









Northwood Community Primary School Nursery Curriculum Map 2024 – 2025

| Year 2024 - 2025 | Sept 4 th – Oct 25 th | Nov 4 th – Dec 20 th | 6 th Jan – 14 th Feb | 24 th Feb – 9 th April | 22 nd Apr – 22 nd May | 9 th Jun – 22 nd Jul |
|--|---|--|---|--|---|--|
| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Seasonal Focus | Autumn | Autumn/Winter | Winter | Winter/Spring | Spring | Spring/Summer |
| Topic Focus Question |  How and who am I? Wellbeing & Transitions |  Where am I? Places |  What can I...? Senses |  Why are they...? Habitats |  What am I? Making, baking & building. |  Where next...? Journeys & Dreams |
| Literacy | | | | | | |
| 3 Week Literacy Units | | | | | | |
| Driver Texts Direct Input four days a week & throughout provision | Oh No George Lost and Found | Owl Babies Stick Man | Blue Penguin Happy birthday Mouse Lucy Cousins | The Hungry Caterpillar Errol's Garden | The Three Pigs Biscuit Bear | We're going on a Bear Hunt The Train Ride |
| BOOKS TO SUPPLEMENT TOPIC | Ravi's Roar | The same but different too | On the way home | When we grow up | Billy's Bucket | How to catch a star |
| Non-fiction texts | Everything dogs National Geographic | The Owl, Barn Owl RSPB My First Book of Garden Birds All about Weather A first weather book for kids Huda Haraji | All about Penguins Penguins Facts about animals at sea. Terry Mason | The Backyard Bug book for kids Lauren Davidson Earthworms' facts twinkl Grow it Helping Hands | A place called Home Look inside homes around the world Cook it Helping hands | Transport |
| Communication & Language | | | | | | |
| Communication & Language is a thread which runs throughout each area of our curriculum. Our skills and progression map note particular skills that we focus upon each term. We also work alongside our SALT team to assess and intervene with pupils who require additional Communication & Language support. | Settling in activities and carpet times. Nursery rhymes. Adults modelling language throughout the day "Thank you!" "Good morning!" "How are you?" "Please could you pass me...?" Individual speech assessment. | Links to festivals children's experiences, talking about shared experiences. Songs – Nativity and Christmas songs. Listening to stories and developing vocabulary. Good listening skills. Sharing weekend news. | Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions... Sharing Christmas holiday news. | Sustained focus when listening to a story. Describing events in detail using connectives. Understanding and using question words such as what, where, who... Sharing weekend news. | Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end. Sharing Easter holiday news. | Able to talk about own abilities in positive way. Develop their communication and pronunciation skills. Use longer sentences of four to six words. |
| Physical Development | | | | | | |
| Physical Development is encompassed across our curriculum in each area, every day. Both fine and gross motor skills are carefully planned for and delivered. Our skills and progression map demonstrates the skills that we aim to expose our pupils to and develop on a daily basis. | | | | | | |
| Gross Motor | Gross Motor: Throughout the year children will: <ul style="list-style-type: none"> • Move confidently in a range of different ways on different levels at varying speeds during multi-skills and outdoor provision • Build up confidence when balancing during gymnastics and outdoor provision • To be confident when mark making, holding tools appropriately and practicing name writing throughout the whole year • Become independent with toileting/coats/snack time. | | | | | |
| Fine motor | Fine Motor: Dough disco. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. | Fine Motor: Weekly name writing activities. Dough disco. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Show preference for dominant hand. | Fine Motor: Weekly name writing activities in name writing book. Dough disco. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Show preference for dominant hand. | Fine Motor: Weekly name writing activities in name writing book. Dough disco. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Show preference for dominant hand. | Fine Motor: Weekly name writing activities in name writing book. Dough disco. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. | Fine Motor: Weekly name writing activities in name writing book. Dough disco. |

