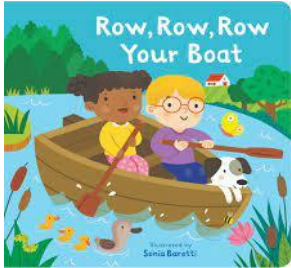
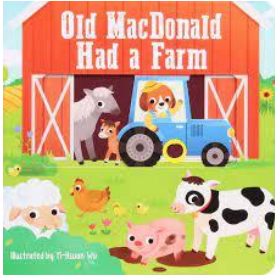
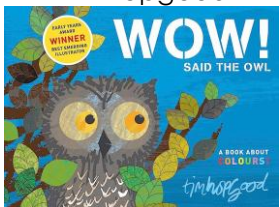
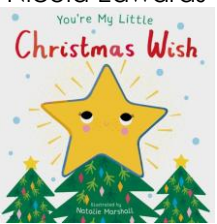
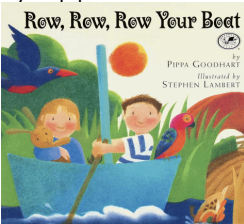
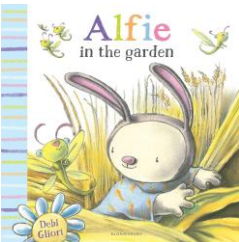
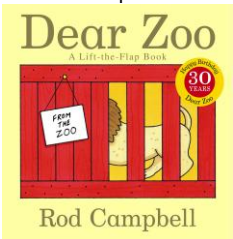


# Marine Academy Primary and Nursery Curriculum Map 2026-2027

| Nursery            | Autumn                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                        | Spring                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                         | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                    |
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|                    | Term 1                                                                                                                                                                                                                                                                                                                                                                                                                  | Term 2                                                                                                                                                                                                                                                                                                                                 | Term 3                                                                                                                                                                                                                                                                                    | Term 4                                                                                                                                                                                                                                                  | Term 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Term 6                                                                                                                                                                                                                                                                                                                                                             |
| Theme              | <b>I can Sing a Rainbow</b><br> <p>Red and yellow<br/>and pink and green<br/>Orange and purple and blue<br/>I can sing a rainbow<br/>Sing a rainbow<br/>Sing a rainbow too</p> <p>Red and Yellow and<br/>Pink and Green,<br/>Orange and Purple<br/>and Blue.<br/>I can sing a rainbow,<br/>sing a rainbow, sing<br/>a rainbow too.</p> | <b>Twinkle Twinkle</b><br> <p>Twinkle Twinkle, little<br/>star,<br/>How I wonder what<br/>you are?<br/>Up above the world<br/>so high,<br/>Like a diamond in<br/>the sky.<br/>Twinkle Twinkle little<br/>star,<br/>How I wonder what<br/>you are.</p> | <b>The Wheels on the Bus</b><br> <p>The wheels on the<br/>bus go round and<br/>round, round and<br/>round, round and<br/>round.<br/>The wheels on the<br/>bus go round and<br/>round, all day long.</p> | <b>Row Row Row your Boat</b><br> <p>Row, row, row your<br/>boat,<br/>Gently down the<br/>stream.<br/>If you see a<br/>crocodile,<br/>Don't forget to<br/>scream.</p> | <b>There's a Worm at the Bottom of the Garden</b><br> <p>There's a worm at<br/>the bottom of the<br/>garden, and his<br/>name is Wiggly<br/>Woo.<br/>There's a worm at<br/>the bottom of the<br/>garden, and all<br/>that he can do is,<br/>Wiggle all night,<br/>and wiggle all day,<br/>no matter what the<br/>people say.<br/>There's a worm at<br/>the bottom of the<br/>garden, and his<br/>name is Wiggly<br/>Woo.</p> | <b>Old Macdonald had a Farm</b><br> <p>Old Macdonald had<br/>a farm,<br/>E, I, e, I, o,<br/>And on that farm,<br/>he had a cow,<br/>E, I, e, I, o,<br/>With a moo moo<br/>here,<br/>And a moo moo<br/>there,<br/>Here a moo, there a<br/>moo,<br/>Everywhere a moo<br/>moo.</p> |
| Main Nursery Rhyme | I can Sing a Rainbow                                                                                                                                                                                                                                                                                                                                                                                                    | Twinkle Twinkle                                                                                                                                                                                                                                                                                                                        | The Wheels on the Bus                                                                                                                                                                                                                                                                     | Row, Row, Row your boat                                                                                                                                                                                                                                 | There's a Worm at the Bottom of the Garden                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Old Macdonald had a Farm                                                                                                                                                                                                                                                                                                                                           |

