




Teacher: Mrs Shaw and Miss Chisholm		Curriculum Driver: Kindness, School and it's grounds, Nursery Rhymes, Myself, Autumn			Term: Advent   2022	
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Book Focus	Quality interactions, setting rules and routines, Baselines	Quality interactions, setting rules and routines, Baselines	Kindness Elves How do you make a rainbow?	Incy Wincy Spider	Miss Polly had a Dolly  Topsy and Tim go to the doctors.	Topsy and Tim have a birthday
R.E Come and See Programme	<p><b>Myself</b></p> <p>To begin to Recognise how my name is important to me and others Light candle, play reflective music. Discuss Big Question 'Why am I precious?' Add post its of children's responses to display board. Talk about first names, everyone in the world has a first name! We call them by their first name for the register, in class, when we say hello song, can they say their first name – go round circle. Your parents decided on your what to call you – they will have chosen the most beautiful name they know for you as you are so important. How do you feel about their name? </p> <p>Play parachute game.</p>	<p><b>Myself</b></p> <p>To listen and respond to a psalm telling me God loves me.  Light candle, play reflective music.  Discuss Big Question 'Why am I precious?' Add post its of children's responses to display board.  Read Isaiah 43:1-2 and ask these key questions. Who are the people in the picture? (Mum, Dad, brothers) Can they see Daddy holding the baby's name book? Why is he holding the book? What is your name? Who chose your name?</p>	<p><b>Myself</b></p> <p>To listen and respond to a psalm telling me God loves me Light candle, play reflective music.  Discuss Big Question 'Why am I precious?' Add post its of children's responses to display board.  Sing You have called us by our name, we belong to you, you have called us by our name and we are yours.  Invite children to say 'God loves me, this makes me feel ....'  Have emojis of happy, loved, sad, worried, calm. Ask children to choose emoji that shows how they</p>	<p><b>Myself</b></p> <p>Remembering, celebrating and responding to the importance of names, and to God who knows each one by name and loves them. </p> <p>Light candle, play reflective music.  Discuss Big Question 'Why am I precious?' Add post its of children's responses to display board.  Share together their name card. Invite children to say their name and how they felt about knowing God loves them.  Hold their photo of themselves up when they hear their name.</p>	<p><b>Welcome</b></p> <p>I am beginning to recognise what it is to welcome and be welcomed. Light candle, get carpet ready, play reflective music. Sing hello song. Discuss the Big Question 'Why is welcome important?' Write children's responses on post its. How do we welcome people? (Smile, say hello, shake hands, hug, fist pump etc) Use an 'emotion faces chart' to recognise welcoming expressions. Discuss what makes children feel welcomed into the school community.</p>	<p><b>Welcome</b></p> <p>To talk about how we welcome people and God's family. </p> <p>Light Candle, play music. Discuss Big Question 'Why is welcome important?'</p> <p>Explain that to become part of God's family we have Baptism, where we become part of a Church family. Act out Baptism. Getting children to say " I baptise you in the name of the Father..." talk about who is there – Godparents, you get a candle and certificate, wear white garment.</p> <p>Ask children to bring anything from their baptism to share on display/show class.</p>

