

English

Writing

Beginning to make marks with a variety of materials e.g. sticks in mud, flour, paint, etc.
Tuning into sounds during listening games
Beginning to show an awareness of alliteration e.g. the sssslippery ssssnake.
Adding marks to pictures giving meaning to them.
Adding marks to show my name.

Reading

Listening to simple stories and using pictures to help me know what is happening.
Enjoy listening to longer stories and can remember much of what happens.
Using repeated story language to join in with the 'reading' of class stories.

Phonics (EYFS ,KS1)

Phase 1 phonics- environmental sounds.
Phase 2 phonics- initial single sounds.

Key texts:

Goat goes to Nursery
The Colour Monster
Daisy's Dragons- A story about feelings.
What is love?
There's Only One You.
Who are you?
Leaf Man
Squirrel's Autumn
Coming To England (Black History Month)
Dr Duck
Mog and the V.E.T.
The Jolly Postman
Emergency!
The Nativity Story
The Night Before Christmas

**CURRICULUM INFORMATION
Autumn 1 & 2 2025
Nursery**

RE

Branch 1 Creation and covenant
God made our beautiful world and everything in it.
God made me.
God made me.
God loves me. God loves everyone.
God made the wonderful world.
The words and actions of the sign of the cross: 'In the name of the Father, and of the Son and of the Holy Spirit. Amen'.
Give thanks for God's wonderful world
Look after me.
Look after God's world.
Branch 2 Prophecy and promise
Mary was going to have a baby.
His name will be Jesus (Lk 1:26-31, 38).
Jesus was born in Bethlehem (Lk 2:4-7).
Shepherds hurried to see Mary and Joseph and baby Jesus (Lk 2:8-20).
Mary had a baby called Jesus.
Advent wreath.
The tradition of the crib.
Nativity celebration.
Celebrate Advent, it is a time to get ready for Christmas.
God sent Jesus to love us all.

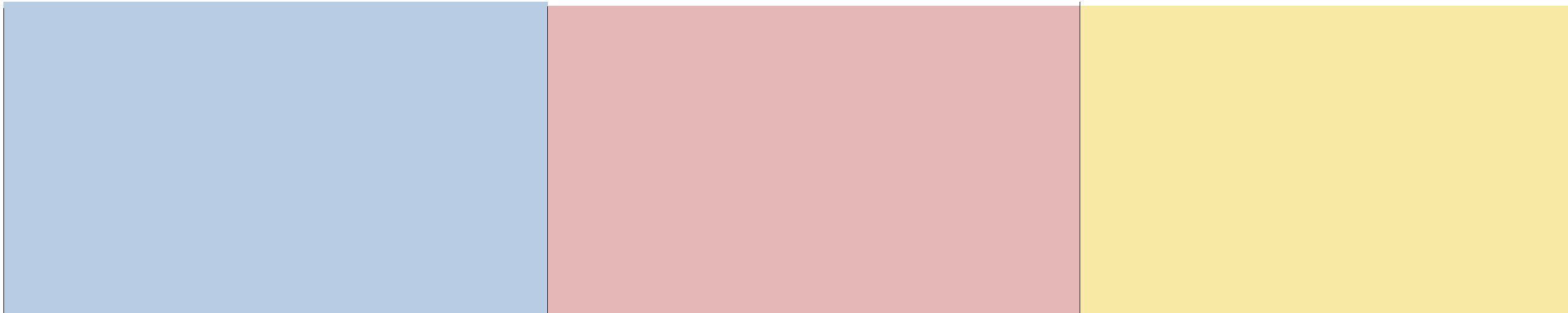
Maths

Number

Counting in play. Counting to 5 and recite numbers past 5.
Reacting to changes in amounts e.g. hiding and returning rhymes- two dicky birds.
Comparing sizes using some gesture and language e.g. bigger, longer, taller, smaller, etc.
Fast recognition of up to 3 objects, without having to count them individually ('subsidising').
Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').
Show 'finger numbers' up to 5.
Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.
Experiment with their own symbols and marks as well as numerals.
Solve real world mathematical problems with numbers up to 5.
Compare quantities

Numerical Patterns

Noticing patterns and arrange things in patterns.
Reacting to changes in amounts e.g. hiding and returning rhymes- two dicky birds.
Combining shapes and objects e.g. stacking blocks/ cups



Understanding of the world	Communication and Language -	Expressive Arts and Designs
<p>Past and present Demonstrating that I know who I am in terms of preferences. Begin to make sense of own life-story and family's history.</p> <p>People, cultural and communities Beginning to notice some of the differences between people. Learning about a variety of occupations in People Who Help Us.</p> <p>The natural world Exploring natural and man- made materials.</p>	<p>Listening, attention and understanding Listening to simple stories and using pictures to help me know what is happening. Enjoy listening to longer stories and can remember much of what happens. Beginning to pay attention to more than one thing at a time. Understanding a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Listen to different songs and rhymes and join in with some I know e.g. nursery rhymes</p>	<p>Creating with materials Exploring art materials for large and small scale art e.g. drawing, paint, sculpture Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.</p> <p>Being Imaginative & Expressive</p>
<p>Use all their senses in hands-on exploration of natural materials. Exploring collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary.</p>	<p>Speaking Using a wider range of vocabulary. Joining in with repeated, familiar book language. Listening to others talk and start to join in. Responding and giving my attention when someone speaks to me (using my name helps). Beginning to answer questions using who, what, when and where</p>	<p>Expressing their ideas through play, particularly pretend play. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>*** music - for Nursery only Joining in with songs, rhymes and music. Making rhythmic sounds e.g. banging a drum</p>

PSED - including Jigsaw	Topic Launch/Sharing Dates	Physical Development
<p><u>Self- Regulation</u> Learn to express a range of emotions and start to talk about them.</p> <p><u>Managing Self</u> Exploring the setting confidently knowing that a familiar person is close by. Learn to take care of toileting habits independently.</p> <p><u>Building Relationships</u> Building relationships with peers and enjoying the company of other children.</p> <p><u>Baseline</u> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Jigsaw-Being me in my world Black history</p>	<ul style="list-style-type: none"> • All about Me 16th September • People Who Help Us 4th November 	<p>Fine Motor Mark making using a variety of materials. Funky fingers activities to develop fine motor, including threading, stamping, cutting, tweezer activities, etc. Adding marks to pictures giving meaning to them. Adding marks to show my name.</p> <p>Gross Motor Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p>