

ST ALOYSIUS CURRICULUM - NURSERY

	TO KNOW		TO LOVE		TO SERVE	
	Determination Justice and Peace	Curiosity Solidarity	Empathy Human Dignity	Kindness Caring for those in need	Community The Common Good Participation	Sustainability Stewardship
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvelous me!	Celebrations!	Amazing animals	Minibeasts and Growing	Around the world!	Here comes the sun! (transition)
Books	<ul style="list-style-type: none"> - Peace at last - Peepo - Goldilocks and the three bears - One Ted falls out of bed - Incredible You 	<ul style="list-style-type: none"> - Whatever Next - Rama and Sita - The Christmas Story - Stick man - The Gingerbread man 	<ul style="list-style-type: none"> - Owl Babies - Dear Zoo - A squash and a squeeze - Lunar New Year - Brown Bear brown bear what do you see? 	<ul style="list-style-type: none"> - Olivers Vegetables - Each Peach Pear Plum - Ladybird moves home - The very busy spider 	<ul style="list-style-type: none"> - Room on a broom - Here we go round the mulberry bush - Rosies walk - You choose - Coming to England 	<ul style="list-style-type: none"> - Billy's Bucket - Sharing a shell - Starting school - You can't take an elephant on holiday. - Pirates love underpants
Focus Topics	<ul style="list-style-type: none"> - Starting School - New Beginnings - Ourselves - My Family - Feelings - Autumn 	<ul style="list-style-type: none"> - Celebrations - Light and Dark - Space - Nursery Rhymes 	<ul style="list-style-type: none"> - Farms - Life Cycles - Animals around the world - Birds 	<ul style="list-style-type: none"> - Healthy Eating - Growing - Mini Beasts 	<ul style="list-style-type: none"> - Travel and transport - Maps - Our World - What's my job? 	<ul style="list-style-type: none"> - Seaside - Summer - Transition - Holidays - Pirates
Wow moments	<ul style="list-style-type: none"> Harvest Festival Pizza making Visit from Father Benedict 	<ul style="list-style-type: none"> World Nursery Rhyme week Lent Nativity Play Diwali World Space week 	<ul style="list-style-type: none"> Big Garden Bird Watch Dragon Dancing 	<ul style="list-style-type: none"> Butterfly garden World Book Day Zoo lab Mother's Day Easter 	<ul style="list-style-type: none"> Visit from a Doctor and Police Officer. Walk to the Trap Grounds Father's Day 	<ul style="list-style-type: none"> Graduation Teddy Bears Picnic Pirate Fun Day
RE	<ul style="list-style-type: none"> Creation God Our Father who cares for us The Good Samaritan 	<ul style="list-style-type: none"> Advent Christmas 	<ul style="list-style-type: none"> Baptism God's Family Jonah and the whale 	<ul style="list-style-type: none"> Lent Holy Week Easter 	<ul style="list-style-type: none"> Pentecost Noah's Ark 	<ul style="list-style-type: none"> Special celebrations St Christopher St Aloysius Feast Day Feast of St Peter and St Paul

C and L	Ongoing – i) Encourage a love of reading and develop recall through role play and small world activities ii) Use a wider range of vocabulary, through daily stories, role play and investigation stations.					
	-Begin to understand a question or instruction that has two parts.	- Encourage ‘Why?’ through stories and investigation. - Its Christmas time which means we start to build a large repertoire of songs.	Our phonics journey begins - develop their phonological knowledge.	Taste different healthy foods and be able to express a point of view and to debate when they disagree with an adult or a friend, using words.	Use maps to encourage talk to organise themselves and their play.	Recall the stories and rhymes we have learnt through the year and be able to talk about these.
PSED	-Familiarise themselves with Acorn class and begin to independently and purposely select and use activities and resources. -Begin to develop their sense of responsibility through ‘choose it, use it, put it away’ and carrying out daily tasks. - Explore our feeling through stories, talk and art. Use words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.	- Continue to explore feelings by introducing ‘Zones of Regulation. Use this to help us use appropriate ways of being assertive and talk with others to solve conflicts. - Increasingly follow rules, understanding why they are important.	-Understand gradually how others might be feeling - Play with one or more other children, extending and elaborating play ideas - Continue to explore feelings by introducing ‘Zones of Regulation. Use this to help us use appropriate ways of being assertive and talk with others to solve conflicts.	-Understand gradually how others might be feeling -Remember rules without needing an adult to remind them - Become more outgoing with unfamiliar people, in the safe context of their setting. - Be able to use Zones of Regulation to explain how they are feeling.	- Show more confidence in new social situations, with a walk to The Trap Grounds.	- As a group talk about our favourite memories and how they make us feel.

