

Curriculum Nursery - Autumn 2

Overarching Theme: Colours and Festivals

Summary Goals:

PSED - Children show more confidence in the setting, effectively selecting and using the resources within the classroom. Most children are able to tend to their basic needs - toileting and eating/drinking. Children are making friends and play either alongside or with their peers.

C&L - Children listen and share in story times. Children are encouraged to use simple sentences (4-6 words) when talking about their play. Most children engage in back and forth conversation with a familiar adult.

PD - Children are able to showcase good gross motor skills with regard to climbing, jumping and riding trikes and scooters. Children can move their upper body to make large movements and marks.

Literacy - Children enjoy sharing stories and rhymes with an adult and begin to learn key vocabulary. Children are able to retell parts of familiar stories. Children can explain the marks they make and give them meaning.

Maths - Children learn to sort and match objects and begin to finish and create patterns. Children learn how to touch count, demonstrating 1:1 correspondence. Children learn how to count, recognise and subitise numbers 1 and 2.

UTW - Children understand that things happened before them in the past. Children develop their understanding of light through cause and effect. Children talk about different materials and how light can be changed by materials.

EAD - Children explore collections and arrangements. Children create enclosed shapes using continuous lines and begin to add to their drawings. Children explore primary colours and colouring mixing. Children create imaginative stories around their play.

	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 are	Children come	Children come	Children come	Children enter	Children enter

	settled back into the setting. Children are reminded of the rules and routines of the classroom.	into the classroom confidently and are able to locate their own peg. Most children, with a reminder, access the toilet without support. Some continue to receive support. Full time children are encouraged to eat with a knife and fork. Staff model to support those who need it. Children are supported with their sharing skills during CP.	into the classroom confidently and are able to locate their own peg and their book bag box. Most children, with a reminder, access the toilet without support. Some continue to receive support. Full time children are encouraged to eat with a knife and fork. Staff model to support those who need it. Children are supported with their sharing skills during CP.	into the classroom confidently and are able to hang up their coat and locate the book bag box. Most children access the toilet independently. Continued support for those that need it. Full time children choose their dinner and collect it. They are able to eat effectively with a knife and fork. Children are supported to make friendships and play with or alongside their friends within the environment.	the classroom and are able to sort their belongings (coat and bookbag) and correctly follow the routines. Most children are able to meet their basic needs. Continued support is given to children who need it. Full time children establish new structures and routines for dinner time. Children are happy to play within the continuous provision with friends and alongside their peers.	the classroom and are able to sort their belongings (coat and bookbag) and correctly follow the routines. Children enter the classroom and are able to sort their belongings (coat and bookbag) and correctly follow the routines. Full time children establish new structures and routines for dinner time. Children are happy to play within the continuous provision with friends and alongside their peers.
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Communication and Language Songs and rhymes: Autumn leaves are falling down Little flakes of snow Whisky Frisky Mitten song Nativity Songs	See policy 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 talk about the prior experiences linked to the story. Children are encouraged, through the use of stem sentences, to speak in sentences of 4-6 words. Those who are unable to do this take part in interventions (Welcomm and Blast). Staff model	See policy regarding stem sentences. Children listen to a full story and begin to share relevant ideas linked to the story, i.e I have a cat. If the story is about a cat. Children talk about the prior experiences linked to the story. Children are encouraged, through the use of stem sentences, to speak in sentences of 4-6 words. Those who are unable to do this take part in interventions (Welcomm and Blast). Staff model	See policy regarding stem sentences. Children listen to a full story and begin to share relevant ideas linked to the story. Children retell simple parts of the story Children are encouraged, through the use of stem sentences, to speak in sentences of 4-6 words. Those who are unable to do this take part in interventions (Welcomm and Blast). Children engage in effective back and forth conversations	See policy regarding stem sentences. Children listen to the full story and begin to share relevant ideas linked to the story. Children retell simple parts of the story Most children are able to express themselves and their needs by speaking in sentences of 4-6 words. Those who are unable to do this take part in interventions (Welcomm and Blast). Children engage in effective back and forth conversations	See policy regarding stem sentences. Children listen to a full story and begin to share relevant ideas linked to the story. Some begin to retell the story thinking about what happened first. Most children are able to express themselves and their needs by speaking in sentences of 4-6 words. Those who are unable to do this take part in interventions (Welcomm and Blast). Children demonstrate back and forth	See policy regarding stem sentences. Children listen to a full story and begin to share relevant ideas linked to the story. Some begin to retell the story thinking about what happened first. Most children are able to express themselves and their needs by speaking in sentences of 4-6 words. Those who are unable to do this take part in interventions (Welcomm and Blast). Children demonstrate back and forth

