

Curriculum Overview for Nursery Autumn 2020-2021

<p>Why am I special? All about me</p> <ul style="list-style-type: none"> Tales toolkits, sequencing, story sacks—Rainbow fish, Elmer, I love you when Family—who lives with me? Family portrait Feelings, senses, emotions and parts of the body Head, shoulders, knees and toes. 	<p>Who is down in the woods today? Woodlands/ Gruffalo/ Bears</p> <ul style="list-style-type: none"> Tales toolkits, sequencing and story sacks—Goldilocks and the three bears, The Gruffalo What would yo find in a wood? What would you hear? Signs of Autumn Autumn colours. Colour 	<p>mixing</p> <p>Skills and main focus</p> <ul style="list-style-type: none"> Pencil grip Pencil control Listening skills PSED to be a focus during the Autumn term. Speech and language—are there any early signs of any underlying issues? 	<p>PD Health and self care</p> <p>16-26M</p> <ul style="list-style-type: none"> 8. Clearly communicates wet or soiled nappy or pants. 9. Shows some awareness of bladder and bowel urges. 10. Shows awareness of what a potty or toilet is used for. 11. Shows a desire to help with dressing/undressing and hygiene routines. <p>22-36M</p> <ul style="list-style-type: none"> 13. Clearly communicates their need for potty or toilet. 14. Beginning to recognise danger and seeks support 	<p>Maths—shape, space and measure</p> <p>16-26M</p> <ul style="list-style-type: none"> 4. Attempts, sometimes successfully, to fit shapes into spaces on inset boards/jigsaw puzzles. 5. Uses blocks to create their own simple structures and arrangements. 6. Enjoys filling and emptying containers. 7. Associates a sequence of actions with daily routines. 8. Beginning to understand that things might happen 'now'. <p>22-36M</p> <ul style="list-style-type: none"> 7. Notices simple shapes and patterns in pictures. 8. Beginning to categorise objects according to properties such as
<p>CL</p> <p>Listening and attention</p> <p>16-26M</p> <ul style="list-style-type: none"> 1. Listens to and enjoys rhythmic patterns in rhymes and stories. 2. Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations. <p>22-36M</p> <ul style="list-style-type: none"> 1. Listens with interest to the noises adults make when they read stories. 2. Shows interest in play with sounds, songs and rhymes. <p>30-50M</p> <ul style="list-style-type: none"> 2. Listens to stories with increasing attention and recall. 3. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories <p>Understanding</p> <p>16-26M</p> <ul style="list-style-type: none"> 4. Selects familiar objects by name and 	<p>will go and find objects when asked, or identify objects from a group.</p> <p>5. Understands simple sentences (e.g. 'Throw the ball.')</p> <p>22-36M</p> <ul style="list-style-type: none"> 6. Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.' 8. Developing understanding of simple concepts (e.g. big/little). <p>30-50M</p> <ul style="list-style-type: none"> 6. Understands use of objects (e.g. "What do we use to cut things?") 8. Responds to simple instructions, e.g. to get or put away an object. <p>Speaking</p> <p>16-26M</p> <ul style="list-style-type: none"> 7. Beginning to put two words together (e.g. 'want ball', 'more juice'). 8. Uses different types of everyday words (nouns, 	<p>verbs and adjectives, e.g. banana, go, sleep, hot).</p> <p>9. Beginning to ask simple questions.</p> <p>22-36M</p> <ul style="list-style-type: none"> 10. Holds a conversation, jumping from topic to topic. 11. Learns new words very rapidly and is able to use them in communicating. 12. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. 14. Uses simple sentences (e.g. 'Mummy going to work.') <p>30-50M</p> <ul style="list-style-type: none"> 0. Beginning to use more complex sentences to link thoughts (e.g. using and, because). 11. Can retell a simple past event in correct order (e.g. went down slide, hurt finger). 	<p>Literacy—Reading</p> <p>16-26M</p> <ul style="list-style-type: none"> 1. Interested in books and rhymes and may have favourites. <p>22-36M</p> <ul style="list-style-type: none"> 1. Has some favourite stories, rhymes, songs, poems or jingles. 2. Repeats words or phrases from familiar stories. 3. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a 	<p>UTW people and communities</p> <p>16-26M</p> <ul style="list-style-type: none"> 1. Is curious about people and shows interest in stories about themselves and their family. 2. Enjoys pictures and stories about themselves, their families and other people. <p>22-36M</p> <ul style="list-style-type: none"> 1. Has a sense of own immediate family and relations. 2. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. 3. Beginning to have their own friends. 4. Learns that they have similarities and differences that connect
<p>PSED</p> <p>Making relationships</p> <p>16-26M</p> <ul style="list-style-type: none"> 1. Plays alongside others. 2. Uses a familiar adult as a secure base from which to explore independently in new environments <p>22-36M</p> <ul style="list-style-type: none"> 1. Interested in others' play and starting to join in. 2. Seeks out others to share experiences. <p>Self confidence and self awareness</p> <p>16-26M</p> <ul style="list-style-type: none"> 4. Explores new toys and environments, but 'checks in' regularly with familiar adult as and when needed. 	<p>PSED</p> <ul style="list-style-type: none"> 5. Gradually able to engage in pretend play with toys (supports child to understand their own thinking may be different from others). 6. Demonstrates sense of self as an individual, e.g. wants to do things independently, says "No" to adult. <p>Managing feelings and behaviour</p> <p>16-26M</p> <ul style="list-style-type: none"> 7. Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice. 8. Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. 9. Responds to a few appropriate boundaries, with encouragement and support. 10. Begins to learn that some things are theirs, some things are 	<p>PSED</p> <p>Managing feelings and behaviour</p> <p>16-26M</p> <ul style="list-style-type: none"> 7. Is aware of others' feelings, for example, looks concerned if hears crying or looks excited if hears a familiar happy voice. 8. Growing sense of will and determination may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. 9. Responds to a few appropriate boundaries, with encouragement and support. 10. Begins to learn that some things are theirs, some things are 	<p>Literacy—Writing</p> <p>22-36M</p> <ul style="list-style-type: none"> 4. Distinguishes between the different marks they make. <p>30-50M</p> <ul style="list-style-type: none"> 17. Sometimes gives meaning to marks as they draw and paint. 18. Ascribes meanings to marks that they see in different places. 	<p>EAD</p> <p>16-26M</p> <ul style="list-style-type: none"> 1. Explores and experiments with a range of media through sensory exploration, and using whole body. 4. Begins to move to music, listen to or join in rhymes or songs. 5. Notices and is interested in the effects of making movements which leave marks. <p>22-36M</p> <ul style="list-style-type: none"> 1. Joins in singing favourite songs. 2. Creates sounds by banging, shaking, tapping or blowing. 3. Shows an interest in the way musical instruments sound. 4. Experiments with blocks, colours and marks.
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