



At Alexandra Park Primary School, we want our children to Care, Aspire and Achieve. We are committed to delivering a curriculum, which enables all our children to become confident and ambitious, lifelong learners. We aim to develop our children's skills and knowledge as well as encouraging curiosity, aspiration and a love of learning that will continue into adulthood. Whilst this document clearly identifies a progressive and ambitious curriculum in the early years phase, the needs of individual children will always be considered, and the curriculum adapted to meet these needs.

### CARE

To show we Care:

We will learn how to be kind and caring to our new friends. We will work together as a team to solve problems.

### ASPIRE







To show we Aspire:

We will Aspire to be independent learners and challenge ourselves to explore new experiences.

### ACHIEVE


To show we Achieve:

We will learn to do new things and achieve personal learning goals.

Our Learning Behaviours	<b>Collaboration</b>	<b>Pride</b>	<b>Determination</b>	<b>Curiosity</b>	<b>Independence</b>	<b>Creativity</b>
	<p>I can share ideas.</p> <p>I can listen well to others.</p> <p>I can work well in a team.</p>	<p>I care about work.</p> <p>I always aim for the best.</p> <p>I enjoy learning.</p>	<p>I always have a go.</p> <p>I keep going when something is challenging.</p> <p>I am always trying to improve.</p>	<p>I can ask questions.</p> <p>I notice things.</p> <p>I am excited to try new things.</p>	<p>I can stay focused.</p> <p>I can start my learning quickly.</p> <p>I can practise things I find difficult.</p>	<p>I like to explore.</p> <p>I can solve problems in different ways.</p> <p>I can develop my ideas.</p>
						



## Nursery - Autumn 1 Overview

Topic	Super Duper Me!		
Key Texts			
Key Concepts	Myself / School / Family / Relationships / Care		
Characteristics of Effective Teaching and Learning	<p><b>Playing and Exploring - Engagement</b></p> <p>Finding out and exploring. Playing with what they know. Being willing to 'have a go'</p>	<p><b>Active Learning - Motivation</b></p> <p>Being involved and concentrating. Keeping on trying. Enjoying achieving what they set out to do.</p>	<p><b>Creating and Thinking Critically Thinking</b></p> <p>Having their own ideas. Making links. Working with ideas.</p>



### Communication and Language

- Listening, Attention & Understand
- Speaking

*During the first half term of the year, an emphasis will be placed on the children becoming familiar with their learning environment. They will be supported to get to know each other and the adults within the setting. Children will be provided with many opportunities, through group time and do time, to share information about themselves and talk about experiences that are familiar to them.*

#### **Children will be learning to:**

- **Start to say how they are feeling, using words as well as actions.**  
*Children will be continuously encouraged to talk and discuss their feelings with an adult on a regular basis. This will include whole class check-ins during register time and regular check in points throughout the day. Children will be provided with visual representations of feelings, such as The Colour Monster characters, to support them with identifying different feelings. Children will also be taught simple Makaton signs to support them with expressing how they are feeling non-verbally, example feelings include: happy / sad / angry.*
- **Develop pretend play.**  
*Children will have the opportunity to develop their pretend play throughout the environment, particularly in the house, the role-play, and the small world provisions. Play will be modelled to the children and they will be encouraged to draw upon their own experiences. They will also begin to explore play through the small world provision and begin to make connections between real life and imaginary play.*
- **Listen to simple stories and understand what is happening, with the help of the pictures.**  
*Daily Shared Story Time. Weeks 1-3 will include stories the children are familiar with, based upon feedback from parents, and the children will be encouraged to talk about what is happening, making use of the pictures as visual prompts. Children will be read with in large groups, small groups and 1:1 with an adult.*
- **Understand simple questions about 'who', 'what', and 'where'.**  
*Question of the week. Adults will regularly model using question words such as 'who', 'what' and 'where' to facilitate children's play. When asked a question, children will be given an appropriate amount of processing time. Adults will model language that promotes thinking and children's responses will be expanded on to encourage deeper understanding.*
- **Enjoy listening to longer stories and can remember much of what happens.**  
*Books will be shared with children daily. They will engage in daily story time and be exposed to a variety of picture books. Weeks 4 - 6 will introduce newer, longer texts to the children that they may or may not have seen before. As a group, children will begin to summarise the key events in the story, using props or visual prompts where appropriate. Tales Toolkit. The children will be introduced to Tales Toolkit, and they will begin by exploring the 'Character' first.*
- **Use a wider range of vocabulary.**  
*New vocabulary will be introduced to the children through Group Time and modelling during Do Time. Correct pronunciation of the vocabulary will be modelled to the children. See below for a list of key vocabulary for C&L. Adults will also begin to introduce signs*



