

## Nursery Autumn Term Curriculum Overview 2021

	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>	<ul style="list-style-type: none"> <li>To select and use activities and resources, with help when needed</li> <li>To show more confidence in new social situations</li> <li>To play with one or more other children, extending and elaborating play ideas</li> <li>To be able to follow rules, understanding why they are important.</li> </ul>								<ul style="list-style-type: none"> <li>To select and use activities and resources, with help when needed</li> <li>To show more confidence in new social situations</li> <li>To play with one or more other children, extending and elaborating play ideas</li> <li>To be able to follow rules, understanding why they are important</li> <li>To be able to remember rules without needing an adult to remind them.</li> </ul>					
	<b>COM &amp; LANG</b>	<ul style="list-style-type: none"> <li>To be able to understand a question or instruction that has two parts, such as: "Get your coat and wait at the door"</li> <li>To be able to understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>To sing a large repertoire of songs</li> <li>To use longer sentences of four to six words.</li> </ul>								<ul style="list-style-type: none"> <li>To be able to understand a question or instruction that has two parts, such as: "Get your coat and wait at the door"</li> <li>To be able to understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>To sing a large repertoire of songs</li> <li>To use longer sentences of four to six words.</li> </ul>					
	<b>PHYSICAL</b>	<ul style="list-style-type: none"> <li>To continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</li> <li>To be able to start taking part in some group activities which they make up for themselves, or in teams</li> <li>To begin to make healthy choices about food, drink, activity and tooth brushing.</li> </ul>								<ul style="list-style-type: none"> <li>To continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills</li> <li>To be able to start taking part in some group activities which they make up for themselves, or in teams</li> <li>To begin to make healthy choices about food, drink, activity and tooth brushing.</li> </ul>					
	<b>LITERACY</b>	<ul style="list-style-type: none"> <li>To be able to understand the five key concepts about print:                             <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> </ul> </li> </ul>								<ul style="list-style-type: none"> <li>To be able to understand the five key concepts about print:                             <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> </ul> </li> <li>To begin to develop phonological awareness so they can spot and suggest rhymes.</li> </ul>					
	<b>MATHEMATIC</b>	<ul style="list-style-type: none"> <li>To recite numbers past 5</li> <li>To show 'finger numbers' up to 5</li> <li>To be able to talk about and explore 2D shapes</li> <li>To talk about and identify patterns around them.</li> </ul>								<ul style="list-style-type: none"> <li>To recite numbers past 5</li> <li>To say one number for each item in order 1, 2, 3, 4, 5</li> <li>To show 'finger numbers' up to 5</li> <li>To be able to talk about and explore 2D shapes</li> <li>To talk about and identify patterns around them.</li> </ul>					
	<b>UND</b>	<ul style="list-style-type: none"> <li>To use all their senses in hands on exploration of natural materials</li> <li>To explore collections of materials with similar or different properties</li> <li>To explore how things work.</li> </ul>								<ul style="list-style-type: none"> <li>To use all their senses in hands on exploration of natural materials</li> <li>To explore collections of materials with similar or different properties</li> <li>To explore how things work.</li> </ul>					
	<b>EXP ARTS &amp; D</b>	<ul style="list-style-type: none"> <li>To take part in simple pretend play, using an object to represent something else even though they are not similar</li> <li>To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc</li> <li>To explore different materials freely</li> <li>To explore colour and colour mixing</li> <li>To listen with increased attention to sounds.</li> </ul>								<ul style="list-style-type: none"> <li>To take part in simple pretend play, using an object to represent something else even though they are not similar</li> <li>To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc</li> <li>To explore different materials freely</li> <li>To explore colour and colour mixing</li> <li>To listen with increased attention to sounds.</li> </ul>					
	<b>JS</b>	Chagim: Rosh Hashanah <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> Chagim: Yom Kippur <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> </ul>								Chagim: Chanukah <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> Brachot and Tefillah					

## Nursery Autumn Term Curriculum Overview 2021

- To know that on Yom Kippur we say sorry to Hashem and each other for unkind things we have done.
- Chagim: Succot/Shemini Atzeret/Simchat Torah
- To know on Succot we build a Succah
- To know a Succah has a roof made from branches and leaves
- To know we use a Lulav and Etrog on Succot
- To know we finish reading the Torah and begin again on Simchat Torah and wave flags
- To create a personalised Simchat Torah flag.

### Parasha

- Parashat Noach- Kindness to animals
- Lech Lecha – Doing what we are told
- Vayera-Welcoming visitors
- Chayei Sarah – chessed.

### Tefillah

- To know how to behave during Tefillah
- To know Hashem is everywhere
- To know who are we saying Tefillah too
- Boys need to learn how to handle tzitzit during Tefilla
- Learning the correct words for the tefillot.

- To know we wash our hands before we eat bread
- To begin to say the Al Netilat yadayim and Hamotzi brachot before lunch
- To begin to be familiar with the following brachot: Lehadlik ner shel shabbat, Borei peri Hagafen and Hamotzi Lechem at the Shabbat table
- To learn the first sentence of Modeh Ani
- To learn the first verse of Torah Torah
- To know the first and second sentences of the Shema.

### Parasha

- Parashat Vayetze- Kindness
- Parashat Vayishlach- Making up after a quarrel
- Parashat Vayeshev – Being jealous
- Parashat Miketz – Respect for Kings and queens
- Parashat Vayigash – Everything is from Hashem
- Parashat Vayechi – Showing love