

Curriculum Nursery - Autumn 1

Overarching Theme: Nursery Rhymes

Summary Goals:

PSED - Children separate from their carer with less support throughout the half term. Children develop a relationship with a familiar adult. Children are introduced to the school rules and reward system and are supported to engage effectively with the continuous provision.

C&L - Children listen and share nursery rhymes. Children are introduced to stem sentences to share their basic needs. Children begin to explore the continuous provision and are encouraged to talk and play with the resources.

PD - Children are shown how to take off and put on their coat. Children run, jump and climb in the playground, moving safely around obstacles. Children are encouraged to use the toilet independently and wash their hands.

Literacy - Children enjoy sharing stories and rhymes with an adult. Children begin to develop an understanding of the concepts of print. Children make marks in a variety of ways both indoors and outdoors.

Maths - Children will begin to use mathematical language within their play. They will be able to match items by colour and other criteria. Children engage in number nursery rhymes.

UTW - Children can recognise their own features, naming facial features. Children can talk about their own history and family. Children begin to explore how things sound, using key vocabulary.

EAD - Children take part in simple role play and small world play. Children explore different materials and tools for crafting to enable them to start to develop their own ideas on paper.

	Wk1	Wk2	WK3	Wk4	Wk5	Wk6
PSED	<u>Skill and knowledge</u>	<u>Skill and knowledge</u>	<u>Skill and knowledge</u>	<u>Skill and knowledge</u>	<u>Skill and knowledge</u>	<u>Skill and knowledge</u>
	Children begin	Children begin	Children begin	Most children	Most children	Most children

	Nursery accompanied by their guardian(s). They begin to separate from their carer and build new relationships with staff.	Nursery accompanied by their guardian(s) into school and begin to separate from the guardian(s) to build new relationships with staff. Children are introduced to the school rules and the reward system. Children begin to play independently within the provision.	Nursery accompanied by their guardian(s) into school and begin to separate from the guardian(s) to build new relationships with staff. Children are introduced to the school rules and the reward system. Children begin to play independently within the provision.	are able to separate from their guardian(s) and those that are struggling are supported by staff. Children show an awareness of the school rules and the reward system, when in the continuous provision. They are settling into the classroom environment. Full time children establish new structures and routines for dinner time. Children begin to play independently within the provision.	are now able to separate from their guardian(s) and those that are struggling are supported by staff. Children show an awareness of the school rules and the reward system, when in the continuous provision. They are settling into the classroom environment. Full time children establish new structures and routines for dinner time. Children engage in play during continuous provision time with support.	are now able to separate from their guardian(s) and those that are struggling are supported by staff. Children show an awareness of the school rules and the reward system, when in the continuous provision. They are settling into the classroom environment. Full time children establish new structures and routines for dinner time. Children engage in play during continuous provision time with support.
Communication	See policy	See policy	See policy	See policy	See policy	See policy

and Language Songs and rhymes: Humpty Dumpty Jelly on a plate When Goldilocks went to the house of the bears	regarding stem sentences. Children are expected to sit for the start of a nursery rhyme and encouraged to sit in a comfortable position throughout. Children follow simple instructions given by an adult. Linked to PSED rules and routines. Vocab: me, family, friends	regarding stem sentences. Children are expected to listen to a nursery rhyme from start to finish whilst sitting in a comfortable position. Children follow simple instructions given by an adult. Linked to PSED rules and routines. Children begin to express their basic needs using stem sentences. Vocab: me, family, friends Stem sentences: I need... I want... I would like...	regarding stem sentences. Children are expected to listen to a nursery rhyme from start to finish whilst sitting in a comfortable position. Children follow simple instructions given by an adult. Linked to PSED rules and routines. Children begin to express their basic needs using stem sentences. Vocab: kings horse, fall Stem sentences: I need... I want... I would like...	regarding stem sentences. Children listen to and begin to join in with a nursery rhyme/ story from start to finish whilst sat in a comfortable position. Children explore the CP and are encouraged to talk and play alongside/ with adults and peers. Children express their basic needs using stem sentences. Vocab: kings horse, fall Stem sentences: I need... I want... I would like...	regarding stem sentences. Children listen to and begin to join in with a nursery rhyme/ story from start to finish whilst sat in a comfortable position. Children explore the CP and are encouraged to talk and play alongside/ with adults and peers. Children express their basic needs using stem sentences. Vocab: likes, dislikes Stem sentences: I need... I want... I would like...	regarding stem sentences. Children listen to and begin to join in with a nursery rhyme/ story from start to finish whilst sat in a comfortable position. Children explore the CP and are encouraged to talk and play alongside/ with adults and peers. Children express their basic needs using stem sentences. Vocab: likes, dislikes Stem sentences: I need... I want... I would like...
---	--	--	--	--	--	--

