

**Oxhey Wood Primary School Curriculum Map 2017 - 2018**

**Year group: Nursery**

	<b>Autumn 1 (7)</b>	<b>Autumn 2 (8)</b>	<b>Spring 1 (5)</b>	<b>Spring 2 (6)</b>	<b>Summer 1 (6)</b>	<b>Summer 2 (7)</b>
<b>Topic</b>	<u>All About Me</u>	<u>Based on Children's interests</u>	<u>Based on Children's interests</u>	<u>Based on Children's interests</u>	<u>Based on Children's interests</u>	<u>Based on Children's interests</u>
<b>Personal, Social and Emotional</b>	<p>Boundaries and behaviour expectations in the setting</p> <p>Joining in with simple routines</p> <p>Joining in play with others</p> <p>Sharing and taking turns</p> <p>Developing independence and self-help skills</p> <p>Understanding and talking about feelings –our own and other peoples</p>					
<b>Communication and Language</b>	<p>Developing listening and attention skills</p> <p>Following instructions</p> <p>Listening to and joining in with rhymes and stories –‘Rhyme of the Week’ and ‘Core Books’</p> <p>Asking and answering questions</p> <p>Using language to imagine and recreate roles and experiences in play situations</p> <p>Talking about our own experiences and about the people and things that are important to us</p>					

<b>Physical Development</b>	<p>Daily gross and fine motor skills including daily 'Busy Fingers' sessions and access to climbing equipment outside</p> <p>Weekly PE lessons (Spring Term onwards) to develop movement, balance and ball skills</p> <p>Mark making on large and small scales e.g. with brooms and rollers outside, with paintbrushes, fingers and pencils inside</p> <p>Pencil grip and scissors control</p> <p>Self-help skills including putting on and taking off own coats, shoes and wellington boots</p> <p>Developing independent use of toilet and hand-washing facilities</p>
<b>Literacy</b>	<p>Daily rhymes and stories –'Rhyme of the Week' and 'Core Books'</p> <p>Daily active phonics session based on Letters and Sounds</p> <p>Mark making –encouraging children to give meaning to the marks they make</p> <p>Recognising and writing their own name</p> <p>Shared reading and writing to help develop the understanding that text carries meaning and is read (in English) from left to right, top to bottom.</p>
<b>Maths</b>	<p>Understanding and using language of quantities –lots, more, less, the same</p> <p>Accurately counting groups of objects to 10 and beyond</p> <p>Recognising and ordering numbers to 10 and beyond</p> <p>Matching numeral and quantity</p> <p>Representing numbers using fingers, marks on paper or pictures</p> <p>Counting actions</p>

	<p>Sorting by shape and size</p> <p>Using shapes to create pictures and patterns</p> <p>Recognising and naming simple 2D shapes –square, triangle, circle, rectangle</p>
<b>Understanding of the World</b>	<p>Talk about their own families and friends</p> <p>Talk about significant events in their lives</p> <p>Festivals and celebrations e.g. Christmas, Diwali and Easter</p> <p>Talk about things they have seen or found such as plants, animals, natural and found objects</p> <p>Talk about and ask questions about why things happen and how things work</p> <p>Develop an understanding of growth and changes over time e.g. talking about ourselves as babies, growing our own plants</p> <p>Operate simple technological equipment e.g. remote control cars, Bee-Bots, I-pads</p>
<b>Expressive Art and Design</b>	<p>Singing and dancing</p> <p>Explore the different sound of instruments</p> <p>Colour mixing</p> <p>Representing objects in different ways e.g. drawing, construction, junk modelling, malleable materials</p> <p>Using mark-making tools –drawing, painting</p> <p>Using construction materials</p> <p>Role play – variety of experiences based on children’s interests</p> <p>Building stories around small world toys –based around children’s interests</p>

