



Nursery Curriculum Information

Autumn Term 1



Dear Parents and Carers,

This half term, our topic is 'Being Healthy'

Below we have outlined what we will be covering in each area of the Foundation Stage Curriculum.

Personal, Social and Emotional Development	<ul style="list-style-type: none">• Separates from main carer with support and encouragement from Nursery staff.• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults within nursery.• To become familiar with the nursery environment and to begin to use activities and resources with help.• Shows understanding and cooperates with some boundaries and routines in nursery.
Communication and Language	<ul style="list-style-type: none">• Develop our use of words related to our topic, 'Being Healthy'.• Extend our attention span and can shift to a different task if attention fully obtained (using child's name helps focus)• Talking about some of the things we can do to be healthy, including diet, exercise and basic hygiene.• Respond to simple instructions, e.g. to get or put away an object.
Physical Development	<ul style="list-style-type: none">• Gains more bowel and bladder control and can attend to toileting needs most of the time themselves.• Can usually manage washing and drying hands.• To observe the effect of activity on their bodies.
Literacy	<ul style="list-style-type: none">• Letters and Sounds games within Phase 1.• 'Jolly Phonic' sessions.• Shows interest in illustrations and print in books and print in the environment.• Handles books carefully (introduce and take home nursery library books).
Mathematics	<ul style="list-style-type: none">• Uses some number names and number language spontaneously.• Uses some number names accurately in play.• Recites numbers in order to 10.• Recognises some numerals of personal significance.• Understands some talk about immediate past and future, e.g. 'before', 'later', or 'soon'.
Understanding the World	<ul style="list-style-type: none">• Enjoys playing with small-world models such as a farm, a garage, or a train track.• Seeks to acquire basic skills in turning on and operating some ICT equipment.
Expressive Arts and Design	<ul style="list-style-type: none">• Joins in singing favourite songs.• Experiments with blocks, colour and marks.• Beginning to make-believe by pretending.• Beginning to use representations to communicate, e.g. drawing a line and saying, 'That's me.'