



## CURRICULUM OUTLINE - AUTUMN TERM 2025

### NURSERY

<b>Personal, Social and Emotional Development</b>	<p><b>Independence and relationships with peers/adults:</b> supporting children in developing positive relationships through games and role play.</p> <p><b>Critical Thinking:</b> through art and role play and discussions, children develop their own ideas and begin to make links between ideas (junk modelling etc.).</p> <p>Learning and implementing Class Rules to manage feelings and behaviour e.g. listening and sharing</p> <p>Learning to stay focused during small group work through playing games together as a class, as well as a variety of adult-led activities, to encourage self-confidence and self-awareness during class activities.</p> <p><b>British Values:</b> through class rules, learning how to be tolerant and learning how to play together, children learn how to respect each other.</p> <p>Independence and relationships with peers/adults – supporting children in developing positive relationships through games and role play.</p>
<b>Physical Development</b>	<p>Improving fine and gross motor skills (manipulating tools e.g. paint brushes, pens and crayons, climbing frame).</p> <p><b>Health and Self-care:</b> Promote bathroom hygiene habits such as hand washing.</p> <p>Starting to independently put on and take off shoes.</p> <p>Developing the basic movements such as skipping, hopping, running and jumping through games.</p> <p>Motivating children to be active through games such as 'jumping beans' and 'stuck in the mud'.</p>
<b>Communication and Language</b>	<p><b>Circle Time:</b> Giving children opportunities to both speak and listen and learning how to take turns within conversations by putting our hand up before we speak. For example, during our 'show and tell' sessions.</p> <p>Children retell familiar stories to the class and respond to questions to assess their understanding of the story.</p> <p>Learning to stay focused during small group work by encouraging working in pairs and engaging them in topic-related activities.</p> <p><b>French:</b> to practise basic vocabulary and structures through songs, games, role plays and lots of repetition.</p>
<b>Literacy</b>	<p>Introducing new vocabulary through different forms of literature including picture books, poetry, nursery rhymes etc.</p> <p><b>Library:</b> the children go to the library each week to listen to stories, developing their awareness of what a library is, how we should interact with books and how we should behave in a library space.</p> <p>Introducing the concept of authors and illustrators to talk about stories and illustrations.</p> <p>Discussion of stories and what they mean to us.</p> <p>General sound discrimination – environmental and instrumental sounds using the 'Letters and Sounds' phonics guidance.</p>
<b>Mathematics</b>	<p><b>Numbers to five:</b> identifying numerals (number rhymes), beginning to use correct formation of numerals 1-5.</p> <p>Describing 2D shapes through rhymes and games.</p> <p>Number rhymes/games e.g. 'Five fat sausages'.</p> <p>Colours: learning about recognising primary and secondary colours.</p>

	<p><b>Weight and size:</b> thinking about the concept of things that are heavier and lighter, bigger and smaller.</p>
Understanding the World	<p><b>Ourselves:</b> learning about how we're all different e.g. coming from different places all over the world, speaking different languages. Celebrating the international nature of Kew College Prep. Using mirrors to look at our features and create our own self-portrait. What colour eyes do we have? What colour hair? What is the shape of our nose/mouth? Etc.</p> <p><b>Celebrations and Festivals:</b> Harvest festival (participating in a harvest festival assembly with the rest of the school), Remembrance Day, Diwali, Rosh Hashanah, Christmas and Eid. Thinking about the changing seasons, particularly how the leaves change in autumn and how they fall to the ground as we move into winter.</p> <p>Learning about nocturnal animals and what it means to be nocturnal.</p> <p><b>ICT:</b> identifying technology and understanding how to use it safely. Operating an iPad to access and use apps. Operating and programming a Beebot using directional language.</p>
Expressive Arts and Design	<p><b>Home Corner:</b> creative role play and dressing up (cafe/restaurant, vets).</p> <p><b>Arts and Crafts:</b> exploring and mixing colours (ex. Paints), collage (cutting and sticking), making models using clay and salt dough</p> <p><b>Dance:</b> weekly lessons.</p> <p><b>Music + Movement:</b> 'Wiggle Waggle' listening and responding to music through movement.</p> <p><b>Music:</b> 'Finding your voice.' Learning to use aural memory and introduction to handheld percussion instruments. Special event preparation through singing: Harvest, Black History Month. Latter half of the term is focused on their end of term performance (Nativity).</p>