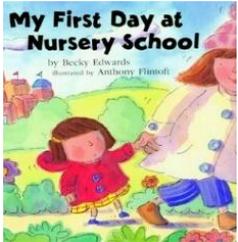
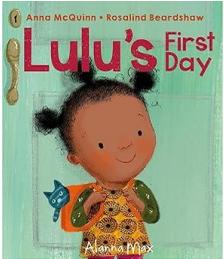
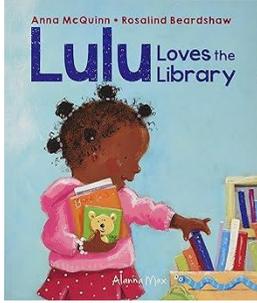


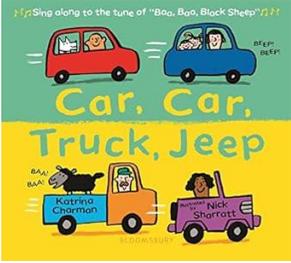
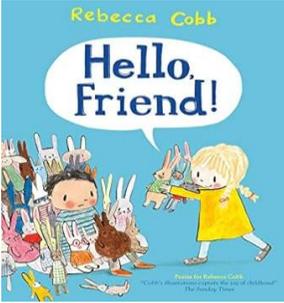
## Rood End Primary School

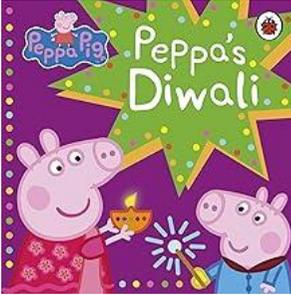
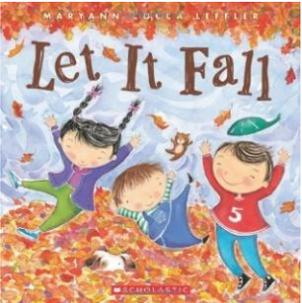
### Planning the Nursery Curriculum through Quality Texts

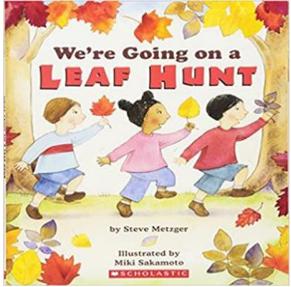
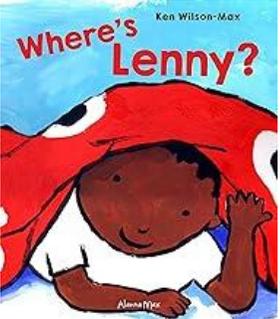
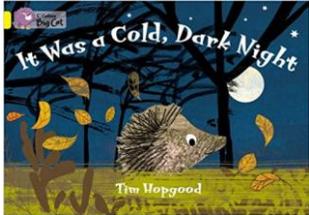
#### Autumn Term 1 and 2

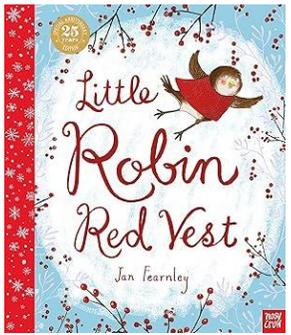
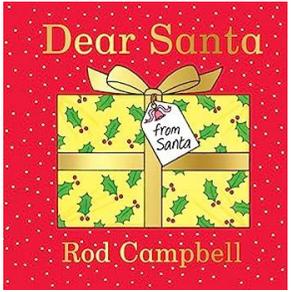
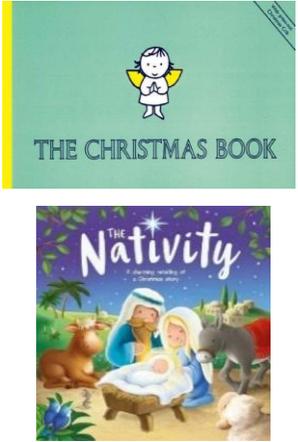
	<p>Each week during Autumn Term in Nursery we will listen to a new story and explore the meaning of the new words that we hear. The staff try and encourage pupils to use the new words in their play and discussions with a focus on nouns and verbs.</p> <p>The stories that are chosen are linked to familiar events that may be personal to the child or link to those that are happening in the world around them.</p>						
Week	KEY TEXT	Getting to know Me	UTW Knowledge	<u>Nouns and Verbs</u> Meaningful Talk & Growing Vocabulary	Nursery <i>Little Wandle Phonics</i> Autumn 1 – Rhyme Time Autumn 2 – Rhyme time & tuning into sounds  Other Rhymes/Songs	Wellcomm Focus	Maths  Number rhymes
Week 1		<p>Introduce feelings</p> <p>I am happy</p> <p>I am sad</p>	<p>Starting Nursery</p>	<p>Getting to know my new teachers &amp; nursery</p> <p>Naming toys</p> <p>Meeting new friends</p> <p>Nursery setting – getting to know the routines with pic timetable.</p> <p>Feelings – new nursery/missing family</p> <p>How am I feeling today</p> <p>Happy, sad, scared, anxious</p>	<p>Sing _____ where are you...</p> <p>Encourage children to respond with ...'here I am, here I am..' or wave</p> <p>encourage use of non-verbal responses</p> <p><i>Round and Round the garden</i></p> <p><i>Ring a Ring of Roses</i></p>	<p>Welcomm</p> <p>Follow simple instructions</p> <p>Settle children in</p>	<p>Saying number names in song and rhyme</p> <p>5 little monkeys</p> <p>Develop fast recognition of numbers up to 3.</p>
Week 2	<p><b>Little Wandle Book</b></p> <p>- Have items of clothes in a box</p>	<p>Adapt reading of story and use child's name when reading the book (can stick child's circle face in book)</p>	<p>Dressing</p>	<p>Getting dressed</p> <p>Naming clothes</p> <p>Naming body parts</p> <p>Talking about how we get dressed for nursery – uniform items / outdoor items</p>	<p>Teach a version of the nursery rhyme 'Here we go round the mulberry bush' with verses that focus on clothes, e.g. This is the way we put on our .... Hat / coat/ socks/ trousers...clothes when we come to nursery.</p> <p><i>Miss Molly had a Dolly</i></p>	<p>Welcomm</p> <p>Follow simple instructions</p> <p>Settle children in</p>	<p>Say number names in song</p> <p>5 little ducks went swimming</p> <p>Develop fast recognition of numbers up to 3.</p>

