

Oldfield Primary School Curriculum Map Nursery and Reception Cycle A

[illegible]

Oldfield Primary School Curriculum Map Nursery and Reception Cycle A

	1:1 reading Letter formation to be taught in line with LW	Group reading sessions Letter formation to be taught in line with LW	Group reading sessions Curly caterpillar letters (c, a, o, d, g, q, e, s) Ladder letters (l, i, y, u) Number formation 0-5	Group reading sessions One armed robot letters (r, b, n, h, m, p, k) Zig zag monster letters (v, w, x, z) Number formation 6-10	Group reading sessions Tricky letters (f, j, y)	Group reading sessions Number formation 10+
	See progression checkpoint document for CL and L for Nursery and Reception	See progression checkpoint document for CL and L for Nursery and Reception	See progression checkpoint document for CL and L for Nursery and Reception	See progression checkpoint document for CL and L for Nursery and Reception	See progression checkpoint document for CL and L for Nursery and Reception	See progression checkpoint document for CL and L for Nursery and Reception
Mathematics	WRM - Nursery SoL WRM - Reception SoL See progression checkpoint document.	WRM - Nursery SoL WRM - Reception SoL See progression checkpoint document.	WRM - Nursery SoL WRM - Reception SoL See progression checkpoint document.	WRM - Nursery SoL WRM - Reception SoL See progression checkpoint document.	WRM - Nursery SoL WRM - Reception SoL See progression checkpoint document.	WRM - Nursery SoL WRM - Reception SoL See progression checkpoint document.
Communication and Language	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.					
Personal, Social and Emotional	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.					
(Follow SCARF)	Me and My Relationships (SCARF)	Valuing Difference (SCARF)	Keeping Safe (SCARF)	Rights and Respect (SCARF)	Being My Best (SCARF)	Growing and Changing (SCARF)
Physical Development	Gross motor skills are taught through weekly PE lessons and also through daily engagement with the continuous provision.					

Oldfield Primary School Curriculum Map Nursery and Reception Cycle A

Fine motor skills will be taught as part of phonics/literacy lessons and through engagement with the continuous provision.						
	Reception: Gross motor skills (Multiskills): Combine different movements with ease and fluency.	Reception: Gross motor skills (Gymnastics): 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. Nursery: use one-handed tools and equipment, for example, making snips in paper..	Reception: Gross motor skills (Ball skills): 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. Nursery: continue to develop ball skills.	Reception: Gross motor skills (Dance): Progress towards a more fluent style of moving, with developing control and grace.	Reception: Gross motor skills (Multiskills): Revise and refine fundamental movement skills they have already acquired. Nursery: be increasingly independent as they get dressed and undressed	Reception: Gross motor skills (Ball skills): 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. Nursery: use a comfortable grip with good control when holding pens and pencils.
	Understanding the World Link to seasons (Autumn) (natural world) Explore the natural world around them. Describe what they see, hear, feel, smell whilst outside. Understand the effect of changing seasons on the	Link to seasons (Autumn and Winter) Explore the natural world around them. Describe what they see, hear, feel, smell whilst outside. Understand that some places are special to	Talk about members of their immediate family and community (link with PSE). Comment on images of familiar situations in past.	Name and describe people who are familiar to them (link with PSE). Draw information from a simple map.	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) Nursery: know that there are different countries in	Link to seasons (Summer) Explore the natural world around them. Describe what they see, hear, feel, smell whilst outside. Plant seeds and care for growing plants. Recognise some environments that are

Oldfield Primary School Curriculum Map Nursery and Reception Cycle A

	<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>
Expressive Arts and Design	<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>					
Special Celebrations		<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>