



OVERCHURCH INFANT SCHOOL

NURSERY AUTUMN TERM CURRICULUM 2020-21

KEY TEXTS: Owl Babies, Big Ideas, Nursery Rhymes, Superhero Mum/Dad, Supertato, People Who Help Us (Non-Fiction Texts)

Literacy		Mathematics	Physical Development
Reading	Writing	Number	Moving And Handling
<p><i>As readers we can:</i> <i>Say the missing word or phrase when joining in with familiar rhymes or songs (22-36 months)</i></p> <p>As readers we will: (30-50 months)</p> <ul style="list-style-type: none"> • Show interest in illustrations and print in books and print in the environment. • Listen and join in with stories and poems. • Recognise that some words sound the same (rhyme) and start with the same sound (alliteration). • Copy a simple rhythm and keep in time to the beat. • Recognise familiar words and signs including my name. • Follow Phase 1 Letters and Sounds 	<p><i>As writers we can:</i> Notice the difference between the marks that we make (picture and 'writing')</p> <p>As writers we will:</p> <ul style="list-style-type: none"> • Comment on the marks that we make • Comment on the marks that we see in familiar places 	<p><i>As mathematicians we can:</i></p> <ul style="list-style-type: none"> • Give a required number of objects • Say some number names in sequence • Talk about and compare different quantities knowing that the quantity will change if things are added or taken away. (22-26 months) <p>As mathematicians we will:</p> <ul style="list-style-type: none"> • Recite numbers in order to 10 • Count a group of objects • Match numerals with an amount of objects (to 5) • Count actions as well as objects <ul style="list-style-type: none"> • Numberblocks (NCETM) https://www.ncetm.org.uk/resources/52060 	<p>To develop our strength we can:</p> <ul style="list-style-type: none"> • Draw/copy simple shapes (circles and lines) • Show preference for a dominant hand • Kick a large ball • Use a tripod grip (three fingers) to hold a pencil <p>To develop our strength we will:</p> <ul style="list-style-type: none"> • Learn to negotiate space adjusting direction and speed to avoid obstacles • Balance on one foot and climb using alternate feet • Draw lines and circles using the whole arm (gross motor) • Use one handed tools to snip and snip paper moving forward • Hold our pencil with a pincer grip (no longer whole hand)
		Shape	Health and Self Care
		<p><i>As a mathematician we can:</i></p> <ul style="list-style-type: none"> • Sort objects, notice simple shapes and patterns and use language of size <p>Also as a mathematician we will:</p> <ul style="list-style-type: none"> • Use positional language • Talk about the shape of everyday objects • Notice shape in our environment • Use shapes appropriately in play 	<p>To be clean and healthy we can:</p> <ul style="list-style-type: none"> • Communicate need for the toilet • Help with clothing- undo zip, put on hats etc. <p>To be clean and healthy we will:</p> <ul style="list-style-type: none"> • Wash and dry our own hands (COVID-19 hygiene lessons) • Use the toilet by ourselves • Practise putting on our own wellies, shoes and coats with increasing independence

Expressive Art And Design	Understanding The World	Communication And Language	Personal, Social & Emotional Development
Exploring And Using Media & Materials	People And Communities	Listening And Attention	Self-confidence And Self-awareness
<p>As artists we can:</p> <ul style="list-style-type: none"> • Sing songs • Create sounds • Experiment with different materials and media <p>As artists we will:</p> <ul style="list-style-type: none"> • Use lines to create shapes and objects • Stack, balance and join to build structures • Experiment with colours to see how they can be changed. • Copy movements in response to music 	<p>We can:</p> <ul style="list-style-type: none"> • Act out some events from life at home • Start to make relationships with other children <p>We will:</p> <ul style="list-style-type: none"> • Talk about our families and the people that are important to us • Share information about celebrations we have experienced (Halloween, Bonfire Night, Divali, Christmas, birthdays). 	<p>As a listener we can:</p> <ul style="list-style-type: none"> • Listen to and respond to familiar sounds • Respond to our name <p>As a listener we will:</p> <ul style="list-style-type: none"> • Listen to a simple conversation • Listen carefully to a simple story • Follow simple instructions 	<p>To demonstrate confidence we can:</p> <ul style="list-style-type: none"> • Separate from our main carer without distress • Show others what I like <p>To demonstrate confidence we will:</p> <ul style="list-style-type: none"> • Choose activities and resources with help • Talk to people that we don't know well • Talk to children that we are playing with • Respond well to positive praise
Being Imaginative	The World	Understanding	Managing Feelings And Behaviour
<p>To show our imaginative skills we can:</p> <ul style="list-style-type: none"> • Learn to play imaginatively by pretending • Talk in simple terms about the 2D or 3D representations we make <p>To show our imaginative skills we will:</p> <ul style="list-style-type: none"> • Pretend to be someone else in play • Play imaginatively • Tell our own stories • Move in response to music 	<p>We can:</p> <ul style="list-style-type: none"> • Notice and talk about some of the things in our immediate environment <p>We will:</p> <ul style="list-style-type: none"> • Ask questions and talk about the world around us • Look carefully at the world around us and talk about the things I have noticed (Autumn-seasonal changes) 	<p>To demonstrate our understanding we can:</p> <ul style="list-style-type: none"> • Answer what, who, where questions • Understand simple concepts (e.g big/little) <p>To demonstrate our understanding we will:</p> <ul style="list-style-type: none"> • Follow a simple instruction (get or put away an object) • Follow instructions that include prepositions (under, on top, behind) • Begin to understand why and how questions <p>Baseline Assessment – Wellcomm assessment</p>	<p>We can:</p> <ul style="list-style-type: none"> • Follow some rules and routines. • Distract myself when upset. • Stop when doing something we shouldn't <p>We will:</p> <ul style="list-style-type: none"> • Learn to follow Ollie Owl's rules including taking turns and sharing with support • Learn how to wait occasionally for our needs to be met. • Learn that actions and words affect others. • Learn about our different feelings.
	Technology	Speaking	Making Relationships
	<p>We can:</p> <ul style="list-style-type: none"> • Turn equipment on and off • Operate simple toys independently <p>We will:</p> <ul style="list-style-type: none"> • Use simple toys with moving parts to achieve a desired effect • Operate a range of simple technology 	<p>As speakers we can:</p> <ul style="list-style-type: none"> • Use new words in our talking • Begin to take turns in a conversation • Talk in simple sentences • Use word endings <p>As speakers we will:</p> <ul style="list-style-type: none"> • Use joining words in my talk (and, because) • Retell something that happened in the right order • Explain what is happening • Predict what might happen • Use simple question word 	<p>We can:</p> <ul style="list-style-type: none"> • Join in with others • Make a special friendship with another child <p>We will:</p> <ul style="list-style-type: none"> • Play in a group • Invite children to play and respond to what they are saying and doing

*'We can' statement is from the 22-36 months Early Years Outcomes / 'We will' statement is from the 30-50 months Early Years Outcome. Children upon entry to Nursery would be at Age Related Expectation (ARE) if they are working at 30-50 months Beginning.