

FS1 Autumn 1 Curriculum

What makes me me?



Commitment

We are brave,
enthusiastic
and
motivated.



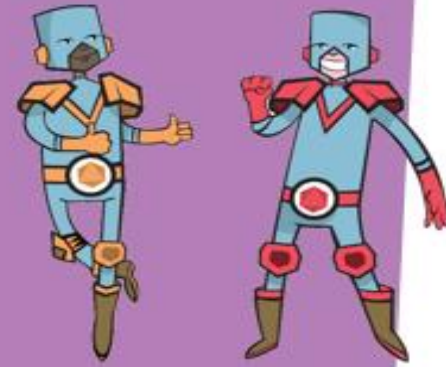
Aspiration

We are
encouraging,
ambitious and
proud.



Nurture

We feel happy,
safe and
welcome.



Topic Overview

In this topic, children will learn to **talk about their feelings using words like 'happy', 'sad' etc** and will use this to begin to **understand how others might be feeling**. They will look at **healthy choices they can make about food, drink and activity**. By understanding more about themselves, they will explore the **differences between people**.



Possible Enhancements and Activities

Create pictures of familiar people using the correct colours to match their features. Experiment with using shapes to create faces and use this to talk about what makes people similar and different.

Provide opportunities for children to explore the world around them using their senses for example trying a range of different healthy foods. Support and encourage children to describe the taste of the different foods and show a preference to a particular food explaining why,

Provide children with resources that they will be familiar with from home within the environment e.g. in the role play area. Use this as an opportunity to learn about each other and what makes each other similar and different.

Create a feelings chart and model to the children how to use the chart to show how they are feeling. Help children to understand it's ok to have different feelings and support them in understanding how to manage their feelings.

Visually present the timetable to the children and refer to this throughout the day using words such as 'first', 'next', 'then' to help them to sequence the events and feel safe and secure in their environment.

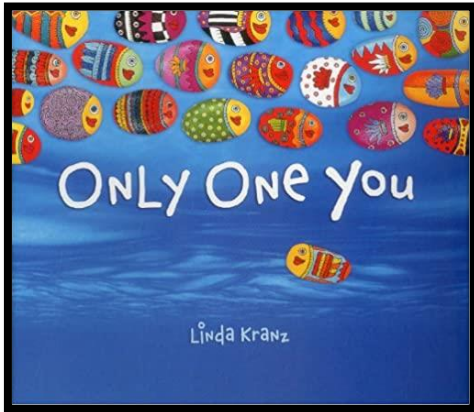
Encourage children to participate in a variety of active opportunities in the indoor and outdoor environments. Talk to the children about the impact of the activity on their body and how it made them feel.

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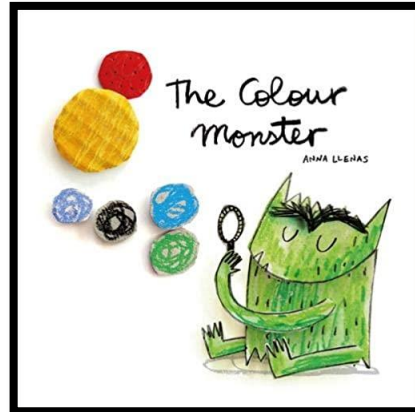
Aspiration

Nurture

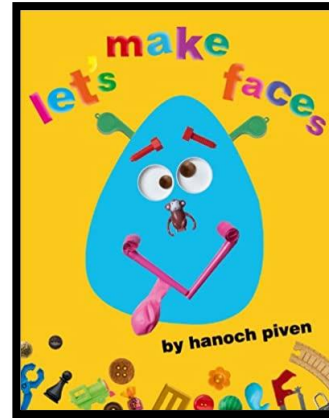
Book Hooks



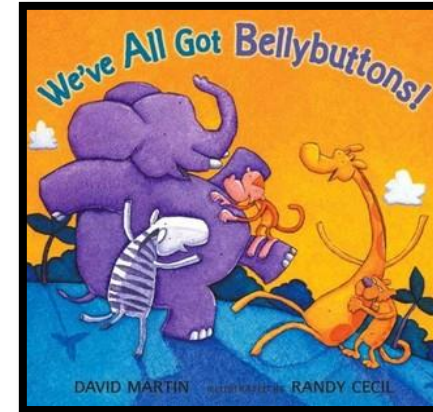
To support the children in understanding that everybody is different and unique.



