



## Oswald Road Primary School

## Curriculum Map: Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Themes/Interests/Lines of Enquiry</b>	<b>Magical Me</b> Visit from the doctor Mummy and Baby visit Birthdays Family Harvest BHM Autumn Diwali European Languages Day Halloween	<b>Colours</b> Bonfire night Remembrance Sunday Hanukkah Christmas	<b>Transport</b> Fire-engine visit Travel on a bus Local walk – Transport spotting Winter Lunar New Year Internet safety Valentines Shrove Tuesday	<b>Water</b> Chorlton Water Park Easter Craft Stay and play session Growing a seed Spring Holi Mother's Day Ramadan Easter Eid	<b>Bears</b> Teddy Bears Picnic (children bring a bear from home)	<b>Farm</b> Visit to Smithills Farm Father's Day Butterfly hatching
<b>Core Texts</b>	Usborne Going to School Happy to be me The Great Big Book of Families Diwali	<b>Pathways:</b> Festivals by Jane Bingham  The Colour Monster Mix it up Little Robin Red Vest Pete the Cat	<b>Pathways:</b> Naughty Bus by Jan Oke  The Big Book of Transport The Journey Home from Grandpa's Flashing Fire Engines	<b>Pathways:</b> The pirates are coming! by John Condon  Big red bath Why waters worth it Life cycle of a Frog	<b>Pathways:</b> Peace at last by Jill Murphy  Everywhere Bear We're going on a bear hunt All about bears (non fiction)	<b>Pathways:</b> <b>Farm</b> Supertato by Sue Hendra  Farmyard Hullabaloo Hungry Caterpillar Jaspers Beanstalk

<b>Shared Read Texts</b>	Owl Babies Peepo Big Green Crocodile Each Peach, Pear, Plum Why should I brush my teeth? Harvest Festivals	How do you make a rainbow? I can sign a rainbow I am Wearing a Poppy Handa's Surprise Pink is for Boys Light the candles One Hanukkah	You can't take an Elephant on a bus Things that Go Dragon dance Loves makes a family Wheels on the bus A bus needs a driver	Clean up Little Cloud Once upon a rain drop A river Growing frogs (Vivian French) Splash Anna Habiscus Sally and the limpet The most exciting Eid	Brown Bear, brown bear what can you see? Egg hunt Polar bear, polar bear, what do you hear? Snow bears The Koala who could	Rosie's Walk Farmer Duck Christopher Nibbles Caterpillars Time for bed Fred My Nanas Garden (Dawn Casey)
<b>Communication &amp; Language</b>	Role Play – Home corner	Role Play – Paint shop	Role Play – Ticket office	Role Play – Beach cafe	Role Play – Bear Cave	Role Play – Farm barn
<b>Physical Development</b>	Outdoor equipment Pencil grip & control Mark making and trace/copy own names Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with help – coats/dressing up.  Penpals Fine Motor skills	Outdoor equipment Pencil grip & control Mark making and trace/copy own names Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with help – coats/dressing up. Penpals Fine Motor skills  <b>Fundamental skills with PE coach</b> <b>Social distance (SD1 – nursery skills)</b> Find a space Balance on one leg Move a ball in different directions	PE: Dance - Circus Gym - High and low  Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up.  Penpals Fine Motor skills  <b>Fundamental skills with PE coach</b>	PE: Dance - Circus Gym - High and low  Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up.  Penpals Fine Motor skills  <b>Fundamental skills with PE coach</b> <b>Fine motor</b>	PE: Dance - Toys Gym - Travelling, stopping and making shapes  Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing/forming recognisable letters Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up.  Penpals Fine Motor skills	PE: Dance - Toys Gym - Travelling, stopping and making shapes  Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing/forming recognisable letters Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up.  Penpals Fine Motor skills