Physical Development	Children move around the classroom safely. Children sit comfortably on the carpet.	Children move around the classroom safely and begin to move safely around the outdoor classroom. Children are shown how to take off their coat and put it on a peg. Children use the toilet independently or with support. Children are shown and reminded to wash their hands.	Children move around the classroom safely and begin to move safely around the outdoor classroom. Children are shown how to take off their coat and put it on a peg. Children use the toilet independently or with support. Children are shown and reminded to wash their hands.	Children move around the indoor and outdoor classroom safely. Children are shown how to take off their coat and put it on a peg. Children are shown how to put their coat on. Children use the toilet independently or with support. Children are shown and reminded to wash their hands.	Children move around the indoor and outdoor classroom safely. Most children are able to take off their coats and put it on a peg. Some children are able to put their coat on, whilst others continue to be supported. Children use the toilet independently or with support. Children are shown and reminded to wash their hands.	Children move around the outdoor classroom safely and begin to move in different ways. Most children are able to take off their coats and put it on a peg. Some children are able to put their coat on, whilst others continue to be supported. Most children can use the toilet independently and wash their hands. Those that continue to need support receive this.
Literacy Policy- high quality texts	Full time children listen to at least three stories a day. (Part time - 2) Linked to the school reading	Daily phase 1 phonics Children enjoy listening to a range of high quality stories/ nursery rhymes.	Daily phase 1 phonics Children enjoy listening to a range of high quality stories/ nursery rhymes.	Daily phase 1 phonics Children enjoy listening to a range of high quality stories/ nursery rhymes.	Daily phase 1 phonics Children enjoy listening to a range of high quality stories/ nursery rhymes.	Daily phase 1 phonics Children share stories with an adult and begin to learn the concepts of print

Elmer Goldilocks and the three bears Goldilocks went to the house of the bears Humpty Dumpty	Children know how to match red, blue and yellow objects. Children know how to sort red, blue and yellow objects. Vocab: match, pair, same.	Children know how to match green and purple objects. Children know how to sort green and purple objects. Vocab: match, pair, same.	Children can match objects by colour. Children can build a model that matches another model. Children can explain why objects match. Vocab: matching, pairs, same, different	Children can match number shapes. Children can match objects of the same size. Children can match objects of the same shape. Vocab: match, same, different, big, small, size, shape Exposed vocab- round, straight, sides,	Children can sort and group objects by their colour. Children can sort and group objects by their size. Children can sort and group objects of the same shape. Vocab: match, same, different, group, sort.	Children can see similarities in one group. Children can explain how groups have been sorted. Vocab: match, same, different, group, sort.
UTW Religious Education Songs and rhymes: God made me	Children know that they are part of the St Mary's family. Vocab: family	Children listen to the school prayers. Children know how to join their hands and make the sign of the cross. Vocab: love, name, special, God	Children listen to and begin to participate in the school prayers. Children know how to join their hands and make the sign of the cross. Children share the story of	Children listen to and participate in the school prayers. Children know how to join their hands and make the sign of the cross. Children know that they are loved by God.	Children respectfully join in with the school prayers. Children learn new hymns. Children know how to join their hands and make the sign of the cross. Children know	Children respectfully join in with the school prayers. Children learn new hymns. Children show respect when saying their prayers. Children know

			creation. Vocab: love, name, special, God	Children share the story of creation. Vocab: love, name, special, God	that they are loved by God. Children share the story of creation. Vocab: love, name, special, God	who Mary is and why she is special. Vocab: love, name, special, God
UTW	Children become familiar with their school: classroom, outdoors, hall. Children can talk about themselves.	Children become familiar with their school - classroom, outdoors, hall Children can talk about themselves and their history and family. Vocab: past	Children become familiar with their school - classroom, outdoors, hall Children can recognise and name their facial features. Vocab: eyes, nose, mouth, chin	Children recognise features on their route to school - church, Tesco Children can recognise and name their facial features and senses. Children describe the world around them (forest school). Vocab: eyes, nose, mouth, chin	Children recognise features on their route to school - church, Tesco Children explore the 5 senses and link these to their facial features. Children describe the world around them (forest school). Vocabulary: taste, smell, touch, sight, hear	Children recognise features on their route to school - church, Tesco Children explore the sense of sound and begin to describe the different sounds they hear. Children describe the world around them (forest school). Vocabulary: ear, hear, sound, loud, quiet

EAD	Children are supported to play imaginatively within the classroom and outdoors.	Children are supported to play imaginatively within the classroom and outdoors. Children engage in weekly singing lessons.	Children are supported/ play imaginatively within the classroom and outdoors. Children engage in weekly singing practice and are encouraged to share these songs within the classroom. Children begin to explore different craft materials and are encouraged to combine and make. Children are encouraged to explore paint with their hands.	Children are supported/ play imaginatively within the classroom and outdoors. Children engage in weekly singing practice and are encouraged to share these songs within the classroom. Children begin to explore different craft materials and are encouraged to combine and make. Children create a guided piece of art work and have support to combine different materials.	Children are supported/ play imaginatively within the classroom and outdoors. Children engage in weekly singing practice and are encouraged to share these songs within the classroom. Children begin to explore different craft materials and are encouraged to combine and make. Children explore loose parts and are encouraged to explore an outcome.	Children are supported/ play imaginatively within the classroom and outdoors. Children engage in weekly singing practice and are encouraged to share these songs within the classroom. Children explore large mark making materials to create circles.
-----	---	--	---	--	---	---