



Half term foundation subject planning overview

Year: Nursery

Half Term: Autumn 2 Topic: How can we celebrate?

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Overview of key adult led provision	<p>Little Glow - Looking at different ways to celebrate</p> <p>Halloween Diwali Bonfire Night Festivals of light</p>	<p>Celebrating and saying thank you to people who help us</p> <p>Remembrance</p>	<p>Lets celebrate us-I am special I am me (anti bullying week)</p>	<p>Birthdays! Spots birthday The Hungry Caterpillars Birthday Cake!</p>	<p>I like to celebrate...</p> <p>The most exciting Eid My new baby Maisy goes to a wedding</p>	<p>Christmas</p>	<p>Christmas</p>
Communication and Language	<ul style="list-style-type: none"> • Listen to others in one to one or small groups, when conversation interests them • Single channelled attention; shift to a different task if their attention is fully obtained –using a child’s name helps them to focus • Join in with simple repeated refrains in rhymes, songs and stories • Understand who and what in simple questions (e.g Who’s that? Who can? What’s that?) • Name everyday objects e.g.scissors, ball, hat, coat • Respond to instructions with more elements, e.g Give the big ball to me • Begin to ask simple questions • Begin to talk about people and things that are not present. <p>N1’s/2year olds</p> <ul style="list-style-type: none"> • Enjoy rhyme and demonstrate listening by trying to join in with actions or making vocalisations, • Pay attention to own choice activity for a few minutes • Recognise and respond to familiar sounds, e.g turning to a knock on the door • Show interest in making sounds • Begin to copy familiar expressions e.g. Oh dear, All gone • Beginning with support to put two words together (want ball, more juice) • Use gestures to communicate needs • Begin to respond to where as in Where is? 						

	<ul style="list-style-type: none"> Begin to copy some actions from words eg hopping, clapping, jumping 							
Activity	Listening to the story, RWI (environmental sounds/fred talk), Circle time, Nursery rhymes daily,							
	<table border="1"> <tr> <td>What can we see? Exploring the photos of celebrations and talking about them</td> <td>Talking about other people we know</td> <td>Sharing the story and answering questions about the story. Why am I special</td> <td>Talking about our own birthdays and parties</td> <td>What would we have at a wedding?</td> <td>Answering where is ? Talking about where Santa is and what he is doing in the story.</td> <td>Listening to the story and talking about the pictures.</td> </tr> </table>	What can we see? Exploring the photos of celebrations and talking about them	Talking about other people we know	Sharing the story and answering questions about the story. Why am I special	Talking about our own birthdays and parties	What would we have at a wedding?	Answering where is ? Talking about where Santa is and what he is doing in the story.	Listening to the story and talking about the pictures.
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Vocabulary	What can we hear? What can we see? Question words such as what, who and where.							
PSED	<ul style="list-style-type: none"> Show sensitivity to others' messages of appreciation or criticism Enjoy playing alone, alongside and with others, inviting others to play and attempt to join others' play Show increasing consideration of other people's needs and gradually more impulse control in favourable conditions, e.g. give up a toy to another who wants it Seek out companionship with adults and other children, sharing experiences and play ideas Respond to the feelings of others, showing concern and offering comfort Express the self –aware emotion of pride Seek out others to share experiences with and may choose to play with a familiar friend or a child who has similar interests Show empathy and concern for people who are special to them by partially matching others feelings with their own e.g., may offer a child a toy they know they like Begin to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety Become more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult Build relationships with special people but may show anxiety in the presence of strangers <p>N1's/2 year olds</p> <ul style="list-style-type: none"> Begin to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety Become more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult Build relationships with special people but may show anxiety in the presence of strangers Seek comfort from familiar adults when needed and distract themselves with a comfort object when upset with some support Begin to recognise that some actions can hurt or harm others and begin to stop themselves from doing something they shouldn't 							
Activity	Embed routines, circle time, shared carpet time for story and adult led task, resources to share							
Vocabulary	Sharing, taking turns, my turn your turn, happy, sad							
Physical Development	<ul style="list-style-type: none"> Kick a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it Climb up and down stairs by placing both feet on each step while holding a handrail for support Use wheeled toys with increasing skill such as pedalling, balancing , holding handlebars and sitting astride Begin to show preference for a dominant hand and/or leg/foot 							