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| <b>Focus Story</b>                    | <p>Wow said the Owl by Tim Hopgood</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>You're My Little Christmas Wish by Nicola Edwards</p>       | <p>The Whales on the Bus by Katrina Charman</p>                       | <p>Row, Row, Row Your Boat by Pippa Goodhart</p>                                           | <p>Alfie in the garden by Debi Gloiori</p>                  | <p>Dear Zoo by Rod Campbell</p>                                   |
| <b>Book Hook Tuff Tray</b>            | <p>Fill a tuff tray with leaves and branches, an owl, colour cards, stars and key vocabulary from the book.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Fill a tuff tray with fake snow, stars, gingerbread men, reindeer, Christmas trees and key vocabulary from the book.</p>                     | <p>Fill a tuff tray with a variety of different transport vehicles and animals from the book along with key vocabulary from the book.</p>               | <p>Fill a tuff tray with some blue sensory materials, boats and jungle animals along with key vocabulary from the book.</p>                                                   | <p>Create a garden tuff tray with animals that appear in the book along with key vocabulary from the book.</p>                                 | <p>Create a zoo themed tuff tray with sawdust and hay and a variety of zoo animals from the book along with key vocabulary from the book.</p>        |
| <b>Rhyme Time</b>                     | <p>Nursery rhymes are at the heart of our learning in the Nursery. It provides the stimulus and foundation for all areas of learning. During our Rhyme Time sessions children will begin to enjoy songs and rhymes, while tuning in and paying attention to the language, vocabulary and the beat. Here, the children learn to join in with songs and rhymes due to their repetitive nature, copying sounds, rhythms, tunes and tempo. Our mission is to expose children to high level vocabulary and to encourage speech development where children will say some words in songs and rhymes. Rhyme Time is an opportunity for children to copy finger movements and gestures, all while developing their focus, listening skills and attention. In our Nursery we understand the importance of quality stories and nursery rhymes to support children's ability to later retell their own stories and rhymes. During these sessions, children become familiar with the rhymes, responding to what they hear and do, as well as developing their own preferences where children find out which nursery rhymes they enjoy. These sessions have a main nursery rhyme which they will sing every day to ensure the language is embedded, while drawing on other nursery rhymes to support that retrieval practice.</p> |                                                                                                                                                 |                                                                                                                                                         |                                                                                                                                                                               |                                                                                                                                                |                                                                                                                                                      |
| <b>Themed Learning For Topic Book</b> | <p><b>Week 1-</b> Sponge tree painting: children to use sponges in paint to create a large tree for the wall display. (Physical Development)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Week 1-</b> Sponge painting snowmen: children to use sponges in white paint to create their own snowmen. (Expressive Arts and Design)</p> | <p><b>Week 1-</b> Whale collage: children to use a variety of blue collage materials and glue to create a large whale for the board. (Understanding</p> | <p><b>Week 1-</b> Collage tree: children to use a variety of green and brown coloured collage materials and glue to create a large tree for the board. (Understanding the</p> | <p><b>Week 1-</b> Playdough ladybird: children to use some playdough to create some spots to put on the ladybird dough mats. (Mathematics)</p> | <p><b>Week 1-</b> Feeding monkeys bananas: children to feed the cardboard monkey some numbered bananas. (Mathematics)</p> <p><b>Week 2-</b> Frog</p> |

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|  | <p><b>Week 2-</b> Dish brush owls: children to use washing up brushes to dip in paint and then print on to owl templates.<br/>(Expressive Arts and Design)</p> <p><b>Week 3-</b> Toothbrush painting: children to use toothbrushes to splash paint stars on black paper.<br/>(Physical development)</p> <p><b>Week 4-</b> Butterfly playdough mats: children to use the butterfly playdough mats and red dough to create their own butterflies.<br/>(Understanding the world)</p> <p><b>Week 5-</b> Collage orange flowers: children to create their own orange flowers using a variety of orange collage materials.<br/>(Mathematics)</p> <p><b>Week 6-</b> Yellow themed tuff tray: Children to have a tuff tray filled with a variety of yellow objects to explore.</p> | <p><b>Week 2-</b> Gingerbread printing: children to use gingerbread people dough cutters to dip in paint and print with.<br/>(Physical Development)</p> <p><b>Week 3-</b> Snowflakes hidden in shredded paper: Hide a variety of coloured snowflakes in shredded paper, children to find them.<br/>(Physical Development)</p> <p><b>Week 4-</b> Star roller painting: children to use a variety of star paint rollers to push across the paper to create stars.<br/>(Physical Development)</p> <p><b>Week 5-</b> Christmas lights on a tree: children to use playdough to create their own lights on the Christmas tree dough mats.<br/>(Expressive Arts and Design)</p> <p><b>Week 6-</b> Reindeer in sand: children to use</p> | <p>the World)</p> <p><b>Week 2-</b> Hot air balloons ball pit painting: children to roll some ball pit balls through paint in the water tray and roll them across a hot air balloon template.