

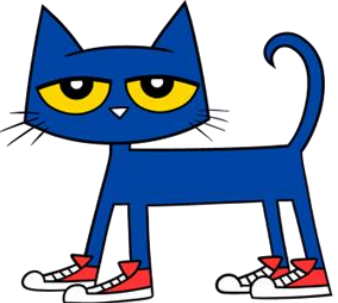





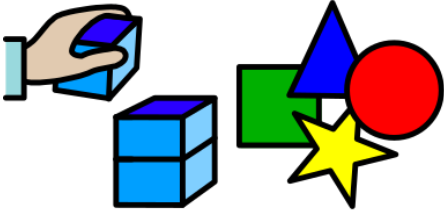
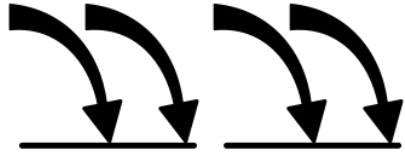
Nursery : Autumn 1 Curriculum Information for Parents 2024-25






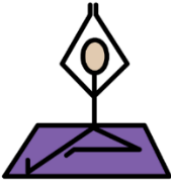

Area of Learning	Curriculum Information	
Learning Question	I wonder what is special about me...	
Communication and Language	<p>Reading <u>Nursery rhymes</u> Nursery rhymes are rhythmic and repetitive, helping children grasp language patterns and structures. Repetition reinforces language learning and makes it easier for children to remember and use new words, exposing them to a wide range of vocabulary not encountered in everyday conversation, thus helping build their word bank and understanding of language.</p> <p><u>Brown Bear Brown Bear</u> The book introduces a variety of animals and colours, expanding children’s vocabulary. As children learn the names of different animals and colours, they build their language skills and ability to describe their world.</p> <p><u>Pete the Cat: I Love My White Shoes</u> The book’s repetitive and rhythmic nature helps children listen carefully and follow the story, improving their listening and communication skills. It also helps develop phonemic awareness by drawing attention to the sounds within words. The rhyming and rhythmic patterns in the book support early literacy skills. Focusing on learning new vocabulary.</p> <ul style="list-style-type: none"> • To enjoy short stories in one-to-one interactions. • To respond to short, familiar stories by pointing out objects and pictures in a story. • To respond to a friend or adult. • To communicate wants and needs using simple limited talk. • To use vocabulary which is familiar and relevant to them. • To listen to songs and rhymes and show awareness of the tune. 	  
Personal Social and Emotional Development	<p>PSHE is taught through Jigsaw. Jigsaw PSED 3-5 provides opportunities for children to develop their emotional literacy and social skills and achieve the National EYFS Framework Early Learning Goals, particularly in PSED and Understanding the World. Weekly Jigsaw PSED Session: Who...Me?!</p> <ul style="list-style-type: none"> • How am I feeling today: I understand we are similar and different. I can start to recognise and manage my feelings. • Being at Nursery: I enjoy working with others to make school a good place to be. • Gentle Hands: I understand why it is good to be kind and use gentle hands. • Our Rights: I understand children’s rights, which means we should all be allowed to learn and play. • Our responsibilities: I am learning what being responsible means 	



	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> • To separate from main career to come into nursery. • To talk about feelings. 	<p><u>Managing Self</u></p> <ul style="list-style-type: none"> • To begin to develop an awareness of the classroom rules and routines. • To begin to learn to wash and dry their hands before eating and after using the toilet. • To be supported to make their snack choice. • To know that drinking water/ milk helps them to be healthy. 	<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • To know how to play alongside each other.
<p>Physical Development</p>	 <p>Yoga is taught weekly in the Nursery in addition to 'busy learning' outdoors.</p> <ul style="list-style-type: none"> • To roll a large ball over a line. • To know how to walk around a space. • To know how to ride a scooter. • To know how to hang up their coat onto their peg. • To find a comfortable grip to mark make. • To pour milk from a jug (with a lid) into the cup for a snack. 		
<p>Literacy</p>	<p>Our literacy curriculum is designed to build a strong foundation in reading, writing, and vocabulary, ensuring that your child is well-prepared for future learning.</p> <ul style="list-style-type: none"> • Daily Phonics sessions: Following the Twinkl Phonics Scheme • To listen to a range of stories. • To recognise some local logos e.g., Asda. • To find and explore the names of different parts of a book – focus on the front cover • To spot and suggest rhymes. • To recognise their name from a small selection of name cards. • To enjoy listening to stories. • To know how to draw horizontal lines and vertical lines. 		
<p>Mathematics</p>	<p>Maths Exploration Opportunities Throughout Provision:</p> <ul style="list-style-type: none"> • To rote count to 5 through number songs • To sort by colour, size and object. • To match objects which are the same. • To recognise and name colours in different contexts. <p>Our Maths curriculum uses the White Rose Maths framework and cross-curricular opportunities to build a strong foundation in math through fun, hands-on activities. We aim to make learning math enjoyable and engaging for every child. This term we will be covering:</p>		

