

## Over the rainbow—Curriculum Driver

Nursery 2 Autumn Term

Topic Question: How many colours are in the rainbow?

RE Question: Why did God send the rainbow?

**Linked people of study:** themselves and families, awareness of other cultures, Noah, baby Jesus.

**Linked texts:** Brown Bear, Brown Bear, Dear Zoo, Rosie's Walk, The Little Red Hen, Handa's Surprise

**Linked Music:** Traditional African music, Vivaldi—Autumn, Christmas music, Punjabi colour song, I can sing a rainbow, nursery songs.

**Trips/Visitors:** Visit Church for Christmas service, kite flying on field.

**Topic Composite/Finale:** Nativity performance .

**Linked Prior Learning:** Awareness of Christmas story in N1, Link back to colours associated with story themes planning from N1.

**Year R Future Learning Link:** Colours of me topic



### Understanding the World

#### Intent:

- \* To learn about celebrations that are important to me: Harvest festival, Bonfire night.
- \* To learn about the key features of Autumn.
- \* (Prior Learning: Nativity Story, seasonal craft and basic colours).

#### Skills, and Knowledge

##### Components Focus:

- \* Able to say who they are and who they live with.
- \* Comments on fictional characters in stories.
- \* Talk about what they see in their own environment (school/home) using a wide vocabulary.
- \* Explore collections of materials.
- \* Uses senses in hands on exploration.
- \* Understands that the weather changes and that in different countries you have different weather.
- \* Mark make on paint software on the Interactive White-board.

#### Memory Facts/Transferable concepts:

- \* Know that the weather changes in Autumn, the leaves change colour and fall to the floor.
- \* Have an awareness of Diwali and festivals that they themselves celebrate.

**Key Vocabulary:** Diwali, Harvest, Christmas, Autumn

### Expressive Arts and design

#### Intent:

- \* To learn to sing and sign 'I can sing a rainbow...'
- \* To learn basic colour names.
- \* To use small world and tuff trays to explore and describe different textures.

#### Skills, and Knowledge

##### Components Focus:

- \* Use pre-made paints and are able to name colours.
- \* Can hold a paintbrush in the palm of their hand.
- \* Print with large blocks and larger sponges.
- \* Makes marks. Draws circles and lines.
- \* Builds towers by stacking objects.
- \* Makes marks in clay.
- \* Adds other materials to develop models (tissue paper, glitter etc)
- \* Additional textures – children describe as smooth or bumpy.
- \* Enjoys listening to music.
- \* Moves to music.
- \* Beginning to watch performances for short periods of time.
- \* Knows some words when singing.

### Mathematics

#### Intent:

- \* To learn to use number names spontaneously and accurately within play.
- \* To learn to use positional language.
- \* Recognising, naming and matching colours
- \* Sorting by various attributes
- \* Continuing AB patterns
- \* Using the language of size
- \* Grasping the Counting Principles
- \* Comparing amounts of objects

#### Skills, and Knowledge

##### Components Focus (DM):

- \* Recite numbers past 5.
- \* Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.
- \* Understand position through words alone – for example, "The bag is under the table," – with no pointing.
- \* Describe a familiar route.
- \* Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.
- \* Combine shapes to make new ones – an arch, a bigger triangle, etc.
- \* Talk about and identify patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.
- \* Extend and create ABAB patterns – stick, leaf, stick, leaf.
- \* Notice and correct an error in a repeating pattern.

### R.E/PSED

#### Intent:

- \* To be introduced to the story of Noah's Ark.
- \* To be introduced to the Nativity story.
- \* To learn about Christmas; and be introduced to the faiths of others: Diwali.

#### Skills, and Knowledge

##### Components Focus:

- \* creative play, make-believe, role play, dance and drama
- \* dressing up and acting out scenes from stories, celebrations or festivals
- \* talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination
- \* listening to religious music
- \* starting to introduce religious vocabulary
- \* seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet .

### Literacy/C&L

#### Intent:

To begin to listen to and join in with stories and rhymes.

#### Skills, and Knowledge

##### Components Focus:

- \* Sing a large repertoire of songs.
- \* Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- \* Engage in extended conversations about stories, learning new vocabulary.

#### Memory Facts/Transferable

##### concepts:

- \* Can recognise and name some animals
- \* Can say some adjectives to describe animals.

#### Key Vocabulary:

Big, perfect, jumpy, grumpy, fierce, scary, tall, naughty

#### Subject Composite:

To be able to recite the 'Dear Zoo' story using a story map and actions. To mark make a page to add to the 'Dear Zoo' story.

