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| **Year: Nursery**  **Autumn 2**  **Topic - Weather and Christmas.** | **St. Joseph’s Curriculum Planning** |
|  | **National Curriculum Objectives** |
| Mathematics | **22-36-month *Number***  •Selects a small number of objects from a group when asked, for example, ‘please give me one’, ‘please give me two’.  •Recites some number names in sequence.  ***Space Shape & Measure***  •Notices simple shapes and patterns in pictures. •Beginning to categorise objects according to properties such as shape or size. •Begins to use the language of size. •Understands some talk about immediate past and future, e.g. ‘before’, ‘later’ or ‘soon’. •Anticipates specific time-based events such as mealtimes or home time.  **30-50 months *Number***  •Uses some number names and number language spontaneously.  •Uses some number names accurately in play.  •Recites numbers in order to 10.  •Knows that numbers identify how many objects are in a set.  •Shows an interest in numerals in the environment.  ***Space Shape & Measure***  •Shows an interest in shape and space by playing with shapes or making arrangements with objects.  •Shows awareness of similarities of shapes in the environment.  •Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.  •Shows interest in shapes in the environment.  •Beginning to talk about the shapes of everyday objects, e.g. ‘round’ and ‘tall’. |
| Communication and Language – Listening & Attention | •Listens with interest to the noises adults make when they  read stories.  • Recognises and responds to many familiar sounds, e.g.  turning to a knock on the door, looking at or going to the door.  • Shows interest in play with sounds, songs and rhymes.  • Single channelled attention. Can shift to a different task if  attention fully obtained – using child’s name helps focus. |
| Communication and Language – Understanding | • Identifies action words by pointing to the right picture,  e.g., “Who’s jumping?”  •Understands more complex sentences, e.g. ‘Put your toys  away and then we’ll read a book.’  •Understands ‘who’, ‘what’, ‘where’ in simple questions  (e.g. Who’s that/can? What’s that? Where is.?).  •Developing understanding of simple concepts (e.g. big/little). |
| Communication and Language – Speaking | •Uses language as a powerful means of widening contacts,  sharing feelings, experiences and thoughts.  •Holds a conversation, jumping from topic to topic.  •Learns new words very rapidly and is able to use them in  communicating.  •Uses gestures, sometimes with limited talk, e.g. reaches  toward toy, saying ‘I have it’.  •Uses a variety of questions (e.g. what, where, who).  •Uses simple sentences (e.g.’ Mummy gonna work.’)  •Beginning to use word endings (e.g. going, cats). |
| Literacy – Phonics (Read, Write Inc scheme) | Nursery – Read Write Inc  2 story times a day and 15 minutes  Letter song. |
| Literacy - Reading | •Fills in the missing word or phrase in a known rhyme, story or  game, e.g. ‘Humpty Dumpty sat on a …’.  • Enjoys rhyming and rhythmic activities.  •Shows awareness of rhyme and alliteration.  • Listens to and joins in with stories and poems, one-to-one and also in small groups.  •Shows interest in illustrations and print in books and print in  the environment.  •Recognises familiar words and signs such as own name and  advertising logos. |
| Literacy - Writing | •Distinguishes between the different marks they make.  •Ascribes meanings to marks that they see in different places  ***Also see Physical Development and Language & Communication*** |
| Physical Development – Moving and Handling | •Can kick a large ball.  •Turns pages in a book, sometimes several at once.  •Shows control in holding and using jugs to pour, hammers,  books and mark-making tools.  •Beginning to use three fingers (tripod grip) to hold writing tools  • Imitates drawing simple shapes such as circles and lines.  •May be beginning to show preference for dominant hand.  •Mounts stairs, steps or climbing equipment using alternate feet.  •Walks downstairs, two feet to each step while carrying a small object.  •Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.  •Can stand momentarily on one foot when shown.  •Draws lines and circles using gross motor movements.  •Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.  •Holds pencil between thumb and two fingers, no longer using whole-hand grasp. |
| Physical Development – Health and Self Care | •Beginning to recognise danger and seeks support of  significant adults for help.  •Helps with clothing, e.g. puts on hat, unzips zipper on jacket,  takes off unbuttoned shirt.  •Beginning to be independent in self-care, but still often needs adult support.  •Gains more bowel and bladder control and can attend to  toileting needs most of the time themselves. |
| Personal, Social and Emotional – Self Confidence and Self Awareness | •Separates from main carer with support and encouragement  from a familiar adult.  •Expresses own preferences and interests.  •Can select and use activities and resources with help. |
| Personal, Social and Emotional – Managing Feelings and Behaviour | •Seeks comfort from familiar adults when needed.  •Can express their own feelings such as sad, happy, cross,  scared, worried.  •Aware that some actions can hurt or harm others.  •Shows understanding and cooperates with some boundaries  and routines.  •Can inhibit own actions/behaviours, e.g. stop themselves  from doing something they shouldn’t do.  •Growing ability to distract self when upset, e.g. by engaging in a new play activity. |
| Personal, Social and Emotional – Making Relationships | • Interested in others’ play and starting to join in.  •Seeks out others to share experiences.  •Shows affection and concern for people who are special to  them.  •May form a special friendship with another child. |
| Understanding the World - Technology | •Seeks to acquire basic skills in turning on and operating some ICT equipment.  •Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. |
| Understanding the world – People and Communities | •Learns that they have similarities and differences that connect them to, and distinguish them from, others.  •Recognises and describes special times or events for family or friends. |
| Understanding the world - World | •Notices detailed features of objects in their environment.  •Developing an understanding of growth, decay and changes over time. |
| Expressive art and Design – Exploring media and materials | •Experiments with blocks, colours and marks.  •Sings a few familiar songs.  •Beginning to move rhythmically.  •Explores colour and how colours can be changed.  •Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects.  •Realises tools can be used for a purpose. |
| Expressive art and Design – Being Imaginative | •Beginning to use representation to communicate, e.g. drawing a line and saying ‘That’s me.’  •Developing preferences for forms of expression.  •Uses movement to express feelings.  •Creates movement in response to music.  •Sings to self and makes up simple songs.  •Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’. |
| Music | **Charanga scheme**  ***R 1 Autumn 2 Freestyle Unit – HO HO HO***.   * To listen and respond. * Learn about the interrelated dimensions of music through singing, improvising, and playing classroom instruments. * To perform and share with peers. |
| M.F.L | N/A |