</p> <p><u>Changes within living memory</u></p> <p>Look at these photos. Can you tell me how you / your family have changed?</p>	<p><u>Changes within living memory – A2</u></p> <p>What season do you think it might be (show photos)? Why?</p> <p><u>Significant people / events locally</u></p> <p>Remember and talk about significant events in their own experience</p>		<p><u>Their families – Sp 2</u></p> <p>Linked to family / friends, show interest in different occupations and ways of life indoors and outdoors.</p>	<p><u>Changes within living memory</u></p> <p>Develop an understanding of growth, decay and change over time.</p> <p>Make observations of animals and plants and explain why some things occur and discuss changes.</p>	



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EYFS – The Natural World/People and Communities (Understanding the World)

Geography	Explore and talk about natural things going on around them	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos		Show interests in different occupations – visiting different types of shops and what peoples different roles are	Begin to understand the need to respect and care for the natural environment and all living things – how to we protect bears, where do they live etc.	Begin to recognise that here are in different occupations.
	Know the different between night and day			Know that there are different countries in the world and talk about the differences they have experienced or seen in photos – comparing how we get food in other countries		



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<p>Endpoints – Subject knowledge Geography</p>	<p>Seasonal changes and weather (linked to UTW-science / natural world). – A1 . Know the difference between day and night, dark and light.</p> <p>People and Communities, including different religious and cultural communities Enjoy joining in with family customs and routines. Recognise and describe special times or events for family or friends. Continue developing positive attitudes about the differences between people</p>	<p>Place Knowledge – A2 Know that there are different countries in the world, using stories and discussions about holidays.</p> <p>Talk about the differences they have experienced or seen in photos.</p> <p>Know the name of the place and street in which they live.</p> <p>Geographical Skills and Fieldwork Describe what they see using a wide vocabulary. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Use simple maps, recognise water as blue and land as green on the maps. Use physical resources, e.g., floor mats, small world, loose parts to make simple representations of maps to identify water / land. ■ Draw simple maps of their environments or linked to stories / curriculum, e.g. a treasure map.</p>		<p>People and Communities, including different religious and cultural communities – Sp2</p> <p>Show interest in different occupations and ways of life indoors and outdoors.</p>	<p>Place Knowledge – S1</p> <p>Name physical and human features from stories, e.g. woods, forest, city, ocean.</p>	<p>People and Communities, including different religious and cultural communities – Sp2</p> <p>Show interest in different occupations and ways of life indoors and outdoors.</p>
	<p>PSED linked to technology</p>					
<p>Computing</p>		<p>Explore how things work – off on./ remote controlled toys etc.</p>	<p>Online Safety taught through Heart Smart – Too much selfie isn't healthy!</p>			<p>Using electronic light boards to make marks.</p>



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Expressive Arts and Design						
Art	Create pictures using paint – painting themselves	Develop their own ideas and then decide which materials to use to express them.	Create closed shapes with continuous lines, and begin to use these shapes to represent objects – painting nursery rhyme characters. Explore colour and colour mixing – using colours linked to nursery rhyme characters.	Draw with increasing complexity and detail, such as representing a face with a circle and including details – making drawings and portraits of sop workers.	Explore different materials freely, to develop their ideas about how to use them and what to make. Join different materials and explore different textures. Recognise and name a wide range of colours	Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.
	Range of materials – A1 Explore different materials freely to develop their ideas about how to use them and what to make. Create pictures using paint and other media.	Sculpting – A2 Use playdough and plasticine to sculpt specific ideas. Begin to use key vocabulary to describe what they have created, e.g. squashed, squeezed, pulled.	Painting – Sp1 Choose particular colours for a purpose Explore what happens when they mix primary colours Select different tools to paint, e.g. brushes, rollers, sponges, body parts.	Drawing and Line – Sp2 Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.	Colour, Pattern, Texture and Shape Recognise and name a wider range of colours including black, white, grey, silver, gold and the secondary colours (green, orange, purple). Experiment to create different textures, e.g. mixing different materials into paint / glue. Begin to use simple objects and paint to print simple ABA patterns, e.g. cotton reels / vegetables (link to mathematics)	Painting – Su 2 Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Explore colour and colour-mixing Show different emotions in their paintings, like happiness, sadness, fear, etc.
DT		Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	Create closed shapes with continuous lines, and begin to use these shapes to represent objects.	Join different materials and explore different textures.		With supervision, use staplers and hole punches safely. Begin to use treasury tags.



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<p>Endpoints – Subject knowledge DT</p>		<p><u>Range of materials – A1</u></p> <p>Explore different materials freely to develop their ideas about how to use them and what to make.</p> <p>Use various construction materials, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.</p> <p>Make imaginative and complex small world with small world and construction kits.</p>	<p><u>Range of Materials– A2</u></p> <p>Make imaginative and complex small world with small world and construction kits.</p>	<p><u>Tools and Fixings– Sp 2</u></p> <p>Use masking tape, Sellotape (and cutter), elastic bands, Pritt stick and PVA glue accurately.</p>		<p><u>Tools and Fixings– Su 2</u></p> <p>Use scissors accurately.</p> <p>With supervision, use staplers and hole punches safely.</p> <p>Begin to use treasury tags.</p>
<p>Music</p>	<p>Enjoy moving to music.</p> <p>Enjoy making sounds 'music' with instruments.</p>	<p>Remember and sing entire songs – see song list and songs linked to Christmas</p>		<p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Sing the melodic shape (moving melody such as up and down, down and up) of familiar songs.</p>	<p>Create their own songs or improvise a song around one they know.</p>
<p>Endpoints – Subject knowledge Music</p>	<p><u>Using Voices – A1</u></p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Sing to self and makes up simple songs.</p>	<p><u>Listening with concentration – A2</u></p> <p>Join in with repeated refrains and anticipate key events and phrases in rhymes, songs and stories.</p> <p>Begin to show interest in others' performances.</p>	<p><u>Playing instruments – Sp 1</u></p> <p>Play instruments with increasing control to express their feelings and ideas.</p> <p>Play instruments softly / loudly and quietly.</p> <p>Use accurate names for simple instruments, e.g. drum, tambourine, bells.</p>	<p><u>Dance using simple movement patterns – Sp 2</u></p> <p>Can you show me lots of different ways of travelling? Can we choose one of these movements for our dance?</p> <p>Can you dance in time to the drumbeat?</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p>	<p><u>Experimenting with Sounds – Su 1</u></p> <p>Experiment with different parts of their bodies and different parts of instruments to make different sounds.</p> <p>Create sounds both on their own and with others linked to a specific stimulus.</p>	<p><u>Response, discussion and evaluation – Su 2</u></p> <p>Respond to what they have heard, expressing their thoughts and feelings with increasingly accurate vocabulary, e.g. 'That was a very loud instrument.</p> <p>Express preferences about different types of music / performance.</p> <p>Experiment and create movement in response to music, stories and ideas</p>



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Several schemes are used in Nursery and listed below:

- Read, Write Inc in the summer term
- RWI Talk through
- Heart Smart