

Rockwood Curriculum Autumn Term 1 and 2

Autumn 1

Getting to know you, myself and my new environment

Knowledge and skills:-

- Home visit and visit to nursery with my parents / carers.
- Discuss who I am and what's special to me (my family, my interests, my experiences, my friends,) - Look at my All about Me.
- Learn about the key people in my room, the continuous provision indoors and out, staying safe in nursery and what is expected of me to help me learn.
- Develop a sense of belonging - learn who will teach me and where all my belongings live in nursery.
- Begin to build relationships with adults and peers around me.
- Explore the continuous provision areas and learn how to use the equipment and resources safely and appropriately.
- Learn how to play co-operatively with my friends - sharing, taking turns, kind hands, kind feet and what our teeth are for, etc.
- Begin to learn how I listen at nursery e.g. Gimme 5! Core books.
- Work with an adult to show them what I can do now (baseline assessments) - WellComm, maths, physical;
- Begin to relationships with my supportive adults and peers through the nursery daily routines. E.g. participation in group times of different sizes - e.g. WellComm, Red Rose Phonics, Storytime, Forest School, Yoga, snack time, and continuous provision.

Vocabulary:

Colour monster colours and emotions
Family, friends, nursery, Hedgehogs, Squirrels, Owls, Coat Peg, Lunch, Suits, Wellies, Pigeon hole, Continuous Provision areas, Yard, Garden, Classroom, Staff names, children's names, play, listen, share, kind hands, toilet.

Room books:

Colour Monster
Owl Babies (Owls)
Squirrel's Busy Day (Squirrels)
Hedgehog Hearts (Hedgehogs)
Interest books:
Traditional Stories (that children will familiar with)
Selection of the children's favourite stories from home

Core Rhymes:

Traditional Nursery Rhyme book and puppets and cards
Twinkle Twinkle
Baa Baa Blacksheep
Incey Wincey Spider
Miss Polly
Tommy Thumb
Wheels on the Bus
5 Little Ducks
Hickory, Dickory, Dock
Forest School is Lots of Fun
I am Listening
Open, Shut them

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Explore the signs of Autumn and what is happening around us at this time

Knowledge and skills:-

- Learn about Autumn and what changes happen in the environment at this time of year - trees change, colours of leaves change, autumn features e.g. conkers, acorns, spinning jennies / helicopters, weather changes.
- Explore different ways of applying paint to paper e.g. leaf printing; fruit printing, conker rolling; blow painting, paint brushes, cotton buds, finger painting.
- Explore and use the items found in the environment in Autumn - e.g. sensory box; conkers and leaves in the playdough
- Compare autumn objects e.g. texture, colour, weight, size.
- Be.g.in forest school e.g. learn about the stick rule; explore seeds and signs of Autumn; different animal habitats and spaces to explore within forest school, autumn walk in and around the local environment.
- Introduce the rhyme of the week and weekly forest school rhyme - Forest School is lots of fun.

Vocabulary:

Autumn, leaves, conker, acorns, pine cones, colours of leaves, crunchy, falling, twirling, soggy, crispy, crunchy, harvest, fruit, vegetable, wind, rain, cooler, sunshine, foxes' den, bat roost, rabbit burrow, mole hole, owl nest, squirrel nest, crows' nest.

Core Books:

Owls and Squirrels

Listen, Listen, (Red Rose Phonics book)
Autumn pages.

Hedgehogs

Polar Bear, Polar Bear, What do you hear?
Brown Bear, Brown Bear, What do you see?

Interest Rhymes:

Five little Leaves
Picking up the Leaves
Five little Apples

Autumn 2

Cultural capital celebrations e.g. Halloween, Bonfire night and Christmas, Children in Need, Jeans for Genes

