

Celebrations

Nursery Autumn 2	Book of The Week <i>Little Glow</i> <i>The Best Diwali Ever</i> <i>What's in The Witches Kitchen?</i> <i>The Snowman</i> <i>The First Nativity</i> <i>The Nativity Play</i> <i>Hello Winter, Goodbye Autumn</i>	Songs and Rhymes <i>When Santa got stuck up the chimney</i> <i>Twinkle, Twinkle</i>	Enhancement <i>Penpal with Manor House</i> <i>The Clumsiest Elf pantomime</i>
<p>Communication and Language</p> <p><u>Listening and attention:</u> Listens with interest to the noise adults make when they read stories. Recognises and responds to many familiar sounds. Shows interest in playing with sounds, songs and rhymes.</p> <p><u>Understanding:</u> Identifies action words by following simple instructions. Beginning to understand more complex sentences. Developing understanding of simple concepts.</p> <p><u>Speaking:</u> Uses language to share feelings, experiences and thoughts. Holds a conversation, jumping from topic to topic.</p>	<p>Personal, Social and Emotional Development</p> <p><u>Making Relationships:</u> Builds relationships with special people. Separates from their close carers. Explore new situations with support and encouragement from a familiar adult.</p> <p><u>Sense of Self:</u> Has preferences and interests. Beginning to understand that actions have consequences.</p> <p><u>Understanding Emotions:</u> Seeks comfort from familiar adults when needed. Is beginning to talk about their feelings and emotions.</p>	<p>Physical Development</p> <p><u>Moving and Handling:</u> Sits up from lying down. Stands up from sitting and squats with steadiness and rises to feet without using hands. Sits comfortably on a chair with both feet on the ground. Runs safely on whole foot. Moves in response to music, or rhythms played on instruments such as drums or shakers. Begins to walk, run and climb on different levels and surfaces. Climbs up and down stairs by placing both feet on each step while holding a handrail for support. Turns pages in a book, sometimes several at once. Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.</p> <p><u>Health and Self-Care:</u> Very energetic in short bursts and needs time for rest and calm. Feeds self competently. Can hold a cup with two hands and drink well without spilling. Develops some independence in self-care and shows an awareness of routines. Develops increasing understanding of bowel and bladder urges and starts to communicate their need for the toilet.</p>	<p>Characteristics of Effective Teaching and Learning:</p> <p>Playing and Exploring ENGAGEMENT Finding out and exploring Playing with what they know Being willing to 'have a go'</p> <p>Active Learning MOTIVATION Being involved and concentrating Keep Trying Enjoying and achieving what they set out to do</p> <p>Creative and Critical Thinking THINKING Having their own ideas Making Links</p> <p>Working with ideas</p>

<p>Introduce short group time activities. Listen and respond to one set instruction. Answer a simple question in context. Begin planning time and articulating where they want to play via a simple plan. Begin review time where children recall a play activity. Participating in our Nativity Play and joining in with singing and actions relating to the performance. Continue to build speaking and communication skills with peers and adults in play based and adult led activities.</p>	<p>Begin to build good relationships with adults and different peers through a range of experiences and situations. Explore an awareness that their actions can affect others and attempt to comfort others when they may have upset them when the opportunity arises. Beginning to develop an ability to identify emotions and seek adult support when needed. Recognise important times/celebrations in their own lives and being able to discuss these in a variety of ways</p>	<p>Encourage the children to move their bodies in different ways to act like fireworks, such as jumping, twirling and running. Can the children hold their body in a firework pose when you bang a tambourine? Provide flags and streamers for children to use in their firework body movements. Use hall time for some large gross motor movements with pens/pencils/crayons/ "squiggle while you wiggle". Place large sheets of paper on the floor for children to paint large fireworks. Encourage children to make large sweeping movements. Continue to develop gross motor skills throughout different areas within school (forest school, hall, inside/outside areas). Enjoy some parachute games within the school hall and build up to weekly pe sessions, based on movement and or music.</p>	<p>Key Vocabulary Halloween - spooky, dress up, trick or treat, pumpkin, witch, cat and monster. Diwali - Rangoli patterns. Bonfire night - Guy Fawkes, bonfire, firework, loud and lights. Christmas - Jesus, Nativity, Christmas tree and traditions. Seasons - winter, cold, dark, ice, snow, bare. Weather - dark, cold, snow, rain, sleet and damp.</p>
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<p>Literacy Reading: Has some favourite stories, rhymes, songs or poems. Fills in the missing word or phrase in a known rhyme, story or game. Enjoys rhythmic and musical activity with percussion instruments, clapping along with the beat and joining in with words of familiar songs and nursery rhymes. Writing: Distinguishes between the different marks they make.</p>	<p>Mathematics Beginning to compare and recognise changes in numbers of things, using words like more, lots or same as. Begins to say numbers in order, some of which are in the right order. Joins in and anticipates repeated sound and action patterns. Is interested in what happens next using the pattern of everyday routines. Beginning to anticipate times of the day such as mealtimes or home time. Moves their bodies and toys around objects and explores fitting into spaces. Chooses puzzle pieces and tries to fit them in. Recognises that two objects have the same shape. Makes simple constructions.</p>	<p>Understanding the World People and Communities: Has a sense of own immediate family and relations and pets. In pretend play, imitates everyday actions and events from own family and cultural background. Beginning to have their own friends. The World: Notices detailed features of objects in their environment. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Knows how to operate simple equipment. Technology: Shows an interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p>	<p>Expressive Arts and Design Creating with materials: Joins in singing songs. Creates sounds by rubbing, shaking, tapping, striking or blowing. Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them. Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects. Enjoys and responds to playing with colour in a variety of ways. Being Imaginative and Expressive: Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations. Begins to make believe by pretending using sounds, movements, words, objects.</p>
<p>Phase 1 – Foundations for Phonics (Little Wandle) - Aspect 1, 2 and 3. Take a story book to share at home during library time. Copy initial letter of their name. Use mark making skills to write a Christmas list.</p>	<p>Sort/ match a selection of objects by colour and size. Make a rocket picture using 2D shapes. Count each group using 1:1 correspondence, 1,2,3. Comparing two groups and identify which group has more or fewer. Introduce numerals 1,2 and 3. Introduce terms of weight - heavy and light. Continue awareness of number through number rhymes and singing</p>	<p>Awareness of seasons, autumn leading to winter. Discuss how the weather becomes colder and it's dark earlier in the day. Learning how and what people celebrate. Diwali, Halloween, Christmas, Harvest, birthdays, and bonfire night. This can be revisited with later celebrations in the year (Chinese New Year, Pancake Day, Valentine's Day, Easter etc)</p>	<p>Make Rangoli patterns to create awareness of Diwali using split peas/lentils/colourful rice. Mix media firework picture using a range of resources. Christmas crafts including decorations, gift bags and calendars. Continue to explore paint/colour mixing. Role play - Halloween home corner and Christmas post office.</p>

		<p>Enjoy exploring these celebrations in Nursery by: Halloween dress up/party and carving pumpkins. Diwali colourful patterns and Rangoli. Firework pictures using a range of media to celebrate bonfire night. Celebrate Christmas by attending a Christmas party. Listen to the story of the birth of Jesus and decorate a Christmas tree. Explore traditions of each celebration and relate them to their own experiences.</p>	<p>Enjoying a variety of songs during rhyme time/preparing for our Nativity performance.</p>
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N.B – this curriculum may be changed as necessary at discretion of staff members dependent on the needs and the interests of the children.