

Nursery Planning Term 1b – Celebrations

Personal Social and Emotional Development	Communication and Language	Physical Development	Literacy
<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> • Develop friendships with other children. • Be increasingly able to talk about and manage their emotions. • Learn to use the toilet with help, and then independently. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> • Listen to simple stories and understand what is happening, with the help of the pictures. • Start to say how they are feeling, using words as well as actions. • Start to develop conversation, often jumping from topic to topic. • Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’). 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> • Develop manipulation and control. • Go up steps and stairs, or climb up apparatus, using alternating feet. • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Be increasingly independent as they get dressed and undressed, for example, putting on coats and doing up zips. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> • Copy finger movements and other gestures. • Have a favourite book and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Make marks on their pictures to stand for their names.
<p>How</p> <ul style="list-style-type: none"> • Focus on using provision, tidying toys, sharing with peers. • Learning the nursery routine, visual timetable. • Singing time, Magic Bag, Rhythm time. • Rules, prayers, friend name games and teacher name games. • Celebration photographs- family celebration photographs comparing and talking about our families differences and culture. • Snack and chat questions • Toilet timer - Toileting 	<p>How</p> <ul style="list-style-type: none"> • 10 Favourite – stories. • Singing time/ Rhythm – repeating and learning new word and rhymes • Ready Steady go games both inside and outside. • EAL/AL/SLT Intervention groups. • End of session story time – key vocab. • Key vocab/ Academic vocab modelling. • Key questions- Who, what, how and when. • Play modelling – within all areas. • Encouraging use of language at all times – snack time, welcoming. • Story baskets –It’s Mine, Red Rockets and Rainbow Jelly, The very busy spider. • Snack and chat, questions and social experiences. 	<p>How</p> <ul style="list-style-type: none"> • Aprons, hand washing, coat motivation chart. • Outdoor fine motor area – making autumn trees with beads. • Climbing and playing with outdoor equipment encouraging resilience. • Obstacle course. • Bike track – going around the correct way, avoiding obstacles. • Snack time – encouraging independence with cups and trying new foods. • Encourage the children to use both indoor and outdoor mark making areas. 	<p>How</p> <ul style="list-style-type: none"> • 10 Favourite - stories • Story baskets with props. • Mark making activity – making marks on pictures and encouraging them to give meanings / encourage the children to write their names on their work using their name card. • Christmas Cards • End of session Carpet time (Quiet on the carpet). • Self-registration and names on pegs • Singing time (Know and saying the songs, copying actions) • Rhythm time. • Books in area and on story carpet (Looking at books and turning pages independently with an adult or a friend). • Drawing/painting simple shapes (lines and circles).
Mathematics	Understanding the world	Expressive Arts and Design	Key Vocabulary/ Questions
<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> • Count in everyday contexts, sometimes skipping numbers - ‘1-2-3-5.’ • Compare sizes, weights etc. using gesture and language - ‘bigger/little/smaller’, ‘high/low’, ‘tall’, ‘heavy’. • Build with a range of resources. • Take part in finger rhymes with numbers. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> • Begin to make sense of their own life story and families history. • Talk about what they see, using a wide vocabulary. • Explore and respond to different natural phenomena in their setting and on trips. 	<p>What do we want the children to learn?</p> <ul style="list-style-type: none"> • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Start to develop pretend play, pretending that one objects represents another. • Explore colour and colour mixing. • Play instruments with increasing control to express their feelings and ideas. 	<p>Topic Prime colours, secondary colours, green, purple, orange, brown, pink, rainbow, light, dark, birthday, Christmas, Diwali, Eid, Christening/Baptism, bonfire night, Easter.</p> <p>Maths Number names, empty, full, give me, turn over, turn round, match, same, now, next, before, later, soon, how many, more, less a lot, too many, too few, colours.</p>
<p>How</p> <ul style="list-style-type: none"> • Singing, rhythm time. • End of session carpet time. • 5 little speckled frogs in water area- counting 1-5. • Modelling – use of maths area resources. • Introduction to numicon plates • Recognising numicon plates 1-5. • Tidy up time – shape matching, counting as we etc • Modelling maths language at all times. • Conker hunting and collecting. • Number games on climbing equipment. • Using mathematical language in all areas. • Modelling- use of the construction area. 	<p>How</p> <ul style="list-style-type: none"> • Autumn topic – leaf collecting • Feeding birds – weekly • Celebration photo activity – talking about our family celebrations, differences and cultures and painting pictures to recall on our own experiences. • Measuring -Growing – chart for starting nursery. • Seasonal walk around woodland. • Remembrance Day- Cbeebies school episode and Rabbit poppy video. • Torches in outside – dark room. • Weather chart outside- talk <i>about</i> the weather and its’ concepts (hot, cold etc). 	<p>How</p> <ul style="list-style-type: none"> • Painting ourselves and celebration pictures. • Modelling the use of powder paints. • Singing time/ rhythm time/ magic bag. • Modelling singing tent and new instruments. • Outside music and dancing. • Modelling and introducing the powder paints. • Making Stick people in the creative area. • Small world – Light box/ Postman Bear. • Kipper’s birthday house outside. • Making birthday cakes in the playdough. • Mirror in mark making- Self- portraits. 	<p>Key Questions What is your favourite colour? What do your family celebrate?</p> <p>Additional Questions When is your birthday? How old are you? Who are your friends at Nursery?</p>