		<p>Negotiate space successfully Move freely with confidence in a range of ways Gallop confidently with either leg</p>	<p><b>Locomotion (L1)</b> Finding a space Walking forwards and backwards Hop on either leg Negotiate space successfully Move freely with confidence in a range of ways Dodge Gallop</p> <p>Dance: Circus Gym: High and Low</p>	<p>Pick up, carry and put down with care Thread with control Use strength in hand to manipulate objects Build carefully using small objects</p> <p>Gym: High and Low</p>	<p><b>Fundamental skills with PE coach Stability (S1)</b> Balance on one leg whilst still Maintain balance whilst moving slowly Twist bend and reach whilst maintaining balance Respond quickly to instructions Jump and leap in a variety of ways Maintain balance whilst lifting and carrying Picking something up whilst balancing on one leg Push down up forward backward and high Pull down up forward backward and high</p> <p>Dance: Toys</p>	<p><b>Fundamental skills with PE coach Yoga</b> Perform a butterfly pose, lion pose, tree pose and downward dog Pose and hold in specific ways Stretch high and maintain balance</p> <p><i>(to note: not all PE Passport is followed in this unit due to being too focused on context not content)</i></p> <p>Gym: Travelling, Stopping and Making Shapes</p>
<p><b>Personal, Social &amp; Emotional Development</b></p>	<p>PHSE: Being Me in My World</p> <p>Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p> <p>Brushing teeth</p>	<p>PHSE: Celebrating Differences</p> <p>Identifying talents Being special Families Where we live Making friends Standing up for yourself</p> <p>Brushing teeth</p>	<p>PHSE: Dreams and Goals</p> <p>Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</p> <p>Brushing teeth</p>	<p>PHSE: Healthy Me</p> <p>Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety</p> <p>Brushing teeth</p>	<p>PHSE: Relationships</p> <p>Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend</p> <p>Brushing teeth</p>	<p>PHSE: Changing Me</p> <p>Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations</p> <p>Brushing teeth</p>

<b>Literacy</b>	Trace/copy own names, mark-making – focused group time sessions. Mark-making to music.  Story times – whole class and small group – encouraging conversations about stories and naming parts of the book.  Sharing poems and rhymes.  Shared read – high quality text.	Trace/copy own names, mark-making – focused group time sessions. Introduce morning names. Mark-making to music.  Story times – whole class and small group – encouraging conversations about stories and naming parts of the book.  Sharing poems and rhymes.  Shared read – high quality text.  Sending story books home to share with parents/carers.	Name writing and mark making/emergent writing – in focused group times, independent in CP and outside. Mark-making to music.  Story times – encouraging conversations about stories and understanding concepts about print – page sequencing, print has meaning, reading English left-right and top-bottom.  Sharing poems and rhymes.  Shared read – high quality text.  Sending story books home to share with parents/carers.	Name writing and mark-making/emergent writing – in focused group times, independent in CP and outside. Mark-making to music.  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.  Sharing poems and rhymes.  Shared read – high quality text.  Sending story books home to share with parents/carers.	Name writing, mark making/emergent writing and forming recognisable letters – in focused group times, independent in CP and outside. Mark-making to music.  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.  Sharing poems and rhymes.  Shared read – high quality text.  Sending story books home to share with parents/carers.	Mark-making to music.  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.  Sharing poems and rhymes.  Shared read – high quality text.  Sending story books home to share with parents/carers.
<b>ELS Phonics</b>	Environmental Sounds Instrumental Sounds Body Percussions Rhythm and Rhyme Alliteration Voice Sounds	Environmental Sounds Instrumental Sounds Body Percussions Rhythm and Rhyme Alliteration Voice Sounds Oal Blending	Phase 1 continued.  Introduction to Phase 2 letters: s, a, t, p, i, n, m.	Phase 1 continued.  Introduction to Phase 2 letters: d, g, o, c, k.	Phase 1 continued.  Introduction to Phase 2 letters: e, u, r, h, b, f.	Phase 1 continued.  Introduction to Phase 2 letters: l, j, v, w, x, y, z.
<b>Mathematics</b>	Colours: - Red - Blue	Number 2 -Subitising dice patterns	Number 3: - Subitising - 1:1 counting	Number 6 - Introduce 10 frame	Sequencing  Positional Language	Number composition 1 - 5

