

	NURSERY CURRICULUM MAP 2023-2024					
	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					
	Mother Goose Nursery Rhymes	Oh no, George!	Biscuit Bear	The Gigantic Turnip	Yucky Worms	Billy's Bucket
	At Orleans Primary School, we follow the Power of Reading teaching sequences in order to deliver our English curriculum. It is important that the children have little exposure to the texts before embarking on the teaching sequences. We 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.					
ENGLISH	Developing fine motor control and co-ordination. Introduction to Dough Disco Name recognition	Developing fine motor control and co-ordination. Pre-writing shapes Name recognition	Pre-Writing shapes. Gives meaning to marks. Name recognition	Gives meaning to marks. Name recognition and writing Emergent writing	Gives meaning to marks. Name writing Emergent writing.	Gives meaning to marks. Name writing Emergent writing Uses some clearly identifiable letters.
PHONICS	Pre-Phonics Sounds awareness	Set 1 RWI m a s d t i n p g o c k u b f e l h r j v y w z q u x				
MATHS - N	<b>Number introduction</b> Number rhymes Number recognition - familiar numbers Number through play.		<b>Number blocks - Series 1</b> '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'		<b>Number blocks - Series 2</b> '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 - Numerical pattern	Exploring shape through construction play Talking about shapes & beginning to use shapes purposefully for construction/pictures.		Using shapes purposefully for construction/pictures. Positional language. Patterns.		Measuring Shapes in the environment	
UTW	All about me  KQ: Who is in your family?	People who help us  KQ: What does a vet do?	Changes in materials (exploring water & ice)  KQ: Can a Gingerbread Man swim?	Growing  KQ: What do plants need to grow?	Mini-beasts & Life-cycles  KQ: What creatures do we find in the garden? How does a butterfly grow?	Under the sea  KQ: Is a Blue Whale the biggest thing there is?

	Seasonal observations (throughout the year): KQ - What is happening in the natural world this term? Science Longitudinal Study - Observing and recording the changes in a tree (lower playground) - monthly  Celebrations throughout the year: KQ - How do different people celebrate?					
<b>COMPUTING</b>	Exploring technology through toys (e.g. cameras / telephone / computer keypad / CD player) Intro to operating IT equipment and using safely. Online safety					
	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.					
<b>EXPRESSIVE ARTS AND DESIGN</b>	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.  Safely using and exploring a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.					
<b>MUSIC</b>	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.  Music of the Week - Listening to a variety of musical genres, both connected and unconnected to topic themes.					
	<u><b>Music appreciation and awareness</b></u> <b>Beat and Tempo</b> • Joins in singing favourite songs. •Creates sounds by banging, shaking, tapping or blowing. •Shows an interest in the way musical instruments sound.		<u><b>Body Percussion</b></u> <b>Loud and Quiet / Beat and Tempo</b> •Beginning to move rhythmically •Imitates movement in response to music. •Taps out simple repeated rhythms •Creates movement in response to music •Makes up rhythms.		<u><b>Performance</b></u> <b>High and Low / Loud and Quiet</b> <b>Beat and Tempo</b> •Begins to build a repertoire of songs and dances. •Explores the different sounds of instruments •Explores and learns how sounds can be changed.	
<b>COMMUNICATION AND LITERACY</b>	Listens and responds Use language to imagine and recreate roles Explore with sounds Roleplay	Enjoy using language Listen attentively Character and sequence in stories  Roleplay	Respond to stories Imagine/recreate roles  Roleplay	Character and sequence in stories  Roleplay	Respond to stories Imagine/recreate roles Introduction to Helicopter stories  Roleplay	Use talk to organise thoughts and ideas. Helicopter stories  Roleplay
<b>PSED (PSHE)</b>	Settling in - Expectations of nursery Safety and new situations. Class charters	Making friends How actions affect other people - anti-bullying week Uses activities and resources with help.	Sharing and turn taking Team work	Negotiate and solve problems. Feelings and emotions	Responsibilities Feelings and emotions	Being part of a community. Feelings and emotions.  Transition into Reception

	<p>Making new friends - getting to know peers and adults</p> <p>Gaining independence when toileting / hand washing</p> <p>Beginning to make healthy choices (snack time / lunch time)</p>	<p>Gaining independence when toileting / hand washing</p> <p>Beginning to make healthy choices (snack time / lunch time)</p>	<p>Gaining independence when toileting / hand washing</p> <p>Beginning to make healthy choices (snack time / lunch time)</p>	<p>Managing own self-care needs.</p> <p>Gaining an understanding of the importance of making healthy choices, including food (linked to topic - growing), drink, activity and tooth brushing.</p>	<p>Managing own self-care needs.</p> <p>Making healthy choices.</p> <p>Keeping safe in Summer</p>	<p>Managing own self-care needs.</p> <p>Making healthy choices.</p> <p>Keeping safe in Summer</p>
<b>PATHS</b>	<p><u>Fostering a positive classroom climate</u></p> <p>Circle time rules and compliments</p>	<p><u>Basic Feelings - Unit 1 &amp; 2</u></p> <p>Compliments, happy, sad, mad, angry, scared or afraid</p>	<p><u>Self-control</u></p> <p>Turtle techniques - calm or relaxed</p>	<p><u>Sharing, caring and friendship</u></p> <p>Basic problem solving</p>	<p><u>Intermediate feelings</u></p> <p>Comfortable &amp; uncomfortable, different types of feelings - excited, tired, frustrated &amp; proud</p>	<p><u>Advanced feelings</u></p> <p>Love, worried, disappointed, jealous, furious, guilty, generous</p>
<b>PD</b>	<p>Nursery garden</p> <p>How to use equipment safely.</p> <p>Beginning to gain independence when managing own clothing and self-care needs.</p>	<p>Introduction to PE - Unit 1</p> <p>Beginning to gain independence when managing own clothing and self-care needs.</p>	<p>Following instructions - Fundamentals Unit 1</p> <p>Beginning to gain independence when managing own clothing and self-care needs.</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.</p>	<p>Throwing and catching balls skills</p> <p>Managing own self-care needs.</p>
Development of gross and fine motor skills through continuous provision.						
<b>TRIPS &amp; VISITORS</b>	<p>Autumn walk around the school grounds.</p>	<p>Visit from local vet?</p> <p>TBC</p>	TBC	TBC	TBC	Forest School trip - TBC

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.