	effective back and forth conversations. Vocab: Bonfire night, city Exposed/ recapped: king	effective back and forth conversations. Vocab: Bonfire night, city Exposed/ recapped: king	with staff in groups and 1:1 situations. Vocab: colour, favourite, bear	with staff in groups and 1:1 situations. Vocab: colour, favourite, bear	conversations and are observed doing so. Interventions are in place for those who need further support. Vocab: letter, postbox, present	conversations and are observed doing so. Interventions are in place for those who need further support. Vocab: First, Christmas, stable, crib
Physical Development	Children take part in a daily gross motor programme. Children move around the outdoor classroom safely and begin to move in different ways. Children are able to take off their coats and shoes (Forest School). Children explore their outdoor environment freely.	Children take part in a daily gross motor programme. Children move around the outdoor classroom safely and begin to move in different ways. Children are able to take off their coats and shoes (Forest School). Children explore their outdoor environment freely.	Children take part in a daily gross motor programme. Children are encouraged to climb and jump off small objects within the outdoor provision. Children make large and small marks in the outdoor area.	Children take part in a daily gross motor programme. Children are encouraged to climb and jump off small objects within the outdoor provision. Children make large and small marks in the outdoor area.	Children take part in a daily gross motor programme. Children are encouraged to climb, jump and ride trikes and scooters in the outdoor area. Children who require further support receive it and are encouraged to have a go. Children move their upper body with rhythm to make large marks in the	Children take part in a daily gross motor programme. Children are encouraged to climb, jump and ride trikes and scooters in the outdoor area. Children who require further support receive it and are encouraged to have a go. Children move their upper body with rhythm to make large marks in the

					outdoor area.	outdoor area.
Literacy Policy- high quality texts	Daily phase 1 phonics Children share stories with an adult and begin to learn the concepts of print. Children access stories and rhymes in the continuous provision and show an understanding of the key vocabulary taught within lessons. Children explore making marks both large and small and begin to give meanings to the pictures they make. Vocab: Bonfire	Daily phase 1 phonics Children share stories with an adult and begin to learn the concepts of print. Children access stories and rhymes in the continuous provision and show an understanding of the key vocabulary taught within lessons. Children explore making marks both large and small and begin to give meanings to the pictures they make. Vocab: Bonfire night, city	Daily phase 1 phonics Children share stories with an adult and demonstrate some concepts of print. Children access stories and rhymes in the continuous provision and begin to use the key vocabulary taught within lessons. Children are encouraged to explore making marks using small tools - playdough and painting tools. Vocab: colour, favourite, bear Stem sentence linked to C&L	Daily phase 1 phonics Children share stories with an adult and demonstrate some concepts of print. Children access stories and rhymes in the continuous provision and begin to use the key vocabulary taught within lessons. Children are encouraged to explore making marks using small tools - playdough and painting tools. Vocab: colour, favourite, bear Stem sentence linked to C&L	Daily phase 1 phonics Children share stories with an adult and demonstrate the concepts of print. Children access stories and rhymes in the continuous provision and are using the key vocabulary taught within the lessons. Children are encouraged to explore making marks using small tools - pencils, felt tips, crayons, paint brushes. Vocab: letter, postbox, present Stem sentence	Daily phase 1 phonics Children share stories with an adult and demonstrate the concepts of print. Children access stories and rhymes in the continuous provision and are using the key vocabulary taught within the lessons. Children are encouraged to explore making marks using small tools - pencils, felt tips, crayons, paint brushes. Vocab: First, Christmas, stable, crib

	night, city Exposed/ recapped: king Stem sentence linked to C&L	Exposed/ recapped: king Stem sentence linked to C&L			linked to C&L	Stem sentence linked to C&L
Mathematics Books, songs and rhymes: 1 potato 2 Little Dicky Birds	Children listen to and join in with numerical nursery rhymes. Children can subitise and recognise 1 without counting. Children can count 1 object. Children recognise different representations of 1. Children recognise the numeral 1. Children show the number 1 on	Children listen to and join in with numerical nursery rhymes. Children can subitise and recognise 2 without counting. Children learn to subitise objects of different sizes. Children understand that the number stays the same when the configuration changes. Children begin to explain their	Children listen to and join in with numerical nursery rhymes. Children can count 2 objects by touch counting. Children understand the phrase 'How many?' Children recognise the numeral 2. Children recognise different representations of number 2. Children match	Children listen to and join in with numerical nursery rhymes. Children understand that a pattern is repeated. Children extend an AB pattern (colours). Children continue an AB pattern (movement). Children continue an AB pattern (objects). Children spot patterns in their	Children listen to and join in with numerical nursery rhymes. Children understand that a pattern is repeated. Children spot mistakes in patterns. Children fix mistakes in patterns. Children are exposed to ABC patterns and some children finish and create these patterns. Vocab: Repeat,	Children listen to and join in with numerical nursery rhymes. Children consolidate and recap all topics and vocabulary.