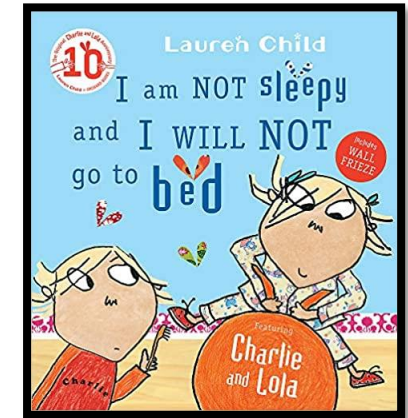
To support the children in understanding and expressing the feelings they and others have.



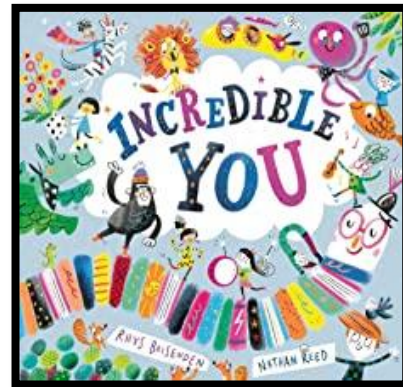
To support the children in showing different feelings and understanding that everybody is different.



To support the children in naming different parts of their bodies and movements their bodies can make.



To support the children in understanding healthy choices and good routines.



To support the children in understanding what is incredible about themselves.



To support the children in naming the different body parts they and animals have.

Curriculum Links – Prime Areas

	3 and 4 year olds will be learning to:	Examples of how to support this:
C & L	<ul style="list-style-type: none"> Understand a question or instruction that has two parts. Use a wider range of vocabulary Develop their communication, but may have problems with irregular tense Begins to start a conversation with an adult 	<ul style="list-style-type: none"> Extend children’s vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. These should include words and concepts which occur frequently in books and other contexts, but are not used every day by many young children. Provide children with a rich language environment by sharing books and activities with them. Encourage children to talk about what is happening and give their own ideas. Talk out loud whilst involved in activities to model appropriate language forms and speaking in full sentences. Children may use ungrammatical forms like ‘I swimmied’. Instead of correcting them, recast what the children said. For example ‘How lovely that you swam in the sea on holiday’. Show openness to children as they begin a conversation with you and model an A to B conversation.
PSED	<ul style="list-style-type: none"> Become more outgoing with unfamiliar people, in the safe context of a setting. Show more confidence in new social situations. Play with one or more other children. Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. Begin to understand how others might be feelings 	<ul style="list-style-type: none"> Ensure children feel a sense of belonging in their new setting, playing games that will support them in getting to know the new adults and children in their classroom. Use names when beginning a conversation with a child so that other children around you begin to hear and use names of their friends in their setting. Create a clear and consistent routine with the children so that they are familiar with this and know what to expect in the setting. Notice children who find it difficult to play. They may need extra help to share and manage conflicts. Set up play opportunities in quiet spaces for them or provide resources that they are familiar and confident with. Model using feelings words in the environment explaining why you feel like this. Use this to support children in understanding their own and other people’s feelings.
PD	<ul style="list-style-type: none"> Develop their movement, balancing, riding and ball skills. Use large muscular movements to wave flags and streamers, paint and make marks. Start taking part in some group activities. Be increasingly independent in meeting their own care needs, e.g. using the toilet, washing and drying their hands. Make healthy choices about food, drink and activity. 	<ul style="list-style-type: none"> Encourage children to paint, chalk or make marks with water on large vertical surfaces to stimulate large shoulder and arm movements. These experiences help children to ‘cross the mid-line’ of their bodies. Lead movement-play activities when appropriate. These will challenge and enhance children’s physical skills and development – using both fixed and flexible resources, indoors and outside. Model the vocabulary of movement – ‘gallop’, ‘slither’ – and encourage children to use it. Also model the vocabulary of instruction – ‘follow’, ‘lead’, ‘copy’ – and encourage children to use it. Encourage children by helping them, but leaving them to do the last steps, such as pulling up their zip after you have started it off. Talk to children about the importance of eating healthily and provide opportunities for healthy eating in the setting.