	<p>for Makaton: <i>look, sit, school, mummy, daddy, home, please, thank you, food, drink, more, again, classroom, library, playground.</i> Continuously revisit and practice the Makaton signs.</p> <ul style="list-style-type: none"> <li>- Sing a large repertoire of songs. Across the half term, children will be introduced to a variety of songs which support their organisation in the classroom and the development of their spoken language.</li> </ul> <p><b>Vocabulary:</b> <i>listen, speak, take turns, share, loud, quiet</i></p>
<p><b>Personal, Social and Emotional Development</b></p> <ul style="list-style-type: none"> <li>- Self-Regulation</li> <li>- Managing Self</li> <li>- Building Relationships</li> </ul>	<p><b>F1 Jigsaw - Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• Self-Identity</li> <li>• Understanding feelings</li> <li>• Being in a classroom</li> <li>• Being gentle</li> <li>• Rights and responsibilities</li> </ul> <p>Think Equal School Values / Learning Behaviours Circle Time Zones of Regulation</p> <p><b>Children will be learning to:</b></p> <ul style="list-style-type: none"> <li>- Find ways of managing transitions, for example from their parent to their key person. During each transition time, children will be greeted by a familiar adult from the setting. This familiar adult will see the children into the setting and ensure they are settled before moving away.</li> <li>- Be increasingly able to talk about and manage their emotions. Children will be introduced to the four Zones of Regulation to support them in regulating and managing their emotions. When appropriate, adults will notice and talk about children's feelings with them. Adults will also use stories with props to engage children in exploring a range of emotions e.g. The Colour Monster.</li> <li>- Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. Daily circle time. Throughout the half term, children will engage in many conversations about the similarities and differences between themselves, their families and their homes.</li> <li>- Develop friendships with other children.</li> </ul>



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*Children will engage with other children within the environment throughout the day. Children will be supported to find ways into the play and friendship groups of others. They will be encouraged to develop skills such as turn taking, sharing, asking questions and listening to others. Adults will model phrases, such as "Can I have a turn?".*

- **Learn to use the toilet with help, and then independently.**

*Children will be encouraged to use the toilets within the setting independently. The correct way to wash hands will be modelled to the children continuously. The toilets will be labelled with visual symbols to support recognition for all children.*

- **Select and use activities and resources.**

*During 'Do Time', the children will be accessing the environment both independently and collaboratively. They will have the opportunity to choose and select their own resources appropriate for their activity. How to use resources correctly and safely will be continuously modelled to the children in each of the different areas.*

- **Develop their sense of responsibility and membership of a community.**

*Give children responsibilities during transitions, Tidy Up Time, Snack Time, to encourage their sense of responsibility and develop care within the environment and towards each other. Children will be supported to feel valued and develop a sense of belonging; they will be encouraged to develop positive attitudes towards diversity and inclusion, through talking about similarities and differences. The children will also be involved in decision making about room layout and resources.*

- **Become more outgoing with unfamiliar people, in the safe context of the setting.**

*Children will work with all adults across the setting and relationships will be built on mutual trust and respect.*

