St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum Year Nursery - Autumn Term 2 Main Themes: Dark/Light Owl Babies > Whatever Next > Jesus's Christmas Party	
End Points	This half term we will continue to have particular emphasis upon Communication and Language, Personal, Social and Emotional Development and Physical Development as these are the "prime" areas for learning and are crucial for other learning to take place. Now that children have had time to settle into the Nursery routine and establish good relationships with staff and with each other, as well as assessments in Communication and Language and maths being carried out, Nursery staff will be able to consolidate and develop individual learning during task times and through Learning Play, using our in-depth knowledge of individual children. Foundations for Phonics, part of the Little Wandle programme, will be embedded into our daily routine. We will continue to follow the EYFS Master the Curriculum in maths, learning about numbers 1 and 2, exploring patterns, dice patterns and so on We will be finding out about "light" and "dark" through our story themes - Owl Babies and Whatever Next. We will be getting ready for Christmas using the story "Jesus' Christmas Party". We will be preparing for our Nativity play, making decorations and having a Christmas party. Children will know that they have a family and begin to understand about the Holy Family – Mary, Joseph and Jesus and how we celebrate Christmas because it is Jesus' birthday.
Religious Education	Unit of work: **Prophecy and Promise** • To know that the Bible is a special book. • Begin to hear about Mary • To know that Mary was going to have a special baby called Jesus • To know that God loves Me; Jesus loves me. **Hear:** Mary was going to have a baby. His name will be Jesus. (Luke 1; 26-31, 38).

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<table>
<tr><td></td><td colspan="4">Live: God sent Jesus to love us all. Celebrate Advent, it is a time to get ready for Christmas.
Believe & Celebrate: Getting ready for a very special baby. Mary was going to have a special baby called Jesus</td></tr>
<tr><td rowspan="2">Personal, Social and Emotional Development</td><td colspan="2">Safeguarding Curriculum Links</td><td colspan="2">Development matters</td></tr>
<tr><td colspan="2">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</td><td colspan="2">• Begin to select and use activities and resources, with greater independence.
• Begin to develop their sense of responsibility and membership of a community – knowing that they are part of the Nursery, for example.
• Begin to show more confidence in new social situations.
• Begin to play with one or more other children, extending and elaborating play ideas.
• Begin to follow the Nursery rules and understand why they are important.</td></tr>
<tr><td rowspan="2">Communication & Language</td><td>Development Matters:</td><td>Vocabulary:</td><td>Nursery Rhymes:</td><td>Shared Reading Spine texts:</td></tr>
<tr><td>-Begin to enjoy listening to stories that are a little longer (than last half term) and remember some of what happens.
-Begin to pay attention to more than one thing at a time.</td><td>Each child will have a copy of “Key Vocabulary for Owl Babies”, “Key Vocabulary for Whatever Next” and “Key Vocabulary for Jesus’ Christmas Party”.</td><td>1 finger, 1 thumb
1,2 buckle my shoe.
2 little dickie birds.
Heads, shoulders knees and toes.
Zoom, Zoom, Zoom.
(1 rhyme per week, linked to EYFS Master the curriculum maths).</td><td>Owl Babies by Martin Waddell
Whatever Next by Jill Murphy
Jesus’ Christmas Party by Nicholas Allen</td></tr>
</table>

	-Begin to use more vocabulary (expressive language). -Begin to understand a question or instruction that has 1 or 2 parts such as “Get your coat” or “wait by the door” (1 part questions) or “Get your coat and wait by the door” (2 part question) -Begin to sing some familiar songs and nursery rhymes unaided. -Begin to use talk to organize themselves and their play			
Physical Development	**Real Foundations**		**Development matters**	
	Real PE theme: Squirrel Real PE theme: Space		Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.	

		Use one-handed tools and equipment, for example, making snips in paper with scissors. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Continue to develop their balance, coordination and movement skills through opportunities to ride tricycles, scooters, sit and ride toys etc. • Begin to go up steps and stairs, or climb apparatus, using alternate feet. • Use large-muscle movements to wave streamers, paint and make marks (chalk, large marker pens etc). • Begin taking part in some small group activities with a greater sense of expectation and confidence. • Begin to experience and enjoy activities related to music and rhythm. • Begin to use one-handed tools and equipment, e.g making snips in paper with scissors with help. • Begin to use a comfortable grip with some control when holding pens and pencils. • Begin to show preference for a dominant hand. • Begin to develop independence as they get dressed and undressed, e.g putting coats on and doing up zips with help, Finding their coat peg etc.

		• Begin to be more independent in meeting their own care needs, e.g using the toilet, washing and drying their hands, wiping their nose.
Literacy	**Literacy – Reading** **Development matters**	**Literacy-Writing** **Development matters**
	• Begin to understand some of the 5 key concepts about print: - Print has meaning - Print can have different purposes - We read English text from left to right and from top to bottom - Page sequencing. - Consolidate understanding of front/back and title. Introduce "which way up", and "blurb". • Begin to develop their phonological awareness so that they can: - recognize words with the same initial sound such as "bear" and "baby. • Begin to engage in conversations about stories, learning and using new vocabulary, with Nursery staff and each other. • Begin to recognise their name by looking at the first letter.	• Begin to add some marks /drawings which they give meaning to. • Make marks on their picture to show a difference between pictures and writing. • Begin to engage in mark making tasks, following a modelled task.
Mathematics	**EYFS Master the Curriculum**	
	<u>Number 1:</u> Subitising, Counting, Numeral <u>Number 2:</u> Subitising - dice pattern, Subitising - random pattern, Subitising - different size, Counting, Numeral	

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	Pattern: Extend AB Colour patterns, Extend AB Outdoor Patterns, AB Movement Patterns, Fix my Pattern, Extend ABC Colour patterns, Extend ABC Outdoor Patterns			
Understanding the World	**Natural World (Snap Science & Development matters)**	**People, Culture & Communities (Geography)**	**Past & Present (History)**	
	What can I see, touch and smell on our Welly Wednesday walk? Begin to use their senses in hands on exploration of natural materials – leaves, conkers, acorns etc. Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. **How do you make a good bubble?** Children can describe how they made bubbles and compare their bubbles to others. **(CP-Outdoor Provision)**	No unit this term	No unit this term	
Expressive Arts and Design	**Creating with Materials (Art Kapow)**	**Creating with Materials (DT Kapow)**	**Being Imaginative & Expressive (Music)**	**Role Play/Small World/Creative Area (Development matters)**
	-Begin to create closed shapes with continuous lines and begin to use these shapes to represent objects.		Celebration Music Learning songs for Christmas, for our Christmas Performance. Exploring instrument sounds for Christmas, E.g bells.	Small world story table: Owl Babies Whatever Next Nativity Role play:

				Police Station Space Station Santa's Workshop Nativity