

Knowledge and Understanding of the World

This is a good introduction into Nursery. This challenge reflects who they are and what they are familiar with, to help children settle into school. Through this challenge, children will feel valued and will be more confident to talk about the people and the places that they know.

In their lessons, they will learn the following:

- Who else lives in my house and what are they called?
- What is special about my family?
- What is my house made of?
- What is my house address?
- What can I see out of the window?
- Who visits my house?

22-36 Has a sense of own immediate family and relations. In pretend play, imitates everyday actions and events from own family Notices detailed features of objects in their environment.

30-50 Shows interest in the lives of people who are familiar to them. Remembers and talks about significant events in their own experiences. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

House for Mouse

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Nursery Autumn 1 Curriculum Map

Big Learning Question (Theme):
Who lives in my house?

Links to Our School Values & The British Values?

Pupils will be learning about **mutual respect** for **tolerance** of those with different faiths and beliefs and for those without faith by...

Listening to each other when talking about our different families

Expressive Art and Design

We will be drawing and painting pictures of our family and our homes. We will be making models of different buildings using a variety of materials.

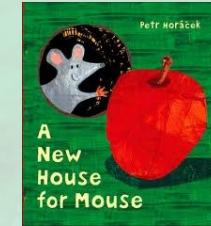
Pupils will be learning to:

22-36 Experiment with blocks, colours and marks. Begin to make-believe by pretending.

30-50 Understand that they can use lines to enclose a space, and then begin to use these shapes to represent objects. Show interest in and describe the texture of things. Engage in imaginative role-play based on own first hand experiences.

Literacy

Learning will be based on our Main Text:



A New House for Mouse

In Literacy we will be learning to listen to a story and join in with repeated phrases. This beautifully illustrated book tells the story of Little Mouse's search for a house big enough to accommodate her and a newly acquired apple. This story has a strong pattern that encourages children to join in and a very satisfying ending.

We will be learning to recognise and write our names and visiting the new school library.

22-36 Repeats words or phrases from familiar stories. Distinguishes between the different marks they make.

30-50 Shows interest in illustrations and print in books and print in the environment. Sometimes gives meaning to marks as they draw and paint.

Save The Dates



Day: Looking at pictures of our local area and sharing pictures of our homes



Finish: A walk around our local area.

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Physical Development

Pupils will be learning to:

22-36 Show control in holding and using jugs to pour, hammers, books and mark-making tools. Begin to use three fingers (tripod grip) to hold writing tools. Begin to be independent in self-care.

30-50 Draw lines and circles using gross motor movements. Use one-handed tools and equipment, e.g. make snips in paper with child scissors. Understands that

Maths

Pupils will be learning about numbers and shapes through songs and games, in their play and

within our environment.

Pupils will be learning to:

- **22-36** Create and experiment with symbols and marks representing ideas of number. Begin to make comparisons between quantities. Understand some talk about immediate past and future, e.g. 'before', 'later' or 'soon'. Anticipate specific time-based events such as mealtimes or home time.
- **30-50** Know that numbers identify how many objects are in a set. Begin to represent numbers using fingers, marks on paper or pictures. Use positional language. Given a number, identify one more and one less.

PSED Health & Wellbeing

Overarching aims of this terms theme:

- A **healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)
- **Power** (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)
- **Identity** (personal qualities, attitudes, skills, attributes and achievements and what influences these)
- **Diversity** and **equality** (in all its forms)
- **Risk** (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)
- **Rights** (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)

During their lessons, pupils will learn:

- To get to know others
- To recall names
- To recognise similarities and differences between people in the class
- To identify what is special about themselves
- To explore feelings that you may have starting nursery
- To celebrate achievements
- To recognise what children can do
- To set and achieve simple goals
- To recognise qualities of a good friend
- To understand how to recognise and respond to bullying.
- To work with another child
- The importance of keeping clean

Communication and Language

Pupils will be learning to:

22-36 Use single channelled attention. Shift to a different task if attention fully obtained – using child's name helps focus. Listen to others one-to-one or in small groups, when conversation interests them. Understand 'who', 'what', 'where' in simple questions (e.g. Who's that? What's that? Where is?). Use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.

30-50 Focus attention – still listen or do, but can shift own attention. Follow directions (if not intently focused on own choice of activity). Beginning to understand 'why' and 'how' questions. Use vocabulary focused on objects and people that are of particular importance to them. Build up vocabulary that reflects the breadth of their experiences.

New
House
for Mou

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