



Oswald Road Primary School

Curriculum Map: Nursery 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes/Interests/Lines of Enquiry			<u>Transport</u> Fire-engine visit Small Local walk – Transport spotting Winter Lunar New Year Valentines Shrove Tuesday	<u>Water</u> Easter Craft Stay and play session Growing a seed Spring Holi Mother's Day Ramadan Easter Eid	<u>Bears</u> Teddy Bears Picnic (children bring a bear from home)	<u>Farm</u> Visit to Pets corner Father's Day Butterfly hatching
Core Texts			The Train Ride Duck in a Truck	Over and under the pond Noisy Crow - Seaside Sharing a shell	Teddy bears picnic Can't you sleep little bear? Old Bear	Old Macdonald had a farm by Igloo Spot goes to the farm by Eric Hill
Shared Read Texts			I want to be a firefighter by Little Tiger Press Ltd Terrific Trains by Tony Mitton and Ant Parker Cat, Car, Truck, Keep by Bloomsbury	Listen to the seaside by Marion Billet Seaside by Anne-Kathrin Behl Row, Row, Row your boat by David Ellwand	If you love a bear Piers Harper Bear and Bird Learn to Share by Jonny Lamberts	There's a cow in the cabbage patch by Clare Beaton Peekaboo! With Happy Cow


			<p>The Big Red Bus by Judy Hindley</p> <p>Down by the Station by Childs play.</p> <p>We all go travelling by Sheena Roberts</p>	<p>Beetle in the Bathroom by Brian Moses</p> <p>Incy Wincy Spider by Igloobooks</p> <p>Maisie loves water by Lucy Cousins</p>	<p>I love you as Big as the World by David Van Buren</p> <p>Say Please, Little Bear by Peter Bently</p> <p>A Brave Bear by Sean Taylor</p> <p>Postman Bear by Julia Donaldson</p>	<p>The farmers away Baa! Neigh! by Anne Vittur Kennedy</p> <p>Oh Dear! by Rod Campbell</p> <p>That's not my cow by Fiona Watt (Usborne touchy feely books)</p> <p>The farmers in the Dell by Pam Adams (illustrator)</p>
Communication & Language			Role Play – Ticket office	Role Play – Beach cafe	Role Play – Bear cave	Role Play – Farm barn
Physical Development			<p>Outdoor equipment</p> <p>Pencil grip & control</p> <p>Mark making and trace/copy own names</p> <p>Funky fingers area One-handed tools in provision areas and in group times Toileting</p> <p>Hand washing Brush bus/healthy teeth area</p> <p>Dressing with help – coats/dressing up.</p> <p>Squiggle whilst you wiggle</p>	<p>Outdoor equipment</p> <p>Pencil grip & control</p> <p>Mark making and trace/copy own names</p> <p>Funky fingers area One-handed tools in provision areas and in group times Toileting</p> <p>Hand washing Brush bus/healthy teeth area</p> <p>Dressing with help – coats/dressing up.</p> <p>Squiggle whilst you wiggle</p>	<p>Outdoor equipment</p> <p>Pencil grip & control</p> <p>Mark making and trace/copy own names</p> <p>Funky fingers area One-handed tools in provision areas and in group times Toileting</p> <p>Hand washing Brush bus/healthy teeth area</p> <p>Dressing with help – coats/dressing up.</p> <p>Squiggle whilst you wiggle</p>	<p>Outdoor equipment</p> <p>Pencil grip & control</p> <p>Mark making and trace/copy own names</p> <p>Funky fingers area One-handed tools in provision areas and in group times Toileting</p> <p>Hand washing Brush bus/healthy teeth area</p> <p>Dressing with help – coats/dressing up.</p> <p>Squiggle whilst you wiggle</p>