Knowledge and skills:-

- Learn about festivals celebrated in the community at this time of year.
- Explore the emotion - scared.
- Learn about keeping safe in the dark and around fire / fireworks while trick or treating.
- Learn who can help keep us safe in these situations - e.g. Firefighters, parents / carers,
- What happens to the animals at this time of year e.g. hibernation.
- Weather changes - colder, wetter, frost, darker due to clock changes.
- Have fun with words e.g. make up magic words, spells, firework sounds.
- Introduce rhyming words.
- Dress up as characters - take on a role, introduce narratives in our play, re-enact familiar stories.
- Retell familiar stories in sequence through handling the book independently, using a story board.
- Introduce positional language on, in, under, above, below, next to e.g. through Elf on the shelf.
- Christmas traditions - making cards, party, visit from FC,
- Learn how to wrap presents - explore 2D and 3D shapes; explore joining things together
- Extend my knowledge of simple rhymes and songs
- Develop a sense of rhythm when moving to music
- Play games - party games; lotto etc.
- Home school links - Christmas baubles

Vocabulary:

- Celebrations, party,
- Halloween, witch, pumpkin, zombie, ghost, scary, spooky, skeleton, bones, cauldron, spells, Abracadabra, broom, witches cackle, bones rattle,
- Bonfire, flames, scary, noisy, hot, crackle, whizz, fizz, hiss, crackle, bang sparkle, glow, bright, dark, night, day, firework, smoke, spark.
- Christmas - Santa, Father Christmas, present, Christmas Elf, toys, work shop, elves, wrapping, gifts, family, friends, turkey

Core Books:

Owls and Squirrels

Room on the Broom
Father Christmas needs a wee

Hedgehogs

That's not my witch
Dear Santa.

Interest books

Funny Bones
The Witch and the Pumpkin Pie (Owls)

Interest Rhymes:

3 little Pumpkins sitting on a fence
The Spooky Pokey.
When Santa got stuck up the chimney.
Rudolph the Red Nose Reindeer
Jingle Bells

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	<u>2-3 YEARS</u>	<u>3-4 YEARS</u>
<p>CL (I know...)</p>	<p>Listening & Attention</p> <ul style="list-style-type: none"> • How to show an interest or demonstrate a reaction to the sounds around me • How to respond to an interested adult outside my family. • How to show an awareness and interest in others by watching or wanting to join in when I am interested in something • How to focus on an activity I choose (own agenda) for a short period of time (rigid attention) • How to pay attention to someone although I can be easily distracted by what is going on around me. • How to respond to music by moving my body • How to enjoy simple finger plays or baby rhymes on a 1:1 basis <p>Understanding</p> <ul style="list-style-type: none"> • Some single words in context e.g. cup, milk • That sometimes I need visual cues/gestures to aid understanding • What 'no' & object is e.g. no water in the cup • Some simple adjectives such as dirty/big etc • How to understand 3-word level 'wash dolly's hair' • What big/little is • What the function of objects are in role play e.g. pretend to drink • I am beginning to respond to repetitive key vocabulary and events e.g. tidy up time • Some simple words e.g. stop (at tidy up time, drink or snack time) <p>Speaking</p> <ul style="list-style-type: none"> • How to use single words in context. 	<p>AS FOR TWOS WITH LESS ADULT SUPPORT +</p> <p>Listening & Attention</p> <ul style="list-style-type: none"> • How to maintain my focus for a longer period of time • How to show an interest in nursery rhymes and actions and begin to join in • I am beginning to respond to simple instructions appropriately both in a group situation and individually • How to concentrate on what others say and respond appropriately by following instructions or answering in an appropriate way • How to be aware that others have something to say of interest and will begin to listen appropriately for a short length of time • I am beginning to get involved in group games and activities <p>Understanding</p> <ul style="list-style-type: none"> • Some functions of the body - sense etc • The pronouns he/she • Some positional language behind/in front • Some negative forms such as isn't, can't, don't <p>Speaking</p> <ul style="list-style-type: none"> • How to ask meaningful questions to further my knowledge and extend my vocabulary. • I am beginning to join in with simple rhymes and stories using gesture and some words. • I am beginning to use simple sentences. • How to participate in group discussion and learn simple turn taking. • I am beginning to use meaningful questions e.g. what, where, why when? To further my understanding and vocabulary. • I am beginning to recall my experiences.

