

Acorns Nursery Curriculum Map Autumn Term 2 2021



Trinity Oaks
CofE Primary School

This is an overview of some of the aspects of learning the children will be covering during their first half term. Other topics will be influenced by their own contributions, thoughts and opinions. These topics will be taught in a cross-curricular way, incorporating the seven different Areas of Learning in the Early Years Foundation Stage Curriculum.

<u>Focus topics</u>	<u>Mathematics</u>	<u>Communication and Language and Literacy</u>	<u>RE/Knowledge and Understanding of the World</u>
<p><u>Week 1:</u> 1st - 5th November 2021: Diwali Bonfire Night</p> <p><u>Week 2:</u> 8th - 12th November 2021: Remembrance</p> <p><u>Week 3:</u> 15th - 19th November 2021: TBC Children's interests</p> <p><u>Week 4:</u> 22nd - 26th November 2021: St Andrews Day Scotland</p> <p><u>Week 5:</u> 29th - 3rd December 2021: Winter</p> <p><u>Week 6:</u> 6th - 10th December 2021: The Nativity Story Advent</p> <p><u>Week 7:</u> 13th - 17th December 2021: The Nativity Story Christmas Celebrations</p>	<ul style="list-style-type: none"> • Counting activities, songs and rhymes • Finger rhymes: Five Little Ducks, Five Little Speckled Frogs, Five Little Monkeys. • Linking Numerals to amounts. • Number of the week: Number formation rhymes and forming numbers correctly • 2D and 3D shapes • Repeating Patterns 	<ul style="list-style-type: none"> • Sharing a range of fiction and non-fiction text • Story sack sharing and prop making • Rhyming • Topic Vocab focus • .Name writing • Letter formation • Role Play focus 	<ul style="list-style-type: none"> • Festivals and Celebrations • Celebrating similarities and Differences • Advent and the Nativity Story • Around the World focus - including children's backgrounds • Respecting each other and our things

Acorns Nursery Medium Term Map

Prime Areas:

Communication and Language: To begin to: enjoy listening to longer stories and can remember much of what happens; to use a wider range of vocabulary; to understand a question or instruction that has two parts; to understand 'why' questions; to sing a large repertoire of songs; to use longer sentences of four to six words; to express a point of view and debate whether I disagree with an adult or a friend, using words as well as actions; to start a conversation with an adult or a friend and continue it for many turns; and to use talk to organise myself and my play.

Physical Development: To begin to: develop my movement, balancing, riding (scooters, trikes and bikes) and ball skills; to go up steps and stairs, or climb up apparatus, using alternate feet; to be able to skip, hop, stand on one leg and hold a pose for a game like musical statues; to use large-muscle movements to wave flags and streamers, paint and make marks; to take part in some group activities which I make up for myself, or in teams; to be able to use and remember sequences and patterns of movements which are related to music and rhythm; to match my developing physical skills to tasks and activities in the setting; to choose the right resources to carry out my own plan; to be able to collaborate with others to manage large items; to use one-handed tools and equipment, for example, making snips in paper with scissors; to use a comfortable grip with good control when holding pens and pencils; to start to eat independently and learning how to use a knife and fork; to show a preference for a dominant hand; to be increasingly independent as I get dressed and undressed, for example, putting coats on and doing up zips; to be increasingly independent in meeting my own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly; and to make healthy choices about food, drink, activity and tooth-brushing.

PSED: To begin to select and use activities and resources, with help when needed; to develop my sense of responsibility and membership of a community; to become more outgoing with unfamiliar people, in the safe context of their setting; to show more confidence in new social situations; to play with one or more other children, extending and elaborating play ideas; to help to find solutions to conflicts and rivalries; to increasingly follow rules, understanding why they are important; to follow the rules and to not always need an adult to remind me of a rule; to develop appropriate ways of being assertive; to talk with others to solve conflicts; to talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried' and to understand how others might be feeling.

Topic:

Festivals and Celebrations

1st November 2021

Focus Books:

Dipal's Diwali
Frances the Firefy
Sparks in the Sky
Katie in Scotland
Non -Fiction: Castles
The Nativity Story
Winter and Christmas Stories

RE Focus:

Diwali, Remembrance, Advent, The Nativity Story, Other Bible stories
-To begin to be able to understand and talk about different festivals and celebrations, and to begin to talk about what I see, using a wide vocabulary.
- To begin to develop positive attitudes about the differences

Key Skills/Focus Skills:

-Continuing to establish rules and routines, and understanding of whole school and class expectations.
-Establishing positive relationships with peers and adults.
-Developing confidence and independence.
-Fine motor skills.
-Listening and attention skills

Autumn Term 2 2021

Specific Areas:

Literacy: To begin to understand the five key concepts about print: that print has meaning; that print can have different purposes; that we read English text from left to right and from top to bottom; and the names of the different parts of a book and page sequencing; to develop my phonological awareness, so that I can: spot and suggest rhyme; count or clap syllables in a word; and begin to recognise words with the same initial sound; to engage in extended conversations about stories, learning new vocabulary; to use some of my print and letter knowledge in my early writing; to write some or all of my name and to write some letters accurately.

Mathematics: To begin to recite numbers past 5; to say one number for each item in order: 1,2,3,4,5; to know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle' to show 'finger numbers' up to 5; to link numerals and amounts; to experiment with my own symbols and marks as well as numerals; to talk about and explore 2D and 3D using informal and mathematical language; to talk about and identifies the patterns and to be able to continue a repeating pattern.

Expressive Arts and Design: To begin to take part in simple pretend play; to develop imaginative and complex stories using small world resources, blocks and construction kits; to explore different materials freely, in order to develop their ideas about how to use them and what to make; to create closed shapes with continuous lines, and begin to use these shapes to represent objects; to draw with increasing complexity and detail, such as representing a face with a circle and including details; to use drawing to represent ideas like movement or loud noises; to show different emotions in my drawings and paintings; to explore colour and colour mixing; to listen with increased attention to sounds; to respond to what I have heard, expressing my thoughts and feelings; to remember and sing entire songs; to sing the pitch of a tone sung by another person ('pitch match'); to sing the melodic shape of familiar songs; to create their own songs, or improvise a song around one they know and to play instruments with increasing control to express my feelings and ideas.

Understanding the World: To begin to use all my senses in hands on exploration of natural materials; to explore collections of materials with similar and/or different properties; to talk about what they see, using a wide vocabulary; to make sense of their own life-story and family's history; to show interest in different occupations; to explore how things work; to understand the need to respect and care for the natural environment and all living things; to explore and talk about different forces they can feel; to talk about the differences between materials and changes they notice; to develop positive attitudes about the differences between people; to know that there are different countries in the world and to talk about the differences they have experienced or seen in photos.