	<p><u>More than, fewer than, same</u></p> <ul style="list-style-type: none"> • Collect objects to compare amounts • Make simple comparisons of amounts • Look for collections of large and small amounts • Compare and talk about large and small amounts. • Make large and small collections. • Make collections the same. 	<p><u>Explore and build with shapes and objects</u></p> <ul style="list-style-type: none"> • Explore and play with shapes • Show interest in simple differences between shapes. • Put shapes and blocks into position • Select shapes for a reason. • Begin to explore and describe natural shapes and objects. • Find and collect objects for a purpose. 	<p><u>Explore repeats</u></p> <ul style="list-style-type: none"> • Listen to repeats in songs and stories. • Start to join in with repeats from stories • Clap along to songs • Make line patterns with own sequences. 
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Understanding the World	The children will:		
	<p>People, Culture & Communities (Geography)</p>	<p>The Natural World (Science)</p>	<p>Past & Present (History)</p>
	<ul style="list-style-type: none"> • To know that they live in Harrow/ Edgware- Refer to home visits. • To know what they live close to, e.g., parks or churches. • Where I live, Where I was born, Where my family live (close by or far away) • To talk about the occupations of their parents - People who help us in our school and wider community (teachers, nurses, doctors, firefighters, police) • To understand why and how people celebrate various festivals: Diwali, Harvest 	<ul style="list-style-type: none"> • To observe and talk about the weather. • To explore how materials change when cooking, proving, cooling, and heating. For example, when cooking. 	<ul style="list-style-type: none"> • To talk about themselves and their immediate family. • Refer to their journey as a baby, toddler and at school. • To understand that they were a baby once and that they are now a young child. • When I was a baby, Developing a sense of chronology: before I was born, before I came to nursery. • To show interest and talk about a range of different occupations.

<p style="text-align: center;">Expressive Arts and Design</p>	<p><u>Focus Artist: Pablo Picasso (Painting, Portraits, experimenting)</u></p> <ul style="list-style-type: none"> • To use pre-made paints and name the colours they are using. (painting) • To hold a paintbrush in the palm of their hand. (painting) • To be supported to put on an apron. (painting) • To print with large blocks, sponges, and objects. (printing) • To make marks with pens and pencils. (drawing) • To explore malleable materials. (sculpture/ structures) • To build towers using blocks. (sculpture/ structures) • To explore weaving with paper. (textiles) • To know some healthy foods (food) • To know the nursery rhymes/songs: 5 Little Ducks & Humpty Dumpty • To explore playing some musical instruments. • To enjoy listening to music. • To begin to move to music. • To play with familiar resources. 	
<p style="text-align: center;">Philosophy, Religion and Ethics (PRE)</p>	 <ul style="list-style-type: none"> • Why is our school called Avanti, and why is there a temple here? • Observe the shrine area and identify the personalities and paraphernalia there. • Understanding who Prabhupada is and the importance of kirtan and the holy name. • How can we connect and communicate with Krishna through our senses, mainly by focusing on the value of empathy? 	
<p style="text-align: center;">Yoga</p>	<ul style="list-style-type: none"> • Chandra Namaskar: Improves flexibility and connection in hearing/ reciting the qualities of Radharani. • Meditation: Experience moments of stillness and link with Srila Prabhupada, Krishna & Balaram, and Damodara. Also, the bliss in chanting/ singing the Maha-Mantra and 'Om'. • Asanas: In relation to the personalities from the Uddhava Gita and Vrindavan. Improves strength, coordination, creativity, and awareness. • Pranayama: Promotes wellbeing and relaxation for self-regulation and improves blood circulation. 	
<p style="text-align: center;">Enrichment</p>	 <ul style="list-style-type: none"> • Home visits • Making Tea Party Sandwiches/Bread • Black History Month • Autumn Walk <p><u>Festivals and Celebrations</u></p> <ul style="list-style-type: none"> • Navratri 	