For further breakdown of curriculum steps for 'step down' see previous term or 'step up' see next term

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	<ul style="list-style-type: none"> • That all communication will be valued by the adults caring for me. • How to communicate in a range of ways (expression, gesture and words) and gain attention by doing so. • How to copy new gestures, sounds and words and use them • How to use in and on at the simplest level. • How to add 'ing' to a verb • How to use 'big' and 'little' • How to copy familiar expressions, 'all gone', 'oh dear' 	<ul style="list-style-type: none"> • How to use plurals, past tense and link sentences with 'and' and 'because'.
<p>PSED (I know...)</p>	<p>Self-Regulation</p> <ul style="list-style-type: none"> • I am beginning to show some developing independence • How to leave my parent/ carer and come into nursery with increasing confidence. • How to show some independence when playing - making choices of what to play with, experiments with what an object can do. • How to defend my own possessions with determination. • How to concentrate on a self-chosen activity for 2 minutes. <p>Managing Self</p> <ul style="list-style-type: none"> • I am confident enough to enter new environments and meet new people • How to explore the environment looking at what is around me with increasing interest. • How to help to take my coat off / put it on. • How to lift my legs / bottom when my nappy is being changed. • How to engage in hand washing activities with adult help. • I show very little awareness of danger. <p>Building Relationships</p>	<p>Self-Regulation AS FOR TWOS WITH LESS ADULT SUPPORT +</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> • I am beginning to regulate my varied emotions • I am beginning to find ways to calm myself when upset or angry. • How to tolerate transitions e.g. parent to key person or changes in routine. • How to select and use resources with support. • How to follow rules more appropriately. • A variety of emotions: happy, sad, angry, calm, scared, and loved. • About time through familiar routines. <p>Managing Self</p> <ul style="list-style-type: none"> • I take responsibility for my own actions. • How to explore the environment with increasing independence. • I am beginning to do things more independently e.g. getting dressed, toileting, and washing hands. • I am beginning be aware of danger. <ul style="list-style-type: none"> • How to concentrate on self-chosen activities for over 3 minutes. • How someone else may be feeling.

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	<ul style="list-style-type: none"> • I am aware of other people in the room, adults in particular e.g. smile at them, gesture / ask for help. • How to play alone but like to know a familiar adult is close by. • I am beginning to respond to others in the room - verbally or non-verbally. 	<ul style="list-style-type: none"> • I am beginning to understand how my actions can affect others. <p>Building Relationships</p> <ul style="list-style-type: none"> • How to show an awareness of people around me. • I am beginning to share and turn take with others. • How to imitate adults in play - engage in role play.
<p>PD (I know...)</p>	<p>Gross Motor</p> <ul style="list-style-type: none"> • How to negotiate the space around me and explore how my body moves. • How to climb confidently onto low level objects. • How to move my body in different ways - run, walk, jump with 2 feet together, dance. • I am beginning to show signs that I need the toilet. • How to dig in the sandpit, mud, allotment. • How to use containers for filling and emptying. • How to copy simple large actions e.g. run, jump, dance, wiggle, crawl, clap. • How to sit on a trike and know that pushing with my feet on the ground will propel it. <p>Fine Motor</p> <ul style="list-style-type: none"> • How to pick equipment up confidently using a palmer grip. • How to stack objects on top of each other e.g. build a tower with small bricks, put stacking blocks on top of each other. • How to join 2 Duplo blocks together. • I am beginning to make marks using various equipment e.g. in malleable resources and pen, paper and paint. 	<p>AS FOR TWOS WITH LESS ADULT SUPPORT +</p> <p>Gross Motor</p> <ul style="list-style-type: none"> • I am continuing to negotiate the space around me and explore how my body moves in different ways. • I am developing my gross motor movements and enjoyment of movement in Rockwood Yoga sessions and music and movement. • How to use my hands to join in with action rhymes • I am developing control in different muscles in my hands and am beginning to show skill in holding mark making tools. • I am beginning to understand the need for safety in using tools and equipment. • How to access appropriate clothing for activities. • How to run, jump, climb, balance on 1 leg, hold a pose, negotiate my way around the rockery, twirl ribbons safely. • How to climb stairs using alternate feet while carrying an object. • How to use a toilet requiring very little adult support • How to manage risks and do simple problem solving within the environment • How to move large equipment / resources safely and with control e.g. large blocks, mats, logs, stones, twigs, branches, planks, crates. • How to pedal a trike. • How to catch a large ball or bean bag. • How to throw a ball / bean bag into a target. • I am beginning to move in time to music.