	<ul style="list-style-type: none"> <li>- Yellow</li> <li>- Green</li> <li>- Purple</li> <li>- Mix of colours</li> </ul> <p>Match:</p> <ul style="list-style-type: none"> <li>- Buttons and colours</li> <li>- Matching towers</li> <li>- Matching shoes</li> <li>- Match number shapes</li> <li>- Match shapes</li> <li>- Pattern handprints – big and small</li> </ul> <p>Sort:</p> <ul style="list-style-type: none"> <li>- Colour</li> <li>- Size</li> <li>- Shape</li> <li>- What do you notice?</li> <li>- Guess the rule</li> <li>- Guess the rule</li> </ul> <p>Number 1:</p> <ul style="list-style-type: none"> <li>- Subitising</li> <li>- Counting</li> <li>- Numeral</li> </ul>	<ul style="list-style-type: none"> <li>- Subitising random patterns</li> <li>- Subitising different sizes</li> <li>- Counting</li> <li>- Numeral recognition</li> </ul> <p>Pattern:</p> <ul style="list-style-type: none"> <li>-Extend AB colour patterns</li> <li>- Extend AB outdoor patterns</li> <li>- Explore AB movement patterns</li> <li>- Fix my pattern</li> <li>- Extend ABC colour patterns</li> <li>- Extend ABC outdoor patterns</li> </ul> <p>Consolidation time to revisit any areas from this term.</p>	<ul style="list-style-type: none"> <li>- Numerals</li> <li>- Triangles</li> </ul> <p>Number 4:</p> <ul style="list-style-type: none"> <li>- 1:1 counting</li> <li>- Numerals</li> <li>- Squares/rectangles</li> <li>- Composition of 4</li> </ul> <p>Number 5</p> <ul style="list-style-type: none"> <li>- 1:1 counting</li> <li>- Numerals</li> <li>- Pentagon</li> <li>- Composition of 5</li> </ul> <p>Consolidation: Review 1-5</p>	<p>Height and Length</p> <ul style="list-style-type: none"> <li>- Tall and short</li> <li>- Long and short</li> </ul> <p>Mass</p> <ul style="list-style-type: none"> <li>- Heavier and lighter</li> <li>- Mass relating to books e.g. Three Little Pigs</li> </ul> <p>Capacity</p> <p>Consolidation time to revisit any areas from this term.</p>	<p>More than/fewer than</p> <p>One more and less</p> <p>Shape:</p> <ul style="list-style-type: none"> <li>- 2D shape</li> <li>- 3D shape</li> </ul> <p>Pattern:</p> <ul style="list-style-type: none"> <li>-Revisit pattern from Autumn</li> </ul> <p>Consolidation:</p> <ul style="list-style-type: none"> <li>-More than/fewer than</li> <li>- One more and less</li> </ul>	<p>Time</p> <ul style="list-style-type: none"> <li>- Night and Day</li> <li>- Ordering events in their day</li> <li>- What happens day/night</li> </ul> <p>Positional Language</p>
<p><b>Understanding of the World: Past and Present</b></p>	<p>History:</p> <ul style="list-style-type: none"> <li>• Children to understand the terms: before, today, now.</li> <li>• Understand which members of their family are younger and older and explain how they know.</li> </ul> <p>Family photos</p> <p>Name and describe people who are familiar to them</p>	<p>History:</p> <ul style="list-style-type: none"> <li>• Children to understand the terms: before, today, now.</li> </ul> <p>Days of the week morning routine</p> <ul style="list-style-type: none"> <li>• Understand which members of their family are younger and older and explain how they know.</li> </ul> <p>Poppy day</p> <p>Children sequence events that have</p>	<p>History:</p> <ul style="list-style-type: none"> <li>• Recognise older and newer modes of transport.</li> </ul> <p>People who help us – fire engine visit, oral health team</p>	<p>History:</p> <ul style="list-style-type: none"> <li>• Recognise older and newer in buildings, transport and their immediate environment clarifying any misconceptions such as a worn book is old.</li> </ul>	<p>History:</p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family’s history.</li> <li>• Children to ask questions about what their parents/grandparents did when they were young and compare this to how we live today.</li> </ul> <p>Children to talk about family pets. Have you had one? Do you have one now? Would you like</p>	<p>History:</p> <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family’s history.</li> <li>• Children to ask questions about what their parents/grandparents did when they were young and compare this to how we live today.</li> </ul>

