

## Nursery Autumn Term Curriculum Overview 2020

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
<b>HALF TERM</b>	<b>PSED</b> MR, SCSA, MFB.								<b>Self -Confidence and Self-Awareness</b> <ul style="list-style-type: none"> <li>To select and use activities and resources with help</li> <li>To value praise for what they have done.</li> </ul> <b>Managing Feelings and Behaviour</b> <ul style="list-style-type: none"> <li>To be able to distract themselves when they get upset e.g. by engaging in a new play activity</li> <li>To inhibit own actions e.g. stopping themselves from doing something they shouldn't do</li> <li>To begin to accept the needs of others and take turns and share resources, sometimes with support from others.</li> </ul> <b>Making Relationships</b> <ul style="list-style-type: none"> <li>To show interest in others' play and to start joining in</li> <li>To initiate play, offering cues to peers to join</li> <li>To keep play going by responding to what others are saying or doing.</li> </ul>						
	<b>COM &amp; LANG</b> LA, U, S.								<b>Self -Confidence and Self-Awareness</b> <ul style="list-style-type: none"> <li>To select and use activities and resources with help</li> <li>To value praise for what they have done</li> <li>To enjoy the responsibility of carrying out small tasks.</li> </ul> <b>Managing Feelings and Behaviour</b> <ul style="list-style-type: none"> <li>To be able to distract themselves when they get upset e.g. by engaging in a new play activity</li> <li>To inhibit own actions e.g. stopping themselves from doing something they shouldn't do</li> <li>To begin to accept the needs of others and take turns and share resources, sometimes with support from others</li> <li>To adapt behaviour to different events, social situations and changes in routine.</li> </ul> <b>Making Relationships</b> <ul style="list-style-type: none"> <li>To initiate play, offering cues to peers to join them</li> <li>To keep play going by responding to what others are saying or doing.</li> </ul>						
	<b>PHYSICAL DEV</b> MH, HSC.								<b>Listening and Attention</b> <ul style="list-style-type: none"> <li>To listen to others one to one or in small groups, when conversation interests them</li> <li>To be able to follow instructions.</li> </ul> <b>Understanding</b> <ul style="list-style-type: none"> <li>To be able to respond to simple instructions</li> <li>To understand use of objects.</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>To use talk in pretending that objects stand for something else in play</li> <li>To use vocabulary focused on objects and people that are of particular importance to them.</li> </ul>						
	<b>LITERACY</b> R, W.								<b>Listening and Attention</b> <ul style="list-style-type: none"> <li>To listen to others one to one or in small groups, when conversation interests them</li> <li>To be able to follow instructions.</li> </ul> <b>Understanding</b> <ul style="list-style-type: none"> <li>To be able to respond to simple instructions</li> <li>To understand use of objects.</li> </ul> <b>Speaking</b> <ul style="list-style-type: none"> <li>To use talk in pretending that objects stand for something else in play</li> <li>To use vocabulary focused on objects and people that are of particular importance to them</li> <li>To retell a simple past event in the correct order.</li> </ul>						
	<b>MATHEMATIC</b> N, SSM.								<b>Moving and Handling</b> <ul style="list-style-type: none"> <li>To be able to draw lines and circles using gross motor movements</li> <li>To be able to stand momentarily on one foot when shown.</li> </ul> <b>Health and Self-Care</b> <ul style="list-style-type: none"> <li>To be able to tell adults when they are hungry or tired or when they want to rest or play</li> <li>To understand that equipment and tools have to be used safely</li> <li>To be able to wash and dry hands.</li> </ul>						
<b>PHYSICAL DEV</b> MH, HSC.								<b>Reading</b> <ul style="list-style-type: none"> <li>To show an interest in illustrations and print in books and print in the environment</li> <li>To look at books independently</li> <li>To handle books carefully.</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>To sometime give meaning to marks as they draw and paint.</li> </ul>							
<b>LITERACY</b> R, W.								<b>Reading</b> <ul style="list-style-type: none"> <li>To show an interest in illustrations and print in books and print in the environment</li> <li>To look at books independently</li> <li>To handle books carefully</li> <li>To begin to be aware of how stories are structured.</li> </ul> <b>Writing</b> <ul style="list-style-type: none"> <li>To sometime give meaning to marks as they draw and paint.</li> </ul>							
<b>MATHEMATIC</b> N, SSM.								<b>Numbers</b> <ul style="list-style-type: none"> <li>To use some number names and number language spontaneously</li> <li>To recite numbers in order to 10</li> <li>To begin to represent numbers using fingers, marks on paper or pictures.</li> </ul> <b>Shapes, Space and Measures</b> <ul style="list-style-type: none"> <li>To show an interest in shape and space by playing with shapes or making arrangements with objects</li> <li>To show awareness of similarities of shapes in the environment.</li> </ul>							
<b>MATHEMATIC</b> N, SSM.								<b>Numbers</b> <ul style="list-style-type: none"> <li>To use some number names and number language spontaneously</li> <li>To recite numbers in order to 10</li> <li>To begin to represent numbers using fingers, marks on paper or pictures.</li> <li>To use some number names accurately in play.</li> </ul> <b>Shapes, Space and Measures</b> <ul style="list-style-type: none"> <li>To show an interest in shape and space by playing with shapes or making arrangements with objects</li> <li>To show awareness of similarities of shapes in the environment</li> <li>To show an interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> </ul>							