	 <p><b>MONSTER CLOTHES</b> DAISY HIRST</p> <p>- Labelling</p>						
Week 3	 <p>Anna McQuinn • Rosalind Beardshaw <b>Lulu's First Day</b></p>  <p><b>Lulu Loves Nursery</b> A sweet book about being a little bit brave Camilla Reid • Allie Bueby</p>	<p>Take photographs of our nursery</p> <p>Make a nursery book that includes a child in nursery</p>	<p><b>My New Nursery</b></p>	<p>Familiarising play in the nursery environment – naming items/objects</p> <p>same – my nursery Lulu's nursery Painting photo /image Book area photo/image</p> <p>Nursery setting – getting to know the routines</p> <p>Talk – I like to play with.. I paint with.. I cut with...</p>	<p>Sing to the tune of _____ where are you...</p> <p>Hello .... Where are you?</p> <p>Hello _____ how are you...</p> <p>Hello _____ who's sitting next to you...</p> <p>Children get familiar with who else is in nursery.</p> <p><b>Pat a cake</b></p>	<p><b>Welcomm</b> Copy actions (nursery rhyme)</p> <p>Everybody do this...</p> <p>If you're happy and you know it...( wave/stand/sit/clap/thumbs up)</p> <p><b>Baseline/ Welcomm</b></p>	<p>Say number names in song</p> <p>5 currant buns</p> <p>Develop fast recognition of numbers up to 3.</p>
Week 4	<p><b>Little Wandle Book</b></p>  <p>Anna McQuinn • Rosalind Beardshaw <b>Lulu Loves the Library</b></p> <p>...let's make our own books</p>	<p>Create our own family book.</p> <p>Children to bring in photographs of their family</p>	<p><b>My Family</b></p>	<p>Books Library Share Shhh Discussions of who is in our family. Look at photographs and discuss who is part of their family. Family, house, mum, dad, grandparents, twins, pets Skin colour, eyes, hair</p>	<p>Sing 'twinkle twinkle little star' as rhyme mentioned in story.</p>	<p><b>Welcomm</b> Copy actions (nursery rhymes)</p> <p><b>Baseline/ Welcomm</b></p>	<p>Make ABAB patterns.</p>

<p>Week 5</p>	<p><b>Little Wandle Book</b></p> 	<p>Pictures of how the children travel to school</p> <p>My dad's car My mom's car</p>	<p><b>My Family Transport</b></p>	<p>Car Truck Lorry Jeep Garage</p> <p>Talk about transport – train, aeroplane, (have they been on a train or aeroplane) tractor, boat, helicopter, red bus,</p>	<p>Teach the children the nursery rhyme '<b>The Wheels on the Bus</b>'. LW</p>	<p><b>Welcomm</b> Copy actions (nursery rhymes)</p>	<p>Positional language – up, down, under, in, besides, between.</p>
<p>Week 6</p>	<p><b>Little Wandle Book</b></p> 	<p>Turn taking games</p> <p>My turn, your turn</p>	<p><b>Family Friends</b></p>	<p>Friend Playing Sharing Together Noisy/quiet</p> <p>Feelings – excited, scared</p> <p>Show the children the front cover of the book and revisit 'Hello' song. Sing Hello ( child's name) Hello, where are you?</p>	<p>Teach the children the song '<b>This is the Way We Brush Our Teeth</b>' but change the song to incorporate the verbs from the book. For example: This is the way we pop the bubbles This is the way we wave to our friends</p>	<p><b>Welcomm</b> Point to your mouth, nose, eyes</p>	<p>Positional language – up, down, under, in, besides, between.</p>