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| | Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip. | Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip. | Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip. | Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip. | Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip. | Holding a pencil effectively in preparation for fluid writing using the tripod grip. Manipulate objects with good fine motor skills. |
| PSED – My Happy Mind | | | | | | |
| <i>My Happy Mind</i> | ● Meet Your Brain | ● Celebrate | ● Appreciate | ● Relate | Engage | ● Consolidate |
| Literacy- Comprehension | | | | | | |
| Comprehension | Throughout the Nursery Year focusing on: -Print has meaning -Print can have different purposes -We read English text from left to right and from top to bottom. - Explore the names of the different parts of a book. -Be able to enjoy an increasing range of books. -Be able to repeat key words and phrases from familiar stories. - Show an interest in print in stories and in the environment. -Be able to listen to, enjoy and join in with stories. -Understand that a story has a beginning and an end. | | | | | |
| Literacy- Pre Reading | | | | | | |
| Pre reading | Phonics: Rhyme and listening/ circle time games for concentration. Children’s favourite stories Recognising name activities | Phonics: Exploring Instrumental and environmental sounds. | Phonics: Oral blending/ Rhyme Exploring non-fiction books. | Phonics: Alliteration/ Initial sounds Instruction retelling. | Phonics: Teach single phonemes/ graphemes/ verbal segmenting | Phonics: Teach letters continue/ writing simple CVC words/ verbal blending and segmenting |
| Literacy- Writing | | | | | | |
| Writing | Drawing different lines and using different directions. To add meaning to the marks they make. To enjoy the sensory experiences of making marks. To enjoy drawing and writing on paper and in different textures. | Knowing sound of and writing initial letter in name. Using name laminates to practise name writing. To distinguish between the marks, they make. To enjoy free drawing. To copy movements. | Weekly name writing in name books. To distinguish between the marks, they make. To add meaning to the marks they make. To make marks to be their name. To identify the initial letter of their name. To begin to make letter type shapes to represent their initial sound of their name. To imitate adults writing making continuous lines, circles or shapes. | Weekly name writing in name books Imitate adults writing by making continuous lines, circles or shape. To begin to make letter type shapes to represent the initial sound of their name. To show an interest in words and illustrations in the environment. | Story drawing/ writing and list writing Weekly name writing in name writing books. Focus on letter formation. To write some of or their entire name. To write some letters accurately. | Weekly name writing in name writing books. Uses some of their and letter knowledge. In their early writing eg writing a pretend shopping list that starts at the top of the page or writing m for mummy. |
| Mathematics | | | | | | |
| <i>Direct Input four days a week & throughout provision</i> | <ul style="list-style-type: none"> Colours Matching Sorting Number 1 | <ul style="list-style-type: none"> Number 2 Subitising Pattern Consolidation | <ul style="list-style-type: none"> Number 3 Subitising Number 4 Number 5 Composition Consolidation | <ul style="list-style-type: none"> Number 6 Height & length Mass Capacity Consolidation | <ul style="list-style-type: none"> Sequencing Positional language More than/ fewer 2D shape 3D shape Consolidation | <ul style="list-style-type: none"> Number composition What comes after? What comes before? Numbers to 5 Consolidation |
| Understanding the World | | | | | | |
| Past and Present | | | | | | |
| Past & Present | Who am I? | Sequencing | Human Life Cycle | Things over time | Occupations | What happened? What Next? |
