



FRIARS PRIMARY SCHOOL and NURSERY

Whole School Curriculum Map

For the full Whole School Curriculum Map, please see the document on the main Curriculum website page

| Nursery (Termly intakes) | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Overarching shared EYFS themes | Learning about routines, making new friends and exploring the seasons of Autumn and Winter. Enjoying Autumn and Winter festivals | | Becoming independent and experiencing the season changes that Spring brings. Learning about animals. Enjoying Spring festivals. | | Preparing for new beginnings. Watching things grow and observing changes. Summer fun in the garden! | |
| Maths <i>Mathematics</i> | <p>Maths is planned both through in the moment interactions and focused group times. The maths areas provide opportunities for children to use mathematical resources including manipulatives. Daily routines, stories, rhymes, songs, puzzles, games, cooking and continuous provision opportunities supported by high quality interactions provides meaningful engaging contexts to develop mathematical thinking.</p> <p>Areas of maths include: Number: Counting, Comparison, Cardinality and Composition, Spatial Awareness, Shape, Pattern, Measures</p> | | | | | |
| English <i>Communication and Language</i> | Spoken English is developed through high quality back and forth interactions in play, inside and out, through provision, during group activities, key group times, everyday interactions and daily routines. All provision promotes language and communication. | | | | | |
| English <i>Literacy</i> | <p>Foundations in phonics is introduced and delivered to those children moving to reception in the following September. Developing an awareness of sound, through activities that develop focused listening and attention, including oral blending.</p> <p>Genres explored: Traditional tales, Poetry basket, Nursery rhymes, Action songs, Fiction and non-fiction texts, Helicopter stories (including shared writing and acting)</p> <p>Early writing, beginning with mark making is developed through a range of adult initiated and child-initiated activity throughout the indoor and outdoor environments on both large and small scale activities.</p> | | | | | |
| Science <i>Understanding the World</i> | Science is developed through exploration of the nursery inside and outside environment for example in the sand, water, mud kitchen and using appropriate tools such as funnels, cylinders, magnifying glasses, magnets and tweezers. Children learn about their world through direct experience, play, sharing books and sustained shared thinking. | | | | | |
| History <i>Understanding the World</i> | History is developed as children learn about the passing of time, beginning with familiar routines, sequences of familiar events, and events in their own lives and how they have changed and grown. Through the embedding of familiar routines, sharing books and stories, role play, small world play and sharing experiences children begin to develop a sense of time. | | | | | |



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| Geography <i>Understanding the World</i> | <p>Geography is developed as children explore and play within our indoor and outdoor environment, navigating the space, noticing and making observations and comparisons, creating their own worlds, noting similarities and differences in their environment. As children engage in play using the areas of provision for example small world and construction, they create places and explore these considering features, organisation and the placing of resources. Children share their personal experiences of the places they have visited in the local area and beyond and sustained shared thinking provides opportunities to explore, clarify and develop ideas. Songs, books and rhymes are also used to develop a sense of place.</p> | | | | | |
| D&T <i>Expressive Arts and Design</i> | <p>Design & Technology is taught through interactions in continuous provision: child initiated and adult initiated through large and small scale activities inside and out. There are also opportunities for children to develop fine motor control skills through threading beads, using scissors etc.</p> | | | | | |
| Art & Design <i>Expressive Arts and Design</i> | <p>Art and Design is developed on both large and small scales both inside and out as children create, explore, imagine and express their ideas through a range of media including drawing, painting, playdough, collage, printing and junk modelling. There is a balance of child led and adult initiated activity for children to explore.</p> | | | | | |
| RE <i>Understanding the World</i> | Diwali | Christmas | Chinese New Year | Easter | Ramadan | Summer Solstice/ World Humanist Day |
| | <p>RE is developed as children learn how people are different and have different ideas, preferences and ways of life. Through play, stories and talk they explore special times for them and their family e.g., playing birthdays or decorating the Christmas tree and also begin to experience other festivals for example Chinese New Year- watching a dragon dance.</p> | | | | | |
| MfL - French | <p>Learning begins in Yr3.</p> | | | | | |
| PSHE/RSE <i>Personal, Social and Emotional Development</i> | <p>PSHE/RSE is developed as children learn to play and interact with other children and the adults who care for them. They join nursery and settle into a new environment with new people and new routines and expectations. Each term as new children join; they build their friendship groups and an awareness of the needs of others. Children learn to regulate their emotions in a safe environment with secure relationships and high quality interactions. They learn how to be independent and take responsibility for themselves and develop a sense of community as they experience nursery life. Through play, conversation and stories children develop their sense of self, as they build relationships and learn to understand and manage their feelings.</p> | | | | | |



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| PE <i>Physical Development</i> | Physical education is developed as children move and operate within a large indoor an outdoor environment, developing their strength, agility and coordination as they play as part of both child led and adult initiated activities. They learn how to keep themselves safe and develop their independence in terms of self care e.g., feeding, toileting and dressing. Healthy eating is promoted through snack times and cooking activities and exploring food e.g., at Harvest Festival. Children also develop their fine motor skills inside and out as they use tools and small equipment to build their hand eye coordination, dexterity and essential pre writing skills. |
| Computing <i>Understanding the World</i> | Computing is developed as children access ICT in the nursery as they interact with the interactive whiteboard, listen to music, explore toys with moving parts. |
| Outdoor Learning <i>Understanding the World</i> | In the environmental garden children explore the garden safely, begin to understand basic rules of the area. They have opportunities to create using natural materials and develop vocabulary e.g. crunchy or soft. Children learn about growing food and have the opportunity to taste them when they've grown. |