<br/>(Physical Development)</p> <p><b>Week 3-</b> Bee Lego painting: children to use Lego blocks to dip in paint and print onto a bee template.<br/>(Mathematics)</p> <p><b>Week 4-</b> Dragons in sand: children to move the sand to discover the hidden dragons.<br/>(Physical Development)</p> <p><b>Week 5-</b> Brush painted trains: children to use dishwashing brushes to dip into paint and then decorate their own trains.<br/>(Expressive Arts and Design)</p> <p><b>Week 6-</b></p> | <p>World)</p> <p><b>Week 2-</b> Spiders in sand: children to use their hands to move the sand to discover the hidden spiders.<br/>(Physical Development)</p> <p><b>Week 3-</b> Feathered parrots: Children to use a variety of coloured feathers to decorate their own colourful parrots.<br/>(Understanding the World)</p> <p><b>Week 4-</b> Bunny jumps over hurdles: children to bunny jump over a row of hurdles.<br/>(Physical Development)</p> <p><b>Week 5-</b> Rabbits: children to have a mix of materials such as collage materials, brown pens and crayons and brown paint to create their own rabbit.<br/>(Expressive Arts and Design)</p> | <p><b>Week 2-</b> Garden Tuff Tray: children to explore the variety of textures in the tray to fill the numbered plant pots.<br/>(Mathematics)</p> <p><b>Week 3-</b> Dragonfly Sponge painting: children to dip sponges on sticks into paint and then onto dragonfly pictures.<br/>(Understanding the World)</p> <p><b>Week 4-</b> Feather painted birds: children to dip feathers into paint and then across a bird template.<br/>(Understanding the World)</p> <p><b>Week 5-</b> Jungle walk: children to go on a jungle welly walk to find the hidden jungle animals.<br/>(Physical Development)</p> <p><b>Week 6-</b> Cotton wool rabbits: children to use cotton wool and</p> | <p>Jumping: Children to jump from one lily pad drawn on the floor to another.<br/>(Physical Development)</p> <p><b>Week 3-</b> Wool snakes on pegs: children to pull the wool attached to pegs across the paper to create snake tracks.<br/>(Understanding the World)</p> <p><b>Week 4-</b> Camel golf ball painting: children to roll painted golf balls across a picture of a camel to create marks.<br/>(Physical Development)</p> <p><b>Week 5-</b> Elephants in dough: children to use toy elephants to make elephant footprints in the dough.<br/>(Understanding the World)</p> <p><b>Week 6-</b> Wash the animals: children to use sponges, soap and water to wash a variety of animals in the water tray.</p> |
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|                                        | <p>(Mathematics)</p> <p><b>Week 7-</b> Cotton wool clouds: children to use glue and cotton wool to create their own fluffy clouds. (Understanding the world)</p> <p><b>Week 8-</b> Find stars in the water tray: children to be provided with a variety of coloured stars in the water tray and some nets to catch them. (Physical development)</p>             | <p>their hands to discover the hidden reindeer. (Understanding the World)</p>                                                                                                                                                                                                                                                                                                           | <p>Toothbrush snakes: children to use toothbrushes in paint to decorate their own snakes. (Understanding the World)</p>                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                  | <p>glue to create their own fluffy rabbits. (Expressive Arts and Design)</p>                                                                                                                                                                                                                                                                                        | <p>(Physical Development)</p> <p><b>Week 7-</b> Lion mane tuff tray: children to explore the wool in the tuff tray and place it around the lions' face that has been drawn in it. (Understanding the World)</p>                                                                                                                                                                            |
| <b>Themed Learning For Topic Rhyme</b> | <p><b>Week 1-</b> Rainbow collage: children to control glue spreaders. (Physical Development)</p> <p><b>Week 2-</b> Painting on cling film around table legs: children to make marks with paint. (Expressive Arts and Design)</p> <p><b>Week 3-</b> Colour mixing Tuff tray: children to explore and experiment to see change. (Expressive Arts and Design)</p> | <p><b>Week 1-</b> Creating stars from playdough: children to explore the shape of a star. (Mathematics)</p> <p><b>Week 2-</b> Finger painting the world: children to control their finger, using their fine motor skills (Physical Development)</p> <p><b>Week 3-</b> Colour matching diamonds: children to use their similarity skills. (Mathematics)</p> <p><b>Week 4-</b> Making</p> | <p><b>Week 1-</b> Pattern making with cars in paint: children to observe the marks that the cars make. (Expressive Arts and Design)</p> <p><b>Week 2-</b> We are going on a bus hunt: children to count the buses along the way. (Mathematics)</p> <p><b>Week 3-</b> Creating a collage bus: children to be introduced to different textures. (Expressive Arts</p> | <p><b>Week 1-</b> Exploring boats in the water tray: children to move the boats around the water. (Understanding the World)</p> <p><b>Week 2-</b> Paper plate boat: children to attached different shapes together. (Mathematics)</p> <p><b>Week 3-</b> Fork painting polar bears: children to hold a fork to make a brush stroke. (Physical Development)</p> <p><b>Week 4 -</b> Discovering</p> | <p><b>Week 1-</b> Leaf printing with paint and leaves: children to follow an adults instruction to paint and print a leaf. (Communication and Language)</p> <p><b>Week 2-</b> Flowers in water play: children to observe flowers floating and explore natural materials. (Understanding the World)</p> <p><b>Week 3-</b> Planting cress seeds: children to talk</p> | <p><b>Week 1-</b> Exploring the pigs in cornflour mud: children to talk about where pigs live and their environment. (Understanding the World)</p> <p><b>Week 2-</b> Pick the animals from the hay with tongs: children to control a different tool. (Physical Development)</p> <p><b>Week 3-</b> Make a sheep mask: children to make the sheep noises, as well as follow instructions</p> |

