

Curriculum A	Autumn 1		Autumn 2	
Topic	Am I a Superhero Too?		Pat a Cake!	
	Nursery	Reception	Nursery	Reception
Key texts	'Lulu's First Day' 'Real Superheroes' 'How A Recycling Truck Works'	"When a Dragon Goes to School" 'That's Not My Name!' 'A Superhero Like You' 'How A Recycling Truck Works'	'The Toys' Party' 'Oliver's Vegetables' 'Fruit and Vegetables' 'Peep inside the Farm' 'Autumn and Winter' Inf. books on autumn and winter 'The Christmas Story'	'The Toys' Party' 'Oliver's Vegetables' 'Off to the Market' 'Little Glow' 'Autumn and Winter' Inf. books on autumn and winter 'The Christmas Story'
Key rhymes	Head, Shoulders, Knees and Toes Miss Polly Had a Dolly Hey Diddle, Diddle		Hickory, Dickory, Dock Twinkle Twinkle Little Star Pat a Cake	
Communication & Language	<ul style="list-style-type: none"> Singing rhymes (Head, Shoulders Knees and Toes, Hokey Pokey) Beginning to be able to answer simple questions about a familiar book with visual prompts Developing their vocabulary (head, shoulders, knees, toes, arms, fingers, thumbs, ambulance, fire engine, nurse, bandage, plaster, cut, hurt, hero, brave, kind) 	<ul style="list-style-type: none"> Learning how to listen carefully and why listening is important Learning new vocabulary (fingers, thumb, neck, wrist, ankle, recycle, sort, plastic, cans, glass, hero, brave, courageous, kind, bandage, plaster, wound, hurt, pain) Developing social phrases Learning rhymes, poems and songs (I have a Body, Hokey Pokey, Head Shoulders, Knees and Toes, Pat A Cake...) Listening carefully to rhymes and songs, paying attention to how they sound 	<ul style="list-style-type: none"> Continuing to sing rhymes (5 Little Men in a Flying Saucer, Twinkle Twinkle Little Star) Developing their ability to talk about familiar stories using visual prompts Continuing to develop their vocabulary (food, celebrate, fruit, vegetables, round, spiky, bumpy, hard, soft, autumn, season, fall, conkers, pine cone, brown, orange, red, cold, freezing, present/gift, Christmas tree, decorations) Beginning to engage in non-fiction books 	<ul style="list-style-type: none"> Following 2-part instructions Beginning to engage in story times Beginning to describe events in some detail listening to stories and talking about stories to build familiarity and understanding Continuing to learn new vocabulary (season, change, autumn, conker, pinecone, leaves, rainy, sunny weather, cold, freezing, icy, slippery, frost, prickly, spiky, rough, smooth, round, squishy, fruit, vegetables, dairy, sweet, sour, bitter, salty, juicy) Beginning to participate in small group and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
Personal, Social and Emotional Development	Building relationships: Special relationships		Self-regulation: My feelings	
	<ul style="list-style-type: none"> Find ways of managing transitions, for example from their parent to their key person. Select and use activities and resources, with help when needed What am I good at? Who is my family? Why is my family important? 	<ul style="list-style-type: none"> Seeing themselves as a valuable individual Showing understanding that all families are special and valuable Understanding why sharing and cooperating with others is important & developing strategies to do so Sharing the interests with others and understanding that we might like different things 	<ul style="list-style-type: none"> Identifying simple feelings and emotions The conventions of courtesy and manners – please and thank you. 	<ul style="list-style-type: none"> Recognising and talking about emotions; developing vocabulary of emotions to help express their feelings Developing different coping strategies to help self-regulate Reflecting on and celebrating achievements, setting high aspirations and goals.
Physical Development	<u>Introduction to PE Unit 1</u> <ul style="list-style-type: none"> Moving safely in a space with consideration of others Developing moving safely and stopping with control Using equipment safely Travelling in different ways Following, copying and leading a partner 	<u>Introduction to PE Unit 2</u> <ul style="list-style-type: none"> Moving safely in a space Following instructions and stopping safely Developing control when using equipment Playing safely as a group Following a path and taking turns Working cooperatively with a partner 	<u>Fundamentals</u> <ul style="list-style-type: none"> Developing balancing whilst stationary and on the move Developing running and stopping Developing changing direction Developing jumping and landing Becoming increasingly independent when getting dressed and undressed, for example, putting coats on and doing up zips. 	<u>Fundamentals</u> <ul style="list-style-type: none"> Refining balancing Refining running and stopping Refining changing direction Refining jumping and landing Developing hopping Developing different ways of traveling using equipment

