



NURSERY CURRICULUM NEWS - AUTUMN TERM 1



KEY TEXTS

When a Dragon Goes to School by Caryl Hart
Little Hedgehog's Big Day by Heidi Howarth
Hugless Douglas Goes to Little School by David Melling
Nursery Time by Benji Davis
You Choose by Pippa Goodheart and Nick Sharratt
Starting School by Allan Ahlberg and Janet Ahlberg

OUR TOPIC BIG QUESTIONS

ALL ABOUT ME
Who am I?
What makes me special?

ENRICHMENT

- Take One Picture Week
- Autumn nature walks linked to the changing of seasons
- Harvest Time
- Halloween
- Birthday celebrations
- Religious celebrations

SMSC DEVELOPMENT

- Picture News used to embed British Values and Protected Characteristics
- News from Home Book
- Birthday and Religious Festivals
- Nature Walks

GENERAL THEMES

These themes may be adapted at various points to allow for children's interests to flow through the provision

- Starting school
- My new class
- My new friends
- What I like
- New Beginnings
- The Season of Autumn

JIGSAW PSHE

BEING ME IN MY WORLD

- I understand how it feels to belong and that we are similar and different.
- I understand how feeling happy and sad can be expressed.
- I can work together and consider other people's feelings.
- I can use gentle hands and understand that it is good to be kind to people.
- I am starting to understand children's rights and this means we should all be allowed to learn and play.
- I am learning what being responsible means.

PRIME AREAS OF LEARNING

COMMUNICATION AND LANGUAGE

We will learn :

- How to use language to talk to peers by continuing and initiating conversations
- How to greet each other and interact with friends and adults at school
- How to listen to a story and answer questions

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

We will learn :

- About our classroom rules and routines and expectations
- How to take turns and share resources with each other
- How to make friends and take care of each other
- About ourselves and how to talk about our feelings

PHYSICAL DEVELOPMENT

We will learn:

- How to hold a paint brush and other mark makers for mark making
- How to put on our own coat and fasten it
- How to move in different spaces safely
- How to use equipment such as bikes/ scooters and climbing frame safely

SPECIFIC AREAS OF LEARNING

ENGLISH

Phonics and Reading

'Rhyme Time' sessions to be taught daily as the Phonics sessions. These sessions can be whole class or small groups and focusing on learning different nursery rhymes and exploring different activities to develop children's knowledge and skills. Activities will cover; Listening, Syllables, Rhyming, Alliteration and Sound knowledge

Writing

Mark making using different tools in different media
Using larger paintbrushes to paint with. And chunky chalks on the ground outside.
Manipulating play dough with variety of tools
Draw some marks on paper, not always distinguishable

MATHEMATICS

Comparison

Looking at quantities:

- More than...
- Fewer than...
- Same as...

Shape, Space and

Measure

Exploring and building with objects

Exploring and building with shapes

Pattern

Exploring simple repeated patterns

Counting

Hearing and saying number names.

UNDERSTANDING THE WORLD

Past and Present - History

Able to say who they are and who they live with.

Can talk about any pets they may have.

Can talk about some members of their family. (All About Me)

People, Culture and Community - RE/ Geography

Use family photographs in circle time to talk about themselves and their family.

Comments on key events and celebrations in their own life.

Shows an interest in different occupations

The Natural World - Science and Geography

Respect and care for the environment.

Talk about what they see in their own environment (school/ home)

Hands on exploration using senses.

Begin to talk about recycling and the environment.

EXPRESSIVE ART AND DESIGN

Explore

Colour – recognise colours / choose colours for a purpose

Can use thick paint brushes

Use glue sticks independently and glue spatulas with support

Manipulates playdough in different ways (rolls, cuts, squashes, pinches, twists)

Imaginative Play

Develop storylines

Plays with familiar resources

Participates in small world play related to rhymes and stories

(Small world/ sand pit/ toys / resources)

Music

Responds to music – verbally and using movement

Sings in a group and tries to keep in time (Carpet time/ routine songs)