

Key Vocabulary:

Once upon a time, king,
queen, princess prince, wolf,
bears, pigs, book, story

Know which way up the book goes and in
English we read from left to right.

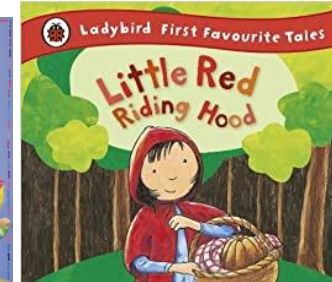
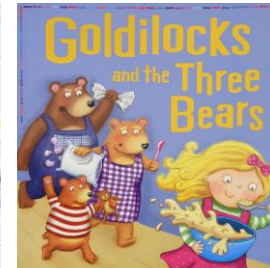
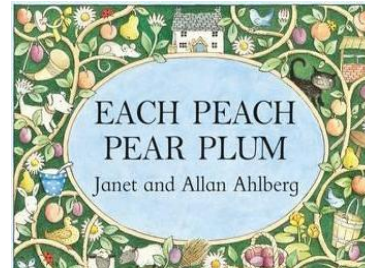
Able to turn the pages one at a time.

Know that we start reading from top of
the page to the bottom and left to right.
Letters make up words and we read these.

Pictures/illustrations help with to tell the
story.



Stories we have learnt from in this unit:



What I Must Know:

Once Upon a Time

Autumn 1 Nursery

Rhyme of the unit

Little Bo Peep has lost her sheep
And doesn't know where to find them
Leave them alone
And they'll come home
Wagging their tails behind them

<https://www.youtube.com/watch?v=rI8OiJ2TAtw>

Learning to try at home:

Read to your child every day and fill in their Reading Record so we can learn more about
your child's interests.

Join the local idea store/library so you never run out of books.

Retell stories from this unit and join in with repetitive refrain:

'Who's been eating my porridge?' 'Sitting in my chair?' 'Sleeping in my bed?'

**'What big ears you have' 'All the better to hear you with' 'What big teeth you
have' 'All the better to eat you!'**

Song of the unit

Twinkle, twinkle, little star,
How I wonder what you are!
Up above the world so high,
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are!

https://www.youtube.com/watch?v=SwTvw9kM6VM&a_b_channel=BBCTeach

Yearly Curriculum Overview

Prime Areas	Communication and Language (C&L)	<p><<Introduce traditional tales, characters, story line, nursery rhymes>> Listening to a story in small groups Learning names of children/adults in school</p>	<p>Introducing vocabulary of topic Sing a large repertoire of songs Pay attention to more than one thing at a time, which can be difficult</p>	<p>Question which has two parts Enjoy listening to longer stories & can remember much of what happens. Know many rhymes. <<Relate to own lives in full sentences>> Vocabulary of a person eg, elbow, knee</p>	<p>Start a conversation with a friend and continue it for many turns Longer sentences 4-6 words <<Understand why questions>> Petal, leaf, flower, tree</p>	<p>Develop their communication, but may continue to have problems with irregular tenses Be able to talk about familiar books and to tell a long story. Start a conversation with an adult and continue it for many turns</p>	<p>Be able to express point of view using words and gestures. Develop their pronunciation but may have problems saying some sounds Baby animal names</p>
	Physical Development (PD)	<p>Holding mark making implement Be increasingly independent in meeting their own care needs Start eating independently learning how to use a knife and fork Sitting on the carpet as part of a large group Moving in a large space</p>	<p>Increasingly independent putting coats on and doing zips Use large muscle movement to paint and make marks Show preference for dominant hand Use one handed tools and equipment</p>	<p>Use a comfortable grip with good control when holding pens and pencils <<Make healthy choices about food drink, activity and tooth brushing>> <<Start taking part in some group activities which they make up for themselves, or in teams>></p>			<p>Take part in some group activities which they make up for themselves, or in teams <<Use large muscle movement to wave flags>></p>
	Personal, Social and Emotional Development (PSED)	<p>Saying goodbye to parent/carer Learning to be in Nursery Select and use activities and resources, with help when needed.</p>	<p>Play with one or more other children, Remember rules without an adult needing to remind them</p>	<p>Show more confidence in new social situations <<Develop sense of responsibility and membership of a community>> <<Talk about their feelings using words like 'happy' 'sad'>></p>	<p>Increasingly follow rules, understanding why they important Talk with others to resolve conflict</p>	<p>Find solutions to conflicts and rivalries Extend and elaborate play ideas</p>	<p>Develop appropriate ways of being assertive.</p>
Specific Areas	Literacy Please see Appendix 1 for Little Wandle – Foundation for Phonics	<p>Read English left to right Foundation for Phonics begun with nursery rhymes Introduce book bag and reading record to home Difference drawing and writing, print/illustration Knowing have a name card.</p>	<p>Print has meaning – reading the words Read English top to bottom Reading name, knowing their name is needed on their learning. Choosing to mark make in their preferred area. Making book choice Turning pages 1 by 1 independently</p>	<p>Understand page sequencing of print Retelling a familiar story Writing their name with name card – write some or all of their name Foundation for phonics initial sounds Recognise words with same initial sound Use some of their print and letter knowledge in their early writing eg, birthday cards, <<Recognise words with same initial sound>></p>	<p>Foundation for phonics blending Independently forming letters in name correctly Difference sentence, word, letter Confident to mark make with an adult focus. See themselves as a writer. Diary of a beanstalk</p>	<p>Foundation for phonics segmenting and blending Spot and suggest rhymes Engage in extended conversation about stories Writing name without name card</p>	<p>Able to talk about what they have written. Write some letters accurately See themselves as a writer with confidence to have a go in all areas of writing.</p>

