



Autumn Termly Curriculum Overview
Nursery 2020-2021

	Week 1 7/9	Week 2 14/9	Week 3 21/9	Week 4 28/9	Week 5 5/10	Week 6 12/10	Week 7 19/10
Topic	<i>We are moles!</i>						
Growth Mindset / St Marys learner focus	Always ready to learn (SML)	I want to get better and learn for me. Growth Mindset		I can take control of my own destiny. Growth Mindset		There is no such thing as can't at St. Mary's. I just can't do it yet. Growth Mindset	
Value	Respect (Respect for self, others, world, Manners, Reverence, unity)					Thankfulness (Creation, Awe and wonder, Humility)	
PSED	Meet and Greet Sessions in classrooms – 3 rd , 4 th , 7 th and 8 th September. Existing (5) children to start 9 th September.		<i>Self-confidence and self-awareness</i> <i>22-36 months:</i> 1. Separates from main carer with support and encouragement from a familiar adult. 2. Expresses own preferences and interests. Class Rules Managing feelings and behaviours		<i>Making relationships:</i> <i>22-36 months:</i> 1. Interested in others' play and starting to join in. 2. Seeks out others to share experiences.		<i>Managing feelings and behaviour</i> <i>22-36 months:</i> 6. Shows understanding and cooperates with some boundaries and routines.
Literacy - Reading Text	Settling in Sessions: Group 1 – 10 th and 11 th Group 2 – 14 th and 15 th All children – 16 th onwards		My Fist Day at Nursery Lenny Lion's Learning Zoo		Mrs mole I'm Home		Mr Mole's Autumn walk
Objective Led Focus			Characteristics of Effective Learning Child-led long observations <u><i>PSED - 22-36 months</i></u> 1. Separates from main carer with support and encouragement from a familiar adult. 2. Expresses own preferences and interests. <u><i>30-50 months</i></u> 1. Can select and use activities and resources with help. <i>Listening and attention:</i> <u><i>22-36 months</i></u> 1. Listens with interest to the noises adults make when they read stories.		Maths – Number focus: 30-50: 4. Knows that numbers identify how many objects are in a set. 5. Beginning to represent numbers using fingers, marks on paper or pictures. 6. Sometimes matches numeral and quantity correctly. 12. Shows an interest in representing numbers.		UW – The World Autumn Nature walk <i>The world:</i> <u><i>22-36 months</i></u> 2. Notices detailed features of objects in their environment. <u><i>0-50 months</i></u> 1. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
Phonics			Settling in		Phase 1: -Environmental sounds - <i>Listening and attention:</i> <u><i>22-36 months</i></u> 2. Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. 3. Shows interest in play with sounds, songs and rhymes. <u><i>30-50 months</i></u> 1. Listens to others one to one or in small groups, when conversation interests them. <i>Reading:</i>		



