

Oswald Road Primary School

Curriculum Map: Nursery 1

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Themes/Interests/Lines of Enquiry | | | Transport Fire-engine visit Small Local walk – Transport spotting Winter Lunar New Year Valentines Shrove Tuesday | Water Easter Craft Stay and play session Growing a seed Spring Holi Mother's Day Ramadan Easter Eid | Bears Teddy Bears Picnic (children bring a bear from home) | Farm 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 |


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| | | | <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</p> <p>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</p> <p>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</p> <p>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</p> <p>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> |

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| | | | 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> |

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| 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 | | | <p>Five Little Firemen</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>One little firemen standing in a row,</p> | <p>5 Little ducks</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 notice numerals (number symbols) • 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>Shape • Chooses puzzle pieces and tries to fit them in • Makes simple constructions</p> <p>Pattern • Joins in and anticipates repeated sound and action patterns</p> | <p>When Goldilocks went to the house of the bears</p> <p>Comparison • Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'</p> <p>Counting • Begins to say numbers in order, some of which are in the right order (ordinality)</p> <p>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.</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>Incy Wincy Spider Comparison</p> <p>• Beginning to compare and recognise changes in numbers of things, using words like more, lots or 'same'</p> <p>Counting • Begins to say numbers in order, some of which are in the right order (ordinality)</p> <p>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.</p> <p>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> |

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| | | | <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> |
| <p>Understanding of the</p> | | | | | | |

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| World Past and Present | | | | | | |
| Understanding of the World Technology | | | Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car | Plays with water to investigate "low technology" such as washing and cleaning Uses pipes, funnels and other tools to carry/transport water from one place to another | | Seeks to acquire basic skills in turning on and operating some digital equipment |
| Understanding of the World People & Communities | | | Beginning to have their own friends Celebrations: Lunar New Year Valentines Pancake day Science week | 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 Celebrations: Easter Holi | Learns that they have similarities and differences that connect them to, and distinguish them from, others Celebrations: Eid-al Fitr | Has a sense of own immediate family and relations and pets Celebrations: |
| Understanding of the | | | Enjoys playing with small world | | Notices detailed features of objects in their | Notices detailed features of objects in their |

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| <p>World The Natural World</p> | | | <p>reconstructions, building on first-hand 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>environment</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects</p> | <p>environment</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> |
| <p>Expressive Art & Design</p> | | | <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> |

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| 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 |