Literacy	Ongoing – i) Understand the five key concepts about print: - print has meaning, the names of the different parts of a book, print can have different purposes, page sequencing and we read English text from left to right and from top to bottom					
	-Through daily story time and adult interactions, understand the five key concepts about print: it has meaning, can have different purposes, we read English text from left to right and from top to bottom, the names of the different parts of a book and page sequencing. -With a language rich environment engage in conversations about stories and learn new vocabulary.	Use some of their print and letter knowledge in their early writing (mark making) – writing Christmas cards and letters home from Stickman.	Our phonics journey begins! Develop phonological awareness, so that they can: - spot and suggest rhymes, count or clap syllables in a word and recognise words with the same initial sound.	Engage in extended conversations about stories and then make up our own stories.	Write some or all of their name. Write some letters accurately.	Explore non-fiction books and spot and learn new vocabulary.
Maths	On going i) Through songs show ‘finger numbers’ up to 5.					
	-Recite numbers past 5. -Say one number for each item in order: 1,2,3,4,5. -Know that the last number reached when counting a small set of objects tells you how many there are in total.	-Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. -Experiment with their own symbols and marks as well as numerals. -Solve real world mathematical problems with numbers up to 5.	-Compare quantities using language: ‘more than’, ‘fewer than’. -Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’. • - Understand position through words alone.	-Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. -Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. -Extend and create ABAB patterns – stick, leaf, stick, leaf.	-Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ -Describe a familiar route. - Discuss routes and locations, using words like ‘in front of’ and ‘behind’.	Make comparisons between objects relating to size, length, weight and capacity. -Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. -Combine shapes to make new ones – an arch, a bigger triangle, etc. -Notice and correct an error in a repeating pattern.

UTW	<ul style="list-style-type: none"> -Look at family photographs and begin to make sense of their own life-story and family's history. -Explore the differences and similarities in people's lives. - 	<ul style="list-style-type: none"> - Continue to develop knowledge of their own life-story and family's history through celebrations. -Use all their senses in hands-on exploration of natural materials. -Explore collections of materials with similar and/or different properties. 	<ul style="list-style-type: none"> -Understand the key features of the life cycle of an animal. -Begin to understand the need to respect and care for the environment and all living things. -Talk about what they see, using a wide vocabulary. 	<ul style="list-style-type: none"> -Plant seeds and care for growing plants. - Build on our understanding of life cycles, by learning about those of plants. - Build on our knowledge of the need to respect and care for the environment and all living things. 	<ul style="list-style-type: none"> - Learn about different occupations, through story, role play and visits. - Explore how things work – <i>how do sail boats move? Why do cars go fast and slow?</i> - Continue developing positive attitudes about the differences between people. -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> -Explore and talk about different forces they can feel. -Talk about the differences between materials and changes they notice. - Build on our knowledge of the need to respect and care for the environment and all living things.
PD	Daily fine motor exercises i) Use drawing to represent ideas like movement or loud noises and a comfortable pencil grip with good control when holding pens and pencils, as we Squiggle while we Wiggle ii) Dough Disco iii) Movement to classical music with scarves.					
	<ul style="list-style-type: none"> -Become increasingly independent, by putting on their own coat and shoes/wellies. -Continue to develop and transfer their movement skills in balancing, riding and ball skills. 	<ul style="list-style-type: none"> - Continue to encourage tidying by getting the children to collaborate with others to manage large equipment. - Go up steps and stairs, or climb up apparatus, using alternate feet. 	<ul style="list-style-type: none"> -Use large-muscle movements to wave streamers. -Skip, hop, stand on one leg and hold a pose while making up moves for a dragon dance. 	<ul style="list-style-type: none"> -Use and remember sequences and patterns of movements which are related to music and rhythm. -Use one-handed tools and equipment, for planting our vegetable garden. 	<ul style="list-style-type: none"> -Use large-muscle movements to paint and make marks. -Choose the right resources to make their own designed bread rolls. 	<ul style="list-style-type: none"> -Develop our skills in working as a team to manage large equipment by building a pirate ship and plank. -Match their developing physical skills to creating a pirate ship.

EAD	Ongoing – i) Topic related role play to encourage children to take part in pretend play ii) Topic related small world equipment like animal sets, dolls and dolls houses, etc, to encourage the development of complex stories iii) Explore different materials freely, to develop their ideas about how to use them and what to make.					
	<ul style="list-style-type: none"> - Look at the work of famous artists and how they expressed emotion in their work and then create our own emotion art. -Make towns imaginative and complex homes and towns using blocks and construction kits. - Use a mirror to explore our faces. How are we similar and different? Use this research to draw ourselves. 	<ul style="list-style-type: none"> - Learn and perform our Christmas songs. - Use colour mixing to create our own planets. 	-Create Henri Rousseau inspired collages of our favourite animals.	<ul style="list-style-type: none"> - Use our own ideas to create insects by joining materials and exploring different textures. 	<ul style="list-style-type: none"> -Listen with attention to music from around the world and talk about their thoughts to what they have heard. 	<ul style="list-style-type: none"> - Create our very own pirate song and accompany it with instruments.

Sometimes our topics may change to reflect the children’s particular interests. This long term plan is not an exhaustive list but is designed to give an overview of our learning.