Autumn Termly Curriculum Overview
Nursery 2020-2021

			<p><u>22-36 months</u></p> <ol style="list-style-type: none"> Has some favourite stories, rhymes, songs, poems or jingles. Repeats words or phrases from familiar stories. <p><u>30-50 months</u></p> <ol style="list-style-type: none"> Enjoys rhyming and rhythmic activities. Shows awareness of rhyme and alliteration.
Literacy – Reading and Writing		<p>First day of the month: family pictures</p> <p><u>22-36 months</u>: 1. Distinguishes between the different marks they make.</p> <p><u>30-50 months</u>: 1. Sometimes gives meaning to marks as they draw and paint.</p>	<p><i>Reading: Mole’s Start</i></p> <p><i>Writing focus: Drawing woodland animals</i></p> <p><u>30-50 months</u>: 1. Sometimes gives meaning to the marks they make as they draw or paint.</p> <p><i>Reading: Mr Mole’s Autumn Walk</i></p> <p><i>Writing focus: What did you see on our Autumn walk – use pictures from the walk for children to stick (TA)</i></p> <p><u>30-50 months</u>: 1. Sometimes gives meaning to the marks they make as they draw or paint.</p>
Maths		<p>Counting rhymes:</p> <p>1, 2, 3, 4, 5 once I caught a fish...</p> <p>Five little monkeys</p> <p>Five little ducks</p> <p>Five little speckle frogs</p> <p><i>Numbers:</i></p> <p><u>22-36 months</u></p> <ol style="list-style-type: none"> Recites some number names in sequence. 	<p>Representing numbers (Maths focus)</p> <p><i>Numbers:</i></p> <p><u>22-36 months</u></p> <ol style="list-style-type: none"> Creates and experiments with symbols and marks representing ideas of number. Begins to make comparisons between quantities. <p>Number focus:</p> <p>Matching number and quantity correctly (counting conkers, acorns, leaves)</p> <p><u>22-36 months</u></p> <ol style="list-style-type: none"> Begins to make comparisons between quantities. <p><u>30-50 months</u></p> <ol style="list-style-type: none"> Uses some number names accurately in play. Knows that numbers identify how many objects are in a set.
UW	Settling in	Talking about our families	<p>Facts about Moles:</p> <p>Technology: Using the interactive Whiteboard</p> <p><i>Technology:</i></p> <p><u>22-36 months</u></p> <ol style="list-style-type: none"> Seeks to acquire basic skills in turning on and operating some ICT equipment. <p>Topic: Autumn Nature walk</p> <p>The World:</p> <p><u>22-36 months:</u></p> <ol style="list-style-type: none"> Notices detailed features of objects in their environment. <p><u>30-50 months:</u></p> <ol style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects.
EAD – ART and DT	Settling in	<p>Painting Self portraits</p> <p>People and communities</p> <p><u>22-36 months</u></p> <ol style="list-style-type: none"> Learns that they have similarities and differences that connect them to, and distinguish them from, others. <p><u>30-50 months</u></p> <ol style="list-style-type: none"> Knows some of the things that make them unique, and can talk about some of the 	<p>Collage activity – representing numbers different ways (TA)</p> <p><u>30-50 months</u></p> <ol style="list-style-type: none"> Realises tools can be used for a purpose. <p>BIG DRAW DAY: painting like a caveman (TUESDAY & FRIDAY) (part of Squiggle)</p> <p><u>22-36 months</u></p> <ol style="list-style-type: none"> Experiments with blocks, colours and marks. <p>Topic: Nature Walk</p> <p>Artist: Andy Goldsworthy</p> <p>Nature collages (TA)</p> <p><u>30-50 months</u></p> <ol style="list-style-type: none"> Explores colour and how colours can be changed.



Autumn Termly Curriculum Overview
Nursery 2020-2021

			<i>similarities and differences in relation to friends or family.</i>		
EAD - Music		Singing Nursery Rhymes and Settling in songs – Good Morning Wake and Shake	Acting out Nursey rhymes with actions Being Imaginative <u>30-50 months</u> 3. Creates movement in response to music.	Singing Nursery rhymes and using percussion instruments <i>Exploring and using media and materials:</i> <u>22-36 months</u> 2. Creates sounds by banging, shaking, tapping or blowing. <u>30-50 months</u> 5. Taps out simple repeated rhythms. 6. Explores and learns how sounds can be changed.	Nursery Rhymes with props (puppets, lycra stretchy cloth etc) EAD <u>30-50 months</u> 1. Enjoys joining in with dancing and ring games. 2. Sings a few familiar songs.
PD – Fine/Gross motor skills		Settling In	Play dough – Adding missing features to zoo animals <i>Moving and handling:</i> <u>22-36 months</u> 10. May be beginning to show preference for dominant hand.	- Threading (Maths) <i>Moving and handling:</i> <u>30-50 months</u> 8. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.	Squiggle While you Wiggle (Tuesdays and Fridays) <u>30-50 months</u> 1. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.
Trips/ Visitors/ Special Events	N/a				