- **Show more confidence in new social situations.**

*Children will be exposed to a range of new social situations within the first half term, as they develop confidence in the routine and structure of the day. These include: Morning and Afternoon Register, Circle Time, Group Time, Do Time, PE, Outdoor Play, and any other transition time throughout the day.*

- **Play with one or more other children, extending and elaborating play ideas.**

*As above, the children will be accessing the environment both independently and collaboratively. A role-play area will be introduced in response to the children's interests. The adults will model how to appropriately communicate with others and encourage the development of key skills, such as turn taking, sharing, and listening. During this half term, adults will also model to children how to extend and elaborate play, encouraging children to join in where appropriate.*

- **Increasingly follow rules, understanding why they are important.**

*Throughout the half term, expectations and rules of the environment will be consistently and clearly given to the children verbally and through Makaton signing. Adults will explain to children why they are expected to follow the rules and the implications of if they're not. Rules will be clearly displayed within the environment.*



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	<ul style="list-style-type: none"> <li>- <b>Talk with others to solve conflicts, with adult support.</b> <i>Children will be supported to solve conflicts, with adult support within the environment. The adults will use restorative conversation and the Zones of Regulation vocabulary.</i></li> <li>- <b>Talk about their feelings using word like 'happy', 'sad', 'angry' or 'worried'.</b> <i>Children will engage in regular check ins throughout the week. They will also be supported with the Zones of Regulation vocabulary/intervention to talk about their feelings. Children will also be taught the Makaton signs for a range of feelings such as 'happy', 'sad', 'angry', 'worried', 'excited'.</i></li> <li>- <b>Understand gradually how others might be feeling.</b> <i>During the morning check ins, children will be encouraged to tell others how they are feeling and also listen to the feelings of others within the group. During 'Do Time', children will be supported by adults to solve conflicts and discuss the implication their actions have on other's feelings.</i></li> </ul> <p><b>Vocabulary:</b> <i>share, care, similar, different, same, helpful, rules, kind, gentle, positive, take turns, proud, like, dislike, unhealthy, healthy, confident</i></p> <p><i>Fundamental British Values, Jigsaw, Characteristics of Effective Teaching and Learning, Learning Behaviours.</i></p>
<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>- Gross Motor Skills</li> <li>- Fine Motor Skills</li> </ul>	<p>Squiggle Whilst You Wiggle Dough Disco Outdoor play Pedal Day</p> <p><b>Children will be learning to:</b></p> <ul style="list-style-type: none"> <li>- <b>Clap and stamp to music.</b> <i>Children will have regular opportunities to engage in music which includes repetitive patterns, beats and a variety of pitch. They will be encouraged to use body percussion to join in with the music.</i></li> <li>- <b>Enjoy starting to kick, throw and catch balls.</b> <i>Through regular PE lessons and outdoor provision, children will kick, throw and catch balls independently and collaboratively.</i></li> <li>- <b>Walk, run, jump and climb - and start to use the stairs independently.</b> <i>As above, children will walk, run, jump and climb across the environment, both indoors and outdoors.</i></li> <li>- <b>Use large and small motor skills to do things independently.</b> <i>Children will use a range of large and small motor skills in a variety of ways across the environment. Children will engage with a daily</i></li> </ul>



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'Squiggle While You Wiggle' activity and regular outdoor play sessions, as well as daily PE lessons. They will also develop their small motor skills through various provisions, such as painting, mark making, finger gym and more.

