

### Personal, Social and Emotional Development

The children will develop positive relationships friendships with their peers and community. Through their emotional self awareness and resilience they will demonstrate positive behaviour with others. They will begin to develop their emotional literacy to talk about their emotions.

As part of the school SCARF scheme :

- **Me and My Relationships.**

Children will be able to recognise that we are unique and describe different feelings. They will begin to use this skill to manage relationships. Children will understand that some families are different from theirs, but these families also love and care for one another

- **Valuing Difference**

Children will recognise that there are differences and similarities between themselves. They will be able to celebrate their friends and include them. Children will understand people have different cultures and religions.

### Physical Development

**Moving and Handling** :Through opportunities across the provision , children will develop their gross and fine motor skills as they co-ordinate their movements to move in different ways and travel on equipment. They will develop the correct grip to hold tools and manipulate objects with care and control.

**Health and Self Care** : The children will begin to develop their awareness of positive health and self care through healthy food choices and practices. They will develop their fine motor skills to dress and undress independently.

### Communication and Language

**Listening and attention:** Children will begin to maintain attention, concentrate and sit quietly during appropriate activities. The children will listen to others, stories, etc and encouraged to carry and recall messages.

**Understanding:** Children will be able to listen and respond to questions and simple instructions, information and others' ideas.

**Speaking** : Children will begin to widen their vocabulary, to recall and use new words in their play and conversations. Children will have opportunities to share their news, ideas, debate and discuss formally and informally whilst being encouraged to speak in full sentences, showing awareness of the listener, throughout their play. They will familiarise with multisyllabic words as well as extend their vocabulary.

Children will use language to imagine and recreate roles and experiences in their play.

## Nursery

## Autumn Term

## Curriculum Guide



### Literacy , Communication and Language

The children will access a range of books encouraging familiarity of a range of texts, through daily adult led and independent reading opportunities. Through shared reading of repetitive texts, small world play and child led interactions children are encouraged to see themselves as readers and have a love of reading and their contributions valued. Non-fiction texts will be used in support of the topics.

They will be immersed in rich language, to extend their vocabulary and communication skills, engaging in conversations. Their phonological awareness will be developed to recognise, initial phonemes and blend sounds, whilst continuing to embed rhyme and songs.

Children will be encouraged to give meaning to marks they make as they draw, write and paint through opportunities within the environment .Through topic themed and child led role play opportunities , the children will talk about their marks e.g. record messages, as will develop their awareness of script carrying meaning . The children will begin to represent their names using recognisable letter shapes.

### Topics

Our topics this term will be:

- **All about Me** : Children will recognise and talk about being unique and share about their families and friends. They will compare the similarities and differences between themselves and others.
- **Festivals of Light** : Children will learn about the stories of Diwali, Hanukkah and Christmas festivals and celebrations. They will compare and contrasts the similarities and differences whilst recognising the symbols e.g. diva lamp and menorah.

## Expressive Arts and Design

Children will develop their skills to express their imagination, thoughts and ideas through media, music and story. They will learn to select tools for a purpose, design and evaluate as they join and build with materials. Opportunities to communicate through movement and story will be facilitated through small world play, role play and dance. Children will be encouraged to develop their pretend play, selecting props, apply their experiences and create storylines. Children will continue to explore sound and music as they develop their song and rhyme repertoire and ability to follow a beat and rhythm.

## Additional Information

The children's active learning is supported across all areas of the Early Years Foundation Stage curriculum through playing, exploration, creating, thinking critically and problem solving. Cross curricular learning objectives are met through a range of experiential activities in both the indoor and outside learning environments. Through teacher led and self-directed opportunities children follow their interests and curiosity. Their independent learning to learn and explore is supported by free access to a broad range of resources, often in joint extended provision across the EYFS.

## RE

### What makes us Special?

Children will reflect and know that each person is unique and special. Making links through the class topic, sharing about their families and friends, the children will think and talk about who is special to each of us and why. They will learn that God loved everyone so much he sent Jesus to tell us about him.

### Christmas Birthdays

The children will learn about the reason people celebrate Christmas. Starting from their own understanding of birthdays and birth it will progress to learning that Christmas is when Christians celebrate Jesus' birthday. They will hear about the Nativity, of Jesus' birth in Bethlehem and the visitors who came to welcome him.

# Autumn Term Curriculum Guide



## Maths

The children will be using mathematical language in their everyday play as they count objects, things that cannot be seen and make marks. They will have opportunities to represent their understanding, as they match number to quantity, rhyme familiarity e.g. will begin to be embedded as the children practically explore number problem solving. The children will begin to develop their conceptual understanding as they sort and compare by weight, size and height. They will recognise, copy and continue patterns as they observe patterns in the environment, clothing and create their own. Throughout the provision children will recognise familiar shapes in their environment and develop their awareness of the properties as they build, balance and construct using a range of resources.

## Understanding the World

The children will use their personal experiences and starting points to learn about the similarities and differences between themselves and other people, both physically and culturally.

They will begin to develop their understanding of the concept of life cycles will learn about the need to respect and care for the natural environment and all living things. The children will observe seasonal changes and discuss growth and decay. They will start from recognising their personal growth as babies and also to care for the plants that they have previously planted e.g. vegetables and flowers, as they eat and cook their Harvest produce, such as potatoes and apples.

The children will explore celebrations of light around the world of Diwali, Hanukkah and Christmas as they recognise, compare and value the similarities and differences between themselves. Through using technology, e.g. computer programs, iPad etc they will develop their learning across the curriculum to record and extend their skills to sort, research and research .queries information.