Autumn Termly Curriculum Overview
Nursery 2020-2021

	Week 8 2/11	Week 9 9/11	Week 10 16/11	Week 11 23/11	Week 12 30/11	Week 13 7/12	Week 14 14/12
Growth Mindset / St Marys learner focus	Enthusiastic, willing to take part and speak up (SML)	A Risk taker - always confident to have a go (SML)					
Value	Thankfulness (Creation, Awe and wonder, Humility)					Self esteem (Special, belonging, peace/ hope Creativity. Individual liberty)	
Topic	Once Upon a Time.../Christmas						
PSED (PSHE) (From SCARF curriculum)				(Making porridge) <i>See Below</i>			
PD – Fine/Gross motor skills	Dough disco <u>22-36 months</u> 6. Shows control in holding and using jugs to pour, hammers, books and mark-making tools.	Squiggle Whilst you wiggle <u>22-36 months</u> 2. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.	Dough disco <u>22-36 months</u> 6. Shows control in holding and using jugs to pour, hammers, books and mark-making tools.	Squiggle: scarf play – large drawing shapes 8. Imitates drawing simple shapes such as circles and lines.	Squiggle <u>22-36 months</u> 2. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.	Squiggle – Christmas theme <u>22-36 months</u> 2. Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. 8. Imitates drawing simple shapes such as circles and lines.	
Text	The Gingerbread Man		Goldilocks and the three bears		Nativity – The Christmas Story	Dear Santa	
Objective Led Focus	L – Writing Observations on Writing <u>22–36 months</u> 1. Distinguishes between the different marks they make. <u>30-50 months</u> 1. Sometimes gives meaning to marks as they draw and paint	L – Reading <u>22-36 months</u> 3. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. <u>30 -50 months</u> 9. Describes main story settings, events and principal characters.	Maths – size <u>22-36 months</u> 2. Beginning to categorise objects according to properties such as shape or size. <u>30-50 months</u> 7. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'	– PSED – Self-confidence and Self-awareness Making porridge <u>30-50 Months</u> :3. <i>Understands that equipment and tools have to be used safely.</i>	PD – moving and handling & safety (scissor skills) <u>30-50 months</u> 8. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.	L – Writing Making Christmas Cards <u>22–36 months</u> 1. Distinguishes between the different marks they make. <u>30-50 months</u> 1. Sometimes gives meaning to marks as they draw and paint	PD – Gingerbread houses <u>22-36 months</u> 6. Shows control in holding and using jugs to pour, hammers, books and mark-making tools. <u>30-50 months</u> 8. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors
Phonics	Phase 2: 'm' for man <u>30 -50 months</u> 5. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. <u>40-60 months</u> 2. Hears and says the initial sound in words.	Phase 1: body percussion <i>Listening and attention:</i> <u>22-36 months</u> 3. Shows interest in play with sounds, songs and rhymes. <u>30-50 months</u>	Phase 2: 'g' for Goldilocks 4 <u>30 -50 months</u> 5. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. <u>40-60 months</u> 2. Hears and says the initial	Phase 1: instrumental sounds <i>Listening and attention:</i> <u>22-36 months</u> 2. Recognises and responds	Phase 2: 's' for Santa <u>30 -50 months</u> 5. Joins in with repeated refrains and anticipates key events and	Phase 2: 't' for tree <u>30 -50 months</u> 5. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	Phase 1: Rhythm and Rhyme <u>30 -50 months</u> 1. Enjoys rhyming and rhythmic activities. <u>40-60 months</u> 1. Continues a rhyming string.