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		<ul style="list-style-type: none"> • How to get my own cup and pour my own drink at snack time. <p>Fine Motor</p> <ul style="list-style-type: none"> • How to use small equipment with greater hand-eye co-ordination and with increasing control e.g. one-handed tool (utensils) activities to encourage pincer grip - threading, pegs/ one handed equipment scissors, knives and other utensils, pencils, paint brushes, tweezers. • How to help prepare the fruit at snack time. - peel the bananas and oranges. • I am beginning to understand the need for safety in using tools and equipment. • Snip paper with scissors holding them in 1 hand, begin to cut continuously. • How to snip paper with scissors holding them in 1 hand. • I enjoy mark making and show enthusiasm for the marks I make. • I am beginning to draw lines and circles. • I am beginning to hold mark-making tools in a comfortable grip working towards a tripod grip. • How to use a knife, fork and spoon appropriately under adult supervision. • How to fix smaller blocks together to create models - e.g. Lego blocks, Interstars, Tolo. • How to build a tower of 5 or 6 bricks
<p><u>LIT</u> (I know...)</p>	<p>Comprehension</p> <ul style="list-style-type: none"> • I am interested in actions and sounds both in rhymes and repetitive stories. 	<p>AS FOR TWOS WITH LESS ADULT SUPPORT +</p> <p>Comprehension</p> <ul style="list-style-type: none"> • How to listen to and join in with rhymes and stories I am familiar with.

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- How to stop and be aware when a familiar rhyme is sung in the classroom
- I am interested in books, turn the pages one by one.

Word Reading

- **How to explore books both on my own and with an adult.**
- Sounds that I hear and will sometimes ask "What's that?"
- I enjoy making sounds - with a spoon and pan for example.
- When adults are reading stories within the continuous provision and maybe stop and listen for a while.
- That you can look at a book and it can be interesting and enjoyable.
- That a book has meaning through words and/or pictures
- I am interested in the rhyme of the week card.
- I enjoy looking at a picture in a book with a familiar adult for a short period of time.
- Where to find a book.
- That books are kept in a special place.

Writing

- **How to gain control in my gross motor skills and enjoy simple fine motor challenges**
- How my body moves and am beginning to gain control over the movements I make.
- A variety of textures, and see what happens when I use my hands/fingers
- How to explore different types of media.
- How to use a palmer grip but activities will be encouraging a thumb and finger grip
- Equipment will encourage use of one hand.
- How to experiment with mark making equipment on a large scale.

- I enjoy singing different rhymes.
- How to predict what might happen next in a story.
- How to sequence the main events in a familiar story.
- How to look at books independently, retelling the story and turning the pages one at a time in the right order.
- That there are different types of books, some which give us information.
- How to re-enact stories in play situations.

Word Reading

- **That print carries meaning and is read left to right and top to bottom.**
- How to read their own name from a group of others that start with the same grapheme.
- How to recognise logos and show interest in other labels and signs in continuous provision knowing that they carry meaning - ask when they are unsure.

Writing

- **How to hold chunky crayons, pens and brushes to make my mark**
- How to move in Rockwood Yoga sessions and music and movement and show enjoyment.
- How to use my hands to join in with action rhymes
- I am developing control in different muscles in my hands and am beginning to show skill in holding mark making tools.
- How to make marks for different purposes
- I am beginning to copy the letters of my name