- **Show an increasing desire to be independent, such as wanting to feed themselves and dress/undress.**  
Children will be encouraged to pour their own drinks, eat their snacks, and dress/undress for PE independently. Adults will regularly communicate with families to discuss children's progress both in Nursery and at home.
- **Start eating independently and learning how to use a knife and fork.**  
As above, children will be encouraged to eat their lunch independently and when appropriate, with a knife and fork. Children will be supported to open bags of food and to cut food with a knife. They will be shown how to use one handed tools.
- **Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.**  
Children will continue to develop their movement, balancing, riding (scooters, trikes, and bikes) and ball skills through PE lessons and outdoor provision. Adults will also discuss with children why safety is an important factor in handling tools and moving equipment and materials.
- **Go up steps and stairs, or climb up apparatus, using alternate feet.**  
When appropriate, children will practise going up steps and stairs with adult support. They will be encouraged to use alternate feet safely. Adults will gradually reduce help when the child is ready.
- **Use large-muscle movements to wave flags and streamers, paint and make marks.**  
Children will engage in daily 'Squiggle While You Wiggle' sessions each morning. They will be encouraged to use paint and make marks within the environment and provision. This will be available to the children daily.
- **Match their developing physical skills to tasks and activities in the setting.**  
Children will be encouraged to apply a range of physical skills within the environment daily. Each area of provision will enhance their understanding of the key areas, develop their physical abilities, and extend their understanding. Children will be encouraged to transfer physical skills learnt in one context, to another.
- **Be increasingly independent as they get dressed and undressed.**  
When appropriate, children will be encouraged to get dressed and undressed independently for daily PE lessons.

**Vocabulary:** forwards, balance, backwards, strong, straight, large, top, bottom, stretch, exercise, healthy, unhealthy.  
Key vocabulary of movement will be modelled when appropriate.

**Literacy**

- Comprehension
- Word Reading

Read, Write Inc.  
Tales Toolkit  
Squiggle Whilst You Wiggle



- Writing

**Children will be learning to:**

- Enjoy songs and rhymes, tuning in and paying attention.
- Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.
- Say some words in songs and rhymes.  
*Children will have regular opportunities to join in with songs and rhymes. They will be encouraged to tune in and pay attention by learning accompanying signs, actions, and lyrics. They will begin to copy sounds, rhythms, tunes and tempo, modelled by an adult. This will develop children's spoken language. Songs and rhymes will be carefully selected to ensure they are personal to children and align with the half term topic.*
- Copy finger movements and other gestures.  
*Through song and rhyme, children will be encouraged to copy finger movements and actions to accompany the song.*
- Sing songs and say rhymes independently.  
*Across the half term, children will begin to build a repertoire of songs that they become increasingly independent in singing confidently.*
- Enjoy sharing books with an adult.
- Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.
- Repeat words and phrases from familiar stories.
- Ask questions about the book. Make comments and shares their own ideas.  
*Children will have regular opportunities within the environment to share books with an adult. Books will be available to children in all areas of provision to enhance their learning. Children will be encouraged to look at the books, share them with friends and adults. They will be exposed to certain stories repeatedly, to build their familiarity and encourage a deeper understanding of the story. Children will begin to make comments and share their own ideas about books too. Books will also be selected to promote diversity. Children's attention will be drawn to wide range of examples of print with different functions. When reading to children, adults will sensitively draw their attention to the parts of the book and the 5 key concepts of print.*
- Develop play around favourite stories using props.  
*Occasionally, provision will be enhanced to reflect familiar and favourite stories. Props, such as story stones, will be provided for children to use. Adults will also use Tales Toolkit to explore favourite stories.*
- Enjoy drawing freely.
- Add some marks to their drawings, which they give meaning to.
- Make marks on their picture to stand for their name.  
*Children will be encouraged and motivated to write through a wide range of opportunities. Children will be supported to begin to form their letters accurately, using the Read Write Inc handwriting scheme. Resources such as log slices and pebbles will be available with the correct formation clearly displayed. A large selection of writing materials and paper will be available in various sizes in most provision*





