

Nursery Curriculum – Autumn 1

Key Question: Who are we?

Communication and Language: Using social phrases in the morning and throughout the day. Talking about ourselves and our families, specifically focusing on where we live. CL also underpins all areas of learning.

Personal, Social and Emotional Development: Learning about who helps us at home and who is there to help us in school. Following the rules during continuous provision and engaging in the different activities. Think Equal scheme of work. Zones of regulation and identifying own emotions each day.

Literacy: Sharing stories linked to ourselves and our family. Mark making opportunities throughout continuous provision.

Maths: Exploring counting and ordering numbers through songs and games. Developing our positional language through play and lessons – looking at if objects are behind, next to, in front, thus developing our understanding of classroom instructions.

Physical Development		Understanding the World					Expressive Art and Design		
PE GM	FMS	Science NW/PCC	History PP	Geography NW	RE PCC	Computing	Art BIE	DT CM	Music BIE
Exploring ways of navigating spaces. Using a range of transports around the playground.	Encouraging mark making and tracing lines with fingers. Kneading and rolling. Using play doh and objects to develop a range of motion of their hands.	Begin to understand the need to respect and care for the natural environment and living things. STEAM: Where are we? Where do we live? Planet Earth.	How have I changed since I was a baby? How is my family made up? Exploring generations through making leaf family trees.	Where do we live? Where is Earth in the solar system? Using Google Maps to visualise where we live?	Which people are special? Special events and festivals throughout the half term.	Explore the interactive whiteboards.	Creating our first piece of artwork. Looking at the seasonal changes to inspire art work.	Creating constructions in continuous provision.	Introducing children to various instruments and begin to explore how we create sound. Counting songs.

Nursery Curriculum – Autumn 2

Key Question: What was that bang?

Communication and Language: Using social phrases in the morning and throughout the day – introducing sign language as a way to communicate. Talking about different festivals, events and celebrations, exploring the sounds heard day to day and during special events. CL also underpins all areas of learning. Introducing Everywhere Bear.

Personal, Social and Emotional Development: Learning other’s views when it comes to celebrations. Following the rules during continuous provision and engaging in the different activities. Think Equal scheme of work. Zones of regulation and identifying own emotions each day.

Literacy: Follow Little Wandle scheme – beginning to look at initial sounds.
Focus Books: The Little Glow, Goodbye Autumn Hello Winter and The Christmas Eve Tree with also familiar stories linked to festivals. Looking at poem by Shirley Hughes.

Maths: Exploring colours (linking to EAD and colour mixing), continue to develop our counting of numbers between 1-5 and starting to form numbers.

Physical Development		Understanding the World					Expressive Art and Design		
PE GM	FMS	Science NW/PCC	History PP	Geography NW	RE PCC	Computing	Art BIE	DT CM	Music BIE
Movement and handling. Jumping and landing appropriately. Games and rules involving changing speed and direction.	Exploring and selecting appropriate equipment to complete a task, for example a spoon for Pumpkin scooping, scissors for cutting, rolling pin for rolling etc.	Listening and identifying different types of sounds. Exploring the volume and pitch of sounds STEAM: How can we see stars?	Exploring telescopes and looking at how they have changed? Explore how celebrations have changed? Did their grandparents celebrate festivals differently?	Celebrations across the world during this half term.	Which stories are special? Special events and festivals throughout the half term.	Using the interactive whiteboards.	Creating art linked to festivals celebrated around the world. Exploring colour and colour mixing.	Construction areas in continuous provision.	Joining in with songs and rhymes. Starting to copy rhythms. Learning songs to perform to an audience.