Mathematics		<p>1,2,3 Saying numbers out loud Difference number and letter and number is counting/amount Understand position through words alone – with no pointing. <<Discuss routes and locations, using words like 'in front of' >></p>	<p>Recognise fast recognition of up to 3 objects Recite numbers past 5 <<talk about and explore 2D and 3D shapes>> <<use informal language like 'pointy' 'spotty' >> Introduce Milon Mathematical Monkey</p>	<p>Say one number for each item in order Show finger numbers up to 5 <<compare quantities with more than fewer than>> <<Describe a familiar route>> <<Discuss routes and locations>> Age, date of birth – date and month</p>	<p>Know that the last number reached when counting a small set of objects & tell you how many there in total</p>	<p>Link numerals & amounts Experiment with their own symbols and marks as well as numerals Begin to describe sequence of events, real or fictional using words such as first <<talk about and identify patterns around them>></p>	<p>Solve real world mathematical problems with numbers up to 5 <<Extend and create ABAB pattern >></p>
Understanding the world (UTW)		<p>We live in a city (London) setting of traditional tales in woods. We can learn knowledge from stories.</p>	<p><<explore collections of materials with similar or different properties>> <<show interest in different occupations>> <<begin to understand need to respect and care for the natural environment>> Stars and planets, day and night. Christmas story</p>	<p><<Use all senses in hands for exploration natural materials>> <<Talk about what they see using a wide vocabulary>> <<Begin to make sense of their own life story and family's history>> <<Continue developing positive attitudes about differences between people>></p>	<p><<understand key features of life cycle of plant>>Know water, sun, soil needed for plant to grow. Waiting for seed to shoot. Exploring floating and sinking</p>	<p><<Understand key features of the life cycle of a plant and animal>> Life cycle of a butterfly</p>	<p><<Know that there are different countries in the world and talk about the differences they have seen in photos>> <<Begin to understand the need to respect and care for all living things>></p>
Expressive arts and design (EAD)		<p>Using aprons, cleaning paintbrushes between colours, name on art work. Role play area, using voices to sing songs</p>	<p>Increasing detail in representational drawing Take part simple pretend play Explore different materials freely Construction for a purpose -</p>	<p>Remember and sing entire songs <<Begin to develop complex stories using small world play>> <<Create closed shapes with continuous lines and begin to use to form objects>> Self portraits</p>	<p>Play instruments with increasing control to express their feelings and ideas <<Explore colour and colour mixing>></p>	<p>Develop own ideas and then decide which materials to use to express them <<Make imaginative complex small worlds with blocks and construction>> <<draw with increasing complexity and detail>></p>	<p>Create their own songs, or improvise a song around one they know <<show different emotions in their drawings and patterns >> <<listen with increased attention to sounds>></p>