	<p>areas, with the mark making area containing most. During the first half term, children will be encouraged to draw pictures of themselves, their friends or family.</p> <ul style="list-style-type: none"> <li>- Understand the five key concepts about print:             <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we read English text from left to right and from top to bottom</li> <li>• the names of the different parts of a book</li> <li>• page sequencing</li> </ul> </li> </ul> <p>Children will engage in a Tales Toolkit group time twice a week. This will support children in recognising how stories are structured and the different parts of a story. During Daily Story Time, children's attention will be drawn to different parts of the book e.g. the front cover, the blurb.</p> <p><b>Vocabulary:</b> Rhyme, book, end, character, word, story, retell, write, draw</p>
<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>- Number</li> <li>- Numerical Patterns</li> <li>- Measure, Shape and Spatial Reasoning</li> </ul>	<p>Master the Curriculum (WR Resources)</p> <ul style="list-style-type: none"> <li>- Colours</li> <li>- Match</li> <li>- Sort</li> </ul> <p>Numberblocks</p> <p><b>Children will be learning to:</b></p> <ul style="list-style-type: none"> <li>- Compare amounts saying 'lots', 'more', or 'same'.</li> <li>- Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'.</li> <li>- Notice patterns and arrange things in patterns.</li> </ul> <p>Within the provision, children will have the opportunity to access a range of maths resources. They will have the opportunity to play freely with blocks, shapes, numicon etc. They will be encouraged to begin to compare various amounts of objects using the above language. They will also comments, and observations of their size, weight, and length. Children will begin to recognise pattern, modelled by an adult, and start to arrange objects in new patterns too.</p> <ul style="list-style-type: none"> <li>- Develop fast recognition of up to 3 objects, without having to count them individually (subitising).</li> </ul>



	<p><i>Children will begin to recognise groups of objects, without having to count them. They will develop their subitising skills by pointing to small groups of two or three objects and identifying how many there are.</i></p> <ul style="list-style-type: none"> <li>- <b>Recite numbers past 5.</b></li> <li>- <b>Say one number for each item in order: 1, 2, 3, 4, 5.</b></li> </ul> <p><i>Regularly say the counting sequence and encourage children to join in. Adults to model counting objects in order and repeat the last number, to support children's developing cardinality.</i></p> <ul style="list-style-type: none"> <li>- <b>Show 'finger numbers' up to 5.</b></li> </ul> <p><i>Numberblock Maths. When appropriate, children will be encouraged to show numbers on their fingers within the provision. This will also be modelled to children by adults too.</i></p> <ul style="list-style-type: none"> <li>- <b>Experiment with their own symbols and marks as well as numerals.</b></li> </ul> <p><i>Resources for writing will also be available in the Maths area and children will begin to write their own symbols and marks, as well as numerals.</i></p> <p><b>Vocabulary:</b> <i>same, different, count, how many, pattern, repeating pattern, sort, match, more, less, near, far, shape, heavy, light, empty, full,</i></p>
<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>- Past and Present</li> <li>- People, Culture and Communities</li> <li>- The Natural World</li> </ul>	<p>Who I Am My Family What makes me special? Where do I live? Similarities and Differences between me, my friends, and my family. Holiday destinations. Exploring through our senses B&amp;V: Which stories are special and why?</p> <p><b>Celebrations/Events:</b> Rosh Hashanah Yom Kippur Harvest Black History Month</p> <p><b>Children will be learning to:</b></p> <ul style="list-style-type: none"> <li>- <b>Make connections between the features of their family and other families.</b></li> </ul> <p><i>Throughout the half term, children will share details of their home life with others. They will discuss who is in their family, and the jobs</i></p>



they do. They will begin to make connections with others by noticing similarities between their family and others. The children will do this through planned discussion and around the environment through play.

- **Notice differences between people.**

Children will initially notice differences between people through sight. They will recognise differences in appearance e.g. hair colour, eye colour, skin colour, clothes, height etc. They will begin to discuss their likes and dislikes and make connections with others. They will notice how people have differences within their families too. Children will also learn each other's names, through modelling of correct pronunciation.

- **Use all their senses in hands-on exploration of natural materials.**

Senses Station. Outdoor Play. The children will be provided with a variety of opportunities to explore natural materials. They will use their senses to investigate how natural materials look, feel, smell and sound. The children will freely explore natural environments outdoors and be encouraged to talk about what they see. Equipment will be provided to support their investigations, such as magnifying glasses, gloves etc.