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|  | <p><b>Week 4-</b> Rainbow playdough: children to manipulate the dough into a desired shape.<br/>(Physical Development)</p> <p><b>Week 5-</b> Chalk rainbows on chalkboard blocks: children to explore making marks on different textures.<br/>(Expressive Arts and Design)</p> <p><b>Week 6-</b> We are going on a colour hunt: what colours can you see around our school?<br/>(Mathematics)</p> <p><b>Week 7-</b> Bubble wrap painting in rainbow colours: children to share the resources between them.<br/>(Personal, Social and Emotional development)</p> <p><b>Week 8 –</b> Colour sorting lolly sticks: Children to sort the coloured sticks into coloured pots.<br/>(Mathematics)</p> | <p>cardboard People: children to follow instructions from an adult.<br/>(Communication and Language)</p> <p><b>Week 5-</b> Follow the star and diamond shapes on the floor: children to explore 2D shapes.<br/>(Mathematics)</p> <p><b>Week 6-</b> Snow painting: children to use a variety of white and silver materials to create a snow picture.<br/>(Expressive Arts and Design)</p> | <p>and Design)</p> <p><b>Week 4-</b> Making paper plate faces: children to discuss who they live with and the special people in their lives.<br/>(Understanding the World)</p> <p><b>Week 5-</b> Washing babies tuff tray: children to talk about the importance of keeping clean.<br/>(Personal, Social and Emotional Development)</p> <p><b>Week 6-</b> I can use a brush to uncover buses from oats: children to use their fine motor skills.<br/>(Physical Development)</p> | <p>boats in gloop: children to use their senses, exploring and manipulating the gloop.<br/>(Physical Development)</p> <p><b>Week 5-</b> I can brush the crocodile's teeth: children to understand the importance of cleaning our teeth.<br/>(Personal, Social, Emotional Development)</p> | <p>about change and growing.<br/>(Understanding the World)</p> <p><b>Week 4-</b> Berry playdough: children to develop their strength and coordination when manipulating the dough.<br/>(Physical Development)</p> <p><b>Week 5-</b> Nature pictures on sticky back plastic: children to explore natural objects from our garden.<br/>(Understanding the World)</p> <p><b>Week 6-</b> Rhyme to music: children to use instruments to make music.<br/>(Expressive Arts and Design)</p> | <p>from their adults.<br/>(Communication and Language)</p> <p><b>Week 4-</b> Farm Tuff tray: children to discuss the names of all the animals and the noises that they make.<br/>(Communication and Language)</p> <p><b>Week 5-</b> I can milk the cow: children to discuss and talk about where milk comes from.<br/>(Understanding the World)</p> <p><b>Week 6-</b> Shearing the shaving foam off the sheep: children to control a tool to make brush strokes.<br/>(Physical Development)</p> <p><b>Week 7-</b> Sponge painting chicks: children to talk about how chicks grow. What do they grow into?<br/>(Understanding the World)</p> |
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| <b>Independent Learning Time</b>           | <p>During Independent Learning Time, we are passionate in our belief that children learn through their own experiences and as such, have developed a curriculum which encourages <b>exploration</b> and <b>discovery</b> through <b>sensory experiences</b>. In the first three years of life, most children make sense of the world through their five senses. A sensory curriculum can involve playing with textures, ingredients, materials and props to stimulate the core senses and build children's awareness of using their senses. For example, playing in a sandpit develops a child's sense of touch – is the sand rough, smooth, dry, wet, hard, soft? This sensory information is passed from the body to the brain and is essential in helping children to make sense of the world around them, and is important for more complex learning tasks, language development, social interaction, gross motor skills and all types of future learning. During Independent Learning Time, adults guide, scaffold and adapt the provision to meet the individual and <b>unique needs</b> of every child to ensure that the next steps are met. Our Independent Learning time allows for children to <b>make decisions</b>, progress at their <b>own pace</b> and to develop a <b>greater independence</b>.</p> |                                                                                                                                         |                                                                                                                                                                                   |                                                                                                                                                                              |                                                                                                                                                            |                                                                                                                                                                                   |