#### Impact:

Children will have been introduced to the Talk 4 Writing approach of retelling a story using actions and following a story using a story map.

### PD

**Intent:** To learn basic fundamental movements to enhance physical literacy.

#### Skills, and Knowledge

##### Components Focus:

- \* Object Control—Moving objects around the body, Rolling a ball and kicking a ball, Uses movement and equipment imaginatively to music, Rhyme and stories.
- \* Locomotion—Jumping, Marching Movements, Moving at different speeds, Moving in different directions, Moving up and down stairs, Uses movement and equipment imaginatively to music, Rhyme and stories.
- \* Stability—Balancing on 2 feet and 1 foot, Walking along a line.
- \* Take off own coat. Pull down pants to use toilet.
- \* Catch a ball by chasing. Does not necessarily respond to an aerial ball.
- \* Use foot to tap static ball a short distance.
- \* Stand on tip toes.
- \* Jump off a low object with both feet off the ground.
- \* Pour from one container to another.
- \* Use a spoon to pick up food and put in mouth
- \* Snips paper moving forward.
- \* Uses helping hand to hold and help to guide the paper (non-dominant hand).

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### Understanding the World

**Subject Composite:**

To go on an Autumn scavenger hunt in the adventure playground and talk about what they can find.

**Impact:**

Children have an understanding of faiths and festivals celebrated by themselves and others. Children begin to have an awareness of the seasons and changes over time.

**Future learning:**

In reception the children will create Autumn crowns and use the shades to describe them

### Expressive Arts and design

**Memory Facts/Transferable concepts:**

- \* Recognises and names basic colours of the rainbow.

**Key Vocabulary:** red, orange, yellow, green, blue, indigo and violet.

**Subject Composite:**

To paint a self-portrait, selecting the correct colours and talking about what makes them special. Perform 'I can sign a rainbow' with signs for video. CP—construction challenge—use different materials for a Christmas craft item..

**Impact:**

Children are able to recognise colours.

**Future learning:**

In reception the children will complete a pencil portrait and will watch their 'I can sing a rainbow' video to recall Key Vocabulary.

### Mathematics

**Memory Facts/Transferable concepts:**

- \* An awareness of number.
- \* Ability to recite in order to 5.
- \* Ability to use positional language, such as in front, behind, under etc.
- \* To use language such as sort, notice, groups, sets, same, different, colours and patterns, when sorting objects.

**Key Vocabulary:**

1, 2, 3, 4, 5.

**Subject Composite:**

Within the maths-based role area, children to use and understand number names and language in a veterinary and farm shop setting area, to develop and deepen mathematical concepts such as size, comparing, object correspondence and pattern. See the long term plan for Maths.

To use and understand positional language during a re-enactment of 'Rosie's Walk' in the adventure playground.

**Impact:**

Children are able to use and understand number names. Children are able to use and understand positional language. Children are able to demonstrate mathematical skills through maths based role-play.

**Future Learning:**

Children will naturally progress through the learning trajectory for mathematical concepts as they move into reception, deepening their understanding of the number system, as well as shape and space awareness.

### R.E

**Memory Facts/Transferable concepts:**

- \* Has an awareness of 'Noah's Ark'
- \* Has an awareness of 'The Nativity story'.
- \* Knows that Jesus is the son of God.

**Key Vocabulary:**

Noah, flood, rainbow, baby Jesus, God, Angel Gabriel, Mary, Joseph.

**Subject Composite:**

Learn to sing and sign 'I can sing a rainbow' for a video for parents/carers to watch.

To use small world and role play to re-enact Noah's Ark and the Nativity.

To gain an understanding of who Jesus is and his importance in Christianity.

To learn relevant Christmas songs and join in with a nativity performance for the school and families to watch.

**Impact:**

Children have been introduced to the bible and some stories within it, children have been introduced to Jesus as a baby.

**Future Learning:**

Children will explore the story of Noah's Ark and the Nativity in greater depth. They will explore the symbolism of the rainbow in Noah's Ark and the star in the Nativity.

### Literacy/C&L

**Future learning:**

In reception, children will become more accustomed to using a story map through the Talk 4 Writing approach. They will revisit the story of 'Dear Zoo' through the stories that shape us box.

### PD

**Memory Facts/Transferable concepts:**

How to safely and confidently execute a range of movements and skills.

**Key Vocabulary:** Balance, run, walk, hop, skip, jump, kick, throw, march, fast, slow, up, down, side-to-side.

**Subject Composite:** For children to be confident to move in a range of ways safely, and develop skills to manipulate objects.

**Impact:**

To be confident and secure to perform basic fundamental movements to enhance physical literacy skills, ready to build on specific skills.