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<b>UND WORLD</b> PC, W, T.	<p>People and Communities</p> <ul style="list-style-type: none"> <li>To remember and talk about significant events in their own experience</li> <li>To recognise and describes special times or events for family or friends.</li> </ul> <p>The World</p> <ul style="list-style-type: none"> <li>To be able to comment and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>To know how to operate simple equipment, e.g. turning on CD player and using remote control</li> <li>To show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> </ul>	<p>People and Communities</p> <ul style="list-style-type: none"> <li>To remember and talk about significant events in their own experience</li> <li>To recognise and describes special times or events for family or friends.</li> </ul> <p>The World</p> <ul style="list-style-type: none"> <li>To be able to comment and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> </ul> <p>Technology</p> <ul style="list-style-type: none"> <li>To know how to operate simple equipment, e.g. turning on CD player and using remote control</li> <li>To show an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> </ul>
<b>EXP ARTS &amp; D</b> EMM, BI.	<p>Exploring and using Media and Materials</p> <ul style="list-style-type: none"> <li>To be able to sing a few familiar songs</li> <li>To use various construction materials</li> <li>To realise that tools can be used for a purpose.</li> </ul> <p>Being Imaginative</p> <ul style="list-style-type: none"> <li>To be able to engage in imaginative role play based on first hand experiences.</li> <li>To notice what adults do and imitate what is observed and then doing it spontaneously when the adult is not there.</li> </ul>	<p>Exploring and using Media and Materials</p> <ul style="list-style-type: none"> <li>To be able to sing a few familiar songs</li> <li>To use various construction materials</li> <li>To realise that tools can be used for a purpose</li> <li>To be able to tap out simple repeated rhythms.</li> </ul> <p>Being Imaginative</p> <ul style="list-style-type: none"> <li>To be able to engage in imaginative role play based on first hand experiences.</li> <li>To notice what adults do and imitate what is observed and then doing it spontaneously when the adult is not there</li> <li>To be able to make up rhythms.</li> </ul>
<b>JS</b>	<p><b>Chagim: Rosh Hashanah</b></p> <ul style="list-style-type: none"> <li>To know Rosh Hashanah begins the new Jewish year</li> <li>To know we listen carefully to the Shofar on Rosh Hashanah</li> <li>To know we dip apple in honey on Rosh Hashanah and eat it</li> <li>To know bees help us to make honey for Rosh Hashanah</li> <li>To know we eat sweet foods on Rosh Hashanah and make some biscuits.</li> </ul> <p><b>Chagim: Yom Kippur</b></p> <ul style="list-style-type: none"> <li>To listen to a basic version of the Yonah story and to know that Yonah didn't listen to Hashem</li> <li>To know that on Yom Kippur we say sorry to Hashem and each other for unkind things we have done.</li> </ul> <p><b>Chagim: Succot/Shemini Atzeret/Simchat Torah</b></p> <ul style="list-style-type: none"> <li>To know on Succot we build a Succah</li> <li>To know a Succah has a roof made from braches and leaves</li> <li>To know we use a Lulav and Etrog on Succot</li> <li>To know we finish reading the Torah and begin again on Simchat Torah and wave flags</li> <li>To create a personalised Simchat Torah flag.</li> </ul> <p><b>Parasha</b></p> <ul style="list-style-type: none"> <li>Parashat Bereishit -Learning everything comes from Hashem</li> <li>Parashat Noach- Kindness to animals</li> </ul> <p><b>Tefillah</b></p> <ul style="list-style-type: none"> <li>To know how to behave during Tefillah</li> <li>To know Hashem is everywhere</li> <li>To know who are we saying Tefillah too</li> <li>Boys need to learn how to handle tzitzit during Tefilla.</li> <li>Learning the correct words for the tefillot.</li> </ul>	<p><b>Chagim: Chanukah</b></p> <ul style="list-style-type: none"> <li>Nursery sings an array of Chanukah songs at a show for their parents</li> <li>To know it was a miracle that the oil lasted for eight days</li> <li>To make basic clay or salt dough chanukiot to light each night of Chanukah</li> <li>To learn to count to eight and identify the eight candles and the shamash on the chanukiah</li> <li>To learn songs for the Nursery Chanukah show.</li> </ul> <p><b>Brachot</b></p> <ul style="list-style-type: none"> <li>To know we wash our hands before we eat bread</li> <li>To begin to say the Al Netilat yadayim and Hamotzi brachot before lunch</li> <li>To begin to be familiar with the following brachot: Lehadlik ner shel shabbat, Borei peri Hagafen and Hamotzi Lechem at the Shabbat table.</li> </ul> <p><b>Parasha</b></p> <ul style="list-style-type: none"> <li>Parashat Vayera- Welcoming guests to our homes</li> <li>Parashat Chayei Sara -Chessed, learning how we can show kindness</li> <li>Parashat Toldot -Recognising that each of us is different</li> <li>Parashat Vayetze- Showing kindness to people we know.</li> </ul> <p><b>Tefillah</b></p> <ul style="list-style-type: none"> <li>To learn the first sentence of Modeh Ani</li> <li>To learn the first verse of Torah Torah</li> <li>To know the first and second sentences of the Shema.</li> </ul>