

Nursery Curriculum 2022/23

Autumn 2: Celebrations

<p>Reading/Phonics</p> <p><u>Progression of sounds</u> s a t p i n</p> <p><u>Picture cards</u> snake astronaut tiger penguin iguana net</p> <p><u>Phonemic awareness</u> Teach children to hear the same initial sound for words and names of objects.</p> <p><u>Continuous Provision</u> Teach phonemic awareness and oral blending every day to build children's focused listening and attention. Support children to grow these skills in a fun and age-appropriate way.</p>	<p>Writing</p> <p><u>Comprehension</u> Discuss the actions of characters in stories; suggesting events and endings for stories; describing characters in stories; talking about the order in which story events happen; retelling stories; discussing the information presenting in non-fiction books; explaining their own imaginative play</p> <p><u>Vocabulary and grammar</u> Games involving object description; role-play areas (dolls' house, and see half-termly sections below); prepositional games; describing objects, characters and real people</p> <p><u>Composition and love of reading:</u> Listen to a range of fiction and non-fiction texts, as whole-class, in small groups on the sofa, I-to-I under the wicker arch; making up nonsense or funny sentences; singing songs and chanting rhymes; developing imaginative play; inventing own stories on a theme; linking artwork and other creative activities to stories and story worlds</p>
<p>Oracy Singing songs and chanting rhymes; joining in with repeated phrases/refrains in stories; developing imaginative play</p>	<p>Handwriting</p> <ul style="list-style-type: none"> Handwriting: writing own name each day; mark-making on different surfaces using a range of materials including sensory trays, tracing letters and other shapes; developing fine-motor skills through action songs, manipulating small objects (e.g. sticklebricks, beads, lego, pegs in boards), using scissors, pricking holes around an outline shape A range of activities to promote fine motor skills, e.g. pouring, cutting, hole-punching, sorting, threading, colouring, using smaller construction toys, pegboards.
<p>Maths</p> <ul style="list-style-type: none"> Read Walter's Wonderful Web. Which one was the strongest? Sing fine motor warm-up songs: 'Open, Shut Them', 'Tommy Thumb' Practice: cut out very simple shapes. Play shape shop: make a display of shapes in centre of circle with telephone and cash register. Children "call" the shop to make orders for shapes, e.g. "Three sided shapes, one sided shapes." Sorting. Using the tweezers, help sort the objects in the tray. Which basket has the most? Play 4 Corners with the numbers 1-4. Introduce number fans 1-5. Can you find it on your number fan? Sing 5 Little Speckled Frogs and in each verse ask the children to find the relevant number. Play Toy Tombola with numbers 1-10 or 1-5. 	<p>Science</p> <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> Read Nocturnal Animals. Do you know what animals that come out at night are called? Discuss diurnal and nocturnal animals and play sorting game on the whiteboard. <p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> Read Handa's Noisy Night. This is another story about nocturnal animals that sleep in the daytime and are awake at night. Explore names and noises of the African animals in this book. <p><u>Light</u> Role play area: light and dark tent</p>

<ul style="list-style-type: none"> • Read Dear Santa by Rod Campbell. What other words can we think of for big? Show me small? What other words can you think of for small? What do we call something in the middle? • Re-read Dear Santa. Help me sort out the counting bears into a big pile, a medium pile and a small pile. • Read Father Christmas needs a Wee by Nicholas Allan, paying extra attention to the door numerals, and counting both drinks and presents. • Read Pip and Posy: The Christmas Tree by Axel Scheffler. Encourage children to count the decorations on each page • Also: play with foam dominoes 	
<p>History <u>Chronology</u> Children explore seasonal celebrations including Christmas and Diwali. They discuss what usually happens (present) and remember what has happened to them (past).</p>	<p>Geography <u>Foundations of human geography</u> Enjoy joining in with customs and traditions. Foundations of physical geography and locational knowledge Play at the interest table set up as a polar scene</p>
<p>RE Children explore seasonal celebrations including Christmas and Diwali.</p>	<p>Music</p> <ul style="list-style-type: none"> • Sing 'Lycra' songs, e.g. Tiny Turtle; Zoom, Zoom, Zoom; Popcorn; Twinkle, Twinkle, Little Star. • Sing/perform action songs, e.g. Have You Ever Had a Penguin Home for Tea; Heads, Shoulders, Knees and Toes. • A range of music played in the classroom, including tidy-up tunes and children's requests • Movement to music, e.g. Walk, Walk, Walk • Friday disco • Improvised play on a range of instruments as part of continuous provision
<p>Art <u>Focused activities</u> Stained glass windows Making Christmas cards</p> <p><u>Continuous provision</u></p> <ul style="list-style-type: none"> • Drawing: pastels, chalks, pencils, oil pastels, dry sand/mark-making tools, felt-tip pens • Painting: Finger painting, watercolour, acrylic, pipettes, block painting, sponges, string, Q-tip scrapers, bubble blowing, sandy paint/large brushes • Sculpture and three dimensional work: playdough, coloured sand/glitter/paintbrushes, clay sculpture • Printing: Sponge, hand, Duplo, stamps, gears, bubble-wrap rolling pins, tyre-tracks, junk, wax relief, balloons, stencils, corks, rubbings • Collage: Range of collage activities, mixed media 	<p>DT <u>Focused activities</u> Making toilet-roll spiders Making festive baubles</p> <p><u>Continuous provision</u></p> <ul style="list-style-type: none"> • Construction: Magformers, community blocks, 3D Geo-connectors, Duplo, Mobilo, Magnetico, Lego, constructions with sand, building with crates and planks • Junk modelling • Designing and making cards
<p>PE Fundamentals: Unit 1</p> <ul style="list-style-type: none"> • To develop balancing whilst stationary and on the move. • To develop running and stopping. • To develop changing direction. • To develop jumping and landing. • To develop hopping and landing with control. 	<p>PSHE</p> <ul style="list-style-type: none"> • How do you get to school? How do you cross the road? What do they have to remember? Practice crossing our masking tape road on the carpet. • Play the traffic lights game: Walk/run/hop or skip when the light is green, move on the spot if it is amber and stop when it is red.

<p><u>Continuous Provision</u> Riding bikes, jumping off crates, climbing and jumping from the climbing frame, negotiating planks and tyres, obstacle course, bouncing on the trampoline</p>	<ul style="list-style-type: none"> • Read Ruby's Worry • What do you think Ruby was worried about in the story? What makes you feel worried? What is the best thing to do if you feel worried about something? What helps you to feel better? <p><u>Continuous Provision</u></p> <ul style="list-style-type: none"> • Learn routines, access resources independently, follow instructions, move around the space safely • Manage own needs, including toileting • Make relationships with adults and children, seek out companionship with others, make own wants and needs known • Talk about how others might be feeling and respond accordingly
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