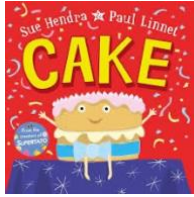
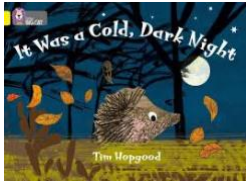
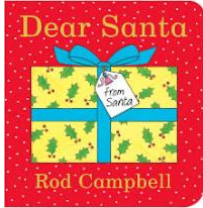
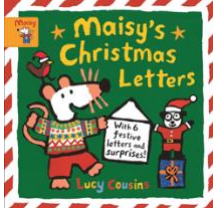







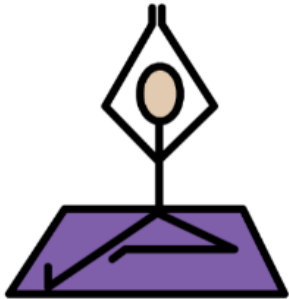
**Nursery : Autumn 2- Curriculum Information for Parents 2024-25**



Area of Learning	Curriculum Information	
Learning Question	I wonder what their celebrating...	
<b>Communication and Language</b>	<p><b>Core Books</b>                      It Was a Cold, Dark Night                      Rama and Sita/Diwali                      The Little Red Hen                      Dear Santa                      Maisy's Christmas Letter                      Cake by Sue Hendra</p> <div style="display: flex; justify-content: space-around;">   </div>	<ul style="list-style-type: none"> <li>• To enjoying listening to longer stories, remembering small parts of what happens.</li> <li>• To understand 'what' questions.</li> <li>• To start a conversation with a friend or adult.</li> <li>• To communicate using short phrases.</li> <li>• To use vocabulary which is familiar and relevant to them.</li> <li>• To know some songs and rhymes and begin to join in as a group</li> </ul> <div style="display: flex; justify-content: space-around;">   </div>
<b>Personal Social and Emotional Development</b>	<p>PSHE is taught through Jigsaw. Jigsaw PSED 3-5 provides opportunities for children to develop their literacy and social skills and achieve the National EYFS Framework Early Learning Goals, particularly in PSED and Understanding the World.</p> <p>This term's Weekly Jigsaw PSED Session: Celebrating Difference</p> <ul style="list-style-type: none"> <li>• What am I good at- I know how it feels to be proud of something I am good at.</li> <li>• I'm Special, I'm Me- I can tell you one way I am special and unique.</li> <li>• Families- I know that all families are different</li> <li>• Homes- I know there are lots of different homes</li> <li>• Making Friends- I can tell you how I could make new friends</li> <li>• Standing up for yourself- I can use my words to stand up for myself</li> </ul> <div style="text-align: right; margin-top: 20px;">  </div>	