- **Begin to make sense of their own life-story and family's history.**

When discussing their family with others, children will begin to make sense of their own life-story and who is in their family. They will create a sense of family history by recognising older and younger members of their family. Children will have the opportunity to create work for a class display about families around the world, or holidays they have been on. They will share family photos, books and ask questions.

- **Continue developing positive attitudes about the differences between people.**

Throughout the half term, children will develop a good sense of diversity within the class, which begins to extend into the community. Adults will use a range of books which celebrate and value diversity through cultural differences, and religious and community events and experiences. Resources will reflect the diversity of life in modern Britain and a range of props to encourage children to notice similarities and differences.

- **Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.**

Children will be encouraged to draw upon their own experiences by discussing places they have been to and the differences between them. Children will have the opportunity to share photos of their experiences and compare these with others. Within this, we will talk with the children about different countries and begin to develop their awareness of different cultures.

**Vocabulary:** friends, family, home, belong, special, look, feel, smell, listen, sound, materials, similar, difference

**Expressive Arts  
and Design**

Expressive dance and role-play  
Junk Modelling  
House role-play



- Creating with Materials
- Being Imaginative & Expressive

Access Art: How Can We Explore Colour? Create our own 'Colour Books'.

Music (KAPOW): Unit 1

**Children will be learning to:**

- **Show attention to sounds and music.**

*Through regular song and rhyme sessions, children will be encouraged to show attention to sounds and music from different cultures and historical periods. They will develop their listening skills through a range of active listening activities. The children will also begin the Read, Write, Inc. phonics programmes which begins by exploring environmental sounds. Children will be encouraged to tune into their environment and identify different sounds they can hear.*

- **Move and dance to music.**

*As above, when listening to song and rhyme, children will be encouraged to move and dance to music. This could include simple dance movements and routines, or children may move their bodies through Makaton signing.*

- **Explore their voices and enjoy making sounds.**

*Daily singing - clap, tap and beat to the pulse of the music. Children will be encouraged to join in with music by singing along to songs and remembering key parts. Children will also be encouraged to make sounds with their body.*

- **Take part in simple pretend play, using an object to represent something else even though they are not similar.**

*Throughout the environment, children will have several opportunities to access pretend play. Children will access a range of flexible and open-ended resources to interpret in their own way and support their imaginative play. Children will be supported to join in and negotiate roles in play.*

- **Explore different materials freely, to develop their ideas about how to use them and what to make.**

*Using the junk modelling area, children will build an interest in junk modelling. Appropriate tools and joining materials will be available in the area and children will be encouraged to explore materials. Children will be supported to develop their drawing and model making. They will be encouraged to draw from their imagination and observation. Adults will support children to add detail to their models.*

- **Explore colour and colour mixing.**

*Weeks 1 - 2 Maths will focus on recognising colours. This half term, children will study the exploration of colour. Children will explore colour by creating their own colour book. They will use a range of resources such as paint, water, wax crayons, felt tips, to explore several colours and how they mix to create new colours. This will also develop children's mark making skills, awareness of different textures and nurture their curiosity about colour. <https://www.accessart.org.uk/explorers-books-collecting-colour/>*

- **Listen with increased attention to sounds.**



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	<p>- Respond to what they have heard, expressing their thoughts and feelings. As above, children will begin to tune into music and environmental sounds. Children will be encouraged to talk about what they hear and express their thoughts and feelings appropriately.</p> <p><b>Vocabulary:</b> listen, song, sound, clap, beat, movement, dance, sign, colour, mark making, explore</p>
Aspire Opportunities	<p>Dental Nurse Visit - Oral Health Pedal Day</p>
Parental Engagement	<p>Seesaw Communication</p>
Festivals, Celebrations and Events	<p>Rosh Hashanah Yom Kippur Harvest Day Black History Month</p>