Curriculum Links – Specific Areas

	3 and 4 year olds will be learning to:	Examples of how to support this:
L	<ul style="list-style-type: none"> • Begin to understand the 5 key concepts about print. • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> ◦ Spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound • Engage in conversations about stories, learning new vocabulary. • Use some of their print knowledge in their early writing. 	<ul style="list-style-type: none"> • Explain out loud different parts of the book as you read, explaining the features e.g. the front cover is telling me what the book is about, I am going to read the words and modelling as you do so to support children in beginning to use and understand this language. • Use the 'Launch Pad For Literacy' to baseline children's skills in the 7 aspects of Phase 1 phonics. Use the 'Book Hooks' as a stimulus to develop skills in the 7 aspects e.g. understanding the 5 senses and using our ears to listen and tune in to sounds. • Motivate children to write by providing a wide range of ways and resources. Model writing when interacting in the children's play, ensuring that writing has a purposeful context to the play they are in.
M	<ul style="list-style-type: none"> • Recite numbers past 5. • Say one number for each item in order up to 5. • Compare using language such as more than/fewer than. • Talk about and explore 2D shapes. • Make comparisons between objects in relation to size. • Begin to describe a sequence of events. 	<ul style="list-style-type: none"> • Regularly say the counting sequence, in a variety of playful contexts, inside and outdoors, forwards and backwards. • Count things and then repeat the last number. For example: "1, 2, 3 – 3 cars". Point out the number of things whenever possible. • Encourage children to talk informally about shape properties using words like 'sharp corner' and 'pointy'. Talk about shapes as you play with them. • When describing similarities and differences in children, encourage them to use words such as 'taller', 'shorter' and 'longer'.
UTW	<ul style="list-style-type: none"> • Begin to make sense of their own life story and family's history. • Continue to develop positive attitudes about the differences between people. • Use all of their senses in hands-on exploration. 	<ul style="list-style-type: none"> • Spend time with children talking about photos, memories. Encourage children to retell what their parents told them about their life-story and family. • Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. • Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types. • Discuss with the children their different senses and what they use them for. Provide opportunities for the children to use their senses in activities and encourage them to describe their exploration.
EAAD	<ul style="list-style-type: none"> • Take part in simple pretend play using an object to represent something else. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Show different emotions in their drawings and painting like happiness, sadness. • Respond to what they have heard, expressing their thoughts and feelings. 	<ul style="list-style-type: none"> • Provide lots of flexible and open-ended resources for children's imaginative play. Provide resources that the children will also be familiar with from their home environments. • Encourage children to add specific detail to their drawings, providing mirrors so that they use colours appropriate to the outcome. When drawing people, discuss how they are feeling and how they can show this on their drawing. • Notice shapes in the environment and how they can use these within their drawings e.g. using circles for eyes. • Use music to support children in expressing their thoughts and feelings, providing them with simple sentence stems such as 'I liked...' 'I did not like...' 'It made me feel...'

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Knowledge Organiser

*Key Vocabulary

History	Geography	Art	D.T	Music	Science	PSHE	R.E
<ul style="list-style-type: none"> • Know and use the words today and yesterday to order events. • Know and use the words first, next, then to discuss the daily timetable, understanding that some things have already happened. • Understand that some things in their house and school are old and some things are new. 	<ul style="list-style-type: none"> • Know what they see as they walk/drive to nursery in the morning e.g. bus, houses, ASDA, school, cars, roads. • Describe their journey to nursery using the words first, then, next. • Know that some children come from different countries and together we create a community (create a display to show the community of Grampian nursery). 	<ul style="list-style-type: none"> • Draw things of importance from memory and observations. • Use mirrors for observational drawing noticing the features of their face. 		<ul style="list-style-type: none"> • Know how to sing 'Heads, shoulders knees and toes', 'If you're happy and you know it clap your hands'. • Know how to make sounds from different parts of the body (clapping hands, stamping feet, humming, clicking etc.). 	<ul style="list-style-type: none"> • Know the body parts: head, eyes, ears, mouth, hair, tummy, arms, shoulders, legs, feet. • Know that getting lots of sleep, eating healthy foods and doing exercise helps their bodies to be healthy and grow. 	<ul style="list-style-type: none"> • Know the feelings happy, sad, angry and worried. 	
<p>PSHE and R.E - Specific links to the curriculum should be taught alongside the schools scheme of learning (Jigsaw, Derby City Syllabus)</p>							

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