

Nursery Autumn Term Curriculum Overview 2023

	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	
HALF TERM	PSED	<ul style="list-style-type: none"> To select and use activities and resources, with help when needed To show more confidence in new social situations To play with one or more other children, extending and elaborating play ideas To be able to follow rules, understanding why they are important. 								<ul style="list-style-type: none"> To select and use activities and resources, with help when needed To show more confidence in new social situations To play with one or more other children, extending and elaborating play ideas To be able to follow rules, understanding why they are important To be able to remember rules without needing an adult to remind them. 						
	COM & LANG	<ul style="list-style-type: none"> To be able to understand a question or instruction that has two parts, such as: "Get your coat and wait at the door" To be able to understand 'why' questions, like: "Why do you think the caterpillar got so fat?" To sing a large repertoire of songs To use longer sentences of four to six words. 								<ul style="list-style-type: none"> To be able to understand a question or instruction that has two parts, such as: "Get your coat and wait at the door" To be able to understand 'why' questions, like: "Why do you think the caterpillar got so fat?" To sing a large repertoire of songs To use longer sentences of four to six words. 						
	PHYSICAL	<ul style="list-style-type: none"> To continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills To be able to start taking part in some group activities which they make up for themselves, or in teams To begin to make healthy choices about food, drink, activity and tooth brushing. 								<ul style="list-style-type: none"> To continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills To be able to start taking part in some group activities which they make up for themselves, or in teams To begin to make healthy choices about food, drink, activity and tooth brushing. 						
	LITERACY	<ul style="list-style-type: none"> To be able to understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book 								<ul style="list-style-type: none"> To be able to understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book To begin to develop phonological awareness so they can spot and suggest rhymes. 						
	MATHEMATIC	<ul style="list-style-type: none"> To recite numbers past 5 To show 'finger numbers' up to 5 To be able to talk about and explore 2D shapes To talk about and identify patterns around them. 								<ul style="list-style-type: none"> To recite numbers past 5 To say one number for each item in order 1, 2, 3, 4, 5 To show 'finger numbers' up to 5 To be able to talk about and explore 2D shape To talk about and identify patterns around them. 						
	UND	<ul style="list-style-type: none"> To use all their senses in hands on exploration of natural materials To explore collections of materials with similar or different properties To explore how things work. 								<ul style="list-style-type: none"> To use all their senses in hands on exploration of natural materials To explore collections of materials with similar or different properties To explore how things work. 						
	EAD	<ul style="list-style-type: none"> To take part in simple pretend play, using an object to represent something else even though they are not similar To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc To explore different materials freely To explore colour and colour mixing To listen with increased attention to sounds. 								<ul style="list-style-type: none"> To take part in simple pretend play, using an object to represent something else even though they are not similar To begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc To explore different materials freely To explore colour and colour mixing To listen with increased attention to sounds. 						
	JS	Chagim: Rosh Hashanah <ul style="list-style-type: none"> To know Rosh Hashanah begins the new Jewish year To know we listen carefully to the Shofar on Rosh Hashanah To know we dip apple in honey on Rosh Hashanah and eat it To know bees help us to make honey for Rosh Hashanah To know we eat sweet foods on Rosh Hashanah and make some biscuits. Chagim: Yom Kippur <ul style="list-style-type: none"> To listen to a basic version of the Yonah story and to know that Yonah didn't listen to Hashem 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 								Chagim: Chanukah <ul style="list-style-type: none"> Nursery sings an array of Chanukah songs at a show for their parents To know it was a miracle that the oil lasted for eight days To make basic clay or salt dough chanukiot to light each night of Chanukah To learn to count to eight and identify the eight candles and the shamash on the chanukiah To learn songs for the Nursery Chanukah show. Brachot and Tefillah <ul style="list-style-type: none"> To know we wash our hands before we eat bread To begin to say the Al Netilat yadayim and Hamotzi brachot before lunch 						

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- 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 Bereshit – everything comes from Hashem.

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 Tefillah
- Learning the correct words for the tefillot.

- 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

- Lech Lecha – Doing what we are told
- Vayera-Welcoming visitors
- Chayei Sarah – chessed
- Toldot -
- Vayetze- Kindness
- Vayishlach- Making up after a quarrel
- Vayeshev – Being jealous.