	<p>People who help us – visit from doctor, Mummy and baby visit</p>	<p>happened to them and identify members of their family. Children to talk about their families and why they are important.</p>			<p>to have one in the future?</p>	
<p><b>Understanding of World Technology</b></p>	<p>Focus session – Drawing a face on IWB</p> <p>Equipment in provision areas:  - Interactive white boards – games and activities  Technological toys – knobs and pulleys  Toys with buttons and flaps  Microphones - Music area</p> <p>Enhancements – in Technology Area:  - Ipads  - Battery operated toys  - Beebots  - Remote control toys</p>	<p>Focus session – Drawing colour monsters on IWB</p> <p>Equipment in provision areas:  - Interactive white boards – games and activities  Technological toys – knobs and pulleys  Toys with buttons and flaps  Microphones - Music area</p> <p>Enhancements – in Technology Area:  - Ipads  - Battery operated toys  - Beebots  - Remote control toys  - Headphones  - Children’s cameras</p>	<p>Focus session – Internet Safety week</p> <p>Equipment in provision areas:  - Interactive white boards – games and activities  Technological toys – knobs and pulleys  Toys with buttons and flaps  Microphones - Music area</p> <p>Enhancements – in Technology Area:  - Ipads  - Battery operated toys  - Beebots  - Remote control toys  - Headphones  - Children’s cameras</p>	<p>Focus session – Listening to a story, pressing play</p> <p>Equipment in provision areas:  - Interactive white boards – games and activities  Technological toys – knobs and pulleys  Toys with buttons and flaps  Microphones - Music area</p> <p>Enhancements – in Technology Area:  - Ipads  - Battery operated toys  - Beebots  - Remote control toys  - Headphones  - Children’s cameras</p>	<p>Focus session – Using beebots to travel through the farm  Exploring technological toys</p> <p>Finding out information from a computer/ipad as a group – linked to topic – in topic sessions</p> <p>Equipment in provision areas:  - Interactive white boards – games and activities  Technological toys – knobs and pulleys  Toys with buttons and flaps  Microphones - Music area</p> <p>Enhancements – in Technology Area:  - Ipads  - Battery operated toys  - Beebots  - Remote control toys  Beebots  -Headphones</p>	<p>Focus session – Beebots to go on a journey</p> <p>Finding out information from a computer/ipad as a group - linked to topic – in topic sessions</p> <p>Equipment in provision areas:  - Interactive white boards – games and activities  Technological toys – knobs and pulleys  Toys with buttons and flaps  Microphones - Music area</p> <p>Enhancements – in Technology Area:  - Ipads  - Battery operated toys  - Beebots  - Remote control toys  - Beebots  - Headphones</p>

<b>Understanding of the World People &amp; Communities</b>	RE: Myself, My life, My Senses, My Special Things  Diwali	RE: People Special to Me, People Who help us	RE: Friendship, Welcome, Belonging  Geography: Lunar New Year Travel on a bus Local walk – transport spotting	RE: Special Places, Special Times	RE: Our Community  Eid-al Fitr	RE: Special Books, Stories, The Natural World  Geography: Visiting Smithills Farm
<b>Understanding of the World The Natural World</b>	Science: Biology – Plants Animals including humans eg mum and baby visit Living things with habitats Chemistry – Everyday materials Properties and changes of materials States of matter Physics – Light Forces and magnets Seasonal changes Electricity  Geography: Physical - Use senses to explore changes in seasons and explore natural materials. Begin to talk about the differences between England and other countries. eg families Human – Talk about how they	Science: Biology – Plants Animals including humans Living things with habitats Chemistry – Everyday materials Properties and changes of materials States of matter Physics – Light eg torches bonfire night Forces and magnets Seasonal changes Electricity  Geography: Physical – Use senses to explore changes in seasons and explore natural materials. Begin to talk about the differences between England and other countries. eg Handa's surprise Human –	Science: Biology – Plants Animals including humans Living things with habitats Chemistry – Everyday materials Properties and changes of materials eg ice melting States of matter Physics – Light Forces and magnets Seasonal changes Electricity - Remote control cars  Science week  Geography: Physical – Use senses to explore changes in seasons and explore natural materials. Begin to talk about the differences between England and other countries.	Science: Biology – Plants - eg. spring onions, mint and strawberries and grass heads Animals including humans Living things with habitats Chemistry – Everyday materials Properties and changes of materials States of matter Physics – Light Forces and magnets Seasonal changes Electricity  Geography: Physical – Use senses to explore changes in seasons and explore natural materials. Begin to talk about the differences between England and other countries. eg bears	Science: Biology – Animals including humans Living things with habitats eg bears Chemistry – Everyday materials Properties and changes of materials States of matter Physics – Light Forces and magnets Seasonal changes Electricity  Geography: Physical – Use senses to explore changes in seasons and explore natural materials. Begin to talk about the differences between England and other countries. Human – Talk about how they travel to school. Talk about the	Science: Biology – Plants Animals including humans – Caterpillars Living things with habitats Chemistry – Everyday materials Properties and changes of materials - water States of matter Physics – Light Forces and magnets Seasonal changes Electricity - CP technology toys  Geography: Physical – Use senses to explore changes in seasons and explore natural materials. Begin to talk about the differences between England and other countries. Human – Talk about how they

