

Nursery Curriculum Web - Autumn 1

Core Book



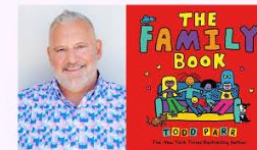
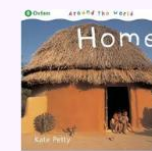
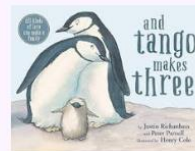
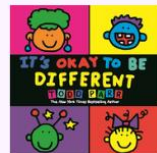
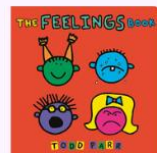
Support your child by helping them to learn our target memories. Enjoy discussing and learning about each one together at home.



Books to share

Target Memories

 <small>First type text</small>	<p>All families are unique.</p>
 <small>First type text</small>	<p>Families live in different types of houses all over the world.</p>
 <small>First type text</small>	<p>Families have their own traditions.</p>
 <small>First type text</small>	<p>Families grow and change.</p>
 <small>First type text</small>	<p>Todd Parr is an author and illustrator. He celebrates different people and families.</p>



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Communication & language

Listening: Listen to others 1:1, in small groups and whole class.
Enjoy listening to stories and can remember what happens.
Listen carefully to rhymes and songs, paying attention to how they sound.
Know how to listen carefully and why listening is important.

Attention: Maintain attention in whole class and small group contexts for a short time.

Respond: Engage in story times.
Join in with repeated refrains and anticipate key events and phases in stories or rhymes.
Know how to respond appropriately when hearing the tambourine and 'Everybody, stop and listen.'

Understanding: Know how to follow 1 step instructions e.g., put bookbag in drawer.

Speaking: Use sentences of 4-6 words.
Know a repertoire of songs e.g., nursery rhymes or numbers of songs.
Learn some class phrases e.g., 'Choose it. Use it. Put it away.'

Ongoing learning:
Learn new vocabulary. Use new vocabulary in different contexts. Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Listen to and talk about stories to build familiarity and understanding. Use talk to organise themselves and their play

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Personal, Social & Emotion Development

Express feelings:

Know that all feelings are ok.

Know how to recognise own feelings, talk about feelings using words like 'happy', 'sad', 'angry'.
Begin to understand how others might be feeling.
Know they can rely on their teachers and friends for support.

Know to use the calm area to self regulate.

Manage behaviour:

Can inhibit own actions, welcome distractions when upset.

Know the behavioural expectations of our class and school. Know that following rules is important.

Self-awareness:

Know what they like and do not like.

Know that there are rules in the classroom to follow and expectations for behaviour.

Independence:

Know how to organise themselves in the morning, manage their own personal hygiene and begin to dress independently for P.E

Collaboration:

Knows we can work together to keep the class rules and earn positive rewards.

Social skills:

Know how to engage in positive interactions with adults and peers.

Play with one or more children, extending and elaborating play ideas.

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Physical Development

Know the routines of the school day: lining up and queuing, mealtimes, personal hygiene, carpet spots.

Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently.
Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon.

Develop gross motor skills through a range of large moments including climbing, jumping, obstacle course games and ball games.

Get Set 4 P.E Sessions:

Use space safely, stop safely, use and share equipment safely.

Work individually, with a partner and in a group.
Develop fundamental movements including running, jumping and skipping.

Play simple games and understand rules and instructions.

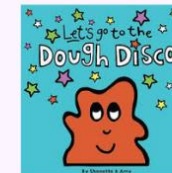


Squiggle whilst you Wiggle



Pre Writing programme to develop full body movements and refined hand movements to build the skills needed for balance, coordination and control

Dough Disco



Dough Disco is a fine motor skill exercise to improve brain and muscle development.

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Literacy

COMPREHENSION

Listen and enjoy sharing a range of books.
Know how to hold a book correctly, handle with care.

Know that a book has a beginning, an end.
Know how to hold the book the right way up and turn some pages appropriately.

Know that text in English is read top to bottom and left to right.

Know the difference between text and illustrations. Know how to recognise some familiar words in print, e.g., own name or advertising logos.

Know that illustrations help to understand what is happening in a story.

Enjoy joining in with rhyme, songs, and poems.



Little Wandle Phonics

Reception Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

WRITING

Emergent writing: Know that writing communicates meaning.

Know that marks can have meaning.

Know how to write their name by copying it from a name card or try to write it from memory.

COMPOSITION

Know that ideas for stories can be written down. Use talk to link ideas, clarify thinking and feelings.

SPELLING

: Know how to orally segment sounds in simple words.

Know how to write their name copying it from a name card or try to write it from memory.

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Mathematical Development

Week 1 - 2 Getting to know you	Use these weeks to get to know your children. You will not find maths planning, there are maths activity sheets to get to know the class provided within the download for these weeks.
Week 3 - 4 Match, sort and compare	<ul style="list-style-type: none"> • Match objects • Match pictures and objects • Identify a set • Sort objects to a type • Explore sorting techniques • Create sorting rules • Compare amounts
Week 5 - 6 Talk about measure and patterns	<ul style="list-style-type: none"> • Compare size • Compare mass • Compare capacity • Explore simple patterns • Copy and continue simple patterns • Create simple patterns

Week 6 - 7 It's me 1, 2, 3	<ul style="list-style-type: none"> • Find 1, 2 and 3 • Subitise 1, 2 and 3 • Represent 1, 2 and 3 • 1 more • 1 less • Composition of 1, 2 and 3
Week 9 Circles and triangles	<ul style="list-style-type: none"> • Identify and name circles and triangles • Compare circles and triangles • Shapes in the environment • Describe position
Week 10 - 11 1, 2, 3, 4, 5	<ul style="list-style-type: none"> • Find 4 and 5 • Subitise 4 and 5 • Represent 4 and 5 • 1 more • 1 less • Composition of 4 and 5 • Composition of 1 - 5
Week 12 Shapes with 4 sides	<ul style="list-style-type: none"> • Identify and name shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment • My day and night

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Expressive Art and Design

Mark Making/Drawing: Know how to grip a pencil comfortably and make marks, create lines and circles.

Know that marks can have meaning.

Colour: Know the names of light colours and dark colours. Know how colours can be changed using light and dark colours.

Painting: Artist study – Know that Todd Parr creates art about different types of people and families.

Printing: Know how to print using hands, feet, and fingers.

Materials: Know that materials can feel different. Know some words to describe materials.

3D Work: Know what transient art is. (Transient art will continued to be offered in continuous provision throughout the year)

Cutting Skills: Know how to safely pass scissors to another person. Know how to use scissors to make snips in paper.

Exploring Sound :
Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamic when playing instruments

Songs and Rhyme
Knowledge

Poetry Basket: –
Chop, Chop
Wise Old Owl
Falling Apples
Leaves are Falling