Nursery Room Autumn 2 Planning – Let's Celebrate

Week	1 2nd November	2 10th November	3 17th November	4 24th November	5 1st December	6 8th December	7 15th December	8 22nd December	
Theme	**Firework night**	**World Nursery Rhyme week**	**Carnival/ Vehicles/road safety**	**Winter is coming**	**Christmas**	**Christmas**	**Christmas**	**Christmas**	
Special events	5th November – firework night Nikitta yoga Diwali 8th November	11th – Remembrance Day Diwalia 8th Children in need – 13th November	Road safety week Children in need		Nikitta yoga Nativity	10th December Christmas jumper day 9th stay and play			
Nursery rhymes of the term	Counting firework song, sing favourite nursery rhymes, wheels on the bus, twinkle twinkle chocolate bar, fire engine, Christmas songs and snow themed rhymes								
Focus book ideas	Christmas books, vehicle books, that's not my snowman, - add to planning as you cover books please								

Focus Learning Intentions linked to Areas of Learning for each age

1-2 year olds

Communication and Language	Physical Development	PSED	Mathematics	Literacy	Understanding the World	Expressive Arts and Design
• Copy your gestures and words. Understand single words in context – 'cup', 'milk', 'daddy'. • Begin to Understand simple instructions like "give to nanny" or "stop". • Recognize and point to objects if asked about them. • Begin to listen to short stories with adult support • Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. • Use signs and gestures to communicate • Make themselves understood, and can become frustrated when they cannot • Constantly babble and use single words during play. • Use intonation, pitch and changing volume when 'talking'	• Begin to walk independently – choosing appropriate props to support at first. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Begin to sit on push along wheel toys • Clap and stamp to music. • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress	• Feel confident when · taken out around the local neighbourhood and enjoy exploring new places with their key person. • Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums · • Thrive as they develop self-assurance. • Gesture towards their cup to say they want a drink. • Begin to learn simple signs to help meet their needs • Feel strong enough to express a range of emotions. • Begin to sit on the potty during nappy changes • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available • Begin to Develop friendships with other children.	• Take part in finger rhymes with numbers. • Combine objects like stacking blocks and cups React to changes of amount in a group of up to three items. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • Complete inset puzzles. • Put objects inside others and take them out again • Build with a range of resources. • Climb and squeeze themselves into different types of spaces.	• Enjoy sharing books with an adult. • Begins to copy movements and gestures • Begins to join in with singing songs and rhymes saying some of the words • Begins to mark make freely	• Has a sense of own immediate family and relations and pets. • Is interested in photographs of themselves and other familiar people and objects. • Explore natural materials, indoors and outside • Explore materials with different properties. • Has a sense of own immediate family and relations and pets. • Repeat actions that have an effect. • Closely observes what animals, people and vehicles do. • Watches toy being hidden and tries to find it, watches intently where a spider has scuttled away under leaves	• Notices and becomes interested in the transformative effect of their action on materials and resources. • Join in with songs and rhymes, making some sounds • Begin to Explore a range of sound-makers and instruments • Show attention to sounds and music. • Move and dance to music • Explore painting, using fingers and other parts of their bodies as well as brushes and other tools. · • Mark makes freely • Enjoy and take part in action songs • Start to develop pretend play

