

# Nursery Curriculum Blog

## Autumn 2 2023



Dear Parents and Carers,

Welcome back everyone, we hope you had a good half term break.

It has been a pleasure to welcome all families to our nursery this term, and we are so pleased by how well the children are settling in. We look forward to continuing to build these positive relationships with you and your child, so we may be well placed to support each child to develop and learn to the best of their individual abilities.

Our topic for this term is 'Once upon a time'. We will be sharing many of the well-known traditional tales of the past and some popular classics of the modern day. As usual, each week there will be a focus book to read with the children and to explore in more detail across all areas of their learning. There will also be many opportunities for your child to experience other traditional and modern books too.

If your child has a favourite story that they would like to share with their friends in nursery, you are welcome to send in the book or let me know and I will try to find a copy.

Please read on to discover some of the areas of learning and activities we will be exploring in the coming weeks. There are also ideas to support your child's learning at home and details of this term's homework project.

If you have any questions or concerns, please feel free to contact me on Dojo or in person at the end of a session.

Ms L Tyrrell, Nursery Teacher

Mrs J Farrell, Nursery Nurse

### Personal, Social and Emotional Development

Self-Regulation

Managing Self



Building Relationships



*PSED is one of the 3 Prime Areas and impacts on all areas of a child's play, development, and learning. This is divided into 3 related areas: Self-Regulation, Managing Self and Building relationships.*

This half term our focus will be on supporting all the children to respond to their name, and to develop a good learning position when participating in short, whole class or group activities. During continuous provision, all children will be encouraged to find their own resources independently, for their play and to tidy up when their play is finished.

All the adults will continue to support children in developing positive relationships with their peers through mutual role play activities, turn taking in games and in sharing resources.

### Communication and Language:

Listening, Attention, Understanding



Speaking



*C&L is a prime area and is one of the essential building blocks for all the other areas of development and learning. It is divided into 3 associated areas: Listening, Attention, Understanding, and Speaking.*

In nursery, staff constantly support children's communication and language skills as an essential part of their development. During group sessions and continuous provision, we will be encouraging children to engage more with their peers and the adults. It is important that children are encouraged to use and explore their developing communication skills, with adults sensitively modelling language, e.g., a child says: "I runned very fast", an adult may respond: "yes, you ran very fast". Adults will also continue to use visual aids and signing to support all children according to their individual needs.

## Physical Development Prime Area

### Gross Motor



### Fine Motor



PD is a prime area and covers gross and fine motor skills. Gross motor skills involve movements of the arms, torso and legs which support the development of body movements such as running plus abilities such as balancing and coordination. These skills also support the development of fine motor skills that help us make small movements with our wrists and hands. Such as manipulating small parts and using mark making materials to good effect.

**Gross motor focus:** The children will be encouraged to develop their gross motor skills through planned activities, such as our weekly sessions on the gym trail, yoga, and active dance. Adults will also support all children to be physically active during our continuous provision (free play) especially in our garden area: riding the trikes, climbing frame and active group play that children may make up for themselves or with friends.

**Fine motor focus:** Each week children will be encouraged to use a range of one-handed tools and equipment with increasingly good effect.

**Week1:** Toothbrushes for flick painting, **2:** Digging with small spades, scoops, forks.

**3:** Using different sized spoons for craft projects **4:** Using small paint brushes.

**5 /6:** Scissor skills.

## Daily Phonics



### Literacy: Word reading Writing, Comprehension

These are fast paced, fun activities that focus on developing children's speaking and listening skills, phonological awareness and oral blending and segmenting of sounds. These activities are part of our broad and rich language curriculum, linking language with practical experiences. In our provision there are also many opportunities for children to engage with books, mark making and paves the way for a positive start to their reading and writing.

This term we continue to introduce the children to a repertoire of songs and rhymes, including multisensory experiences such as action songs where children use body percussion – such as claps, knee pats, foot stamps – in a particular way. Children will be encouraged to learn and repeat songs and rhymes to help them tune into the rhythm and sound of English words.

Each week we have a focus book to read with the children, to talk about and explore across all the areas of their learning and development. There are also many other story books and non-fiction texts in every area of the nursery for the children to share and enjoy during continuous provision (free play) time.



