

## Half Termly Curriculum Plan Autumn 1 2024

| Nursery                    |  |   |  |   |  |  |  |   |  |
|----------------------------|--|---|--|---|--|--|--|---|--|
| All About Me               | Development<br>Matters focus<br>outcomes   | Week 1  | Week 2  All About Me What I look like My body  | Week 3  Emotions The Colour Monster   | Week 4 Similarities/ Differences Elmer   | Week 5  Kindness The Smartest Giant in Town  | Week 6  Autumn harvest The Little Red Hen  | Week 7  Autumn 123 What can you see in Autumn   | Week 8  Halloween 5 Little Pumpkins  |
| Communication and Language | Enjoy listening to<br>longer stories and<br>remember much of<br>what happens     |   | Begin to listen to stories   | Listen to the Colour<br>Monster<br>Colour Monster stick<br>puppets<br>Talk about happy and<br>sad | Listen to and talk about Elmer   | Listen to and talk<br>about The Smartest<br>Giant in Town<br>Story sequencing                            | The enormous turnip Listen to and talk about The Little Red Hen Stick puppets Story sequencing             | Listen to the Autumn story Autumn objects explore and talk/ask Autumn prompt cards – can you find   | Learn five little pumpkins   |
|                            | Sing a large repertoire of songs   | Sing some familiar songs of the children's choice                                   | Learn Heads,<br>Shoulders, Knees<br>and Toes   | If you're happy and<br>you know it  | Sing a variety of songs  | Say hello (song<br>taught by Mr<br>Sanders)  | Dingle dangle<br>scarecrow   | Autumn songs  | I'm a little pumpkin   |
| PSED                       | Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. |   | Circles for children to<br>add features and<br>make faces choosing<br>the expression | What makes us happy? Create images of things that make us happy. Colour different colour monsters | Mimic expressions  | Think about how the giant feels – happy, sad. How do you feel?   | Scarecrow emotions cards   | Autumn walk to the woods, children to find objects that are autumn related such as conkers, leaves and talk about their experience of finding | Pumpkin faces - how<br>are they feeling?<br>Create pumpkin faces   |
|                            | Increasingly follow rules, understanding why they are important.                 |   | Practising tidy up time and sitting for a story.                                     | Practise tidying up<br>and sitting for a story.<br>Begin to line up for<br>the woods              | Practise tidying up<br>and sitting for a story.<br>Practise lining up to<br>go to the woods,<br>rugby, PE. | Practise tidying up<br>and sitting for a story.<br>Practise lining up to<br>go to the woods,<br>rugby PE | Practise tidying up<br>and sitting for a story.<br>Practise lining up to<br>go to the woods,<br>rugby, PE. | them. Practise tidying up and sitting for a story. Practise lining up to go to the woods, rugby PE  | Practise tidying up<br>and sitting for a story.<br>Practise lining up to<br>go to the woods,<br>rugby PE |
| Physical development       | Show a preference for a dominant hand.   | Use a range of tools –<br>pens, pencils,<br>crayons, paint<br>brushes, scissors etc | Use a range of tools –<br>pens, pencils,<br>crayons, paint<br>brushes, scissors etc  | Use a range of tools –<br>pens, pencils,<br>crayons, paint<br>brushes, scissors etc               | pens, pencils, crayons, paint  | Use a range of tools –<br>pens, pencils,<br>crayons, paint<br>brushes, scissors etc                      | Use a range of tools –<br>pens, pencils,<br>crayons, paint<br>brushes, scissors etc                        | Use a range of tools –<br>pens, pencils,<br>crayons, paint<br>brushes, scissors etc   | Use a range of tools –<br>pens, pencils,<br>crayons, paint<br>brushes, scissors etc                      |

|               | Continue to develop               | Use the outside              | Use the outside                           | Weekly PE/Tiny        | Weekly PE/Tiny         | Weekly PE/Tiny                        | Weekly PE/Tiny          | Weekly PE/Tiny                 | Weekly PE/Tiny                                   |
|---------------|-----------------------------------|------------------------------|---|-----------------------|------------------------|---------------------------------------|-------------------------|--------------------------------|--|
|               | their movement,                   | equipment                    | equipment                                 | Rugby                 | Rugby                  | Rugby                                 | Rugby                   | Rugby                          | Rugby  |
|               | balancing, riding                 | equipinient                  | cquipment                                 | Create an obstacle    | Create an obstacle     | Create an obstacle                    | Create an obstacle      | Create an obstacle             | Create an obstacle                               |
|               | (scooters, trikes,                |                              |   | course                | course                 | course                                | course                  | course                         | course   |
|               | bikes) and ball skills.           |                              |   | Bikes/trikes          | Bikes/trikes           | Bikes/trikes                          | Bikes/trikes            | Bikes/trikes                   | Bikes/trikes                                     |
| Literacy      | Understand that print             |                              | Talk about basic body                     | Names – look at the   | Copy names in          | Find labelled images                  | Make autumn mark        | Letters on leaves              | Writing/mark making                              |
|               | has meaning.                      |                              | parts and show a                          | first letter/sound in | sand/foam              | of story characters                   | making tools            | copy with chalk on             | on pumpkins with                                 |
|               |                                   |                              | large labelled picture                    | their name            |                        |                                       | Bury names in soil,     | chalkboards                    | whiteboard pens                                  |
|               |                                   |                              |   |                       |                        |                                       |                         | Decorate initial letter        | LEde to the constitution                         |
|               |                                   |                              |   |                       |                        |                                       | try to find their name  | of name with natural           | Hide letter pumpkins  – find the first letter of |
