

CHERRY BLOSSOM CLASS MEDIUM TERM CURRICULUM OVERVIEW – AUTUMN 2025

This term our Foundation Stage Curriculum will be planned around theme 'All About me'. We will also be looking at the school values and how we can develop these in Nursery. Later in the term we will look at the celebrations for Diwali, Eid and Christmas. Special enhanced provision activities linked to themes will be introduced by an adult and added to the environment. Sessions will continue to be a mixture of both adult and child led.

Characteristics of Effective Learning	PERSONAL, SOCIAL AND EMOTIONAL	COMMUNICATION AND LANGUAGE	PHYSICAL DEVELOPMENT
This is the way that children engage with other people and their environment. They are grouped into three areas of learning: - Playing and Exploring – Finding out and exploring - Showing a curiosity about objects, events and people. - Showing particular interests. Active Learning – Being involved and concentrating - Maintaining focus on their activity for a period of time. - Not easily distracted. Creating and thinking critically – Having their own ideas - Thinking of ideas These areas underpin learning and development across all areas and support the child to remain an effective and motivated learner. Children develop at their own rates and in their own way. These development statements suggest a typical range of development.	- Separating from their main carer with support and encouragement from a familiar adult. - Seeking comfort from familiar adults when needed. - Showing an understanding and cooperating with some boundaries and routines. - Showing interest in others' play and start to join in. - Showing affection and concern for people who are special to them.	- Showing interest in playing with sounds, songs and rhymes. - Have single channelled attention. Shifting to a different task if attention fully obtained. - Using simple sentences e.g. Mummy going to work.	- Squatting with steadiness to rest or play with objects on the ground, and rising to feet without using hands. - Running safely on whole foot. - Walking up steps or down steps holding onto a rail, two feet onto each step.
LITERACY	MATHEMATICS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS
- Distinguishing between the different marks they make. - Repeating words or familiar stories - Filling in the missing word or phrase in a known rhyme, story of game, e.g. 'Humpty Dumpty sat on a - Having some favourite stories, rhymes, songs, poems or Jingles.	- Recite some number names in sequence. - Responds to words like lots or more - Explores capacity by selecting, filling and emptying containers, e.g. fitting toys in a pram - Beginning to make some comparisons between quantities - Using some language of quantities such as 'more' and 'a lot' - Beginning to arrange items in their own patterns, e.g. lining up toys - Beginning to use the language of size. - Anticipating specific time-based events such as mealtimes or home time - Fast recognition of up to 3 objects, without having to count them individually ('subitising') - Say one number for each item in order: 1,2,3,4,5. - Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.	- They will be aware that parents and grandparents are older than they are. - Having a sense of own immediate family and relations; in pretend play imitating everyday actions and events from own family and cultural background, e.g. making and drinking tea; - Enjoying playing with small -world models.	- Experimenting with blocks, colours and marks. - Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me'. - Beginning to make-believe by pretending - Join in singing favourite songs; - Creating sounds by banging, shaking, tapping or blowing: - Showing an interest in the way musical Instruments sound.
Extend your learning at home by: The most important thing you can do to help your child's language skills to develop is to talk with and listen to them as much as possible. A rich vocabulary is a key to good progress in all curriculum areas. The sharing of stories and books is also vital to their reading development. Take time to read stories and talk about the pictures, ask your child what can they see, whether they like the story or what they think will happen next or at the end of the story. Developing their vocabulary and language will support progress across all areas of the curriculum, as they share their learning journey through our school.			