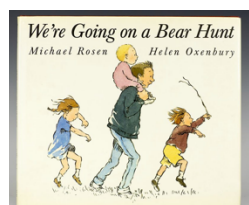
### Week1. The Three Little Pig. Traditional Tale

Once upon a time, there lived three little pigs. One day, they leave home and build their own houses of straw, sticks and bricks. Then along comes the Big, Bad Wolf who wanted to eat them! A traditional tale with appealing characters and repeated refrains that encourages children to join in and opens conversations about the materials each pig used for their new home.



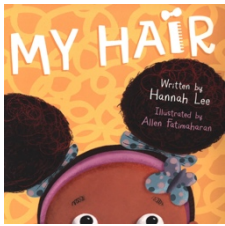
### 2. Goldilocks and the Three Bears Traditional Tale

Goldilocks ventures into the woods and finds the 3 Bears cottage. She goes in and explores: Hot porridge, uncomfortable chairs and beds that are not right. Then the Bears return.... This is another traditional tale that encourages children to compare sizes and explore the characters and voices of Daddy Bear, Mummy Bear and Baby Bear.



### 3. We're Going on a Bear Hunt Michael Rosen

A modern classic: The family set out on an adventure in the countryside. To find the Bear, they need to negotiate a range of landscapes until finally they reach the Bear's cave. This is a rhythmical story that contains an engaging mix of refrains and descriptive language that encourages children to join in on each page, and with a fast and exciting ending.



**4.The Gingerbread Man. Traditional Tale**

*'Run, run as fast as you can, you can't catch me I'm the Gingerbread Man'.*

A well-known line from this classic tale that children enjoy chanting as the story progresses. The Gingerbread Man runs away from the Old Man and the Old Lady who made him. They chase him and so do many other characters in this story. But what happens to the Gingerbread man when he reaches the river?

**5.My Hair Hannah Lee**

My Hair is a modern story about a little girl who is trying to find the perfect hairstyle for her birthday. It is not only a celebration of black hair but captures the excitement of getting ready for a celebration, as well as showcasing an array of different hairstyles. The rhythmic text also makes it more accessible and appealing for younger children. It encourages conversation about preparing for a family do, children's own hairstyles and noticing other's hairstyles too.

**6.Stick Man Julia Donaldson**

Another modern classic that follows the adventures of Stick Man. He lives with his Stick Lady Love and their three small sticks. One day, he goes for a jog and finds himself entangled in a series of dangerous events that only a stick character could succumb to. Thankfully, he is eventually rescued by a special person. This is a beautifully illustrated book with an appealing main character that children enjoy following through all his adventures.

**Mathematics:**

**Number**



**Number patterns**



*Maths is divided into 2 areas: Number development and Number patterns – which includes shapes and measurements.*

**Number focus:** Adults will continue to support children to count in everyday contexts across all areas of their development and learning. Lots of oral and finger counting in our songs and stories and counting play during continuous provision: *how many dinosaurs do you have? Do you have more red bricks or green bricks, can you give me 2 pencils.*

**Number Patterns focus:** Children will be encouraged to begin to make comparisons between sizes. Adults will support children's exploration of shapes: using shapes correctly in their constructions e.g., flat shapes for building, triangular prism for a roof. Children will be encouraged to talk about 2d and 3d shapes.

**Understanding the World:**

**People, Cultures and Communities**



**The Natural World**



*UW includes People, Culture and Communities, The Natural World and Past and Present. Currently we focus on the first two areas with focus on Past and Present later in the year.*

Adults will continue to support children to be increasingly aware of the differences between people and to develop an interest in different occupations.

**Week 1:** An introduction to Bonfire Night, Diwali, and Remembrance Day.

**2:** Hospital role play. Our home corner will transform into a hospital where the children will have the opportunity to explore and take on roles of doctor, nurses, and patients. **3:** What does a farmer /shepherd do?

**4:** An introduction to Fire Fighters.

**5:** An introduction to Police Officers. **6:** Christmas Celebrations

**Autumn changes** will be the focus of our natural world observations. Children will be supported to explore collections of similar/different materials and to talk about the differences and changes they notice.