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2-2.5 year olds

Communication and Language	Physical Development	PSED	Mathematics	Literacy	Understanding the World	Expressive Arts and Design
• Identify familiar objects and properties for practitioners when they are described. • For example: 'Katie's coat', 'blue car', 'shiny apple'. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops' • Understand simple instructions like "give to nanny" or "stop". • Generally focus on an activity of their own choice and find it difficult to be directed by an adult. • Listen to simple stories and understand what is happening, with the help of the pictures. • Understand simple questions about 'who', 'what' and 'where' (but generally not why'). • Understand and act on longer sentences like "make teddy jump' or 'find your coat' • Start to say how they are feeling, using words as well as actions • Use simple sentences to communicate •	• Walk, run, jump and climb – and start to use the stairs independently. • Spin, roll and independently use ropes and swings (for example, tyre swings). • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Use gross motor skills to do things independently. • Use small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Start eating independently and learning how to use a knife and fork.	• Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to • the front. • Begin to talk about their emotions • Be increasingly able to talk about and manage their emotions • Safely explore emotions beyond their normal range through play and stories. • Begin to Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.` • Learn to use the Toilet or potty with help, and then independently. • Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". • Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations	• React to changes of amount in a group of up to three items. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • Complete inset puzzles. • Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'. • • Notice patterns and arrange things in patterns	• Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Pay attention and respond to the pictures or the words. • Sing songs and say rhymes independently, for example, singing • whilst playing. • Enjoys mark making freely. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • • Develop play around favourite stories using props. .	• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird. • Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these. • Make connections between the features of their family and other families • Notice differences between people • Explore and respond to different natural phenomena in their setting and on trips	• Make simple models which express their ideas. • Use their imagination as they consider what they can do with different materials. • Anticipate phrases and actions in rhymes and songs, • Explore a range of sound-makers and instruments and play them in different ways • Respond emotionally and physically to music when it changes . • Make rhythmical and repetitive sounds • Express ideas and feelings through making marks and sometimes give meaning to the marks they make.

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Week	Theme	Learning Opportunities (**Implementation**)	1-2 year olds will be learning to: (intent)	2-2.5 year old will be learning to (intent)
Week 1 5th November – firework night	Firework night	Firework sensory bin with rice, colours, shiny materials **Ball-Pit Fireworks** Place ball-pit balls in a shallow tray with coloured water. Babies can create colour 'explosions' by splashing and throwing the balls, as adults use vocal sounds, such as 'splash', 'pop' and 'whizz'. **Wrap Up Warm** Place a basket of warm hats, gloves and mittens that babies might wear to keep warm on Bonfire Night. Babies can feel the textures, explore the colours and try items on. **Light Reflections** Add light-up toys, such as a flashing sensory ball, on top of a foil blanket for babies to experience the reflections of light **Firework Painting** Secure a large roll of black paper on the floor using duct tape. Babies can dip their hands into **paint** and press, splat or smudge it onto the paper to create an exploding night sky! Use toilet rolls to create fire work pictures **Firework Pop!