

Nursery Curriculum Overview for the Autumn Term (3-4 year olds)

Personal, Social and Emotional

Children will be supported to acquire turn taking and sharing skills. They will start to show 'effortful control' by beginning to wait rather than grab. They will start to understand how to be a kind friend through what they say and do and to say 'please' and 'thank you' in some of our regular routines eg Snack Time. The children will acquire more independence in self help skills eg putting arms into their coat, washing their hands, putting away and collecting their belongings. Children will become more confident in exploring the environment, using resources appropriately. Children will start to 'have a go' at activities they are unsure of. They will recognise some emotions from facial expressions - sad, happy, angry, scared.

Communication and Language

Children will be able listen to a simple story and when others are speaking to them (Once attention has been gained). Children to respond to others speaking to them when applicable. To start showing understanding of text being read to them, or instructions being given through their words and actions. Children are showing understanding of simple concepts eg big/little. Using some clear words to make themselves understood. Using the terms 'me, him, her'. To start to say how they feel using simple words and actions/gestures. To talk but may just flit from topic to topic. To use speech sounds p, b, m, w but may still be learning to pronounce l, r, w, y, f, th and have difficulty with words like 'banana'

Expressive Arts and Design

The children recognise some colours and chooses them for a purpose. Uses thick paint brushes with increasing purpose and control.. They explore creative areas in the provision and know where they can find resources they need to build, paint, make things, tell stories etc. They can Use a glue stick to join materials together. Creates an independent craft using available materials e.g. An independent Christmas Card. Knows how to build a tower of bricks so it doesn't fall over. Use the equipment in role play areas appropriately and begin to pretend. Children explore moving to music in different ways, Children showing an interest in the small world and roleplay areas and they are roleplaying their first-hand experiences eg mealtimes. Children are developing storylines in their play, children using familiar props in their play, children singing to familiar songs and nursery rhymes they have learnt or are learning.

Understanding the World

Children show respect and care for their environment. Children explore their world and environment through their senses and become more aware of what is around them eg weather, nature, clothes, environmental sounds etc. Children name parts of the body. Children talk about their life experiences e.g. birthdays, Christmas, Eid, Diwali and use these experiences to inform their play. Children sometimes use 'time' words eg now, next to show their developing sense of past and present. Children talk about friends and families and how we care for one another. Children talk about their homes and what they have inside their homes. To notice differences between people. To show an interest in stories about people and animals.

Physical Development

Fine Motor: Beginning to hold scissors correctly to snip. Complete inset jigsaws. Pick up small objects with their fingers eg buttons/beads. Put construction sets together eg duplo, train tracks. Know how to do basic dough actions eg pinch, roll, squeeze, poke. Use tools to shape dough eg cutters, playdough scissors, garlic press, plastic knives. Know how to use tweezers to pick up objects and move them from place to place. Use mark making tools with increasing control.

Gross Motor: Know how to use the climbing equipment with some support. Climb up the steps to the playhouse and slide with support. Sit down at the top of the slide in order to come down it safely. Know how to use their legs to push themselves along on a bike or scooter. Explore playing with bats and balls, making contact with their foot or hand and the bat with some consistency.

Literacy

Pre-Phonics Skills: Listen to and identify environmental sounds, Use the voice to sing at different volumes, Guess and make animal noises, Listen to and identify instrumental sounds, Remember and repeat rhythms, Copy loud and quiet sounds, Explore and experiment with sounds and words, Distinguishing between different sounds in the environment and sounds in words (phonemes). To sing some simple songs and rhymes independently, to enjoy songs and rhymes, To notice some print and logos in the environment. To enjoy sharing books with adults. To repeat some words and phrases from stories. To answer some simple questions about books that have been read, verbally and non verbally eg by pointing, showing facial expression etc. To look at books independently and handle books and turn pages with care. To show an understanding that print has meaning by noticing text, signs and symbols in the environment. To add meaning to marks they make. To make marks to represent their name. To enjoy the sensory experience of making marks. To enjoy drawing and writing on screen and on paper and in different textures, e.g., sand or shaving foam. To copy movements.

Mathematics

Children to explore, match and name some colours. To explore and extend AB colour patterns. Children to find matching pairs and identify same and different. Children should start sorting objects by size, shape and colour. They will start identifying sorting rules and explain what they have noticed. Children will recognise numerals 1 and 2, count to 2 and subitise up to 2. Children will develop 1 to 1 counting correspondence, skills and technique. Children will copy and create AB movement patterns and fix patterns with mistakes.

Prime Area of Learning

Specific Area of Learning