	<p><b><u>Self-Regulation</u></b></p> <ul style="list-style-type: none"> <li>To know which adults can help them in the nursery.</li> <li>To recognise when they might be feeling a certain way.</li> </ul>	<p><b><u>Managing Self</u></b></p> <ul style="list-style-type: none"> <li>To begin to develop an awareness of the classroom rules and routines.</li> <li>To begin to learn to wash and dry their hands before eating and after using the toilet.</li> <li>To be supported to make their snack choice.</li> <li>To know examples of healthy food.</li> </ul>	<p><b><u>Building Relationships</u></b></p> <ul style="list-style-type: none"> <li>To know how to play games and activities in a group with adult support.</li> </ul>
<p><b>Physical Development</b></p>	 <p>Yoga is taught weekly in the Nursery in addition to 'busy learning' outdoors.</p> <ul style="list-style-type: none"> <li>To throw a large ball/ beanbag with both hands.</li> <li>To know how to run around a space.</li> <li>To know how to ride a tricycle.</li> <li>To pull clothing up and down for the toilet.</li> <li>To help others to put on their coats, mats, mittens.</li> <li>To explore loop scissors to make snips in paper.</li> <li>To pour milk from jug (with lid) into cup for snack.</li> </ul>		
<p><b>Literacy</b></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"> <li>Daily Phonics sessions: Following the Twinkl Phonics Scheme</li> <li>To listen to a range of stories.</li> <li>To listen to stories and comment on some key events and characters.</li> <li>To find and explore the names of different parts of a book- focus front cover</li> <li>To clap the syllables in their name.</li> <li>To recognise their name from a larger selection of name cards.</li> <li>To enjoy choosing their own books.</li> <li>To know how to draw circles.</li> </ul> 		
<p><b>Mathematics</b></p>	<p>Maths Exploration Opportunities Throughout Provision:</p> <ul style="list-style-type: none"> <li>To count to in correspondence to 5.</li> <li>To understand that sets can be compared and ordered e.g., more, same, fewer.</li> <li>To compare and order objects according to their size e.g., big, small, tall, long.</li> <li>To identify patterns around them such as stripes on clothes.</li> <li>To copy, continue and create repeating patterns.</li> </ul> <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><b><u>Hear and say number names:</u></b></p> <ul style="list-style-type: none"> <li>• Hear some number names</li> <li>• Join in saying some number names</li> <li>• Model saying number names in order</li> <li>• Practise saying number names in order</li> <li>• Join in stable order counting forwards</li> <li>• Join in stable order, counting backwards</li> </ul>	<p><b><u>Begin to order number names:</u></b></p> <ul style="list-style-type: none"> <li>• Model saying 1, 2 and 3 in play</li> <li>• Copy the sequence of 1, 2 and 3</li> <li>• Copy fingers to represent 1, 2 and 3</li> <li>• Begin to count actions</li> <li>• Say number names in order</li> <li>• Begin to recognise that anything can be counted</li> </ul>	<p><b><u>I see 1, 2, 3:</u></b></p> <ul style="list-style-type: none"> <li>• Notice images in books</li> <li>• Respond to "I see 1, 2, 3"</li> <li>• Recognise "I see 1, 2, 3"</li> <li>• Copy "I see 1, 2, 3"</li> <li>• Point to 1, 2, 3</li> <li>• Recognise 1,2,3 in well-known tales</li> </ul>
<b>Understanding the World</b>	The children will:		
	<b>People, Culture &amp; Communities (Geography)</b>	<b>The Natural World (Science)</b>	<b>Past &amp; Present (History)</b>
	<ul style="list-style-type: none"> <li>• To know that there are lots of countries in the world.</li> <li>• To talk about countries, you have visited and how they were the same and different to where we live.</li> <li>• To understand why and how people celebrate various festivals: Remembrance Day, Bonfire Night, Hanukah and Christmas. (Dependent on Calendar Year)</li> <li>• To talk about what autumn is.</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn Walk</li> <li>• To use their senses to explore the outdoor environment. (Autumn)</li> <li>• To talk about the changes around us during autumn – trees, plants etc.</li> </ul> <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> <li>• To talk about Black History Month.</li> <li>• To understand that you get older every year and you have a birthday to celebrate it.</li> <li>• Understand some traditions when celebrating Christmas- how have they slightly changed overtime?</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Expressive Arts and Design</b></p>	<p><u>Focus Artist: Kandinsky (shapes, colour mixing)</u></p> <ul style="list-style-type: none"> <li>• To use pre-made paints and name the colours they are using. (painting)</li> <li>• To hold a paintbrush in the palm of their hand. (painting) To be supported to put on an apron. (painting)</li> <li>• To print with large blocks, sponges, and objects. (printing) To make marks with pens and pencils. (drawing)</li> <li>• To explore malleable materials. (sculpture/ structures) To build towers using blocks. (sculpture/ structures)</li> <li>• To explore weaving with paper. (textiles)</li> <li>• To know some healthy foods (food)</li> <li>• To know the nursery rhymes/songs: <ul style="list-style-type: none"> <li>• 5 Little Speckled Frogs</li> <li>• Twinkle Twinkle Little Star</li> </ul> </li> <li>• To explore changing the sounds of some musical instruments e.g. loud and quiet.</li> <li>• To enjoy listening to music.</li> <li>• To engage with simple small world trains, animals, dolls.</li> </ul>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Philosophy, Religion and Ethics (PRE)</b></p>	<p><b><u>Lord Krishna -God as a person</u></b></p> <p>Children will learn more about who Krishna is. They will hear stories about Krishna’s heroic acts and pastimes in Vrindavan. They will develop an understanding of Krishna as a person and how he interacts with his friends, family and nature. Children will take part in celebrating festivals to directly relate with his pastimes such as Damodara lila (during the month of Kartik) and the Govardhan Puja festival.</p> <ul style="list-style-type: none"> <li>• Know and understand Lord Krishna’s birth story and main pastimes.</li> <li>• Understand the idea that God is a person, according to Chaitanya Vaishnavism.</li> <li>• Explore and discuss how Krishna was able to do these amazing feats.</li> <li>• Explore and understand the relationship Krishna has with his friends, parents and cows.</li> <li>• Describe and imbibe Lord Krishna’s pastimes through role-play.</li> </ul>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Yoga</b></p>		<p>Theme: Animal Yoga</p> <ul style="list-style-type: none"> <li>• Asana: Cat-cow Pose, Cobra Pose, and Frog Pose.</li> <li>• Story of Krishna lifting Govardhan.</li> <li>• Surya Namaskar.</li> <li>• Asana: Cat-cow pose, Cobra Pose, and Frog Pose.</li> <li>• Pranayama: Snake Breath (hissing like a snake).</li> <li>• Yoga Philosophy: Cultivating kindness and gentleness like animals.</li> <li>• Meditation: Imagining being a peaceful, sleeping lion.</li> </ul>

## Enrichment

- Diwali Stay and Play
- Christmas Carol and Stay and Play
- Christmas party
- Walk to Post box to post Christmas Card
- Nursery Christmas Carol Performances

### **Festivals and Celebrations**

- Diwali/Govardhan Puja
- Bonfire Night/Guy Fawkes
- Remembrance Day
- Nursery Rhyme Week
- Christmas Day (25th)
- Hanukkah (25th Dec – 2nd Jan)