| | <ul style="list-style-type: none"> All about me. Who am I? Where do I live? Who is my family? | <ul style="list-style-type: none"> What routines happen at bedtime? Day time? (Introduction to Now & Next) Introduction to Sequencing (first, second, third) | <ul style="list-style-type: none"> Sequence of human life cycle – baby, child, adult, elderly. Photographs of themselves & familiar people | <ul style="list-style-type: none"> Growing seeds Sequencing | <ul style="list-style-type: none"> Baking over time. | <ul style="list-style-type: none"> Back in time – reviewing my year in Nursery. What next? Reception transition |
| People, Culture & Communities | | | | | | |
| People, culture and communities | Where Am I? | Changes Around Me | Comparing | All About the Weather | From Here to There | Where Next? |
| | <ul style="list-style-type: none"> Where is my school? Where is my class? Features of people around the world/comparing pictures of themselves. | <ul style="list-style-type: none"> What can I see in Autumn? What changes happen in the environment? Where is the North pole? (Arctic) | <ul style="list-style-type: none"> Hot and cold places- observational skills. Where is the south Pole (Antarctica) | <ul style="list-style-type: none"> What changes are happening in the weather? | <ul style="list-style-type: none"> My home – what does it look like? Places around the world – where have I been? Where could I go? | <ul style="list-style-type: none"> Where are we going next year? What does my new class look like? |

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| | <ul style="list-style-type: none"> Home corner introduction – mirroring my home community. | | <ul style="list-style-type: none"> Fruit tasting – fruit from around the world. How big is Africa? How big is England? | | | |
| RE | Giving Thanks | Preparing | Religions around the world | New life | Food & Fasting | Special Places |
| <i>Enquiry focus: throughout Provision & Enhancements</i> | <ul style="list-style-type: none"> Exploring the produce of Harvest Festival | <ul style="list-style-type: none"> Hinduism & Diwali What is Christmas? Christianity | <ul style="list-style-type: none"> Chinese New Year | <ul style="list-style-type: none"> Christianity & Easter | <ul style="list-style-type: none"> Islam & Eid | <ul style="list-style-type: none"> My community |
| The Natural World | | | | | | |
| The Natural World | <p>Observing</p> <ul style="list-style-type: none"> Autumn seasonal changes sensory trays Why do leaves change colour <p>Asking an answering question</p> <ul style="list-style-type: none"> Autumn Interest table <p>Using simple equipment</p> <ul style="list-style-type: none"> Weather chart <p>Sorting and grouping</p> <ul style="list-style-type: none"> Changing Leaves Autumn leaf hunt | <p>Observing</p> <ul style="list-style-type: none"> Autumn ice blocks observe i.e pine cones, leaves, acorns etc. Investigating shadows <p>Asking and answering questions</p> <ul style="list-style-type: none"> Where do seeds come from? Autumn foods sensory tray <p>Using simple equipment</p> <ul style="list-style-type: none"> INTEREST TABLE: Owl Babies Interest Table All about day and night scenario tray enhancement Building a nest for an owl <p>Sorting and grouping</p> <ul style="list-style-type: none"> What animals come out at night-time? | <p>Observing</p> <ul style="list-style-type: none"> Can you build a Stick boat <p>Asking and answering questions</p> <ul style="list-style-type: none"> Blue Penguin interest table Life Cycle of a penguin What do penguins eat? <p>Using simple equipment</p> <ul style="list-style-type: none"> STEM How to make a reindeer fly STEM Build a sled <p>Sorting and grouping</p> <ul style="list-style-type: none"> Weather chart Rain and wind STEM what keeps us dry? | <p>Observing</p> <ul style="list-style-type: none"> Spring – seasonal changes. INTEREST TABLE Growing interest table including plants Bulb, seeds, flowers <p>Asking and answering questions</p> <ul style="list-style-type: none"> What plants grow in my garden? All About Bugs What bugs do we know Have we seen any bugs before? <p>What weather do plants need to grow?</p> | <p>Observing</p> <ul style="list-style-type: none"> Summer – seasonal changes. <p>Asking and answering questions</p> <ul style="list-style-type: none"> Weather chart <p>Using simple equipment</p> <ul style="list-style-type: none"> Making biscuits | <p>Observing</p> <ul style="list-style-type: none"> STEM Water shadows drying Weather chart Ice lollies <p>Asking and answering questions</p> <ul style="list-style-type: none"> What protects us? <p>Using simple equipment</p> <ul style="list-style-type: none"> Build a boat <p>Sorting and grouping</p> <ul style="list-style-type: none"> Pack a suitcase Holidays interest table |