|               |                                   |                              |   |                       |                        |                                       |                         | items such as twigs and leaves | your name  |
|               | Engage in extended                |                              | Talk about the story                      | Talk about the story  | Story sequencing       |                                       | Talk about the story    | Talk about the story           | your name  |
|               | conversations about               | Talk about stories           | and new vocabulary                        | and new vocabulary    | Talk about the story   | Sensory bin, discuss                  | and new vocabulary      | and new vocabulary             |  |
|               | stories, learning new             |                              | and new vocabulary                        | and new vocabulary    | and new vocabulary     | the props and use vocabulary from the | and non recasulary      | and non-recasulary             |  |
|               | vocabulary.                       |                              |   |                       |                        | story                                 |                         |                                |  |
| Maths         | Show 'finger                      | Sing number songs            | How old are you – 3                       | Sing number songs     | Count the elephants,   | Number songs eg                       | Practise holding up     | Autumn numbers to 5            | 5 numpkins 5                                     |
| Watris        | numbers' up to 5.                 | Cing namber songs            | or 4 count to 3                           | Count the colour      | count the colours      | 12345 once I caught                   | the correct number of   | activities                     | spiders, 5 skeletons                             |
|               |                                   |                              | holding up 3 fingers,                     | monsters              |                        | a fish alive                          | fingers whilst singing  |                                | Show an amount of                                |
|               |                                   |                              | count to 4 holding up                     |                       | Elmer counting song    |                                       | a farm counting song    |                                | the first object/image,                          |
|               |                                   |                              | 4 fingers.                                |                       |                        |                                       | eg 5 little chicks      |                                | count together then                              |
|               |                                   |                              | Body part counting                        |                       |                        |                                       |                         |                                | show   |
|               |                                   |                              | using the song                            |                       |                        |                                       |                         |                                |  |
|               |                                   |                              | Heads, shoulders,                         |                       |                        |                                       |                         |                                |  |
|               |                                   |                              | knees and toes – 2<br>eyes, 2ears 1 mouth |                       |                        |                                       |                         |                                |  |
|               |                                   |                              | 1 nose                                    |                       |                        |                                       |                         |                                |  |
|               |                                   |                              | 1 11000                                   |                       |                        | Sock patterns                         | Draw autumn             | Repeated patterns              | Simple pumpkin                                   |
|               | Extend and create                 |                              | Repeating patterns                        | Complete colour       | make patterns using    |                                       | repeating patterns in   | with natural autumn            | colour repeated                                  |
|               | ABAB patterns.                    |                              | with body parts eg                        | monster patterns eg   | Elmer and a grey       |                                       | chalk eg red leaf,      | objects                        | patterns   |
|               |                                   |                              | clapping, stamping                        | yellow colour         | elephant               |                                       | yellow leaf children to |                                |  |
|               |                                   |                              |   | monster, blue colour  |                        |                                       | continue the pattern.   |                                |  |
|               |                                   |                              |   | monster, yellow, blue |                        |                                       |                         |                                |  |
| Understanding | Begin to make sense               | Talk about who is in         | Think about people                        | How have I changed    | Similarities and       | Similarities and                      | Similarities and        | Where do I live?               |  |
| the World     | of their own life-story           | our family                   | who are important to                      | from a baby to now    | differences within     | difference, changes                   | difference, changes     |                                |  |
| the World     | and family's history.             | ,                            | us  | ,                     | families               | from babies to now                    | from babies to now      |                                |  |
|               |                                   |                              | Know basic body                           |                       |                        |                                       |                         |                                | Use senses to                                    |
