

Oldfield Primary School Curriculum Map Nursery and Reception 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2																																																																																				
Theme	Our village (History focus)	Marvellous maps (Geography focus)	Toys (History focus)	Africa (Geography focus)	New Life (Science focus)	Let's Grow (Science focus)																																																																																				
English Texts	<ul style="list-style-type: none">We're Going on a Bear HuntA Walk in the woods: A Changing Seasons storyNon-chronological report	<ul style="list-style-type: none">Goldilocks and the three bearsThe Snowflake by Benji Davis <p>Poetry - Winter senses poem.</p>	<ul style="list-style-type: none">Old BearStanley's Stick	<ul style="list-style-type: none">Chicken in the KitchenHanda's surpriseNon-chronological report on African animals	<ul style="list-style-type: none">The Odd EggPoetry	<ul style="list-style-type: none">Ten SeedsJack and the Beanstalk <p>Poetry - National Trust (nature related daily poem) to inspire poems about nature</p>																																																																																				
Literacy	<p>Reception:</p> <p>Little Wandle phonics:</p> <table><tr><th colspan="2">Reception Autumn 1</th></tr><tr><th>Phase 2 graphemes</th><th>New tricky words</th></tr><tr><td>Week 1 s i p</td><td></td></tr><tr><td>Week 2 t o d</td><td></td></tr><tr><td>Week 3 p i c k</td><td>it</td></tr><tr><td>Week 4 d a n c e</td><td>it</td></tr><tr><td>Week 5 h y f i</td><td>the</td></tr></table> <p>Begin to blend and segment simple words</p> <p>Pencil grip for writing - focus on tripod grasp.</p> <p>Group reading sessions daily (Monday-Tuesday GPCs&words, Wednesday fluency, Thursday-Friday comprehension)</p>	Reception Autumn 1		Phase 2 graphemes	New tricky words	Week 1 s i p		Week 2 t o d		Week 3 p i c k	it	Week 4 d a n c e	it	Week 5 h y f i	the	<p>Phonics:</p> <p>Little Wandle phonics:</p> <table><tr><th colspan="2">Reception Autumn 2</th></tr><tr><th>Phase 2 graphemes</th><th>New tricky words</th></tr><tr><td>Week 1 f l o w</td><td>put put put up</td></tr><tr><td>Week 2 c o u n t</td><td>and how the hat</td></tr><tr><td>Week 3 c o u n t</td><td>go to the river</td></tr><tr><td>Week 4 a n d i t s e n t</td><td>the put put up</td></tr><tr><td>Week 5 e n t e n c e s</td><td>see me for</td></tr></table> <p>Begin to read and spell simple words - labels, captions.</p> <p>Pencil grip for writing - focus on letter formation</p> <p>Group reading sessions daily (Monday-Tuesday GPCs&words, Wednesday fluency, Thursday-Friday comprehension)</p> <p>Nursery:</p>	Reception Autumn 2		Phase 2 graphemes	New tricky words	Week 1 f l o w	put put put up	Week 2 c o u n t	and how the hat	Week 3 c o u n t	go to the river	Week 4 a n d i t s e n t	the put put up	Week 5 e n t e n c e s	see me for	<p>Reception:</p> <p>Little Wandle phonics:</p> <table><tr><th colspan="2">Reception Spring 1</th></tr><tr><th>Phase 3 graphemes</th><th>New tricky words</th></tr><tr><td>Week 1 t o d a y</td><td></td></tr><tr><td>Week 2 s e e m e n t</td><td>and how the hat</td></tr><tr><td>Week 3 s e e m e n t</td><td>and how the hat</td></tr><tr><td>Week 4 s e e m e n t</td><td>and how the hat</td></tr><tr><td>Week 5 s e e m e n t</td><td>and how the hat</td></tr></table> <p>Begin to read and write simple sentences with known GPCs.</p> <p>Pencil grip for writing - focus on letter formation</p> <p>Group reading sessions daily (Monday-Tuesday GPCs&words, Wednesday fluency, Thursday-Friday comprehension)</p>	Reception Spring 1		Phase 3 graphemes	New tricky words	Week 1 t o d a y		Week 2 s e e m e n t	and how the hat	Week 3 s e e m e n t	and how the hat	Week 4 s e e m e n t	and how the hat	Week 5 s e e m e n t	and how the hat	<p>Reception:</p> <p>Little Wandle phonics:</p> <table><tr><th colspan="2">Reception Spring 2</th></tr><tr><th>Phase 4 graphemes</th><th>New tricky words</th></tr><tr><td>Week 1 s e e m e n t</td><td>and how the hat</td></tr><tr><td>Week 2 s e e m e n t</td><td>and how the hat</td></tr><tr><td>Week 3 s e e m e n t</td><td>and how the hat</td></tr><tr><td>Week 4 s e e m e n t</td><td>and how the hat</td></tr><tr><td>Week 5 s e e m e n t</td><td>and how the hat</td></tr></table> <p>Begin to read and write simple sentences with known GPCs.