

CURRICULUM GUIDE

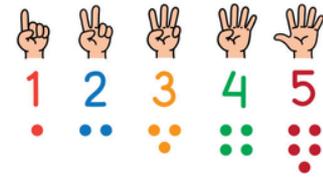
Communication and Language

Talking about ourselves and our families, Shared talk time and circle time activities. Chatter cards, snack time chats, interesting objects/materials to describe and explore. Language modelling, word of the day. Talking tins, toy microphones, puppets, and phones in the role play area.

Phase 1 phonics listening games and activities. Magic story box/helicopter stories, interactive and immersive storytelling.

Rhythm sticks, singing, sharing stories, autumnal walks (describing what we can see/smell/feel), pumpkin messy play, potion making. Silly soup (exploring rhyme).

Take home story bear and lending library.



Mathematics

Number songs and rhymes, including 12345 once I caught a fish alive and Baa Baa black sheep. Finger numbers to 5.

Combining objects such as building walls for Humpty Dumpty. Comparing toys and objects – size, length, weight and capacity.

Looking at patterns. Opportunities for: loose parts play, counting, 'noticing', and subitising. Focus on counting to three – Three Little Pigs and Goldilocks and the Three Bears.

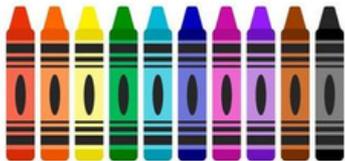
Counting characters on the broom (up to 5) and items for potions.

Building houses for the Three Little Pigs – using various construction resources and choosing shapes for different purposes.

Literacy

Drawing and talking about ourselves and our families. Mark-making (large scale and small scale). Singing our favourite songs and nursery Rhymes. Listening and joining in. Exploring voices and movement.

Room on the Broom & traditional tales. Listening to stories, handling books, and talking about characters and events. Story maps and writing spells and potions. Interactive storytelling and acting. The Nativity. Retelling familiar stories. Joining in with songs and learns new vocabulary.



ICT

Learning how to operate simple technology. Wind up toys, simple electronic toys, iPads, Busy Things on IWB, Talking Tins. Playing with Technology and programmable toys

Demonstrating an interest in using and playing with technology. Bee Bots, remote controlled toys, IWB, iPads, talking tins, real technology in the role play area.



Science

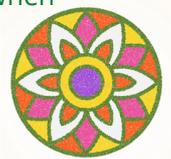
Developing awareness of who we are, talking about and observing similarities and differences between people, and exploring our surroundings using our senses. Making potions using natural resources. Finding out about autumn and observing seasonal changes. Looking at living things. Playing with small world animals and toys. Going on autumn walks and observing our surroundings. Exploring natural objects.



Art & Design

Exploring mark-making freely using different tools and resources, including drawing ourselves and our families. Exploring seasons and natural objects to make art– and finding about the work of Andy Goldsworthy. Experimenting with colours and marks such as mixing paints to make the three little pigs.

Making rangoli and mehndi patterns when learning about Diwali.

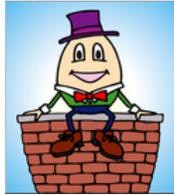


DT

Freely explore a range of construction materials and resources in continuous provision. Build walls for Humpty Dumpty.

Access simple tools and equipment. Explore materials and choose what to do with them. Design and build broomsticks for the witch.

Use scissors and glue to create stick puppets (Nativity/traditional tale characters) and to make attachments.



Physical Development

Opportunities for large-scale and small-scale mark making.

Balance blocks to build a tower such making walls for Humpty Dumpty. Engage in fine motor games and activities to promote control and co-ordination as well as hand strength and grip. Opportunities to move in different ways, such as walking up steps, at first holding hand of an adult. Use of the outdoor area and forest school to explore gross motor activities. Clap and stamp to music and begin to eat independently using a knife and fork (snack/lunch/food tasting).

History

All About Me - Sharing news time, our likes and dislikes, our similarities and our differences. Looking at families during news time.

Celebrations - Looking at different celebrations and how we share special times at home and in school.



Geography

Seasonal walks around the local environment as we move into autumn looking for changes in nature and in what animals we can see. Looking at different places around the world and their celebrations. Using google maps when we talk about Diwali to encourage children to ask questions about different countries and their traditions.



RE

Ourselves: thinking about what makes us different and unique? Children will be introduced to new friends and will learn to recognise that not everyone is the same and that we are all special - celebrating our differences. We will look at different celebrations and traditions such as Diwali and bonfire night, and we will learn the story of the first Christmas.



PSHE

Ourselves: children will look at how their own actions affect others when being introduced to their new environment. Children will learn to separate from familiar adults for extended periods of time (i.e. leaving parents for the first time) with support from their key workers.

The children will help to identify important rules for the classroom and understand why they are important, such as having kind hands and kind feet, using kind words, taking turns and sharing, and using our walking feet in the classroom.

Children will start to respond to a few appropriate boundaries as they learn the school routines.



Music

Children will learn new songs and nursery rhymes and will practice them daily (starting with the hello song). Celebrations: children will explore music and instruments from different countries.

Nativity: children will learn new songs and start to develop skills such as changing their tone and pitch when singing. Children will begin to move to music in different ways.