** Using a small parachute place colourful ball-pit balls on top. Lift the parachute up and watch the fireworks go 'pop' into the air. **Firework movement** Provide pretend fireworks made out of decorated card tubes. Support children to understand and act on instructions, such as 'fly your firework high,' 'zoom your firework over the grass'and 'whizz your firework down to the ground'. **Firework safety** Talk with the children about the importance of staying safe on Bonfire Night and talk about some simple rules. Use a puppet to explore different scenarios for bonfire night safety. The children can tell the puppet the rules they must follow to stay safe **Firework dancing** Provide children with 'sparkler' streamers made of ribbons or scarves. They can move with **Firework construction** Provide children with 3D shapes and stacking cups and demonstrate building a firework rocket by stacking and balancing the shapes **Bonfire building** Place materials in a large tray for children to build a bonfire. You could provide natural materials, such as logs and sticks, as well as orange and red autumn leaves for the flames. Children can explore the different textures as they build. **Rocket building** Junk model rockets **Poppy biscuits** – create Poppy biscuits for remembrance day	**PSED** • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available • Feel confident when · taken out around the local neighbourhood and enjoy exploring new places with their key person. C+L • Copy your gestures and words. Understand single words in context – 'cup', 'milk', 'daddy'. • Begin to Understand simple instructions like "give to nanny" or "stop". • Recognize and point to objects if asked about them. • Begin to listen to short stories with adult support • Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. • Use signs and gestures to communicate • Make themselves understood, and can become frustrated when they cannot • Constantly babble and use single words during play. • Use intonation, pitch and changing volume when 'talking' PD • Begin to walk independently – choosing appropriate props to support at first. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Clap and stamp to music. • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Build independently with a range of appropriate resources. UTW • Is interested in photographs of themselves and other familiar people and objects. • Explore natural materials, indoors and outside • Explore materials with different properties. • Has a sense of own immediate family and relations and pets. • Repeat actions that have an effect. EAD • Notices and becomes interested in the transformative effect of their action on materials and resources. • Join in with songs and rhymes, making some sounds • Begin to Explore a range of sound-makers and instruments • Show attention to sounds and music • Move and dance to music • Explore painting, using fingers and other parts of their bodies as well as brushes and other tools. • • Mark makes freely • Enjoy and take part in action songs • Start to develop pretend play **Maths** • Complete inset puzzles. • Put objects inside others and take them out again • Build with a range of resources. • Climb and squeeze themselves into different types of spaces. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5	PSED Thrive as they develop self-assurance. • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations C+L • Understand simple instructions like "give to nanny" or "stop". • Generally focus on an activity of their own choice and find it difficult to be directed by an adult. PD • Walk, run, jump and climb – and start to use the stairs independently. • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available • Begin to Develop friendships with other children. Literacy • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Pay attention and respond to the pictures or the words. • Sing songs and say rhymes independently, for example, singing • whilst playing. • Enjoys mark making freely. UTW • In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird. • Enjoys stories about people and nature (birds, bees, snails, cats, dogs, etc) and is interested in photographs of themselves with these. • Explore and respond to different natural phenomena in their setting and on trips EAD • Make simple models which express their ideas. • Use their imagination as they consider what they can do with different materials. • Anticipate phrases and actions in rhymes and songs, • Explore a range of sound-makers and instruments and play them in different ways • Respond emotionally and physically to music when it changes . • Make rhythmical and repetitive sounds • Express ideas and feelings through making marks and sometimes give meaning to the marks they make. Maths • React to changes of amount in a group of up to three items. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • Complete inset puzzles. • Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy'. •

