St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum Year: Nursery - Autumn Term 1 Main Themes: Monkey and Me Pete the Cat	
End Points	This half term we will be settling into the Nursery routine and getting to know each other. Some children will be learning to be at Nursery without their parents and to understand that parents will come back to collect them. It is a time of huge adjustment. Children coming into Nursery will have had various experiences from never having left a parent ever before to attending Nursery full time and therefore, a transition to our Nursery. Time needs to be allowed for children to get to know and settle into the Nursery routine; establish good relationships with Nursery staff and with each other and to begin to feel happy, safe and secure within the Nursery environment. Some children will settle very well, very quickly, others will need a phased start (reduced hours). There will be particular emphasis upon the Prime areas of learning – Communication and Language, Personal, Social and Emotional Development and Physical Development. During this half term, all children will be assessed individually and as informally (and fun!) as possible by Mrs Kerry, in mathematical ability and in communication and language skills. The WellComm Assessment programme will be used for most children – exceptions will be English as an Additional Language children who are unable to access the assessment programme yet. Every day we will have a carpet time and begin to learn to sit for a short time and to listen carefully. We will be finding out about how to pray and how to make the sign of the cross. Throughout our practise we will be including "Foundations for Phonics" which is part of the Little Wandle programme. For this half term we will focus upon Phase 1 Phonics, as Little Wandle begins after half term for Nursery. We will be following EYFS Master the Curriculum in Maths. We will be finding out about colours using the stories "Monkey and Me" and "Pete the Cat".

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Religious Education	Unit of Work: **Creation and Covenant** • **Introduction to the Bible.** • **Begin to see, hear about the sign of the cross.** • **Begin to see and hear about the Bible** **Hear:** Introduction of the Bible **Believe:** The Bible tells us all about God. We keep it in a special place. **Celebrate:** Introduce the words and actions of the sign of the cross. "In the name of the Father, and of the son and of the Holy Spirit. Amen" **Live:** Can you remember where our special book is? Who can remember what the book is called? Etc. Leading to the Creation Story.			
Personal, Social and Health Education	Building friendships – establishing rules – Golden rules. Match safety/scissor safety Firework safety RHE Good feelings/bad feelings Medicine Safety Fire drill/invacuation drill Stop when you hear the bell. End of day routine	Begin to select and use activities and resources, with help when needed. Begin to develop their sense of responsibility and membership of a community – being part of the Nursery, for example. Begin to play with one or more other children, extending and elaborating play ideas. Begin to follow the Nursery rules and begin to understand why they are important.		
Communication & Language	**Development Matters:**	**Vocabulary:**	**Nursery Rhymes:**	**Shared Reading Spine texts:**
	-Begin to enjoy listening to short stories and remember some of what happens.	Each child will have a copy of "Key Vocabulary for Monkey and Me"	1,2,3,4,5 Once I caught a fish alive. 1 potato, 2 potato.	Monkey and me by Emily Gravett Pete the Cat by Eric Litwin, James Dean and Kimberly Dean

	-Begin to pay attention to more than 1 thing at a time -Begin to acquire more vocabulary. - Begin to understand a question or instruction and follow what has been asked. -Begin to sing some short songs and Nursery rhymes, -Begin to use talk to organise themselves and their play.	and "Key Vocabulary for Pete the Cat".	5 Little Speckled frogs. 5 little speckled frogs. 5 currant buns in a baker's shop. 5 fat sausages sizzling in a pan. (1 rhyme per week, linked to EYFS Master the curriculum maths).	

Physical Development	**Real Foundations**	**Development matters**
	Real PE theme: Jungle Hold balance for 10 seconds- feet and hands on floor, one hand and one foot off floor, no hands. Real PE theme: Cat Hold balances on hands and knees, reach round and point to the ceiling with either hand.	Begin to develop their balance, co-ordination and movement skills through opportunities to ride tricycles, scooters, sit and ride toys etc. Begin to up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Show a preference for a dominant hand.

		Use large-muscle movements to wave streamers, paint, and make marks (chalks, large marker pens etc). Begin to use one-handed tools and equipment, eg making snips in paper with scissors, with help. Begin to use a comfortable grip when holding pens and pencils. Begin to develop independence as they get dressed and undressed e.g putting coat on with help to do up zip. Begin to meet their own care needs, e.g using the toilet, washing and drying hands, wipe nose etc with encouragement and support.
Literacy	**Literacy – Reading** **Development matters**	**Literacy-Writing** **Development matters**
	Begin to understand the 5 key concepts about print: - print has meaning. - print can have different purposes. - we read English from left to right and from top to bottom. - page sequencing - introduce front/back of the book, title, picture to tell us what it is about.	Begin to add some marks / drawings which they give meaning to. **(link to EAD)**

	Begin to develop phonological awareness so that they can – recognise words with the same initial sound such as monkey and Monday. Begin to engage in conversations about stories learning new vocabulary.		
Mathematics	**EYFS Master the Curriculum**		
	Colours: Red, Blue, Yellow, Green, Purple, Mix of colours Match: Buttons and colours, Matching towers, Matching shoes, Match number shapes, Match shapes, Pattern handprints – big and small Sort: Colour, Size, Shape, What do you notice? Guess the rule.		
Understanding the World	**Natural World (Snap Science)**	**People, Culture & Communities (Geography RE/PHSE)**	**Past & Present (History)**
	What goes through? Children can talk about the size of an object, how it goes through a sieve and therefore how the sieve can be used to separate objects. **(CP- SAND)** Begin to explore collections of materials with similar and/or different properties. **(CP- INVESTIGATION STATION)** Begin to talk about what they see. **(CP WELLY WEDNESDAYS)** Begin to understand the need to respect and care for the natural environment and all living things (feeding the birds). **(CP/WELLY WEDNESDAYS)**	No unit this term	No unit this term

	To know how things work **(CP eg. wind up toys -Link to Computing)**			
Expressive Arts and Design	**Creating with Materials (Art Kapow)**	**Creating with Materials (DT Kapow)**	**Being Imaginative & Expressive Kapow Music**	**Role Play/Small World/Creative Area (Development matters)**
	Begin to join different materials using PVA glue, cello tape, masking tape, insulation tape glue sticks, treasury tags etc. **(CP-CREATIVE TABLE)**	Begin to make snips in paper with scissors. Begin to use one-handed tools such as hole punches and paper punches **(CP-CREATIVE TABLE)**	Exploring Sounds Exploring how we use our voice, bodies and instruments to make sounds and to identify sounds in the environment.	Small World play: Monkey and Me Pete the Cat Role play Home Corner