			<ul style="list-style-type: none"> Using one-handed tools and equipment, for example, making snips in paper with scissors 	<ul style="list-style-type: none"> Using core muscle strength to achieve a good posture when sitting at a table or on the floor. Continuing to develop small motor skills so that he/she can use a range of tools competently, safely and confidently, e.g. pencils for drawing and writing
Literacy	Phonics: Little Wandle Letters & Sounds Revised			
	<ul style="list-style-type: none"> Joining in with rhymes and songs Beginning to show awareness of rhythm Filling in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a... Enjoying rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes Enjoying drawing freely 	<ul style="list-style-type: none"> Recognising rhyming words and rhythm in words Consolidating hearing initial sounds in words Beginning to orally blend simple words Writing some or all of their name <p><u>Writing ideas:</u></p> <ul style="list-style-type: none"> Shopping lists for the trip to the North End Road Market Drawing and labelling members of your family 	<ul style="list-style-type: none"> Understanding the key concepts about print: <ul style="list-style-type: none"> we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing Developing phonological awareness to: <ul style="list-style-type: none"> spot and suggest rhymes clap syllables in a word Continuing to enjoy rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes Continuing to draw freely Distinguishing between the different marks they make 	<ul style="list-style-type: none"> Continuing a rhyming string Continuing to orally blend simple words Beginning to read individual letters Beginning to read simple words Beginning to recognise some exception words Consolidating writing names Beginning to write simple words <p><u>Writing ideas:</u></p> <ul style="list-style-type: none"> Shopping list Recipes Class information book on autumn/winter
Maths	<u>White Rose Maths:</u>	<u>White Rose Maths/NCETM:</u>	<u>White Rose Maths</u>	<u>White Rose Maths/NCETM:</u>
	<ul style="list-style-type: none"> Comparison – more than/fewer than/same Shape, space & measure - Explore and build with shapes and objects Pattern – explore repeats Counting - hear and say number names 	<ul style="list-style-type: none"> Matching, sorting and comparing Talking about measure and patterns (compare mass, size, capacity; explore, continue and create simple repeating patterns) Composition of numbers up to 3 Subitising numbers up to 3 1 more/1 less up to 3 	<ul style="list-style-type: none"> Counting - begin to order number names Subitising - I see 1, 2, 3 Pattern - join with repeats Shape, space & measure - explore position and space 	<ul style="list-style-type: none"> Circles & triangles (describing and comparing shapes) 1, 2, 3, 4, 5 – composition of numbers up to 5 1 more/1 less up to 5 Subitising numbers up to 5 Shapes with 4 sides comparing shapes, (composing & decomposing shapes, recreating shape arrangements)
Understanding the World/RE	Special People		Christmas	
	<ul style="list-style-type: none"> Talking about what they see, using a wide vocabulary Using all their senses in hands-on exploration of different textures. Beginning to make sense of their own life-story and family's history. Showing interest in different occupations. Begin to understand the need to respect and care for the natural environment and all living things 	<ul style="list-style-type: none"> Talking about members of their immediate family and community. Naming and describing people who are familiar to them. Describing what they see, hear and feel whilst outside 	<ul style="list-style-type: none"> Using all their senses in hands-on exploration of natural materials. Exploring collections of materials with similar and/or different properties. Continuing to talk about what they see, using a wide vocabulary Observing and commenting on seasonal changes on an autumn walk Continuing to develop positive attitudes about the differences between people. 	<ul style="list-style-type: none"> Continuing to explore the natural world around them. Understanding some important processes and changes in the natural world around them, including the seasons and changing states of matter. Continuing to describe what they see, hear and feel whilst outside Understanding that some places are special to members of their community. Recognising that people have different beliefs and celebrate special times in different ways.
	<ul style="list-style-type: none"> Exploring paint, using fingers and other parts of their bodies 	<ul style="list-style-type: none"> Continuing to develop an understanding of using lines to enclose a 	<ul style="list-style-type: none"> Creating closed shapes with continuous lines and beginning to use these shapes to represent objects. 	<ul style="list-style-type: none"> Singing in a group or on their own, increasingly matching the pitch and following the melody

Expressive Arts & Design	as well as brushes and other tools. <ul style="list-style-type: none"> Expressing ideas and feelings through making marks, and sometimes giving a meaning to the marks they make. Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. Remember and sing entire songs 	space, and beginning to use drawing to represent actions and objects based on imagination, observation and experience <ul style="list-style-type: none"> Enjoying joining in with moving, dancing and ring games Tapping out simple repeated rhythms Using tools for a purpose 	<ul style="list-style-type: none"> Showing different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Exploring different materials freely, to develop their ideas about how to use them and what to make Exploring colour and colour mixing. Playing instruments with increasing control to express their feelings and ideas. Beginning to remember and sing entire songs. 	<ul style="list-style-type: none"> Making music in a range of ways, e.g. playing with sounds creatively, playing along to the beat of the song they are singing or music they are listening to Explore, use and refine a variety of artistic effects to express their ideas and feelings
Role Play Ideas	<ul style="list-style-type: none"> Doctor's surgery 		<ul style="list-style-type: none"> Shop/market 	
Trips & visitors ideas	<ul style="list-style-type: none"> People who help us - visits from a doctor/nurse/chef, fire fighter etc. Visit to the local medical centre 		<ul style="list-style-type: none"> Autumn walk Trip to North End Road Market Parents to read Christmas/Diwali stories in their mother tongue 	