			Dough Disco	Dough Disco	Dough Disco	Dough Disco
Personal, Social & Emotional Development			PHSE: Think Equal Brushing teeth	PHSE: Think Equal Brushing teeth	PHSE: Think Equal Brushing teeth	PHSE: Think Equal Brushing teeth
Literacy			<p>Mark making/emergent writing – in focused group times, independent in CP and outside. Mark-making to music.</p> <p>Story times – whole class and small group encouraging conversations about stories and understanding concepts about print – page sequencing, print has meaning, reading English left-right and top-bottom.</p> <p>Sharing poems and rhymes.</p> <p>Shared read – high quality text.</p> <p>Sending story books home to share with parents/carers.</p>	<p>Mark-making/emergent writing – in focused group times, independent in CP and outside. Mark-making to music.</p> <p>Story times – whole class and small group – encouraging conversations about stories and understanding concepts about print – page sequencing, print has meaning, reading English left-right and top-bottom.</p> <p>Sharing poems and rhymes.</p> <p>Shared read – high quality text.</p> <p>Sending story books home to share with parents/carers.</p>	<p>Mark making/emergent writing – in focused group times, independent in CP and outside. Mark-making to music.</p> <p>Story times – whole class and small group – encouraging conversations about stories and understanding concepts about print – page sequencing, print has meaning, reading English left-right and top-bottom, print has different purposes.</p> <p>Sharing poems and rhymes.</p> <p>Shared read – high quality text.</p> <p>Sending story books home to share with parents/carers.</p>	<p>Mark making/emergent writing – in focused group times, independent in CP and outside. Mark-making to music.</p> <p>Story times – whole class and small group - encouraging conversations about stories and understanding concepts about print – page sequencing, print has meaning, reading English left-right and top-bottom, print has different purposes.</p> <p>Sharing poems and rhymes.</p> <p>Shared read – high quality text.</p> <p>Sending story books home to share with parents/carers.</p>

Phonics			Phase 1 Aspect 1 Environmental Sounds	Phase 1 Aspects 1 and 2 Environmental Sounds Instrumental Sounds	Phase 1 Aspects 1 - 3 Environmental Sounds Instrumental Sounds Body Percussions	Phase 1 Aspects 1-4 Environmental Sounds Instrumental Sounds Body Percussions Rhythm and Rhyme
Mathematics			Five Little Firemen Five little firemen standing in a row, 1 2 3 4 5 lets go. Jump on the engine with a SHOUT, As quick as a wink the fire is out. Four little firemen standing in a row, 1 2 3 4 shhh lets go. Jump on the engine with a Shout As quick as a wink the fire is out. Three little firemen standing in a row, 1 2 3 shhh shhh lets go. Jump on the engine with a Shout As quick as a wink the fire is out. Two little firemen standing in a row, 1 2 shhh shhh shhh lets go. Jump on the engine with a Shout As quick as a wink the fire is out. One little firemen standing in a row,	5 Little ducks Counting: • Begins to say numbers in order, some of which are in the right order (ordinality) Cardinality (How many?): • Beginning to notice numerals (number symbols) • Beginning to count on their fingers. Spatial Awareness • Moves their bodies and toys around objects and explores fitting into spaces • Begins to remember their way around familiar environments Shape • Chooses puzzle pieces and tries to fit them in • Makes simple constructions Pattern • Joins in and anticipates repeated sound and action patterns	When Goldilocks went to the house of the bears Comparison • Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' Counting • Begins to say numbers in order, some of which are in the right order (ordinality) Cardinality (How many?) • In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) • Beginning to count on their fingers. Spatial Awareness • Moves their bodies and toys around objects and explores fitting into spaces • Begins to remember their way around familiar environments • Responds to some spatial and positional language	Incy Wincy Spider Comparison • Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same' Counting • Begins to say numbers in order, some of which are in the right order (ordinality) Cardinality (How many?) • In everyday situations, takes or gives two or three objects from a group • Beginning to notice numerals (number symbols) • Beginning to count on their fingers. Spatial Awareness • Moves their bodies and toys around objects and explores fitting into spaces • Begins to remember their way around familiar environments • Responds to some spatial and positional language

