

Knowledge and Understanding of the World

This is primarily focused on children starting to understand feelings and that other children might have different feelings. It is useful to talk to children about the links that they make between characters, stories, songs and the way they make us feel.

In their lessons, they will learn the following:

- Why do we know that Little Red Riding Hood liked red the best?
- What happens when we mix colours together?
- What sort of colours would the Big Bad Wolf wear?
- What colours are your favourites?
- How many colours are in the classroom?
- How can animals hide?

22-36 Has a sense of own immediate family and Learns that they have similarities and differences that connect them to, and distinguish them from, others.

Notifies detailed features of objects in their environment. Seeks to acquire basic skills in turning on and operating equipment.

30-50 Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Can talk about some of the things they have observed such as plants, animals, natural and found objects.

Knows that information can be retrieved from computers.

Nursery

Autumn 1 Curriculum Map

Big Learning Question (Theme):
Which colours make you feel happy or sad?

Links to Our School Values & The British Values?

Pupils will be learning about **Individual Liberty** to give children a positive sense of themselves. They will learn about the values of freedom of choice and difference.

Making choices about how we learn and learning that we all like different things.

Expressive Art and Design

We will be experimenting with mixing colours and learning to describe colours. We will be making pictures of different animals from our stories using different media.

Pupils will be learning to:

22-36 Experiments with blocks, colours and marks.

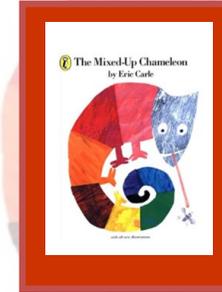
30-50 Explores colour and how colours can be changed.

Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.

Beginning to be interested in and describe the texture of things. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.

Literacy

Learning will be based on our Main Text:



The Mixed up Chameleon

In Literacy we will be learning to describe different colours and emotions. The Mixed-Up Chameleon is a captivating picture book from Eric Carle, that teaches young children the key differences between animals and the importance of being yourself.

We will be continuing to practise writing our names and visit the new school library each week.

22-36 Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.

30-50 Enjoys rhyming and rhythmic activities.

Shows awareness of rhyme and alliteration.

Recognises rhythm in spoken words.

Ascribes meanings to marks that they see in different places.

Save The Dates



Day Autumn colour hunt on the field.



Finish Collaborative art project with parents and Art Exhibition on Friday 7th December @ 11am and 2.30pm

Physical Development

Pupils will be learning to:

22-36 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. Dress with help, e.g. puts arms into open-fronted coat or shirt when held up, pull up own trousers, and pull up zipper once it is fastened at the bottom.

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 Recite some number names in sequence. Create and experiment with symbols and marks representing ideas of number. Notice simple shapes and patterns in pictures. Begin to categorise objects according to properties such as shape or size.

30-50 Show curiosity about numbers by offering comments or asking questions. Compare two groups of objects, saying when they have the same number. Show interest in shape by sustained construction activity or by talking about shapes or arrangements. Show interest in shapes in the environment.

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 Show interest in play with sounds, songs and rhymes. Develop their understanding of simple concepts (e.g. big/little). Learn new words very rapidly and be able to use them in communicating.

30-50 Be able to follow directions (if not intently focused on own choice of activity). Understand the use of objects (e.g. "What do we use to cut things?"). Build up vocabulary that reflects the breadth of their experiences.



The Mixed-Up Chameleon
by Eric Carle



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