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Week	Theme	Learning Opportunities (**Implementation)**	1-2 year olds will be learning to: (intent)	2-2.5 year old will be learning to (intent)
Week 2 and 3 **8th Nov – Remembrance Day** **18th November Carnival** **World Nursery rhyme week** **17th November – Road Safety Week**	**Week 2** **Nursery rhymes** **Week 3** **Carnival/ road safety**	**Remembrance day** • cut potato stampers into the shape of simple poppies. Children can stamp poppy shapes over the paper using red paint • Put laminated Poppies stuck to the base of the tray and then cover with a layer of red and black coloured rice. The children can hide and reveal the poppies by moving the rice with their hands or feet. Play games, where the children need to hide the poppies for you to find or find poppies that you have hidden Create and decorate poppy biscuits for children to take home. Nursery rhymes Create a song sack with a range of different nursery rhymes in for the children to enjoy with and without instruments. Set up tuff trays based around favourite nursery rhymes Dance and move to music using accessories such as ribbons Use a range of instruments to create sounds to the nursery rhymes you are focusing on Create artwork based around favourite rhymes using different resources to provide a range of learning opportunities Carnival/vehicles • Provide dressing up clothes, fabric scarves, instruments and large boxes for children to role play with – have a variety of musica for children to move to. • Junk model carnival floats with shoe boxes – provide a range of resources such as paint, collage, glitter, loose parts • Provide a range of different vehicles with ramps, track and roads. • Set up a simple train track, a train station (this could be a small box) and provide a basket of magnetic trains. Work together to add trains (connecting them in a line) to the track and counting them as they are added. Model counting in sequence and for children who are developmentally ready • Collage carnival masks or hats with different materials • Dance to music from around the world • Walk to see the carnival floats • Create a tuff tray with colourful rice, material in – hide laminated carnival floats in the tray – enhance by adding small world vehicles or junk modelled carnival floats	PSED • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available • Feel confident when · taken out around the local neighbourhood and enjoy exploring new places with their key person. C+L • Copy your gestures and words. Understand single words in context – 'cup', 'milk', 'daddy'. • Begin to Understand simple instructions like "give to nanny" or "stop". • Recognize and point to objects if asked about them. • Begin to listen to short stories with adult support • Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. • Use signs and gestures to communicate • Make themselves understood, and can become frustrated when they cannot • Constantly babble and use single words during play. • Use intonation, pitch and changing volume when 'talking' PD • Begin to walk independently – choosing appropriate props to support at first. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Clap and stamp to music. • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Build independently with a range of appropriate resources. UTW • Is interested in photographs of themselves and other familiar people and objects. • Explore natural materials, indoors and outside • Explore materials with different properties. • Has a sense of own immediate family and relations and pets. • Repeat actions that have an effect. EAD • Notices and becomes interested in the transformative effect of their action on materials and resources. • Join in with songs and rhymes, making some sounds • Begin to Explore a range of sound-makers and instruments • Show attention to sounds and music • Move and dance to music • Explore painting, using fingers and other parts of their bodies as well as brushes and other tools. • • Mark makes freely • Enjoy and take part in action songs • Start to develop pretend play Maths • Complete inset puzzles. • Put objects inside others and take them out again • Build with a range of resources. • Climb and squeeze themselves into different types of spaces. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5	PSED • Thrive as they develop self-assurance. • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging situations C+L Understand simple instructions like "give to nanny" or "stop". Generally focus on an activity of their own choice and find it difficult to be directed by an adult. PD • Walk, run, jump and climb – and start to use the stairs independently. • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available • Begin to Develop friendships with other children. Literacy • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Pay attention and respond to the pictures or the words. • Sing songs and say rhymes independently, for example, singing • whilst playing. • Enjoys mark making freely. 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Week 4	Winter is coming	**Winter dress up** Add brightly coloured winter clothes to an open suitcase. Babies can choose which items to explore. Help babies to try on the clothes and look at their reflection in a child-safe mirror **Ice play** Explore ice in the tray – discuss how it feels – link with cold Ice painting with water colours **Winter themed songs and rhymes** **Winter walk** – talk about clothing and collect objects which they can then use as loose parts or for mark making Artic animals – set up small world play and model the vocabulary to introduce children to the names of artic animals **Winter themed books**: Owl babies, the snowstorm, one lost bear ***Waltz of the Snowflakes*** Outdoor Winter Warm Up Dedicate a space for movement/dance and provide a basket of blue/white sensory scarves/ribbons for children to use. Play the audio of 'Waltz of the Snowflakes' from Tchaikovsky's Nutcracker Suite and children can express themselves as they move like snowflakes to the music. **Snowy tree pictures** . Provide children with trays of white paint and printing tools, such as straws and washing-up brushes for children to experiment with as they create snowfall on the branches of a tree. **Winter train track** Set up a winter scene in a large tray using this icing sugar and create a train track with trains and small world characters. Children can develop their storytelling/pretend play skills as they engage with the winter wonderland. **Winter Exploration** n Lay out a silver foil blanket and place a variety of large winter-inspired loose parts on top, such as white feathers, a bath puff, rolled-up white socks, pine cones and jingly bells. Children can enjoy exploring textures, sounds and colours. **Owl babies** Create owl artwork using cotton wool, tissue paper	**PSED** • Find ways to calm themselves, through being calmed and comforted by their key person. • Find ways of managing transitions, for example from their parent to their key person • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. C+L • Copy your gestures and words. Understand single words in context – 'cup', 'milk', 'daddy'. • Begin to Understand simple instructions like "give to nanny" or "stop". • Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. • Use signs and gestures to communicate • Constantly babble and use single words during play. 