

NURSERY CURRICULUM MAP 2021-2022						
	AUTUMN ONE	AUTUMN TWO	SPRING ONE	SPRING TWO	SUMMER ONE	SUMMER TWO
POWER OF READING Key Texts	INCLUSIVE READER: Do not Bring your Dragon to the Library					
	We will be studying an illustrated story and listening to poetry.	We will be studying a contemporary fiction book.	We will be studying a picture book.	We will be studying a picture book based on a well known tale.	We will be doing a non-fiction book and a picture book.	We will be studying a contemporary fiction book to aid transition and a picture book.
<p>At Orleans Primary School, we follow the Power of Reading teaching sequences in order to deliver our English curriculum. Heavy emphasis is placed on discovery of the text and it is for this reason that we are not itemising which texts are studied each term. It is important that the children have little exposure to the texts before embarking on the teaching sequences. We have indicated the genres that will be covered across the teaching sequences and encourage you to frequently ask your children about the texts that they are studying in school and what they have been discovering during their learning.</p> <p>For the academic year 2020-2021, we will also be following a recovery curriculum unit at the start of the year. It is a unit devised by the CLPE (creators of the Power of Reading) that will be used school-wide, allowing us to focus on the same text and foster a sense of learning community throughout the school.</p>						
ENGLISH	Developing fine motor control and co-ordination Name recognition	Developing fine motor control and co-ordination. Pre-writing shapes Name recognition	Pre-Writing shapes. Gives meaning to marks.	Gives meaning to marks. Name writing Emergent writing	Gives meaning to marks. Name writing Emergent writing.	Gives meaning to marks. Emergent writing Uses some clearly identifiable letters.
PHONICS	Pre-Phonics Sounds awareness	Phase 1 Set 1 RWI m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q u x n g n k (ff ll ss ck zz)				
MATHS - N	Number introduction Number rhymes Number recognition - familiar numbers Number through play.		Number blocks - Series 1 'One' 'Another one' 'Two' 'Three' 'One, Two, Three' 'Four' 'Five' 'Three Little Pigs' 'How to count' 'Stampolines' 'The whole of me' 'The Terrible Twos' 'Holes' 'Hide and Seek'		Number blocks - Series 2 'Six' 'Seven' 'Eight' 'Nine' 'Ten' 'Just add one' 'Ten green bottles' 'Counting Sheep' 'Double Trouble' 'The Three Threes' 'Fluffies' 'Blast Off' 'The Two Tree' 'Numberblock Castle'	
MATHS - SSM	Exploring shape through construction play Talking about shapes		Using shapes purposefully for construction/pictures. Positional language Shape hunts in the environment		Measuring (cooking) (plant growth) Patterns	
UTW	All about me KQ: Who and what are special to us?	Celebrations KQ: How do people celebrate?	People who help us KQ: What is happening in the natural world this term?	Growing KQ: What is Easter?	Habitats KQ: Where do we live and who lives there?	Under the sea KQ: What makes a good helper?
COMPUTING	Online safety Intro to equipment and using safely. Remote control toys JiT Walkie Talkies					
Humanities (Geography / History) is taught in EYFS within the area of Understanding of the world. This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.						

EXPRESSIVE ARTS AND DESIGN	<p>EYFS provide continuous provision for children following the 'Expressive art and Design' age related expectations, working towards meeting the Early Learning goal at the end of Reception.</p> <p>Explores colour and how colours can be changed. •Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. •Beginning to be interested in and describe the texture of things. •Uses various construction materials. Realises tools can be used for a purpose. •Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</p>					
MUSIC	<p>EYFS provide continuous provision and weekly focused music lessons following the 'Expressive art and Design' age related expectations, working towards meeting the Early Learning goal at the end of Reception.</p> <p>Music of the Week - Listening to a variety of musical genres, both connected and unconnected to topic themes.</p>					
	<p><u>Music appreciation and awareness</u> Beat and Tempo</p> <ul style="list-style-type: none"> • Joins in singing favourite songs. •Creates sounds by banging, shaking, tapping or blowing. •Shows an interest in the way musical instruments sound. 	<p><u>Body Percussion</u> Loud and Quiet / Beat and Tempo</p> <ul style="list-style-type: none"> •Beginning to move rhythmically •Imitates movement in response to music. •Taps out simple repeated rhythms •Creates movement in response to music •Makes up rhythms. 	<p><u>Performance</u> High and Low / Loud and Quiet Beat and Tempo</p> <ul style="list-style-type: none"> •Begins to build a repertoire of songs and dances. •Explores the different sounds of instruments •Explores and learns how sounds can be changed. 			
COMMUNICATION AND LITERACY	<p>Listens and responds Use language to imagine and recreate roles Explore with sounds Directionality</p> <p>Roleplay</p>	<p>Enjoy using language Listen attentively Character and sequence in stories</p> <p>Roleplay</p>	<p>Respond to stories Imagine/recreate roles</p> <p>Roleplay</p>	<p>Character and sequence in stories</p> <p>Roleplay</p>	<p>Respond to stories Imagine/recreate roles</p> <p>Roleplay</p>	<p>Use talk to organise thoughts and ideas.</p> <p>Roleplay</p>
PSED (PSHE)	<p>Settling in - Expectations of nursery Safety and new situations. Class charters..</p>	<p>Making friends - getting to know each other. How actions affect other people - anti-bullying week</p>	<p>Sharing and turn taking Team work</p>	<p>Negotiate and solve problems. Feelings and emotions</p>	<p>Uses activities and resources with help. Responsibilities</p>	<p>Being part of a community. Feelings and emotions. Transition into Reception</p>
PATHS	<p><u>Fostering a positive classroom climate</u> Circle time rules and compliments</p>	<p><u>Basic Feelings - Unit 1 & 2</u> Compliments, happy, sad, mad, angry, scared or afraid</p>	<p><u>Self-control</u> Turtle techniques - calm or relaxed</p>	<p><u>Sharing, caring and friendship</u> Basic problem solving</p>	<p><u>Intermediate feelings</u> Comfortable & uncomfortable, different types of feelings - excited, tired, frustrated & proud</p>	<p><u>Advanced feelings</u> Love, worried, disappointed, jealous, furious, guilty, generous</p>
PD	<p>Nursery garden How to use equipment safely.</p> <p>Toileting/hand washing/snack time</p>	<p>Introduction to PE - Unit 1</p> <p>Toileting/hand washing/snack time Putting on own coat</p>	<p>Following instructions - Fundamentals Unit 1</p> <p>Toileting/hand washing/snack time Putting on own coat</p>	<p>Following instructions - Introduction to PE Unit 2</p> <p>Managing own self-care needs.</p>	<p>Following instructions - Fundamentals Unit 2</p> <p>Managing own self-care needs. Keeping safe in Summer.</p>	<p>Throwing and catching balls skills</p> <p>Managing own self-care needs. Keeping safe in Summer.</p>

				Healthy eating choices (linked to topic - growing)		
Development of gross motor skills through continuous provision.						
TRIPS & VISITORS	AUTUMN WALK GARDEN PARTY	DIVALI	Doctor/Nurse/Police Officer/Dentist visit		Marble Hill Park - River Habitats	

The above table is intended to provide an outline for what the children will learn during the year. Plans will be adapted to suit children's interests and development needs. More detailed information will be given at the start of each term.