

Oswald Road Primary School EYFS Curriculum Map 2020-2021

Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	All Around Me	People who help us	Animals	Growing (Plants)	Traditional Tales
PSED Every Monday and focus for whole week	Jenny Jigsaw Unit 'Being in my world' -Separating from parents -Establishing routines using visual timetable -Modelling play, desired behaviour and tidy up routines / dojos -Getting to know new adults and peers/ cultures and religions	Jenny Jigsaw Unit 'Relationships' -Taking a walk around the school and around our playground & exploring their new areas -Circle time talking about emotions/emotions chart introduced -Class Charters	Jenny Jigsaw Unit 'Dreams & Goals' - Children attend Star of the week assembly and welcome praise from others.	Jenny Jigsaw Unit 'Changing Me' -In a group, children talk about their favourite animals and why they like them - expressing their own ideas.	Jenny Jigsaw Unit 'Healthy Me'	Jenny Jigsaw Unit 'Celebrating Differences' -Talking about transition and moving to Reception.
Moving & Handling / Health & Self-Care	-Learning to find a space -Moving in different ways;	-Being able to mount steps of climbing equipment with alternate feet	-Being able to catch a large ball. - Begins to use scissors to make snips in paper.	- Looking at what balancing means and learning to balance on one foot.	-To begin writing their name independently.	

	<ul style="list-style-type: none"> rolling, skipping, sliding, hopping. -Telling an adult when hungry, tired or when needing the toilet. -Learning to put on their coats. 	<ul style="list-style-type: none"> - Being able to draw lines and circles using gross motor skills. -Being able to wash and dry hands independently and know the reasons why we do so. 		<ul style="list-style-type: none"> -Learning correct pencil grip if ready, through a variety of activities and songs. 		
Expressive Arts / Being Imaginative	<ul style="list-style-type: none"> -Self-portraits using a mirror. In role-play, imitating what adults do. 	<ul style="list-style-type: none"> -Looking at photos of their bedrooms, can children recreate their bedroom using building blocks. - Exploring objects and their colours and ensuring children learn the primary colours and more. - Learning about senses and relating them to our environment. 	<ul style="list-style-type: none"> -Engaging in imaginative role-play based around the role of people who help us and what each job involves eg: shopkeepers, lollipop lady. 		<ul style="list-style-type: none"> -Flower printing -Tree rubbings - Collage pictures with natural materials found in the environment -Talking about different textures 	
Music	<ul style="list-style-type: none"> -Learning the good morning song as part of everyday routine - To begin learning a selection of well-known, simple 	<ul style="list-style-type: none"> - Tapping out simple rhythms using household objects eg: pans, cheese graters, rolling pins etc. - Dancing to different rhythms 	<ul style="list-style-type: none"> - Exploring how sounds can be changed. - Learning well-known ring games including – the farmer in his den, sandy girl, ring-a-roses, bug in a rug, wake up 	<ul style="list-style-type: none"> -Adopting different voices when singing e.g. robot. -Talking about loud and quiet, fast, and slow with music. 	<ul style="list-style-type: none"> -Exploring different types of instruments, what they are made of, how they sound, how they make us feel etc. 	<ul style="list-style-type: none"> - Making up their own songs in groups.

	Nursery songs including – twinkle twinkle, humpty dumpty, row row row your boat, Old Macdonald, Incy Wincy Spider 1pw		Mr Bear etc, sleeping bunnies.			
ICT	-Learning how to operate the listening station by turning on the CD player and using a headset correctly.	-Learning about real objects such as cameras and mobile phones. What do they do and how do they work? Exploring photo apps on the ipad and allowing chdn to take their own photos.				
UW	-Talking about the people in their immediate family mum, dad, brothers and sisters, pets. Also considering single parent families and same sex parents. - Using a selection of recommended BAME books to talk about families of	- Talking about home and school. - Can chdn talk about their journey to school? How do they get to Nursery and what do they see on the way?	-Talking about people familiar to them eg: on journey from home to school – lollipop lady, bus drivers/How do they help them?	-Talking about animals they know eg: household pets. -Looking at animals that they can find in the environment eg: minibeasts.	-Exploring outdoor environments -Being able to name different weather. -Naming Seasons -Naming fruits and vegetables – link to the snack area.	

	different origins and cultures.					
Maths	<p>-Shows an interest in numerals in the environment</p> <p>-Uses some number names and number language spontaneously.</p> <p>- Show an interest in playing with shapes</p>	<p>-Realises not only objects, but anything can be counted, including steps, claps, or jumps.</p> <p>-Knows that numbers identify how many objects are in a set.</p> <p>-Show awareness of similarities of shapes in the environment</p>	<p>-Sometimes matches numeral and quantity correctly.</p> <p>-Beginning to represent numbers using fingers, marks on paper or pictures.</p> <p>-Recites numbers to 10.</p> <p>-Use positional language</p>	<p>-Shows an interest in number problems.</p> <p>-Compares two groups of objects, saying when they have the same number.</p> <p>-Begin to talk about the shape of everyday objects and properties eg: big, small, heavy, and light</p>	<p>-Early estimating. Looking at which group of objects has more/less</p> <p>-Use shapes appropriately for tasks</p>	<p>-Language of 'more' and 'less' used in play. Eg. Construction</p> <p>-Shows curiosity about numbers by offering comments or asking questions.</p> <p>-Can select a named 2d shape</p>
Reading	Enjoys rhyming and rhythmic activities	Joining in with stories, poems, and repeated refrains in small groups	<p>To be aware of how a story is structured and predict the ending from context.</p> <p>To be able to describe main characters,</p>	Recognises familiar words such as own name and logos	<p>Looks at books independently</p> <p>Handles books carefully and accurately</p>	Knows that print carries meaning and is read from left to right

		Shows awareness of print and illustrations in the environment	setting and events in stories			
Mark-Making	Pay attention to marks and symbols in the environment and talk about what they mean.	Make books with children of activities they have been doing using photos of them as illustrations	Support children in recognising their name and writing it.	Opportunities for writing to allow chdn to practice their mark-making in context eg: shopping list, telephone message	Encouraging children to give meaning to the marks they make	Begin to understand that letters are associated with sounds
Possible Enhancements	Visits from a new mum and baby/a grandparent/one of the children's parents.	Walk around our local community/ school grounds	Fire-Brigade Visit Parent volunteer to talk about their job	Visit the farm Parent Volunteer with a pet Minibeast man	Visit to the allotment Visit to a garden centre	Story-telling experience Theatre