</p> <p>Pencil grip for writing - 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	<p>Nursery: Little Wandle phonics: Rhyme time session daily</p> <p>Focus on gross motor skills (see small steps on EYFS progression document)</p>	<p>Little Wandle phonics: Tuning into sounds session daily (s a t p i n m)</p> <p>Singing songs/nursery rhymes daily.</p> <p>Focus on gross motor skills (see small steps on EYFS progression document)</p>	<p>Nursery: Little Wandle phonics: Tuning into sounds session daily (d g o c k e)</p> <p>Clapping syllables</p> <p>Focus on fine motor skills (see small steps on EYFS progression document)</p>	<p>Nursery: Little Wandle phonics: Tuning into sounds session daily (u r h b f l)</p> <p>Hearing rhyme.</p> <p>Focus on fine motor skills (see small steps on EYFS progression document)</p>	<p>Nursery: Little Wandle phonics: Tuning into sounds session daily (j v w y z qu ch)</p> <p>Hearing rhyme. Name writing.</p> <p>Focus on pencil grip (see small steps on EYFS progression document)</p>	<p>Nursery: Little Wandle phonics: Tuning into sounds session daily (ck x sh th ng nk)</p> <p>Initial sounds in words. Name writing.</p> <p>Focus on pencil control and name writing (see small steps on EYFS progression document)</p>
Mathematics	<p>WRM - Reception SoL Getting to know you Match sort and compare Talk about measures and patterns</p> <p>Mental maths: Saying numbers: to 10 Reading numbers: to 10</p>	<p>WRM - Reception SoL It's me 1,2,3 Circle and triangles 1,2,3,4,5 Shapes with 4sides</p> <p>Mental maths: Core numbers: Understanding numbers to 10 Counting: Count up to 10 objects, count on and count back in ones.</p>	<p>WRM - Reception SoL Alive in 5 Mass and capacity Growing 6,7,8 Length, height and time</p> <p>Mental maths: Saying numbers: to 20 Reading numbers: to 20 Doubling 1 digit numbers. 1+1=2, 2+2 = 4, 3+3=6, 4+4 = 8, 5+5 = 10</p>	<p>WRM - Reception SoL Length, height and time Building 9 and 10 Explore 3D shapes</p> <p>Mental maths: Core numbers: Understanding numbers to 10 Counting: Count up to 20 objects, count on and count back in ones. Count in multiples of 2 and 10.</p>	<p>WRM - Reception SoL To 20 and beyond How many now? Manipulate, compose and decompose</p> <p>Mental maths: Saying numbers: to 30 Reading numbers: to 30 Core numbers: Understanding numbers to 20 Count in multiples of 2, 5 and 10 Number bonds to 10</p> <p>Addition: Know when you may need to add more. Know how to find the total. Subtraction: Know when to take some away and to count how many are left. Division: Know how to share objects fairly.</p>	<p>WRM - Reception SoL Sharing and grouping Visualise, build and map Make connections</p> <p>Mental maths: Counting: Count up to 30 objects, count on and count back in ones. Counting on: Count on & back 2,3, 4 or 5. Count in multiples of 5 Addition: Add the right amount and find how many altogether. Subtraction: Take away the right amount and count how many are left. Multiplication: Set out groups of toys. Find the total amount of toys. Division: Share an even amount. Count how many toys each person has been given. Halve even numbers of objects. Share 6,9,12 or 15 objects between three people.</p>

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	Nursery: Finger rhymes and counting fingers to 5. See progression document for small step focus.	Nursery: Finger rhymes and counting fingers to 10. See progression document for small step focus.	Nursery: Clapping and counting objects. See progression document for small step focus.	Nursery: Clapping and counting objects. See progression document for small step focus.	Nursery: Subitising. Dice games. See progression document for small step focus.	Nursery: Composition of numbers on fingers. Dice games. See progression document for small step focus.
