



Orleans Primary School

Nursery Curriculum Map 2024 - 2025

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------------------|--|----------------|--|---------------------|---|----------------------|
| Maths: Number | <p>Number: Number Introduction Number rhymes Number recognition – familiar numbers Number through play.</p> | | <p>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’</p> | | <p>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’</p> | |
| Maths: Numerical pattern | <p>Exploring shape through construction play. Talking about shapes & beginning to use shapes purposefully for construction/pictures.</p> | | <p>Using shapes purposefully for construction/pictures. Explores 2D & 3D shapes, using mathematical language to talk about them. Positional language. Exploring patterns.</p> | | <p>Measuring and comparing Shapes in the environment Creating and extending repeating patterns.</p> | |
| English | <p>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.</p> | | | | | |
| | Mother Goose Nursery Rhymes | Oh no, George! | Biscuit Bear | The Gigantic Turnip | Yucky Worms Ruby’s Worry | Each Peach Pear Plum |

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| | | | | | Where the Wild Things Are Mr Gumpy's Motor Car | Farmer Duck Farmyard Hullabaloo |
| Science | All about me | Celebrations | Habitats | Growing | People who help us | Under the sea |
| Computing | Online safety, Introduction to equipment and safe to use, Remote control toys, JiT, Busy Things | | | | | |
| History | Look at me How have I changed since I was a baby? | | | | On the go Who uses transport in their job? | On the farm Who works on the farm? |
| Geography | | Look at me Where do I live? | Animal habitats Who lives in a place like this? | Animal habitats Who lives in a place like this? | | |
| PE | Introduction to PE (Unit 1) | Fundamentals (Unit 1) | Gymnastics (Unit 1) | Dance (Unit 1) | Games (Unit 1) | Ball skills (Unit 1) |
| Art | Drawing (Large scale) Continuous provision and topic based focus. | Drawing (small scale) Continuous provision and topic based focus. | Painting and mixed media Continuous provision and topic based focus. | Painting and mixed media Continuous provision and topic based focus. | Sculpture and 3D focus Continuous provision and topic based focus. | Sculpture and 3D focus Continuous provision and topic based topic. |
| D&T | Continuous Provision with emphasis on Physical Development and Expressive Arts and Design. Cooking and Nutrition: Soup | | | | | |

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| Religion and World Views | Children explore the following themes throughout the year, as part of PSED and Understanding the World strands of the curriculum: Self and others; Celebrations; Symbols and Ritual; Living things; Right and Wrong | | | | | |
| Music | <p style="text-align: center;">LISTENING</p> <p>Music of the Week - done in classes -listening to, and appraising, a variety of musical genres, from varying times and cultures; discussion of instrumentation and all/any specific elements of music with reference to, and prompts from, ppt slide and video.</p> <p style="text-align: center;">SINGING:</p> <p>Join in with dancing and ring games; sing a few familiar songs; learn new songs and begin to move rhythmically; imitate movement in response to music; tap out simple rhythms; listen to, watch and talk about professional music.</p> <p style="text-align: center;">SINGING ASSEMBLY</p> <p>Weekly singing session with the specialist music teacher (Wednesdays). A wide range of songs are covered including contemporary and traditional repertoire. Rhymes and chants are used; songs are sung from memory and actions are encouraged to help remember lyrics; sometimes clapping/marching to the pulse is used; rounds and echo songs are used.</p> | | | | | |
| PSHE | Fostering a positive classroom climate Circle time rules and compliments | Basic feelings - Unit 1 & 2 Compliments, happy, sad, map, angry, scared or afraid | Self-control Turtle techniques - calm or relaxed | Sharing, caring and friendship Basic problem solving | Intermediate feelings Comfortable and uncomfortable, different types of feelings - excited, frustrated & proud | Advanced feelings Love, worried, disappointed, jealous, furious, guilty, generous |