

The Good Shepherd Catholic Primary School



Nursery

Autumn Curriculum Newsletter

In this booklet, we have included some information we feel you may find useful about the work your child will be doing this term. As well as the modules we will be covering in class, we have also included the objectives and expectations for each area. We hope you will find this information useful and supportive and look forward to working with you across the year.

Mrs Bonner, Mrs Hancy and Mrs Broughton

*Father, creator of all,
you 'ordered the earth' to bring forth life
and crowned its goodness by
creating family life.*

*Teach us the beauty of human love,
show us the value of family life
and help us to live in peace
with everyone.*

Amen.

Launch of CUSP Curriculum 2022

We have decided to implement the Unity Schools Partnership CUSP curriculum model written by Alex Bedford of Unity Schools Partnership.

This comprehensive curriculum model is based heavily on research around the working memory, cognitive overload, and retrieval.

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| | Term 2 | Autumn | Branch 2 Prophecy and Promise |
| | | Hear | Mary was going to have a baby. His name will be Jesus. <i>Mary's Baby is based on Luke 1:26-31,38.</i> Jesus was born in Bethlehem. <i>Based on Luke 2:4-7</i> Shepherds hurried to see Mary and Joseph and baby Jesus. <i>Based on Luke 2:8-20</i> |
| | | | The Annunciation <i>Luke 1:26-31, 38</i> The Nativity <i>Luke 2: 4-7</i> The Shepherds visit the manger. <i>Luke 2:8-20</i> |
| | | Believe | Mary had a baby called Jesus |
| | | | Mary was chosen by God to give birth to his son. Jesus was born in a stable and laid in a manger. Shepherds were told by angels to visit him |
| | | Celebrate | Advent Wreath. The tradition of the crib Nativity celebration |
| | The tradition of the crib to tell the story of Jesus' birth | | |
| | Live | Celebrate Advent, it is a time to get ready for Christmas. God sent Jesus to love us all. | |
| | | <u>Various cultures</u> celebrate Jesus' birthday in different ways CST All people work in some way. Everyone should be able to work safely so that it helps them because God loves them. By our work in Advent, we help others and ourselves and we show our love to God. <i>The Dignity and Rights of Workers</i> | |
| COMMUNICATION AND LANGUAGE | Listening attention and understanding. | <ul style="list-style-type: none"> ○ Enjoy listening to longer stories and can remember much of what happens. ○ Pay attention to more than one thing at a time, which can be difficult. | |
| | Speaking | <ul style="list-style-type: none"> ○ Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. ○ Start a conversation with an adult or a friend and continue it taking turns to speak. | |
| KEY TEXTS | Week 1 | Settling into Nursery | |
| | Week 2 | Settling into Nursery | |
| | Week 3 | Odd dog out. | |
| | Week 4 | Owl Babies | |
| | Week 5 | Art in Nature- Andy Goldsworthy | |
| | Week 6 | You Choose | |
| | Week 7 | Boris the Robot | |
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| | Week 1 | Rama and Sita- CBeebies Shadow puppets | |
| | Week 2 | How Many? - subitizing | |
| | Week 3 | Elmer the Elephant | |
| | Week 4 | Babushka | |
| | Week 5 | Nativity | |
| | Week 6 | Nativity | |
| Wellcomm Speech and Language CLL | | <ul style="list-style-type: none"> ○ Talking about family/ routines and special occasions ○ Following instructions in routines ○ Developing listening skills and phonological awareness ○ Developing social phrases e.g. 'good morning!' | |

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| | | <ul style="list-style-type: none"> ○ Asking why. ○ Engaging in story times. ○ Body parts and actions. |
| PERSONAL < SOCIAL AND EMOTIONAL | Self-regulation | <ul style="list-style-type: none"> ○ Show more confidence in new social situations. ○ Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. |
| | Managing Self | <ul style="list-style-type: none"> ○ Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested for them. |
| | Building relationships | <ul style="list-style-type: none"> ○ Become more outgoing with unfamiliar people, in the safe context of their setting. |
| PHYSICAL DEVELOPMENT | Gross motor skills | <ul style="list-style-type: none"> ○ Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. ○ Go up steps and stairs, or climb up apparatus, using alternate feet. ○ Skip, hop, stand on one leg and hold a pose for a game like musical statues. ○ Use large-muscle movements to wave flags and streamers, paint and make marks. |
| | Fine motor skills | <ul style="list-style-type: none"> ○ Use one-handed tools and equipment, for example, making snips in paper with scissors, making marks on paper. |
| | Health and self-care | <ul style="list-style-type: none"> ○ Start eating independently and learning how to use a knife and fork. ○ Using the toilet independently. ○ Taking off and putting on their own coat, hat. |
| LITERACY | Word reading | <ul style="list-style-type: none"> ○ Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. ○ Say some of the words in songs and rhymes. ○ Copy finger movements and other gestures or actions. ○ Sing songs and say rhymes independently, for example, singing whilst playing. |
| | Comprehension | <ul style="list-style-type: none"> ○ Enjoy sharing books with an adult. ○ Pay attention when listening to stories and respond to the pictures or the words. ○ Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. |
| | Writing | <ul style="list-style-type: none"> ○ Add some marks to their drawings which they give meaning to for example "That says Mummy". ○ Make marks on their picture to stand for their name |
| MATHS | Number | <ul style="list-style-type: none"> ○ Recite numbers past 5. ○ Say one number for each item in order: 1,2,3,4,5. ○ Show 'finger numbers' up to 5. ○ Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting. |
| | Numerical Patterns | <ul style="list-style-type: none"> ○ Experiments with their own symbols and marks as well as numerals. |
| | Shape | <ul style="list-style-type: none"> ○ Talk about and explore 2D and 3D shapes, using informal and mathematical language: 'sides' 'corners' 'straight' 'flat' 'round'. <p>Describe a familiar route and the order of things seen on the way.</p> |

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| | | <ul style="list-style-type: none"> ○ Understand position through words alone – for example, “the bag is under the table” – with no pointing. ○ Selects shapes appropriately: flat surfaces for building, a triangular prism for a roof. |
| UNDERSTANDING the WORLD | <i>Past and present</i> | <ul style="list-style-type: none"> ○ Sequence family members by size and name (baby, child, adult). |
| | <i>People cultures and communities</i> | <ul style="list-style-type: none"> ○ Shares likes a dislikes. ○ Able to say who they are and who they live with |
| | <i>Natural world</i> | <ul style="list-style-type: none"> ○ Use all their senses in hands-on exploration of natural materials. ○ Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. ○ Explore how things work. |
| EAD | <i>Creating with materials</i> | <ul style="list-style-type: none"> ○ Explore different materials freely, in order to develop their ideas about how to use them and what to make. ○ Develop their own ideas and then decide which materials to use to express them. ○ Join different materials and explore different textures. |
| | <i>Being imaginative and expressive</i> | <ul style="list-style-type: none"> ○ Take part in simple pretend play, using an object to represent something else even though they are not similar. ○ Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. ○ Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. |
| Heart Smart | <i>Heartsmart</i> | <ul style="list-style-type: none"> ○ Meet Boris |
| | <i>Don't forget to let love in</i> | <ul style="list-style-type: none"> ○ I am special |