|               |                                   |                              | parts                                     |                       |                        |                                       |                         | Senses walk around             | explore pumpkins.                                |
|               |                                   | Evalore the new              |   |                       |                        |                                       |                         | the nursery garden             |  |
|               | Use all their senses              | Explore the new surroundings | Land to the extension and                 | El                    |                        | 0                                     | Harvest festival        | and woods                      | Slime – add googly                               |
|               | in hands-on                       | 1                            | Look in the mirror and                    |                       | Natural material faces | Sensory exploration                   |                         | How have things                | eyes   |
|               | exploration of natural materials. |                              | describe what they see – hair colour, eye | objects within play   |                        |                                       |                         | changed from the summer        | Create and describe                              |
|               | materiais.                        |                              | colour, hair length etc                   |                       |                        |                                       | Autumn leaves –         | Julillio                       | magic potions                                    |
|               |                                   |                              | Colour, mail longth oto                   | magnifying glass      |                        |                                       | walking in the leaves   | Autumn feely bags              | magio poliono                                    |
|               |                                   |                              |   | 3 7 9 9 9             |                        |                                       | what do they            | Autumn water play              |  |
|               |                                   |                              |   |                       |                        |                                       | sound/feel like? What   |                                |  |
|               |                                   |                              |   |                       |                        |                                       | do they look like?      | Autumn mud kitchen             |  |
|               |                                   |                              |   |                       |                        |                                       |                         |                                |  |
|               |                                   |                              |   |                       |                        |                                       | Grains, wheat, bread    |                                |  |
|               |                                   |                              |   |                       |                        |                                       | - describe the          |                                |  |
|               |                                   |                              |   |                       |                        |                                       | different textures      |                                |  |
|               |                                   |                              |   |                       |                        |                                       |                         |                                |  |
|               |                                   |                              |   |                       |                        |                                       |                         |                                |  |

|               |   | 1  | 1   | 1  | 1  | 1   | 1   | 1   | 1   |
|---------------|---|--|---|--|--|---|---|---|---|
| Arts & Design | Explore different materials freely, to develop their ideas about how to use them and what to make.  | Use different<br>materials to create<br>pictures of choice | Paint a self portrait   | Create different expressions with playdough Choose materials to create a colour monster  | Create Elmer using different colours, textures and tools   | Make/decorate new clothes for the giant   | Autumn leaf printing Autumn objects printing/painting   | Autumn animals using different materials and different tools to paint with such as forks and cotton buds Autumn animal  | Create spiders with a variety of materials  Create collage pumpkins  Chalk skeletons  |
|               | Listen with increased attention to sounds.  |  | Listening games and activities on the carpet  | Listening games and activities on the carpet   | Listening games and activities on the carpet   | Listening games and activities on the carpet  | Identifying farm<br>animals from the<br>noises they make  | shelters<br>Listen to others  | Listening games and activities on the carpet  |
| Music         | Sitting on carpet spaces.  Listen & respond to given instructions.  Working collaboratively as a cohort.  Recognise & respond to 'Pulse / Rhythm' & simple musical Elements.  Compose simple actions.  Play untuned instruments with control to a given stimulus.  Sing / Play / Perform with growing confidence. | No Music Lesson<br>This Week                               | Activities: Hello / Name Song. Action Rhymes / Songs: -Two Little Dicky BirdsHead, Shoulders. Knees & Toes. | Activities: Hello / Name Song. Action Rhymes / Songs: - Two Little Dicky Birds Head, Shoulders, Knees & Toes How Do You Do Little Miss Muffet Rhythm of the Music. | Activities: Hello / Name Song. Action Rhymes / Songs: - Two Little Dicky Birds Head, Shoulders, Knees & Toes How Do You Do Little Miss Muffet Rhythm of the Music Father & Mother & Uncle Tom. | Activities: Hello / Name Song. Action Rhymes / Songs: - Two Little Dicky Birds Head, Shoulders, Knees & Toes How Do You Do Little Miss Muffet Rhythm of the Music Father & Mother & Uncle Tom Stamp & Clap. | Activities: Hello / Name Song. Action Rhymes / Songs: - Two Little Dicky Birds Head, Shoulders, Knees & Toes How Do You Do Little Miss Muffet Rhythm of the Music Father & Mother & Uncle Tom Stamp & Clap Three Little Pigs. | Activities: Hello / Name Song. Action Rhymes / Songs: - Two Little Dicky Birds Head, Shoulders, Knees & Toes How Do You Do Little Miss Muffet Rhythm of the Music Father & Mother & Uncle Tom Stamp & Clap Three Little Pigs. | Activities: Hello / Name Song. Action Rhymes / Songs: - Two Little Dicky Birds Head, Shoulders, Knees & Toes How Do You Do Little Miss Muffet Rhythm of the Music Father & Mother & Uncle Tom Stamp & Clap Three Little Pigs. |