| <i>Live animals & life cycle experiences</i> | Stick Insects | | Butterflies | | Triops | |
| ICT | Computational Thinking Awesome Autumn | Computational Thinking Winter Warmers | Computational Thinking Springtime | Computational Thinking Busy Bodies | Computational Thinking Summer Fun | Computational Thinking Boat Ahoy |
| Expressive Art & Design | | | | | | |
| Creating with Materials | | | | | | |
| Artist & Artwork of the term | Henri Matisse: Autumn | Van Gough – Autumn Landscape | Picasso – Fruit Bowl | Van Gough – Butterflies | Kandinsky - circles | Monet – bridge |
| Art Design & Technology | Making my mark | Exploring Colour | Tinkering with tools | Symmetry & Reflections | Creating Shape | Mixing my emotions |
| <i>Throughout Provision, Enhancements within provision and also adult led activities</i> | <ul style="list-style-type: none"> Conker rolling Stick weaving Leaf painting Autumn tree dabbing Leaf rubbing Bark rubbing Stick painting Patterns and art Autumn play dough (senses) | <ul style="list-style-type: none"> Clay Owls Fireworks Building Bird Boxes Remembrance Day Poppies Christmas conifer painting Spice painting Paper towel drip painting | <ul style="list-style-type: none"> Ice cube painting Winter snow cotton bud painting Ice and snow squiry colours Painting ice and salt Fork painting Ice painting Snow ball pom pom painting | <ul style="list-style-type: none"> Butterflies - symmetry Making a bug house Build a bug viewer Observational Drawing Flower Transient art Fruit prints Flower pressing within picture frames Flower sun catcher Daisy Bracelets Buttercup and daisy painting | <ul style="list-style-type: none"> 2D & 3D shapes Building a house for mouse | <ul style="list-style-type: none"> Build a cave for a bear Bear footprints Bear masks Sensory bags linked to text Painting pebbles |
| Being Imaginative & Expressive | | | | | | |

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| Domestic role play focus | What is in our home corner: introducing objects into the kitchen area | Preparing for Christmas: Decorating our home | Spring clean: Cleaning and sorting our home for a friend to visit | Looking after our family: how do we look after everyone at home? | Tea party: Preparing our home for a party | Bedroom – Getting ready for school |
| Music | <ul style="list-style-type: none"> - Nursery Rhymes - Access to instruments - Number rhymes - Seasonal Songs | | | | | |
| Throughout Provision | | | | | | |
| Our Wider Curriculum Offer | | | | | | |
| Stay & Play Sessions C&L running through each. | Communication & Language - How to encourage speaking & listening | Physical Development - Fine & gross motor skills | Early Maths - Number formation & composition | Imagine & create – Easter focus followed by Easter Bonnet Parade | Literacy Storytelling – Reading at home and quality texts modelled through <i>Biscuit Bear</i> | PSED – Emotional Literacy Transitions |
| School Visits | Forest School Sessions – PSED & Art focus | Visit to local Nativity in church – Heaven Sent | Zoo workshop | Local Park – St Chad’s Garden | Morrisons shop visit – buying ingredients | Transition Visits – Reception settings |
| Visitors to school | Someone special to me | Firefighter | Zookeeper | Gardener | Chef | My new Teacher |
| Key Celebrations | | | | | | |
| Key Events/Festivals & Celebrations | Harvest Festival Black History Month World Space Week Halloween World Space Week | Hinduism – Diwali Bonfire Night World Science Day Nov Remembrance Day Children In Need Road Safety Week & Anti bullying & Anti bullying week Hanukka Christmas Jumper Day Christmas | Winter Tu Bishvat Acts of Kindness Week Valentine’s Day Chinese New Year | St David’s Day Pancake Day World Book Day Beginning of Lent Maha Shivratri Red Nose Day Spring Poetry Day Passover Palm Sunday LENT Easter Ramadan | Eid Al Fitr World Maths Day World Bee Day | Health Eating Week |