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EAD • Move and dance to music • Explore painting, using fingers and other parts of their bodies as well as brushes and other tools. • • Mark makes freely • Enjoy and take part in action songs •	PSED • New starters will find ways to calm themselves, through being calmed and comforted by their key person. • New starters will find ways of managing transitions, for example from their parent to their key person • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Thrive as they develop self-assurance. • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging • situations C+L • Understand simple instructions like "give to nanny" or "stop". • Generally focus on an activity of their own choice and find it difficult to be directed by an adult. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops' PD • Walk, run, jump and climb – and start to use the stairs independently. Lit • Pay attention and respond to the pictures or the words. • Sing songs and say rhymes independently, for example, singing • whilst playing. 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Week	Theme	Book	Learning Opportunities (**Implementation)**	1-2 year olds will be learning to: (intent)	2-2.5 year old will be learning to (intent)	Key worker activities to support next steps
Week 5-8 Preschool Nativity Friday 4th December Nikitta yoga 2nd October 10th December Christmas jumper day 9th stay and play	Christmas	**Harvest and farm themed books**	• Children to learn a range of Christmas songs with actions and instruments • Provide Christmas themed dress up and tinsel, baubles for children to explore different textures and colours • Enhance the home corner with Christmas themed resources • Make festive themed play doughs – add spices , glitter, festive cutters • Provide salt dough and create Christmas decorations and allow the children to decorate these • Share a range of different Christmas themed books – texture books • Provide opportunities for children to mark make with paint, glitter • Christmas stay and play • Christmas lunch with parents • Decorate inside and outside with lights and festive decorations • Add a small xmas tree to the home corner for children to decorate and redecorate • Place different textured objects inside a Santa hat or stocking for children to explore by touching before pulling them out • Add Christmas wrapping papers, cut into different sizes, to a large tray. Children can be encouraged to flap, scrunch and smooth the wrapping paper and use both of their hands to tear the paper. • Provide a basket of child-safe plastic baubles along with muffin trays. Children can use their hands and fingers to grasp the different baubles and sort them into the muffin trays • Provide children with a collection of different-sized Christmas gift boxes with lids. Children can stack the boxes on top of each other and place smaller boxes inside larger boxes. To make: Cards Present Hanging Decoration	**PSED** • Find ways to calm themselves, through being calmed and comforted by their key person. • Find ways of managing transitions, for example from their parent to their key person • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. C+L • Copy your gestures and words. Understand single words in context – 'cup', 'milk', 'daddy'. • Begin to Understand simple instructions like "give to nanny" or "stop". • Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. • Use signs and gestures to communicate • Constantly babble and use single words during play. PD • Begin to walk independently – choosing appropriate props to support at first. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Begin to sit on push along wheel toys Lit • Begins to copy movements and gestures • Begins to join in with singing songs and rhymes saying some of the words • Enjoy sharing books with an adult. Maths • Take part in finger rhymes with numbers. UTW • Is interested in photographs of themselves and other familiar people • Explore materials with different properties. • Repeat actions that have an effect. • Closely observes what animals, people and vehicles do. EAD • Notices and becomes interested in the transformative effect of their action on materials and resources. • Join in with songs and rhymes, making some sounds • Begin to Explore a range of sound-makers and instruments	PSED • New starters will find ways to calm themselves, through being calmed and comforted by their key person. • New starters will find ways of managing transitions, for example from their parent to their key person • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Thrive as they develop self-assurance. • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Explores confidently when they feel secure in the presence of a familiar adult and is more likely to engage in new or challenging • situations C+L • Understand simple instructions like "give to nanny" or "stop". • Generally focus on an activity of their own choice and find it difficult to be directed by an adult. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops' PD • Walk, run, jump and climb – and start to use the stairs independently. • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. Lit • Pay attention and respond to the pictures or the words. • Sing songs and say rhymes independently, for example, singing whilst playing. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone Maths • Compare sizes, weights etc. using gesture and language - 'bigger/ little/smaller', 'high/low', 'tall', 'heavy' UTW • In pretend play, imitates everyday actions and events from own family and cultural background EAD • Anticipate phrases and actions in rhymes and songs, • Explore a range of sound-makers and instruments and play them in different ways • Start to develop pretend play	

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