<p>Week 7</p>	<p><b>Little Wandle Book</b></p> 	<p>Create book about our feelings</p> <p>Make expression faces &amp; take photo</p> <p>Match to the regulation CIP signs in book</p>	<p><b>Feelings</b></p>	<p>Kind, Strong , Help Share, Taking turns, giving, helping, sweeping, smiling, Kindness is... Build in actions for parts of the story: • Kindness is... a friendly hello [wave]. • Kindness is... a refreshing drink [water the plants with a pretend watering can]. • Kindness is... a roaring cheer [raise your hands and give a cheer]. • Kindness is... giving a chocolate chip cookie [hold an imaginary cookie and munch it].</p>	<p>Teach the children the nursery rhyme '<b>Baa Baa Black Sheep</b>' LW</p>		<p>More and Fewer</p> <p>Use fingers to show number in songs</p> <p>Baa baa black sheep – counting out 3 objects</p>
<p>Week 8</p>		<p>Feelings during celebration –</p> <p>Happy Scared (bang)</p> <p>Ask families for photos</p>	<p><b>Let's celebrate Diwali</b></p> <p><b>Celebrations</b></p>	<p>Light Diva Fireworks Dressing up Celebrations</p> <p><a href="#">CBeebies Songs   What is Diwali?   The Let's Go Club - YouTube</a></p>		<p><b>Welcomm</b> Look at colours</p>	<p>Recite numbers to 5 and show 'finger' numbers to 5.</p> <p>5 currant buns 5 little ducks</p> <p>Say one number for each item to 5.</p>
<p>Half Term (Halloween)</p>							
<p>Week 1 3<sup>rd</sup> Nov</p>			<p><b>What happens in Autumn</b></p>	<p>Autumn, season, crisp, cool, jump, windy, Fall, drop, down, slowly, Leaves, Crunch, Blow, Colours – green, brown, red, Talking about leaves falling off trees using photos Sing... Autumn leaves are falling down,</p>	<p><b>Incy Wincy Spider</b></p>	<p><b>Welcomm</b> Relate to objects and name some objects</p>	<p>Make ABAB patterns.</p>

				Red and yellow, orange and brown, Turning, turning round and round, Down, down, down,			
Week 2 10 <sup>th</sup> Nov				Tall, climb, over, under, through, dark, cold  Continued links – leaves on the ground, Acorn, stick, twig, pinecone, conker, spiky, smooth Oral retelling and repeating – join in chat	Autumn leaves are falling down, Red and yellow...	<b>Welcomm</b> Relate to objects and name some objects	Make ABAB patterns.  Sorting leaves (colour/ shape/size) Sorting leaves – same/not the same
Week 3 17 <sup>th</sup> Nov	<b>Little Wandle Book</b> 			Hiding (Hide and seek) Under Counting 1,2,3,4,5,6,7,8,9,10	Teach the children the nursery rhyme '1, 2, 3, 4, 5, Once I Caught a Fish Alive'.	<b>Under</b> Relate to ing words (as in story) Hiding Tickling Laughing Hugging	Recite numbers past 5 and show finger numbers to 5.  Positional language – up, down, under, in, besides, between.
Week 4 24 <sup>th</sup> Nov			<b>It is getting colder...</b>	Hedgehog Dark Night Cold  Little, down, big, up Hedgehog, rabbit, fox, owl,	Twinkle, twinkle little star (relate to stars out at night)  Children's night time songs...	<b>Welcomm</b> Relate to who's got no... (leaves, conkers)	Baa ba black sheep  Fast recognition of up to 3 objects.

<p>Week 5 1st Dec</p>			<p><b>What happens at Christmas</b></p>	<p>Robin Red Vest Fly Snow Colours Patterns Animals</p>	<p>Two little dicky birds sitting on a wall...  Little robin redbreast  Robin in a pine tree...</p>	<p>)  <b>Welcomm</b> <b>What flies...</b> <b>Grouping</b></p>	<p>Talk about and explore 2D shapes, using informal and mathematical language.</p>
<p>Week 6 8th Dec</p>			<p><b>Christmas Celebrations</b></p>	<p>Santa Christmas Presents Small, car, Big, kite, Ball, bouncy, Scary, mask, Messy, finger paint, Noisy, trumpet, Cuddly, soft, kitten</p>	<p>When Santa got stuck up the chimney...  Five little elves went out one day... And hopped on into Santa's sleigh, Santa Claus said ho ho ho And 4 little elves fell in the snow...,REPEAT</p>	<p><b>Welcomm</b> Carry out actions Copy actions</p>	<p>Talk about and explore 2D shapes, using informal and mathematical language.  Recognition of numbers up to 5.</p>
<p>Week 7 15th Dec</p>				<p>Long ago, far, Animals, stable, Star Donkey, sheep, camels Different colours Links to family, feelings, celebrations, Christmas...</p>	<p>Little donkey...  Away in a Manger...  We three kings...</p>	<p><b>Night</b>  <b>Welcomm</b> Carry out actions Copy actions</p>	<p>Talk about and explore 2D shapes, using informal and mathematical language.  Recognition of numbers up to 5.</p>