Autumn Termly Curriculum Overview
Nursery 2020-2021

		1. Listens to others one to one or in small groups, when conversation interests them.	sound in words.	to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door. <u>30-50 months</u> 1. Listens to others one to one or in small groups, when conversation interests them.	phrases in rhymes and stories. <u>40-60 months</u> 2. Hears and says the initial sound in words.	<u>40-60 months</u> 2. Hears and says the initial sound in words.	
Literacy - Reading	Introduce the book <i>Listening and Attention</i> <u>22-36 months</u> 1. Listens with interest to the noises adults make when they read stories. <u>30-50 months</u> 2. Listens to stories with increasing attention and recall. <u>30-50 months</u> 7. Suggests how the story might end.	Act it out <u>22-36 months</u> 2. Repeats words or phrases from familiar stories. <u>30-50 months</u> 6. Beginning to be aware of the way stories are structured.	Introduce the book <i>Listening and Attention</i> <u>22-36 months</u> 1. Listens with interest to the noises adults make when they read stories. <u>30-50 months</u> 3. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. <u>30-50 months</u> 7. Suggests how the story might end.	Act it out <u>22-36 months</u> 3. Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'. <u>30-50 months</u> 6. Beginning to be aware of the way stories are structured.			
Literacy - Writing	1st Day of the month: Draw a gingerbread man <u>22-36 months</u> 1. Distinguishes between the different marks they make. <u>30-50 months</u> 1. Sometimes gives meaning to marks as they draw and paint	Free choice: Gingerbread man writing frames <u>22-36 months</u> 1. Distinguishes between the different marks they make. <u>30-50 months</u> 1. Sometimes gives meaning to marks as they draw and paint	Free choice: Goldilocks writing frames – Can you <u>22-36 months</u> 1. Distinguishes between the different marks they make. <u>30-50 months</u> 1. Sometimes gives meaning to marks as they draw and paint	Free choice: draw a picture of goldilocks (TA) <u>22-36 months</u> 1. Distinguishes between the different marks they make. <u>30-50 months</u> 1. Sometimes gives meaning to marks as they draw and paint	Free choice: Christmas frames <u>22-36 months</u> 1. Distinguishes between the different marks they make. <u>30-50 months</u> 1. Sometimes gives meaning to marks as they draw and paint	1st Day of the month: Letter to Santa <u>22-36 months</u> 1. Distinguishes between the different marks they make. <u>30-50 months</u> 1. Sometimes gives meaning to marks as they draw and paint	Free choice: Christmas tree <u>22-36 months</u> 1. Distinguishes between the different marks they make. <u>30-50 months</u> 1. Sometimes gives meaning to marks as they draw and paint
Maths	Number of the Week: 0 <u>22-36 months</u> 3. Creates and experiments with symbols and marks representing ideas of number. <u>30-50 months</u> 4. Knows that numbers identify how many objects are in a set. 5. Beginning to represent numbers using fingers, marks on paper or pictures.	Number of the Week: 1 <u>22-36 months</u> 3. Creates and experiments with symbols and marks representing ideas of number. 6. Knows that a group of things changes in quantity when something is added or taken away. <u>30-50 months</u> 4. Knows that numbers identify how many objects are in a set.	Shape: Ordering objects according to their size/height/length <u>22-36 months</u> 2. Beginning to categorise objects according to properties such as shape or size. <u>30-50 months</u> 7. Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'	Number of the Week: 2 <u>22-36 months</u> 4. Begins to make comparisons between quantities. 6. Knows that a group of things changes in quantity when something is added or taken	Number of the Week: 3 <u>22-36 months</u> 3. Creates and experiments with symbols and marks representing ideas of number. 4. Begins to make comparisons between	Shape: Decorating Christmas trees with shape cut outs Number of the Week: 4 <u>22-36 months</u> 2. Recites some number names in sequence. <u>30-50 months</u> 4. Knows that numbers identify how many objects are	Shape: Christmas tree sticking activity – long to short (TA) Number of the Week: 5 <u>22-36 months</u> 2. Recites some number names in sequence. 3. Creates and experiments with symbols and marks representing ideas of number. 4. Begins to make comparisons between