	<p>In pairs sing Row, row, row your boat, I am .... (say own name) What is your name? I am .... (Other child says their name) Make name card, colour it in and decorate.</p> <p>Self portrait using paint.</p>	<p>Say to each child – “God says I know you ..... you are precious to me.” Sing You have called us by our name, we belong to you, you have called us by our name and we are yours. Teach the morning song, ‘Good Morning Lord...’ Introduce everyone to end of day prayer.</p> <p>Hand print with ‘My name is .... I am precious to God.’ Roll the ball in a circle towards each child in turn. When the child has the ball, they respond by recognising their name i.e ‘My name is ....I am precious to God.’</p>	<p>feel when they know that God loves them. Take photo of them with their emoji – stick in book.</p> <p>Mirrors – adult to say 2 I have called you by your name..(Child say own name).. you are precious to me.”</p>		<p>How do they feel belonging to their family? School family? ❤️</p> <p>Make collages of items that would welcome a new baby.</p>	<p>Baptismal candle – I am part of God’s family.</p>
<p><b>PSHE: TenTen</b></p>	<p><u>How will children learn?</u> <u>Unit 1 – Religious Understanding</u> Session 1 – Handmade with Love</p>	<p><u>How will children learn?</u> <u>Unit 2 - Me, my body, my health</u> Session 1 – I Am Me</p>	<p><u>How will children learn?</u> <u>Unit 2 - Me, my body, my health</u> Session 2 – Head, Shoulders, Knees and Toes</p>	<p><u>How will children learn?</u> <u>Unit 2 - Me, my body, my health</u> Session 3 – Ready Teddy</p>	<p><u>How will children learn?</u> <u>Unit 3 – Emotional Wellbeing</u> Session 1 – I Like, You Like, We Like!</p>	<p><u>How will children learn?</u> <u>Unit 3 – Emotional Wellbeing</u> Session 2 – All the feelings</p>
<p><b>PHSE: Managing Self.</b></p>	<p><b>To know that they gain comfort from familiar adults, when needed. (Ongoing as they settle)</b></p>	<p><b>To know that some things are mine</b> (Explain to children that we take turns in nursery so if I am playing with a toy it is my turn. If they want it then they wait for me to finish playing with it before they can have it.)</p>	<p><b>To know they have a growing sense of will and determination which may result in feelings of angry and frustration which are difficult to handle, e.g. may have tantrums (Ongoing)</b></p>	<p><b>To know they have a growing ability to distract themselves when upset e.g. by engaging in a new play activity. (Ongoing – encourage children to do an activity when they get upset)</b></p>	<p><b>To understand that some things belong to other people. ‘Turn-taking’ ‘Sharing’.</b> Play games to promote turn taking.</p>	
<p><b>PSHE: Building Relationships.</b></p>	<p><b>To begin to know how to use a familiar adult as secure base from which to explore independently in new environments with others, but return for a cuddle or reassurance if I become anxious (Ongoing)</b></p>		<p><b>To begin to know how to play alongside others.</b> Activities set out alongside others so they see and learn to play alongside others.</p>			

<b>PSHE: Self-Regulation</b>	To know how to separate from my main carer with support and encouragement from a familiar adult (Ongoing)		Know how to explore new toys and environments but I 'check in' regularly with familiar adults as and when needed. (Ongoing)		Know how to welcome praise for what they have done (Ongoing) Use of stickers, high fives, saying well done, certificates and clapping others.	
<b>Communication and language: Listening, Attention And Understanding.</b>	Has single channelled attention, may find it difficult to focus on more than one thing at a time (Ongoing)	Know how to respond to very simple requests especially when shown first by an adult. (Ongoing)		Know how to be able to understand and respond more to simple questions and instructions E.g. 'Where is your shoe?' 'Show me your nose.'	Know how to be able to match objects to names and will bring my favourite toy when asked. (Ongoing)	To begin to know how to explore objects using my senses.
<b>Speaking</b>	Knows how to copy sounds and words like 'All gone.'	Knows how to make requests using two words (Ongoing)	Knows how to copy sounds and words a lot (Ongoing)	Knows how to start to put short sentences together with 2-3 words, such as 'More drink' or 'Bye Mummy'. (Ongoing)	Knows how to use 10 words. To begin to build up vocabulary that reflects the breadth of their experiences.	Knows how to use 20 words.
<b>Literacy: Reading</b>	To enjoy listening to stories (Story time every day and books read throughout the day, ask parents to read to their child every day – give them reading books once a week and reading dairy to write in, choosing stories for story time) Ongoing		Knows how to pay attention to a story and respond to the pictures. (Talk about the pictures in stories and ask questions about them e.g. what can you see? What has happened?)	To understand the five concepts about print: print has meaning. (Display of signs children will be familiar with, ask if they know any? Add to this with other shops etc they know)		
<b>Literacy: Writing</b>	To know how to enjoy drawing freely. Independent choice of interest – busy books.		Begin to show a preference for a dominant hand. Activities such as drawing, mark making, using scissors, painting, keep observing which hand they use. Begin to know how to add marks to their drawings which they give meaning to. Busy books asking the children to write what it is they have drawn, make marks for own name on their work.			
<b>Literacy: Phonics.</b>	Quality interactions, setting rules and routines.		Begin to recognise environmental sounds and instrumental sounds. Phonics sessions throughout the week listening walks, phonics games.			
<b>Maths: Number</b>					To begin to know how to sort objects using one simple criteria.	

