



Nursery's Curriculum Map Autumn Term 1

This learning overview provides you with an insight into the children's learning experiences throughout Autumn term 1. The learning opportunities will also continue to be enhanced over the term as children build upon their own unique experiences and share their ideas with their friends as is the ethos of EYFS. Through the continuous provision children are given lots of opportunities for child initiated, investigation and play. This enhances learning through stimulating activities and opportunities to develop greater depth. During the autumn term we will focus on the prime areas of learning as these include the steps that we build on for the specific areas of learning. These are some of the experiences and activities that the children will be completing in nursery.

Kind regards

Mrs James

Topic - 6 week theme: Nursery – Marvellous me and my family, starting school and settling in

Power of reading books to support us with our knowledge are;



Nursery Rhymes this term that links with our maths learning, One potato, two potato three potato four.. 5 little speckled frogs, 5 little ducks, 5 Current buns and 5 Fat sausages.



Areas of Learning: Prime Areas

Communication & Language

To demonstrate single channelled attention i.e they can shift to a different task if their attention is fully obtained.

To show interest in the noise's adults make when they read stories and in playing with sounds, songs and rhymes.

To be able to recognise and respond to many familiar sounds.

To understand more complex sentences such as "put your toys away and then we'll read a book".

To understand 'who', 'what', 'where' in simple questions such as "what's that? Where's this?".

Beginning to understanding simple concepts such as big/little.

To hold conversations, jumping from topic to topic and use simple sentences such as "mummy gone work".

Personal, Social & Emotional Development

To separate from their main carer with the support and encouragement from a familiar adult

To express their own preferences and interests.

To show interest in others' play and beginning to join in.

To seek out others to share experiences, and may begin to form a special friendship with another child.

To show affection and concern for people who are special to them.

To express their own feelings such as happy, sad, cross or worried.

To show awareness that some actions can hurt or harm others.

To show an understanding and cooperate with some boundaries and routines.

To control their own actions/behaviours and the ability to distract self when upset.

To gain more bowel and bladder control and attend to toileting needs themselves most of the time.

Physical Development

To move freely and with pleasure and confidence in a range of ways.

To mount stairs, steps or climbing equipment using alternate feet.

To draw lines and circles using gross motor movements, catch large balls and stand momentarily on one foot when shown.

To begin to make large movements and develop fine motor skills through funky finger activities and 'Dough Disco.'





<p>Children will be encouraged and supported to use more complex sentences and extend their sentences. The children will be challenged to explain their thinking and understanding.</p>	<p>Key Vocabulary: Emotions, happy, loved, calm, sad, angry, nervous, mixed, friends, crossed, worried, empathy, different, healthy.</p>	<p>Key Vocabulary: Rolling, crawling, walking, running, hopping and skipping, pinch, pat, squeeze, dancing fingers, thread, push, pull and balance, safe.</p>
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<h2 style="text-align: left; margin: 0;">Areas of Learning: Specific Areas</h2>			
<h3 style="margin: 0;">Maths</h3>	<h3 style="margin: 0;">Literacy</h3>	<h3 style="margin: 0;">Expressive arts and design</h3>	<h3 style="margin: 0;">Understanding the World</h3>
<p>To explore colour and colour mixing.</p> <p>To make comparisons between objects relating to size.</p> <p>To talk about and explore 2D shapes.</p> <p>To make comparisons.</p>	<p>To enjoy rhyming and rhythmic activities, and recognise rhythm in spoken words.</p> <p>To listen to and join in with stories and poems, one to one and also in small groups.</p> <p>To know the difference between different marks they make.</p>	<p>To join in singing their favourite songs and create sounds.</p> <p>To show an interest in how musical instruments sound and enjoy experimenting with blocks, colours and marks.</p> <p>To develop preferences for forms of expression.</p> <p>To use movement to express feelings and create movement in response to music.</p> <p>To sing to themselves and make up simple songs.</p> <p>To begin to make marks intentionally, they may express ideas and feelings</p>	<p>To have a sense of their own immediate family and relations.</p> <p>To be able to pretend in their play, they imitate everyday actions and events from their own family and cultural background.</p> <p>To begin to have their own friends and learn that they have similarities and differences that connect them to, and distinguish them from, others.</p> <p>To notice some detailed features of objects in their environment.</p> <p>To enjoy exploring natural materials and materials with different properties both inside and outside.</p> <p>To show interest and respond to different natural phenomena such as walking through tall grass or looking for worms and minibeasts.</p>



		<p>through these and give them meaning.</p> <p>To explore different materials, using all their senses to investigate them, they make simple models which express ideas.</p> <p>To develop pretend play, pretending that one object represents another.</p>	
<p>Key Vocabulary: Red; blue, yellow, purple, mix, shade, sides, corners, straight, flat. match, same, opposite, bigger/little/small.</p>	<p>Key Vocabulary: Book; rhyme, join in, picture, illustration, words, text, follow, repeat, look, favourite, hearing, listening, sound, recognise, logo, Listen, hear, noise, sound, difference, same, similar, loud, quiet, squeak, bark, horn, cars, trees, marks, pencils, pens, paper, drawing, writing, straight, pencil, marks, sand, glitter</p>	<p>Key Vocabulary: Banging; shaking, tapping and blowing, imagination, create, curved, straight, build, materials, use, show, notice, work, local area, buildings, Join, stick, glue and cut.</p>	<p>Key Vocabulary: Autumn; leaf, squirrel, hedgehog, pumpkin, changes, houses, homes, local area, festivals, celebrations, family, family members, respect care, look after, home, mum, dad, brother, sister, dog, cat, rabbit, pets, school, nursery, touch, see, feel, smell, hear, taste. Now and next, wavy, thick, muddy, squelchy, crunch.</p>