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<p>MATHS (I know...)</p>	<p>NUMBER</p> <p>Cardinality and Counting</p> <ul style="list-style-type: none">• How to use random numbers in play• How to say some counting words randomly• How to request items using maths vocabulary e.g. "I want one" "More"• How to elevate my hand showing awareness that adults demonstrate numbers on their fingers.• How to explore many different objects alongside an adult to understand the term "more" and to recognise when there is zero.• How to use simple mathematical vocabulary to describe amounts e.g. lots, more, I've got some, random number names.• How to share objects within a group for example giving the milk to every child in the group so that each child has 1 and recognising if more is needed. <p>Comparison/ Composition/ Sorting</p> <ul style="list-style-type: none">• How to explore and investigate collections of objects which can be separated and placed in different containers.• How to recognise who has more or less than them within play. <p>Numerical Patterns</p> <ul style="list-style-type: none">• How to explore different sized and shaped objects• How to build with a range of resources that develop spatial awareness e.g. simple inset jigsaws, stacking blocks• How to play with resources that are grouped together despite their size being different. (a big cup and a small cup when sharing a pot of tea) <p>Pattern</p> <ul style="list-style-type: none">• How to explore and make patterns with different objects.• How to make a collection using a range of 'loose parts' objects.• How to notice when things are the same and different.	<p>AS FOR TWOS WITH LESS ADULT SUPPORT +</p> <p>NUMBER</p> <p>Cardinality and Counting</p> <ul style="list-style-type: none">• I am beginning to show some correlation with counting• How to show finger numbers up to 3• How to ensure that each peer has an item when sharing out.• Several counting rhymes and songs.• How to begin to represent quantities using their own marks or number symbols. <p>Comparison/ Composition/ Sorting</p> <ul style="list-style-type: none">• How to share out amounts in the role play area.• How to group items together comparing the amounts e.g. group of children going home at lunch time, number staying.• Several rhymes and songs which separate a number. For example, 5 little speckled frogs - some in the waters and some in the pond or 5 currant buns. <p>Numerical Patterns</p> <ul style="list-style-type: none">• I am beginning to sort and name some basic shapes and colours• How to "have a go" by showing an interest in patterns and talk about what I notice.• How to discuss familiar routes• How to select 2D shapes to represent objects - a circle face, a triangle roof. <p>Pattern</p> <ul style="list-style-type: none">• How to explore many resources and make a repeating pattern of two with adult support. (red, green)• How to make patterns using objects they find in the environment.
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	<ul style="list-style-type: none"> • How to position different objects with a purpose in mind. • How to participate in the pattern and routines of the day. <p>Shape and Space</p> <ul style="list-style-type: none"> • How to explore objects; particularly to filling and emptying. • How to make arrangements with objects and fitting objects into spaces <p>Measure</p> <ul style="list-style-type: none"> • <i>How to identify 'big' and 'little'</i> • How to explore and investigate resources which are different lengths. • Use resources in the sand and water to explore and investigate filling and emptying. • Build and construct models using wooden bricks which are different sizes. • How to and will, take part in the daily routine with an adult supporting them. 	<ul style="list-style-type: none"> • The children will make their own patterns using resources they find in the environment. • The children will confidently have a go at creating their own patterns. <p>Shape and Space</p> <ul style="list-style-type: none"> • How to name simple shapes. • How to use shapes according to their properties e.g. a triangle for a roof. • How to understand positional language. • How to create pictures using 2D shapes. <p>Measure</p> <ul style="list-style-type: none"> • How to compare lengths and heights of objects in the provision e.g. long and short snakes with the playdough. • How to show an understanding of full and empty when filling and emptying containers. • How to show an understanding of the word heavy. • How to role play with money (simply using a 1p coin as a counter.)
<p><u>UW</u> (I know...)</p>	<p>The Natural World</p> <ul style="list-style-type: none"> • <i>How to explore and investigate the nursery environment I am familiar with</i> • I am showing an awareness of the nursery. • How to use my senses to explore natural objects. • And understand that things still exist when they can't be seen. • I enjoy splashing in puddles, playing in mud, watching leaves blow in the wind. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • <i>I am developing a sense of belonging to my family and my key carer</i> • I recognise myself in a mirror or in photographs. 	<p>AS FOR TWOS WITH LESS ADULT SUPPORT +</p> <p>The Natural World</p> <ul style="list-style-type: none"> • <i>About some basic plant care e.g. watering.</i> • <i>Learn about seasonal changes in Autumn.</i> • Explore and use the items found in the environment in Autumn • I have to care for insects and animals found in the outdoor areas. • How to talk about the parts of plants e.g. stem, leaf, root. • How to use simple tools in Forest School. • I become absorbed in combining objects, e.g. banging two objects or placing objects into containers • About some of the things I have observed such as plants, animals, natural and found objects