					Sorting objects by colour, size or category	
<b>Maths: Numerical Patterns</b>	<b>To know how to recite some number names in sequence (not necessarily understanding at this stage) Ongoing.</b> Counting by rote, counting songs, counting objects, counting number of children, counting objects in room like pencils, cars etc.					
<b>Maths: Shape, Space and Measure</b>	<b>To know how to start to fit shapes into board puzzles or shape sorters (Ongoing)</b> Shape sorters and board puzzles out in Maths area.	<b>To know how to begin to build using simple blocks (Ongoing)</b> Wooden blocks, sponge blocks, duplo, cubes, construction area.	<b>To know how to fill and empty a container.</b> Lots of different sized and shaped containers asking children to fill them using water, sand, rice. Having containers out and asking children if they are full or empty.		<b>To begin know how to talk about the routine of the day and use language like 'before' and 'after'.</b> Class timetable – explaining the day using before and after, link to History work on what they look like before and now.	
<b>Physical Development: Gross Motor Skills</b>	<b>Knows how to walk confidently.</b>  <b>Know how to walk upstairs with my hand held.</b>	<b>Knows how to squat to pick up toys (Ongoing)</b> Games where they have to pick up objects from the floor, model squatting to pick them up.	<b>Knows how to run but sometimes fall.</b>	<b>Knows how to stand on one foot with support (Ongoing)</b> Games like musical statues or 'Do this, do that' involving standing on one foot – use wall or objects for support if needed.	<b>Knows how to climb onto a large chair and turn to sit (Ongoing)</b> Use some larger chairs and P.E tables, model how to climb up safely and turn and sit on them.	<b>Knows how to climb onto the furniture.</b> PE equipment e.g. tables, benches.
<b>Physical Development: Fine Motor Skills.</b>	<b>Knows how to use a fisted grasp or fist grip comfortably (Ongoing)</b> Mark making activities, busy books, painting.			<b>Begin to use one-handed tools and equipment, for example, making snips in paper with scissors</b> Using scissors with paper and playdough, cutting playdough with wooden knives, using tweezers to pick up pom poms of different sizes, plastic BBQ tongs in home corner picking up things like small plastic fruit, syringes in water play.		
<b>Understanding the world: Past and Present</b>		<b>Knows their own life-story (Ongoing link to RE)</b>		<b>Begins to know own life story (Baptism – who was there, they wore a white garment)</b>	<b>Begins to talk about some significant events in my own experience.</b> Talk about their last birthday, holidays they've been on, putting pictures of themselves using Before and Now.	
<b>UTW: People, Culture and Communities.</b>				<b>Knows own immediate family (Mum, Dad, Siblings)</b> Can identify their own family members in photos sent in from home.	<b>Knows how to show an interest in different occupations and ways of life (starting to) Ongoing.</b> People who help us - Lunch Supervisors, Teachers, T.A's, Emergency Staff. Role play corner being a doctors, using pictures of different occupations.	
<b>UTW: The Natural World.</b>	<b>Knows how to play with small world models such as</b>		<b>To begin to sort materials – how does chocolate change when we melt it,</b>	<b>Begin to Talk about what they see, using a wide vocabulary (leaves and</b>	<b>Use some of their senses in hands-on exploration</b>	

	<b>farm, garage or train track</b> (Ongoing) Playing with the children and modelling using the house and dolls or train track.		making Rice Krispie cakes linked to Kindness Elves book.	seeds, conkers, acorns on Autumn Table) Ongoing	<b>of natural materials –</b> Autumn Table (Ongoing) To be able to name basic body parts.	
<b>Expressive Art and Design: Creating with materials.</b>			<b>Know how to show an interest in the way musical instruments sound.</b> (Ongoing) playing different instruments you shake and/or hit.	<b>Know how to experiment with blocks, colours and marks</b> (Artist – Mondrian, Henri Mattese, using Lego to paint with)		
<b>EAD: Being imaginative and expressive.</b>	<b>Know how to begin to use representations to communicate e.g. drawing a line and saying ‘That’s me’.</b> – Busy Books, writing name on work.					
<b>Special Events British/ Values</b>	Voting for our story some days. Ongoing  Teddy Bear Day 9 <sup>th</sup> September – Bring in Teddy to appreciate the friendship they give us.				1 <sup>st</sup> -31 <sup>st</sup> October Black History Month  2 <sup>nd</sup> October Grandparents Day.  Harvest Festival 4 <sup>th</sup> October.  Cafod family fast day 7 <sup>th</sup> October	25 <sup>th</sup> October Diwali  31 <sup>st</sup> Halloween  1 <sup>st</sup> November All Saints