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. See EYFS progression document for small step focus.					
		Introduce Show and Tell	Bradford Rhyme Challenge	Introduce Weekend News		
Personal, Social and Emotional (Follow SCARF)	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. See SCARF progression document for small step focus.					
	Me and my relationships	Valuing Difference	Keeping safe	Rights and respect	Being my best	Growing and Changing
	Physical Development Gross motor skills are taught through weekly PE lessons and also through daily engagement with the continuous provision. Fine motor skills will be taught as part of phonics/literacy lessons and through engagement with the continuous provision.					

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	Reception: Gross motor skills (Multiskills): Combine different movements with ease and fluency.	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.	Reception: Gross motor skills (Dance): Progress towards a more fluent style of moving, with developing control and grace.	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	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.
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			Nursery: continue to develop ball skills.		equipment, for example, making snips in paper.	Nursery: use a comfortable grip with good control when holding pens and pencils.
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<p>Understanding the World</p>	<p>Link to seasons (Autumn)</p> <p>Explore the natural world around them - materials. 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>(leaves, conkers, pine cones etc.)</p> <p>Comment on images of familiar situations in past (photographs from the past of our village)</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>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 members of the community (visit to Church for nativity).</p> <p>Nursery: continue developing positive attitudes about the differences between people.</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Talk about the differences between materials and the changes they notice e.g. snow. (season change)</p> <p>Explore how things work and different forces they can feel.</p> <p>Talk about members of their immediate family and community (link with PSE).</p> <p>Nursery: begin to make sense of their own life-story and family's history.</p> <p>know that there are different countries in the world and talk about the differences they experienced or seen in photos.</p>	<p>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. (sand, shells, pebbles etc.) Seasonal Changes - Spring</p> <p>Name and describe people who are familiar to them (link with PSE).</p> <p>Recognise some environments that are different to one they live in - compare to Africa</p> <p>Nursery: explore how things work and different forces they can feel .</p>	<p>Explore and talk about different forces they can feel. (water and transport vehicles)</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Seasonal Changes - Summer</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: plant seeds and care for growing plants. 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>Plant seeds and care for growing plants. 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>Seasonal Changes - Summer</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Nursery: show interest in different occupations.</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. See N/R progression document for small step focus.</p>					

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	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.					
	Sculpture: the children will explore how to create hedgehog sculptures using clay. They will use different skills including: pulling, nipping, stretching.		Painting: the children will explore different painting techniques and how to mix colours.	Watch and talk about dance and performance art, expressing their feelings and responses (link to PE unit on dance)	Nursery: create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail.	Nursery: join different materials and explore different textures.
Special Celebrations		Bonfire Night Diwali (4 th Nov) Christmas	Chinese New Year	Easter Mothers' Day	Ramadan Eid Ul Fitr	Fathers' Day