| <b>Healthy Movers (Gross Motor Skills)</b> | <p>Each day, the children take part in a whole-group Healthy Movers session. These fun, active sessions are designed to develop core strength, balance, and coordination through a range of whole-body movements. By practising key skills such as crossing the midline, stretching, and large up-and-down actions, children build the physical foundations needed for future tasks like writing. Healthy Movers supports not only physical development but also confidence, focus, and overall wellbeing, helping children become ready to learn as they grow. (See Healthy Movers Timetable)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                         |                                                                                                                                                                                   |                                                                                                                                                                              |                                                                                                                                                            |                                                                                                                                                                                   |
| <b>Welly Walks</b>                         | <p>During Independent Learning Time, we make full use of the school's outdoor learning spaces, including areas such as the willow trail, firepit, and playground. Small groups of children take part in Welly Walks, where they explore the different environments and visit the animals, including the chickens and rabbits.</p> <p>These walks help to foster a love of the outdoors while supporting children's curiosity and sense of adventure. They also provide valuable opportunities to develop listening and attention skills, as children tune in to the sounds around them or take part in simple hunts for seasonal or topic-related items.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                         |                                                                                                                                                                                   |                                                                                                                                                                              |                                                                                                                                                            |                                                                                                                                                                                   |
| <b>Dough Disco (Fine Motor Skills)</b>     | <p>During each session, the children take part in a short Dough Disco activity. These lively sessions combine music and movement, with a familiar song and video for the children to follow while they manipulate their own piece of dough. Repeating the same song each day helps build confidence and supports learning through routine and repetition.</p> <p>As the children squeeze, splat, roll, pinch, and push the dough, they are strengthening the small muscles in their hands and fingers. These important fine motor skills provide the foundation for early writing and help develop the control needed for mark-making as they grow.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                         |                                                                                                                                                                                   |                                                                                                                                                                              |                                                                                                                                                            |                                                                                                                                                                                   |
| <b>Number Time</b>                         | <p>★ Take part in daily finger rhymes with numbers (birth-3 years)</p> <p>★ Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' (birth-3 years)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                         |                                                                                                                                                                                   |                                                                                                                                                                              |                                                                                                                                                            |                                                                                                                                                                                   |
|                                            | <p><b>Number</b></p> <p>Throughout this the children will be in differentiated groups and explore numbers, through rhyme, songs and interactive games.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p><b>Colour</b></p> <p>Throughout this the children will be in differentiated groups and explore colours, through rhyme, songs and</p> | <p><b>Shape</b></p> <p>Throughout this the children will be in differentiated groups and explore numbers, through rhyme, songs and interactive games. This will include basic</p> | <p><b>Number</b></p> <p>Throughout this the children will be in differentiated groups and explore numbers, through rhyme, songs and interactive games. This will include</p> | <p><b>Colour</b></p> <p>Throughout this the children will be in differentiated groups and explore colours, through rhyme, songs and interactive games.</p> | <p><b>Shape</b></p> <p>Throughout this the children will be in differentiated groups and explore numbers, through rhyme, songs and interactive games. This will include basic</p> |

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|  | This will include counting forwards and backwards to 10. | interactive games. | 2D shapes such as circle, square, triangle. | counting forwards and backwards to 10. |  | 2D shapes such as circle, square, triangle. |
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