Big Question

How can we care for God's world?

Who are the important women in our lives?



Nursery

Autumn 1

ESSENTIAL KNOWLEDGE

By the end of this half term, the children will know…

- The basic daily routine of Nursery with visual support.
- How to go to the toilet with support.
- To speak to an adult to ask for help.
- How to join hands together for prayer with visual prompts.
- That God created them and the amazing world around them.
- How to sit still to listen to a story with verbal and visual prompts.
- How to begin to join in with simple repeated phrases in a story.
- To correctly identify environmental sounds e.g. animal noises.
- How to move safely around the Nursery environment.
- How to accurately count 2 objects.
- To be aware of some seasonal changes e.g. leaves falling from trees.

Caritas Theme

Dignity of the Human Person

I know God made me and loves me very much.
I know God made me and all my friends very beautiful.

CST

September - Season of Creation

UN International Day of Peace
21st September

Fairtrade Fortnight
21/9/26 – 4/10/26

Harvest Festival
5th October

Recycle Week

Holy Days

Feast of St. Vincent De Paul
27th September

St. Luke's Feast Day
18th October

Our Lady of the Rosary
7th October

Celebrations

European Day of Languages
26th September

October – Month of the Holy Rosary

World Mental Health Day
10th October

United Nations Day
24th October

Specific Areas of Learning

Religion

Creation and Covenant

Hear
God made our beautiful world and everything in it. God made me.
The words and actions of the sign of the cross:
'In the name of the Father, and of the Son and of the Holy Spirit. Amen'.
God created the world and said, 'Indeed it is very good' (Genesis 1:31). The whole of Creation shows God love for us (Laudato Si' 84–88).

Believe
God made me. God loves me. God loves everyone. God made the wonderful world.
God is love. God made each one of us. God loves each one of us as a unique person.
God made a wonderful world and what God creates is good. God loves us and we are part of a family.
CST God made the Earth and sky. God made all the people all over the world. God made all the animals. God made all the plants. God made the air, the ground, and the water. And God tells us we must take good care of them. It is an important job! *Stewardship*

Celebrate
The words and actions of the sign of the cross: 'In the name of the Father, and of the Son and of the Holy Spirit. Amen'. Give thanks for God's wonderful world
Celebrate God's beautiful world.
The words and actions of the sign of the cross.
We enter God's family, the Church, through baptism

Live
Look after me.
Look after God's world.
Care and love for self, family, others, and God's world.
CST God made each of us, so each one of us is very special. We must treat others in a caring way because God made them too. *The Dignity of the Human Person*

Mathematics

More Than, Fewer, the Same

- Collect objects to compare amounts
- Make comparisons of amounts
- Look for collections of large and small amounts
- Compare and talk about large and small amounts
- Make large and small amounts
- Make collections the same

Explore and Build With Shapes and Objects

- Explore and play with shapes
- Show interest in the simple differences between shapes
- Put shapes and blocks into position
- Select shapes for a reason
- Begin to explore and describe natural shapes and objects
- Find and collect objects for a purpose

Explore Repeats

- Listen to repeats in songs and stories (The Little Red Hen, Dig Dig Digging)
- Join in with songs with repeats (Twinkle, Twinkle Little Star, Polly Put the Kettle On, The Grand Old Duke of York)
- Start to join in repeats with stories
- Clap along to songs
- Make line patterns with own sequences

Hear and Say Number Names

- Hear some number names and join in with them
- Model and practise saying number names in order
- Join in stable order counting forwards and backwords

Literacy

Texts
Traditional Tale:
Goldilocks and the Three Bears
Other texts:
Where's My Teddy?
This is the Bear series

Phonics – Phase One
Voice & environmental, rhythm.
Phonics texts:
Brown/Polar Bear
We're Going on a Bear Hunt.

Understanding the World

Past and Present

- Adjusting to new daily routine.
- To recognise key points in day e.g. lunch time, home time and begin to anticipate

People, Culture and Communities

- To become aware that we are different.
- To know that we are part of a family at home and in school.
- Invite parish priest in to meet the children to recognise the key people in their parish.

Understanding the World

The Natural World

- To recognise if objects are hard and soft.
- To recognise and name main body parts and facial features.
- To talk about features of new environment.
- Talk about their classroom, the outdoor areas, to see and appreciate God's world around them.
- Describe the beauty, awe, and wonder they have seen and talked about.

Expressive Arts and Design

Being Imaginative and Expressive
To learn the song and rhymes:

- I love my teddy bear
- Round & round the garden
- Teddy Bear, Teddy Bear Turn Around
- Use songs and hymns to move and dance in time to the music

Creating with Materials

- Drawing / painting faces
- Handprints
- Enjoying making marks
- Safely use a variety of materials, tools, and techniques, experimenting with colour, design, texture, form to create art of God's Common Home

Prime Areas of Learning

Communication and Language

- Listen to and understand a simple story with pictures, although they can still get easily distracted at times
- Understand longer instructions, such as 'make teddy jump' or 'put daddy's cup on the table'.
- Understand simple 'what' questions.
- Understand the words 'big and 'little'.
- Put 4 or 5 words together to make short sentences, such as 'me want more juice' or 'he took my ball'.
- Asking questions.
- Use action words such as 'run' and 'fall' as well as words for the names of things.

Physical Development

- Beginning to sit at carpet time.
- Walking up and down steps (2 feet to a step, holding rail).
- Jump with both feet together
- Kick a ball
- Moving around environment, safely negotiating space.
- Beginning to try to manage personal hygiene – toileting, handwashing with support.
- Show interest in early mark making activities.

Personal, Social and Emotional Development

- Transition – separating from parent/carer
- To recognise emotions of happy and sad.
- Developing relationships with staff.
- Engage with others through gestures, gaze and talk.
- Adjusting to new routine and rules.
- Beginning to learn to share and take turns with support.