	<p>travel to school. Talk about the differences between England and other countries. eg families Place/location knowledge – Begin to understand that there are lots of different countries in the world.</p>	<p>Talk about how they travel to school. Talk about the differences between England and other countries. eg cultural diversity day Place/location knowledge – Begin to understand that there are lots of different countries in the world.</p>	<p>Human – Talk about how they travel to school. eg how they come to school Talk about the differences between England and other countries. Place/location knowledge – Begin to understand that there are lots of different countries in the world.</p>	<p>Human – Talk about how they travel to school. Talk about the differences between England and other countries. Place/location knowledge – Begin to understand that there are lots of different countries in the world.</p>	<p>differences between England and other countries. Place/location knowledge – Begin to understand that there are lots of different countries in the world.</p>	<p>travel to school. Talk about the differences between England and other countries. Place/location knowledge – Begin to understand that there are lots of different countries in the world. eg oceans</p>
<p><b>Expressive Art &amp; Design</b></p>	<p>Music: Let's be friends This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces.</p> <p>DT: Food: Halloween cupcake icing decorating Textiles: Harvest collaging Junk Modelling (CP) Creative Table (CP)</p> <p>Art: Drawing: Families Textiles: Harvest collaging vegetables Autumn leaf rubbings 3D form: Rangoli patters with puffy paint Junk Modelling (CP)</p>	<p>Music: This is me This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.</p> <p>DT: Structure: Colour monster character Food: Make mixed coloured icing biscuits Junk Modelling (CP) Creative Table (CP)</p> <p>Art: Drawing: Colour monster Calendar Painting: Kadinsky inspired paintings Textiles: Collage Elmer Printing: Christmas card</p>	<p>Music: Travel and movement This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let's see where our imaginations take us!</p> <p>DT: Structure: Food: Tractor pancakes with banana wheels Textiles: Collaging transport/vehicles Mechanisms: Vehicle with split pin wheels that turn Junk Modelling (CP) Creative Table (CP)</p> <p>Art:</p>	<p>Music: I've got feelings This unit is all about exploring our feelings and emotions. Music is an incredible tool to express our feelings through song, which we will do in the some of the songs and warm ups, but we'll also be exploring the breadth of different emotions through sounds and music that we listen to. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make?</p> <p>DT: Structure: Under the sea Food: Fruit kebabs Junk Modelling (CP) Creative Table (CP)</p>	<p>Music: Animal tea party This unit is all about an animal tea party! We'll be asking the children to invite their own cuddly toys, as well as baking some delicious cakes for the party. We'll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity Bang my drum.</p> <p>DT: Food: Teddy bear toast</p>  <p>Mechanisms: Split pin teddy bear Textiles: Collaging bears Junk Modelling (CP) Creative Table (CP)</p>	<p>Music: Let's jam This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a huge impact on the cohesion of your class, and the wellbeing of the children.</p>



	Creative Table (CP)	3D form: Wreath paper plate decoration Junk modelling (CP) Creative Table (CP)  Dance & Gymnastics	Painting: Using vehicles to show movement Chinese dragon masks Textiles: Collaging transport/vehicles 3D form: Make a Chinese dragon mask Junk Modelling (CP) Creative Table (CP)  Dance & Gymnastics	Art: Drawing: Pond animals Painting: Monet inspired water lily paintings 3D form: build a boat that can float Junk Modelling (CP) Creative Table (CP)  Dance & Gymnastics	Art: Drawing and painting: Bears Collaging: Bears Junk Modelling (CP) Creative Table (CP)  Dance & Gymnastics	DT: Structure: 3D form: Junk modelling tractors Playdough animals Structure: butterfly spiral Junk Modelling (CP) Creative Table (CP)  Art: Drawing: Farm animals Printing: Butterfly footprints 3D form: Tractor models Butterfly mobiles Junk Modelling (CP) Creative Table (CP)  Dance & Gymnastics
<b>Enrichment</b>	Mummy and Baby visit Halloween Harvest Diwali European Day of Languages	Remembrance Sunday Bonfire night Oral health workshop Hanukkah Christmas Anti-Bullying week Children in Need Christmas Songs Show	Fire-engine visit Road Safety Week Local walk – Transport 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	Visit to Smithills Farm Sports day Father's Day Transition time Healthy schools week