

# We are storytellers!

## Nursery Autumn 2 – Curriculum Plan



*Our vision: 'Life in All its Fullness' (John 10.10) and our Christian Values are the foundations to affect change from within the heart of the community. Children are encouraged to develop strong aspirations educationally, socially, morally and spiritually with a desire to make a positive difference in the world.*

<p><b>PSED (Personal, Social and Emotional Development)</b>  <b>Making Relationships</b>          Initiates play, offering cues to peers to join them .          Beginning to listen to other children's ideas and respond to them.          Beginning to extend and elaborate play ideas, e.g. building up a role-play activity with other children.  <b>Self confidence and self awareness</b>          Enjoys responsibility of carrying out small tasks.          Confident to talk to other children when playing.          Confident to respond to questions from familiar adults.  <b>Managing feelings and behaviour</b>          Begins to accept the needs of others and can usually take turns and share resources when an adult is close by to offer support when needed.</p>	<p style="text-align: center;"><i>In this sequence of learning, children will access a range of stories with a wide-range of themes. They will think about characters and events and relate these to themselves and their personal experiences. They will re-tell stories that they have learnt and think of their own stories to develop their creative thinking and language and communication skills.</i></p> 	<p><b>CL (Communication and Language)</b>  <b>Listening and attention</b>          Listens in a small group for a short time when conversation interests them.          Listens to short stories.          Joins in with repeated refrains in short stories.          Can maintain attention for a short time to complete a self- chosen activity.          Can follow one step instructions in unfamiliar contexts without gesture or modelling.  <b>Understanding</b>          Working at least at band 7 for Understanding on Well Comm screening.          Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.  <b>Speaking</b>          Working at least at band 7 for Speaking on Well Comm screening.          Beginning to use more complex sentences to link thoughts (e.g. using and, because).          Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.          Builds up vocabulary that reflects the breadth of their experiences</p>	<p><b>PD (Physical Development)</b>  <b>Moving and Handling</b>          Moves freely and with pleasure and confidence in a range of ways such as crawling, walking, running, jumping.          Mounts stairs and steps using alternate feet.          Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.          Holds pencil using modified tripod grasp but can use a tripod grasp when shown.          Can draw lines and circles using fine motor movements.  <b>Health and self-care</b>          Gains bowel and bladder control and can attend to toileting needs most of the time themselves.          Can use tools and equipment safely when supervised by an adult</p>
<p><b>Literacy</b>  <b>Reading</b>          Listens to short stories with increasing attention and recall.          Recalls principal characters and main story events.          Joins in with repeated refrains in short stories.          Handles books carefully.          Knows information can be relayed in the form of print.          Often looks at books independently.          Phase 1 letters and sounds: Can discriminate between different environmental (Aspect 1), instrumental (Aspect 2) and body percussion sounds (Aspect 3)          Is at least 30-50D1 for all strands of Communication and Language.  <b>Writing</b>          Gives meaning to marks as they draw and paint without being prompted by an adult.          They distinguishes between the different marks they make.          Marks are different shape.          Marks intended as writing are beginning to resemble letters.          Fine motor development is at least 30-50 D1.</p>	<p><b>Maths</b>  <b>Numbers</b>          Uses some number names accurately in play.          Shows an interest in numerals in the environment.          Knows that numbers identify how many objects are in a set.          Shows an interest in representing numbers.          Beginning to represent numbers using fingers, pictures or numicon.  <b>Shape, space and measure</b>          Shows awareness of similarities of shapes in the environment.          Uses positional language. Use comparatives (e.g. 'longer') (Well Comm band 7)</p>	<p><b>UW (Understanding the World)</b>  <b>People and communities</b>          Recognises and describes special times or events for family or friends.          Is at least 30-50 D1 for Making Relationships.          Is at least 30-50 D1 for Speaking and Understanding.  <b>The world</b>          Can talk about some of the things they have observed such as plants, animals, natural and found objects.          Is at least 30-50 D1 for Speaking and Understanding.  <b>Technology</b>          Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p><b>EAD (Expressive arts and design)</b>  <b>Exploring and using media and materials</b>          Beginning to move rhythmically.          Understands that they can use lines to enclose a space, and then begins to use these shapes to represent objects.          Beginning to construct, stacking blocks vertically and horizontally.          Explores colour.  <b>Being imaginative</b>          Creates movement in response to music.          Sings to self and makes up simple songs.          Uses available resources to create props to support role-play.</p>	<p><b>Religious Education</b>  <i><b>Christmas: Who travelled to Bethlehem?</b></i></p> <p><b>Belonging and Community</b>          I know that I am part of my family, my key group, my class, my school etc (At least 30-50 D1 for all strands of CL)</p> <p><b>Celebration</b>          I can talk about Harvest, Christmas and Easter and I know that these are special times for Christians. (At least 30-50 D1 for all strands of CL)</p> <p><b>Specialness</b>          I can talk about people, places, books, objects and times that are special to me (At least 30-50 D1 for all strands of CL)</p>
<p><b>Community</b>  <b>How can I help my local community?</b></p> <ul style="list-style-type: none"> <li>• Support Community Foodbank (New Starts, Arden Road)</li> <li>• Children In Need fundraising</li> </ul>	<p><b>Trips/ Visitors/ Celebrations</b></p> <ul style="list-style-type: none"> <li>• Trip to farm to see Father Christmas</li> <li>• Remembrance Day Service</li> <li>• Children In Need</li> <li>• Stories around the Christmas tree</li> <li>• Frankley Community Library</li> </ul>	<p><b>British Values</b></p> <ul style="list-style-type: none"> <li>• Tolerance and Mutual Respect—, Children In Need, Remembrance Day</li> </ul>	<p><b>SMSC</b></p> <p>Social— Supporting foodbank, homeless charities, Children In Need          Moral—supporting Children In Need          Spiritual—Class Collective Worship</p>

*honesty patience joy forgiveness tolerance thankfulness respect kindness friendship gentleness love hope*