

# Nursery Planning Autumn 2

## Overall Theme: Special Times



## Possible lines of enquiry:

- Fireworks
- Diwali
- Christmas/ Nativity
- Winter

Also Nursery Rhyme Week

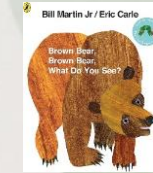
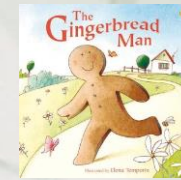
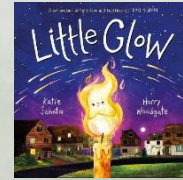
## Characteristics of Effective Learning

**Playing and exploring** – children investigate and experience things, and 'have a go'

**Active learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

**Creating and thinking critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

## Favourite 5 books



## Communication and Language

Listens to simple stories. Listens to other people speaking to me. Focusing more attention on stories being told to them. Give attention to others who are speaking to me. Responds to adults and children that are trying to converse with me. Shows an understanding of text being read to them using the pictures. Understands simple concepts such as 'big/small'. Using words to communicate what I want and make myself understood. Asking 'what' questions. Using the terms 'me, him, her'.

## Personal, Social and Emotional Development

I can sit nicely and keep my feet to myself. I can look after the toys and equipment at my setting. I will have a go at new things. I am washing my hands after using the toilet with some reminders to do so. I will play alongside other children in my setting and may need adult support to do this. I play simple turn taking games in adult guided groups. I am showing more interest in other children's play.

## Play

At Sharples Primary School we understand that children learn best when they are interested, motivated and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore we are proud that our Nursery setting has an underlying ethos of 'Learning through play'.

## Physical Development

Begin to move slowly on a balance bike. Begin to use a climbing frame with support from an adult. Being able to use a swing with some independence. Children mark making by scribbling and colouring. Children exploring a range of fine motor activities and implements, Children using a spoon and a fork to feed themselves.

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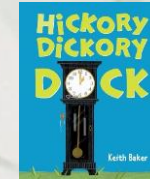
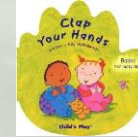
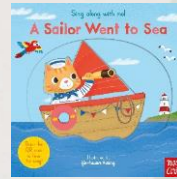
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## Literacy

To understand that we should turn one page at a time in a book. To begin to understand that print has meaning. To talk about the pictures in a book with support. Discriminate between different instrument sounds. To sing and perform actions to a familiar nursery rhyme. Say the rhyming word at the end of a familiar rhyme. Hear environmental sounds (Aspect 1). Hear instrumental sounds (Aspect 2). Draws marks that are not always distinguishable. Follows large pattern templates available.

## Nursery Rhymes



## Mathematics

Develop 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. Know that the last number reached when counting a small set of objects tells you how many there are in total Show 'finger numbers' up to 5. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Make comparisons between objects relating to size.

## Understanding the World

Children talking about their past life experiences e.g. birthdays, Christmas. Children using the words 'then' 'now' 'next' 'before'. Children talking about how we look after our friends and families. Children talking about their homes and what they have inside their homes. Children talking about the celebration of Christmas. Children exploring the changing weather and seasons, Children continuing to explore using their senses. Children naming parts of the body. Children showing more of an interest in the world.

## Expressive Arts and Design

Uses a glue stick to join materials together. Creates an independent craft using available materials e.g. An independent Christmas Card. Children developing storylines in their play, children using familiar props in their play, children singing to familiar songs and nursery rhymes they have learnt or are learning.

*Although these learning intentions are planned, we believe that children learn best when they are interested in their learning. Therefore, we follow the children's lead and use their interests to direct the learning and curriculum. In the EYFS, areas are described separately in order to break down the complexity of development and learning, but it is important to keep the whole child in mind as children learn holistically. "Every child is a unique child who is constantly learning." says the EYFS principle.*