**Week1:** Cones and conkers

**2:** What is a forest?

**3:** Exploring the 'Bear Hunt' environments.

**4:** Spider Webs.

**5:** Changes in wet and dry materials – bark, rocks, cones.

**6:** What's the weather today?

**Expressive Arts and Design:**

*Creating with Materials*



*Being Imaginative and Expressive*



The children will be encouraged to explore different materials, using all their senses to investigate them and use their imagination to consider what they can do with them.

Each week there will be a different project related to the focus book or event.

**Week 1:** Fireworks art: using different tools such as toothbrushes to create a picture.

**2:** Make and try porridge. **3:** Make a Snowman character.

**4:** Using small brushes and colours of their own choice to paint a Gingerbread Man.

**5:** Create a collage hair style using a range of fabrics. Christmas hand/finger printing.

**6:** Make your own Stick character using natural materials, Christmas Crafts.

In addition, the children are always supported to express themselves in roleplay, to design and make their own creations during continuous provision.

**Christmas Celebrations**

All nursery children will have the opportunity to take part in our Nativity performances. Details to follow.

**Ideas to support your child's learning at home linked to our areas of learning this term:**

**Links for focus books storytelling online:**

The Three Little Pigs: [https://youtu.be/FNYBQsay\\_Ek?si=X4qRPcOGvdSBdDNY](https://youtu.be/FNYBQsay_Ek?si=X4qRPcOGvdSBdDNY)

Goldilocks and the Three Bears: [https://youtu.be/98RgN\\_dCiDs?si=lrZo5bR9DCtZRM\\_H](https://youtu.be/98RgN_dCiDs?si=lrZo5bR9DCtZRM_H)

We're Going on a Bear Hunt: <https://youtu.be/Ogyl6ykDwds?si=CCII2USsHF9maDYo> read by the author Michael Rosen

The Gingerbread Man: <https://youtu.be/KEf6MtgIpXk?si=-oZEazfS2qLPgcDF>

My Hair: <https://youtu.be/STbdTqICQJA?si=35I55w5QAST58d7J>

Stick man: <https://youtu.be/lbXZBT8ww1w?si=yFOWtiHh1kj-CROU>

**Tapestry:** don't forget to log on to your child's online learning journal to follow their development. As so much of a child's learning occurs at home, we highly value any family experiences and events you choose to share on Tapestry. Thank you!

**Boom Reader:** Please remember to log on to Boom reader at least once per week to record your child's shared reading at home. This can be their nursery book or any book from home.

Please return Nursery books/ book bags on a Monday and they go home on Wednesday.

**Parent and Carer Meetings.** Every parent was invited to book an appointment online. If you have any difficulties with this, please contact the school office.

**Reception place applications for September 2024.** To apply, please go online to Thurrock Council's Website – Primary admissions. The school office does not deal with any primary admissions.

**School uniform/equipment.**

Uniform is compulsory, including black shoes - without laces if possible so your child can become more independent in taking off/putting on their own shoes.

Please send your child in with a small rucksack **each session** containing a change of clothes and pullups if required. No food or drink in bags please.

Some families still need to provide a waterproof suit and wellington boots for their child's outside and wet play.

**Lost Property: Please name all items of clothing** – don't forget coats, hats, and gloves please. Young children can easily forget which items are theirs! Any lost, unnamed items will be put in the lost property basket in the nursery foyer. You are welcome to look here at the end of a session.

**Homework Project** – Children are asked to choose one of the projects below to complete.

Please complete and return Homework projects by **Friday 8<sup>th</sup> December**. Homework projects will be celebrated and shared in class **from Monday 11<sup>th</sup> December**.

In week 2 our focus book will be the traditional tale, Goldilocks and the 3 Bears. For our homework project we would like you to act out a scene from this story with your child. We are encouraging the children to use a story voice and have been practicing a voice for Daddy Bear, Mummy Bear and Baby Bear.

Your child could say something like

*"Who's been eating my porridge?"*

Feel free to use story props like a bowl or a pillow for a bed.

**You can video your child completing this activity and upload it to Tapestry.**