Nursery Curriculum - Autumn

<u>Communication and Language</u>	<u>Personal, Social and Emotional Development</u>	<u>Physical Development</u>	<u>Literacy</u>	<u>Maths</u>	<u>Understanding the World</u>
<p><u>Listening Attention and Understanding</u> Recognising and responding to many familiar sounds Showing interest in playing with sounds, songs and rhymes Have single channelled attention – shifting to a different task fully obtained when spoken to Understanding more complex sentences, such as 'Put the toys away and then we'll read the book' Understanding 'who', 'what', 'where' in simple questions – for example, 'Who's that/What's that. Where is...?'</p> <p><u>Speaking</u> Using a variety of questions, e.g. what, where and who. Using simple sentences, e.g. Mummy gonna work. Using language as a powerful means of widening contacts, sharing feelings, experience and thoughts. Beginning to use word endings, such as 'going, cats' Holding a conversation, jumping from topic to topic.</p>	<p><u>Self-Regulation</u> Separating from their main carer with support from a familiar adult Expressing their own preferences and interests.</p> <p><u>Managing Self</u> Seeking comfort from familiar adults, when needed. Expressing their own feelings such as sad, happy, cross, scared and worried. Responding to the feelings and wishes of others Being aware that some actions can hurt or harm others Trying to help or giving comfort when others are distressed Showing understanding and cooperating with some boundaries and routines Inhibiting their own actions/behaviours, e.g. stop themselves from doing something they shouldn't do Having a growing ability to distract self when upset, e.g. by engaging in a new play activity.</p> <p><u>Building Relationships</u> Showing interest in others' play and start to join in Seeking out others to sharing experiences Showing affection and concern for people who are special to them Sometimes forming a special friendships with another child.</p>	<p><u>Gross Motor</u> Squatting with steadiness to rest or play with an object on the ground, and rising to feet without using hands. Climbing confidently and beginning to pull themselves up on nursery play climbing equipment Kicking a large ball Running safely on foot Walking up steps or down steps holding onto a rail, two feet on each step.</p> <p><u>Fine Motor</u> Turning pages in a book, sometimes several at once. Showing control in holding and using: jugs to pour, hammers, books and mark making tools. Beginning to use three fingers (tripod grip) to hold writing tools.</p>	<p><u>Word Reading</u> Beginning to notice when words have the same beginning sound Repeating words or phrases from familiar stories Having awareness that signs and symbols in environment carry meaning.</p> <p><u>Comprehension</u> Filling in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat in on a wall...' Having some favourite stories, rhymes, songs, poems or jingles.</p> <p><u>Writing</u> Distinguishing between the different marks they make.</p> <p><u>STEAM</u> Where are we? – Looking at Earth. How can we see stars? – Exploring telescopes.</p> <p><u>R.E</u> Which people and stories are special and why?</p>	<p><u>Number and Numerical Pattern</u> Selecting a small number of objects from a group when asked for example, 'please give me one?' Reciting some number names in sequence Creating and experimenting with symbols and marks representing the number of ideas Beginning to make comparisons between quantities Using some language of quantities, such as 'more' and 'a lot'. Knowing that a group of things change in quantity when something is added or taken away.</p> <p><u>Shape, space and measure</u> Beginning to use the language of size Anticipating specific time based events, such as meal times or home time. Noticing simple shapes and patterns in pictures Beginning to categorise objects according to properties such as shape or size.</p> <p><u>Expressive Arts and Design</u></p> <p><u>Creating with Materials</u> Experimenting with blocks, colours and mark</p> <p><u>Being Imaginative and Expressive</u> Beginning to use representations to communicate, e.g. drawing a line and saying 'that's me!' Beginning to make believe by pretending Join in singing favourite songs Creating sounds by banging, shaking, tapping or blowing. Showing an interest in the way musical instruments sound.</p>	<p><u>Past and Present</u> Children will be having a growing awareness of new and old, although they may sometimes confuse this something new to them and brand new They will be aware that parents and grandparents are older than they are They will have an understanding of yesterday and tomorrow.</p> <p><u>People, Cultures and Communities</u> Having a sense of own immediate family and relations In pretend play, imitating everyday actions and events from own family and cultural background Beginning have their own friends Learning that they have similarities and differences that connect them, and distinguish them from others.</p> <p><u>The Natural World</u> Enjoying playing with small-world models such as a farm, a garage, or a train track. Noticing detailed features of objects in their environment.</p>