			<p>1 shhh shhh shhh shhh lets go. Jump on the engine with a Shout As quick as a wink the fire is out.</p> <p>Counting: • Begins to say numbers in order, some of which are in the right order (ordinality)</p> <p>Cardinality (How many?): • Beginning to count on their fingers.</p> <p>Spatial Awareness • Moves their bodies and toys around objects and explores fitting into spaces • Begins to remember their way around familiar environments</p> <p>Pattern • Joins in and anticipates repeated sound and action patterns</p> <p>Measures • Beginning to anticipate times of the day such as mealtimes or home time</p>	<p>Measures • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time</p>	<p>• Explores how things look from different viewpoints including things that are near or far away</p> <p>Shape • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions</p> <p>Pattern • Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines</p> <p>Measures • Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time</p>	<p>• Explores how things look from different viewpoints including things that are near or far away</p> <p>Shape • Chooses puzzle pieces and tries to fit them in • Recognises that two objects have the same shape • Makes simple constructions</p> <p>Pattern • Joins in and anticipates repeated sound and action patterns • Is interested in what happens next using the pattern of everyday routines</p> <p>Measures • Explores differences in size, length, weight and capacity • Beginning to understand some talk about immediate past and future • Beginning to anticipate times of the day such as mealtimes or home time</p>
Understanding of the World						

Past and Present						
Understanding of the World Technology			<p>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car</p>	<p>Plays with water to investigate “low technology” such as washing and cleaning</p> <p>Uses pipes, funnels and other tools to carry/transport water from one place to another</p>		<p>Seeks to acquire basic skills in turning on and operating some digital equipment</p>
Understanding of the World People & Communities			<p>Beginning to have their own friends</p> <p>Celebrations: Lunar New Year Valentines Pancake day Science week</p>	<p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</p> <p>Celebrations: Easter Holi</p>	<p>Learns that they have similarities and differences that connect them to, and distinguish them from, others</p> <p>Celebrations: Eid-al Fitr</p>	<p>Has a sense of own immediate family and relations and pets</p> <p>Celebrations:</p>
Understanding of the World			<p>Enjoys playing with small world reconstructions, building on first-hand</p>		<p>Notices detailed features of objects in their environment</p>	<p>Notices detailed features of objects in their environment</p>

The Natural World			<p>experiences, e.g. visiting farms, garages, train tracks, walking by river or lake</p> <p>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car</p>		<p>Can talk about some of the things they have observed such as plants, animals, natural and found objects</p>	<p>Can talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p>Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake</p>
Expressive Art & Design			<p>Music: Songs and nursery rhymes London Rhymes EYFS: Shake and stop How did you get to school today?</p> <p>DT: Food: Transport pancakes with banana wheels</p> <p>Art/textiles/painting: Multi media transport/vehicles</p> <p>3D form: Junk Modelling (CP) Creative Table (CP)</p>	<p>Music: Songs and nursery rhymes London Rhymes EYFS: Pass the secret round I've got feelings</p> <p>DT: Food: Fruit kebabs</p> <p>Art/textiles/painting: multi media water animals</p> <p>3D form: Junk Modelling (CP) Creative Table (CP)</p>	<p>Music: Songs and nursery rhymes London Rhymes EYFS: Tap your name Animal tea party</p> <p>DT: Food: Teddy bear toast</p>  <p>Art/textiles/painting: multi media bears 3D form Junk Modelling (CP) Creative Table (CP)</p>	<p>Music: Songs and nursery rhymes London Rhymes EYFS: This is me, I am 3 I see animals</p> <p>DT: Food: Animal biscuits</p> <p>Art/textiles/painting: multi media farm animals</p> <p>3D form Junk Modelling (CP) Creative Table (CP)</p>

Enrichment			Fire-engine visit Road Safety Week Lunar New Year Internet safety Day Valentines Day	Spring Walk Pancake Day World Book Day Mother's Day Comic/Sport Relief Easter Science week Eid	Teddy Bears Picnic (children bring a bear from home) St Georges day	Longford Park Pet's Corner Mini Sports Father's Day Healthy schools week