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	<ul style="list-style-type: none"> • I recognise key people in my own lives • I have an interest in small world play. <p>Past and Present</p> <ul style="list-style-type: none"> • That I belong to a key group, key person or that I am a Hedgehog /Owl/Squirrel room member. • I am showing an awareness of myself and my family. • How to anticipate and follow some routines. 	<ul style="list-style-type: none"> • Starting to talk about the weather and recognise different weather conditions. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • About the make-up of families. • I am becoming aware that families can be different. • I enjoy stories about people and nature (birds, bees, snails, cats, dogs, etc) and am interested in photographs of myself with these. • I listen to stories about families <p>Past and Present</p> <ul style="list-style-type: none"> • How to follow most Nursery routines without much adult help. • I enjoy playing with small world reconstructions, building on first-hand experiences. • How to talk about family days out that I have been on. • That things are used in different ways, e.g. a ball for rolling or throwing, a toy car for pushing • How to match parts of objects that fit together, e.g. puts lid on teapot • How to find a toy after I have watched it being hidden, watch where a spider has gone away under leaves • Where objects belong • I enjoy playing with small world reconstructions, building on first-hand experiences.
<p>EAD (I know...)</p>	<p>Creating with Materials</p> <ul style="list-style-type: none"> • How to explore and start to investigate the creative media e.g. paints, malleable and workshop area. <p>Painting</p> <ul style="list-style-type: none"> • That my movements can leave marks e.g. finger painting, brushes in mud. 	<p>AS FOR TWOS WITH LESS ADULT SUPPORT +</p> <p>Creating with Materials</p> <ul style="list-style-type: none"> • I am beginning to create a model or collage using various materials with support from others. • What happens to malleable resources when textures are added <p>Painting</p>

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- How to experiment with different creative experiences e.g. different colours, marks and painting techniques - leaf printing; conker rolling; blow painting

Model Making - Malleable

- How to tear paper with two hands.
- How to pick equipment up confidently using palmer grip, e.g. sponges with handles.
- Knows to use board and can push and roll playdough with hands

Being Expressive and Imaginative

- I am beginning to express myself with physical movement and sound.

Music and Song

- How to explore the sound my voice makes in a variety of contexts.
- How to listen to, and may attempt to join in with, simple action rhymes and songs.
- I enjoy listening to a familiar rhyme or song.
- That some things make a sound e.g. instruments, interactive toys and natural materials

Dance and Role Play

- How to play and experiment in the role play area.
- I am beginning to move to music
- I am beginning to express myself with physical movement and sound.
- How to tear paper with two hands.
- How to pick equipment up confidently using palmer grip, e.g. sponges with handles.

- Explore different ways of applying paint to paper and become familiar with class resources.

Model Making - Malleable

- I am beginning to use scissors using two hands to make snips supported by an adult.
- How to use scissors to make snips independently.
- How to join pieces together using glue for models and collage.
- How to experiment with the resources in the model-making area and understand the different properties e.g. glue is sticky, use of glue sticks
- What happens to malleable resources when textures are added
- Knows how to roll playdough into balls and fit them together
- That tools have an effect on the malleable materials
- What happens when playdough is left to dry

Being Expressive and Imaginative

- How to use my imagination to role play in different areas of the nursery, following my own interests or themes e.g. roleplaying a firefighter when playing outdoors.

Music and Song

- How to use instruments and objects to make sounds e.g. banging, shaking, blowing, tapping.
- How to identify and distinguish between different sounds in the environment.
- How to sing some familiar songs with support from others.

Dance and Role Play

- How to copy actions when dancing

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	<ul style="list-style-type: none">• Knows to use board and can push and roll playdough with hands• How to explore the sound my voice makes in a variety of contexts.• How to listen to, and may attempt to join in with, simple action rhymes and songs.• I enjoy listening to a familiar rhyme or song.• I know that some things make a sound e.g. instruments, interactive toys and natural materials• How to play and experiment in the role play area.• I am beginning to move to music	
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