	their fingers. Vocab: Number, 1	thinking and justify their answer. Vocab: Number, 1, 2.	a number to a representation. Children show the number 2 on their fingers. Vocab: How many altogether? Number 2, count.	environment. Vocab: Repeat, Patterns, Colours, what comes next?	Patterns, Colours, what comes next? Mistake, fix	
UTW Religious Education Songs and rhymes: Away in a Manger Nativity songs	Children respectfully join in with the school prayers. Children take part in a caritas lesson on values. Vocab: nativity, crib, advent wreath Exposed vocab: stable	Children show respect when saying their prayers. Children learn new hymns and the corresponding actions, enabling them to participate in collective worship. Children can talk about the annunciation. Children can say the prayer, 'The Hail Mary'.	Children show respect when saying their prayers. Children learn new hymns and the corresponding actions, enabling them to participate in collective worship. Children can recognise an advent wreath. Children can say the prayer, 'The Hail Mary' and	Children show respect when saying their prayers. Children learn new hymns and the corresponding actions, enabling them to participate in collective worship. Children can talk about the birth of Jesus. Children can say the prayer, 'The Hail Mary' and begin to	Children show respect when saying their prayers. Children learn new hymns and the corresponding actions, enabling them to participate in collective worship. Children know why Christmas is a special time for Catholics. Children can talk about the Nativity story.	Children show respect when saying their prayers. Children learn new hymns and the corresponding actions, enabling them to participate in collective worship. Children know why Christmas is a special time for Catholics. Children can talk about the Nativity story.

		Vocab: nativity, crib, advent wreath Exposed vocab: stable	begin to learn the actions. Vocab: nativity, crib, advent wreath Exposed vocab: stable	learn the actions. Vocab: nativity, crib, advent wreath Exposed vocab: stable	Children can sing songs/ hymns linked to Christmas time. Children can say the prayer, 'The Hail Mary' with actions. Vocab: nativity, crib, advent wreath Exposed vocab: stable	Children can sing songs/ hymns linked to Christmas time. Children can say the prayer, 'The Hail Mary' with actions. Vocab: nativity, crib, advent wreath Exposed vocab: stable
UTW	Children talk about things that have happened in the past. Children talk about their own experiences. Children describe the world around them (Forest school). Children discuss the changing	Children talk about things that have happened in the past. Children talk about their own experiences. Children explore light through cause and effect. Children describe the world around	Children explore light through cause and effect. Children talk about different materials and how light can be changed by the material. Children describe the world around them (Forest School).	Children explore light through cause and effect. Children talk about different materials and how light can be changed by the material. Children describe the world around them (Forest School).	Children explore light through cause and effect. Children discuss shadows and how they are formed. Children discuss their local area and take part in a walk to the local post office. Children describe the	Children explore light through cause and effect. Children discuss shadows and how they are formed. Children discuss their local area and take part in a walk to the local post office. Children locate Father

	season. Vocab: past, Autumn	them (Forest School). Children discuss the changing season. Vocab: past, light, Autumn	Children discuss the changing season. Vocab: light, material, Autumn	Children discuss the changing season. Vocab: light, material, Autumn	world around them (Forest School). Vocabulary: North pole, post box	Christmas on a map. Children describe the world around them (Forest School). Vocabulary: North Pole, post box
EAD	Children recognise and name the primary colours. Children are encouraged to draw enclosed shapes. Children are supported/ play imaginatively within the classroom and outdoors - using small world characters and role play resources.	Children learn about a famous artist from the past and look at his work. Children are encouraged to draw enclosed shapes with a continuous line. Children are supported/ play imaginatively within the classroom and outdoors - using small world characters and role play resources.	Children explore making collections of items. Children are encouraged to draw enclosed shapes with a continuous line. Children are supported/ play imaginatively within the classroom and outdoors - using small world characters and role play resources (Using key	Children explore arranging items within their collection. Children are encouraged to draw enclosed shapes with a continuous line. Children are supported/ play imaginatively within the classroom and outdoors - using small world characters and role play resources (Using key	Children draw their final arrangement using enclosed shapes with a continuous line. Children are supported/ play imaginatively within the classroom and outdoors - using small world characters and role play resources (Using key vocab where relevant). Children learn	Children describe and reflect on their drawing. Children are supported/ play imaginatively within the classroom and outdoors - using small world characters and role play resources (Using key vocab where relevant). Children learn and practice songs for a

	Vocab: red, yellow, blue Exposed: primary colour	Vocab: artist	vocab where relevant). Vocab: collect	vocab where relevant). Children learn and practice songs for a performance. Vocab: collect, arrange	and practice songs for a performance. Vocab: collect, arrange	performance. Vocab: collect, arrange
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