Autumn Termly Curriculum Overview
Nursery 2020-2021

			away. <u>30-50 months</u> 4. Knows that numbers identify how many objects are in a set. 5. Beginning to represent numbers using fingers, marks on paper or pictures.	quantities. <u>30-50 months</u> 4. Knows that numbers identify how many objects are in a set. 7. Shows curiosity about numbers by offering comments or asking questions.	in a set. 8. Compares two groups of objects, saying when they have the same number.	quantities. <u>30-50 months</u> 4. Knows that numbers identify how many objects are in a set. 6. Sometimes matches numeral and quantity correctly.	
UW	Technology: Early Years phonics – Traditional tales <u>22-36 months</u> 1. Seeks to acquire basic skills in turning on and operating some ICT equipment. <u>30-50 months</u> 1. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.	Technology: Designing a gingerbread man – Purple mash (TA) <u>22-36 months</u> 1. Seeks to acquire basic skills in turning on and operating some ICT equipment. <u>30-50 months</u> 1. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.	Technology: Early years ICT maths activities <u>22-36 months</u> 1. Seeks to acquire basic skills in turning on and operating some ICT equipment. <u>30-50 months</u> 1. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.	Technology: Paint <u>22-36 months</u> 1. Seeks to acquire basic skills in turning on and operating some ICT equipment. <u>30-50 months</u> 1. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.	Decorating our Christmas tree <i>People and Communities:</i> <u>22-36 months</u> 1. Has a sense of own immediate family and relations. 2. In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea. <u>30-50 months</u> 2. Remembers and talks about significant events in their own experience. 3. Recognises and describes special times or events for family or friends.	Talking about our family Christmas Traditions <i>People and Communities:</i> <u>22-36 months</u> 1. Has a sense of own immediate family and relations. <u>30-50 months</u> 5. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.	Technology – Purple Mash – Christmas <u>22-36 months</u> 1. Seeks to acquire basic skills in turning on and operating some ICT equipment. <u>30-50 months</u> 1. Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.
EAD – ART and DT	Collage activity: Design a Gingerbread man (TA) <u>22-36 months</u> 4. Experiments with blocks, colours and marks. <u>30-50 months</u> 13. <i>Realises tools can be used for a purpose.</i>		Cutting and sticking activity – Goldilocks (TA) <u>22-36 months</u> 4. Experiments with blocks, colours and marks. <u>30-50 months</u> 13. <i>Realises tools can be used for a purpose.</i>	Painting the characters of the story (TA) <u>22-36 months</u> 4. Experiments with blocks, colours and marks. <u>30-50 months</u> 13. <i>Realises tools can be used for a purpose.</i>	Collage activity: Christmas Scene (TA) <u>22-36 months</u> 4. Experiments with blocks, colours and marks. <u>30-50 months</u> 13. <i>Realises tools can be used for a purpose.</i>	Gingerbread houses with biscuits and icing sugar (TA) <u>22-36 months</u> 6. Shows control in holding and using jugs to pour, hammers, books and mark-making tools. <u>30-50 months</u> 8. Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors	
EAD - Music	The ginger bread man song <u>22-36 months</u> 1. Joins in singing favourite songs. <u>30-50 months</u> 1. Enjoys joining in with dancing and ring games. 2. Sings a few familiar songs.		Goldilocks and the three bear song <u>22-36 months</u> 1. Joins in singing favourite songs. <u>30-50 months</u> 1. Enjoys joining in with dancing and ring games. 2. Sings a few familiar songs.	Start Nativity song practise			Christmas Songs <u>22-36 months</u> 1. Joins in singing favourite songs. <u>30-50 months</u> 1. Enjoys joining in with dancing and ring games. 2. Sings a few familiar songs.
RE (according to					Nativity – The Christmas Story <i>People and Communities:</i> <u>22-36 months</u>		



Autumn Termly Curriculum Overview
Nursery 2020-2021

current curr)							1. Has a sense of own immediate family and relations. <u>30-50 months</u> 5. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.
<i>Trips/ Visitors/ Special events</i>							