

Oldfield Primary School Curriculum Map Nursery and Reception Cycle A

	<p>1:1 reading</p> <p>Letter formation to be taught in line with LW</p> <p>See progression checkpoint document for CL and L for Nursery and Reception</p>	<p>Group reading sessions</p> <p>Letter formation to be taught in line with LW</p> <p>See progression checkpoint document for CL and L for Nursery and Reception</p>	<p>Group reading sessions</p> <p>Curly caterpillar letters (c, a, o, d, g, q, e, s)</p> <p>Ladder letters (l, i, y, u)</p> <p>Number formation 0-5</p> <p>See progression checkpoint document for CL and L for Nursery and Reception</p>	<p>Group reading sessions</p> <p>One armed robot letters (r, b, n, h, m, p, k)</p> <p>Zig zag monster letters (v, w, x, z)</p> <p>Number formation 6-10</p> <p>See progression checkpoint document for CL and L for Nursery and Reception</p>	<p>Group reading sessions</p> <p>Tricky letters (f, j, y)</p> <p>See progression checkpoint document for CL and L for Nursery and Reception</p>	<p>Group reading sessions</p> <p>Number formation 10+</p> <p>See progression checkpoint document for CL and L for Nursery and Reception</p>
Mathematics	<p>WRM - Nursery SoL</p> <p>WRM - Reception SoL</p> <p>See progression checkpoint document.</p>	<p>WRM - Nursery SoL</p> <p>WRM - Reception SoL</p> <p>See progression checkpoint document.</p>	<p>WRM - Nursery SoL</p> <p>WRM - Reception SoL</p> <p>See progression checkpoint document.</p>	<p>WRM - Nursery SoL</p> <p>WRM - Reception SoL</p> <p>See progression checkpoint document.</p>	<p>WRM - Nursery SoL</p> <p>WRM - Reception SoL</p> <p>See progression checkpoint document.</p>	<p>WRM - Nursery SoL</p> <p>WRM - Reception SoL</p> <p>See progression checkpoint document.</p>
Communication and Language	<p>Whole EYFS Focus - C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing and speech and language interventions. Specific activities include: Show and tell. Story rich classroom. Daily poem/ rhyme. Role play areas and enhancements. Talk partners. Reading area to be filled with quality fiction, non-fiction and poetry books. Word of the day to be introduced every day and displayed on the vocabulary wall.</p>					
Personal, Social and Emotional	<p>All areas of PSED permeate the ethos in our environment all day, every day. Adults model, encourage and where necessary, teach, all objectives all of the time.</p>					
(Follow SCARF)	<p>Me and My Relationships (SCARF)</p>	<p>Valuing Difference (SCARF)</p>	<p>Keeping Safe (SCARF)</p>	<p>Rights and Respect (SCARF)</p>	<p>Being My Best (SCARF)</p>	<p>Growing and Changing (SCARF)</p>
Physical Development	<p>Gross motor skills are taught through weekly PE lessons and also through daily engagement with the continuous provision.</p>					

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Fine motor skills will be taught as part of phonics/literacy lessons and through engagement with the continuous provision.

	<p>Reception:</p> <p>Gross motor skills (Multiskills):</p> <p>Combine different movements with ease and fluency.</p>	<p>Reception:</p> <p>Gross motor skills (Gymnastics):</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p> <p>Nursery: use one-handed tools and equipment, for example, making snips in paper..</p>	<p>Reception:</p> <p>Gross motor skills (Ball skills):</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Nursery: continue to develop ball skills.</p>	<p>Reception:</p> <p>Gross motor skills (Dance):</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>Reception:</p> <p>Gross motor skills (Multiskills):</p> <p>Revise and refine fundamental movement skills they have already acquired.</p> <p>Nursery: be increasingly independent as they get dressed and undressed</p>	<p>Reception:</p> <p>Gross motor skills (Ball skills):</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Nursery: use a comfortable grip with good control when holding pens and pencils.</p>
<p>Understanding the World</p>	<p>Link to seasons (Autumn) (natural world)</p> <p>Explore the natural world around them. Describe what they see, hear, feel, smell whilst outside.</p> <p>Understand the effect of changing seasons on the</p>	<p>Link to seasons (Autumn and Winter)</p> <p>Explore the natural world around them. Describe what they see, hear, feel, smell whilst outside.</p> <p>Understand that some places are special to</p>	<p>Talk about members of their immediate family and community (link with PSE).</p> <p>Comment on images of familiar situations in past.</p>	<p>Name and describe people who are familiar to them (link with PSE).</p> <p>Draw information from a simple map.</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of the community (link to Eid)</p> <p>Nursery: know that there are different countries in</p>	<p>Link to seasons (Summer)</p> <p>Explore the natural world around them. Describe what they see, hear, feel, smell whilst outside.</p> <p>Plant seeds and care for growing plants.</p> <p>Recognise some environments that are</p>

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	<p>natural world around them.</p> <p>Talk about the differences between materials.</p> <p>Nursery: use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p> <p>See progression checkpoint document.</p>	<p>members of the community (visit to Church for nativity).</p> <p>Nursery: continue developing positive attitudes about the differences between people.</p> <p>See progression checkpoint document.</p>	<p>Nursery: begin to make sense of their own life-story and family's history.</p> <p>Talk about the differences between materials and the changes they notice e.g. snow.</p> <p>Explore how things work and different forces they can feel .</p> <p>See progression checkpoint document.</p>	<p>Nursery: Understand the key features of the life-cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and living things.</p> <p>See progression checkpoint document.</p>	<p>the world and talk about the differences they experienced or seen in photos.</p> <p>See progression checkpoint document.</p>	<p>different to one they live in - compare to Australia.</p> <p>Nursery: show interest in different occupations.</p> <p>See progression checkpoint document.</p>
<p>Expressive Arts and Design</p>	<p>Music (involving singing, pitch, melody, musical engagement and performance, moving to music and expressing feelings and responses) is taught following the Charanga. This is taught weekly on a Friday afternoon.</p> <p>The high quality continuous provision (including home corner, dress-up, access to musical instruments, creative area) provide constant opportunities for children to develop storylines in their play, explore, use and refine a variety of artistic effects and to build on previous learning.</p> <p>See progression checkpoint document for specific skills being taught</p>					
<p>Special Celebrations</p>		<p>Bonfire Night (5th Nov)</p> <p>Diwali (4th Nov)</p> <p>Christmas</p>	<p>Chinese New Year</p>	<p>Easter</p> <p>Mothers' Day</p>	<p>Ramadan</p> <p>Eid Ul Fitr</p>	<p>Fathers' Day</p>