	<ul style="list-style-type: none"> Show increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools Hold mark making tools with a thumb and all fingers <p>N1 and 2 year olds</p> <ul style="list-style-type: none"> Begin to develop security in walking upright using feet alternately and can also run in the outdoor space Walk upstairs facing forwards holding an adult's hand and the hand rail With support, join in with action rhymes, songs and games and make movements copying others When holding crayons and chalks etc, make connections between their movement and the marks they make Sit up from lying down, stand up from sitting and bend to pick up an object from the ground 						
Activity	Access to indoor and outdoor provision with tools. Daily access to playdough or fine motor skill tuff tray, writing area focus, chalk inside and outside, introduce bikes and scooters, dancing, daily songs and actions, water area with tools, instruments available						
Literacy	<ul style="list-style-type: none"> Recognise familiar words and signs, such as own name, advertising logos and screen icons Show interest in illustrations and words in print and digital books and words in the environment Have some familiar stories, rhymes, songs, poems or jingles Repeat and use actions, words or phrases from familiar stories <p>N1 and 2 year olds</p> <ul style="list-style-type: none"> Begin to show an interest in books and rhymes and may have some favourites Fill in , with support and prompts, the missing word or phrase in a known rhyme or story eg Humpty Dumpty sat on a Enjoy use actions songs and adding claps and instruments 						
	Nursery rhyme challenge, access to daily reading, Daily nursery rhymes, Fred talk, What's that noise?, action songs daily, stories						
Nursery Rhyme Focus Plus nursery rhyme and puppet role play area	Its Diwali song	The wheels on the bus	Here we go round the mulberry bush	Happy birthday	Twinkle Twinkle Little Star	Christmas songs -ready to perform to parents in our celebration event	
Activity	Mark making Firework marks with chalk	Poppy tracing	Drawing features on faces. Using the mirror to make marks	Mark making - birthday cards and banners	Drawing party pictures	Mark making- Christmas themed paper	Making lists and cards
Pen Disco song and focus	Diwali music – circles Fireworks -Katy Perry-zig zag	5,6,7,8 steps -zig zags	This is me -Swirls	Happy birthday- altered lines circles	We like to party- straight lines back and forth	Agadoo circles	I wish it could be Christmas -Swirls
Vocabulary	Linked to books						
Number	<ul style="list-style-type: none"> Begin to say the numbers, some of which are in the right order (ordinality) Begin to count on their fingers Explore how things look from different viewpoints including things that are near or far away Explore differences in size, length, weight and capacity 						

	<ul style="list-style-type: none"> • Begin to understand some talk about immediate past and future • Predict, move and rotate objects to fit the space or create the shape they would like <p>N1 and 2 year olds</p> <ul style="list-style-type: none"> • Say some counting words • Engage in counting-pointing, making sounds • Begin to select a shape for a selected space • Join in with number songs • Begin to remember their way around the classroom • Choose puzzle pieces (inset) and try to fit them in • Spend time filling and emptying containers • Enjoy using blocks to create their own simple structures and arrangements 						
Daily Activities	Recites number names in sequence. Separates a group of objects in different ways, beginning to recognise that the total is the same.	Recites number names in sequence. Shows an interest in representing numbers.	Knows that a group of things changes in quantity when something is added or taken away.	Realises not only objects, but anything can be counted, including steps, claps or jumps	Shows an interest in number problems in a variety of play situations. Shows curiosity about numbers by offering comments or asking questions.	Recites numbers in order to 10. Shows curiosity about numbers by offering comments or asking questions.	Shows an interest in number problems in a variety of play situations.
	Number pegs – fireworks How many ? Count and find the total	Counting different pictures/subitising What number? What number on the birthday cards?	Counting birthday cards/candles how many are there now?	Counting songs and Ten Town focused activities	Numbers in the environment and used to help make a party. How many will we need?	What number is in the box today? How can we show that number in different ways?	Christmas tree- different objects different amounts on each tree
SSM focus	Shows interest in shape in the environment; Uses shape appropriately for tasks;	Anticipates specific time-based events such as mealtimes or home times; Understands some talk about immediate past and future, e.g. before, later or soon.	Understands some talk about day and night	Compares and orders items by size. Compares sizes of objects in a variety of play situations, including length and weight; Uses the everyday language, e.g. full, empty.	Shows awareness of similarities of shape in the environment. Beginning to talk about the shapes of everyday objects	Begins to notice pattern by talking about shapes or arrangements. Introduce money in play, e.g. role-play shop.	Introduce money in play, e.g. role-play shop. Recognise patterns

	Shape pictures – loose parts	Clocks – awareness of time	Sort pictures day and night	Water – containers of different sizes	Shape pictures – related to celebrations	Looking at money in the role play area Making a pattern of Christmas prints	Patterns – linking elephants and xmas paper patterns/paper chains etc Money in role play area
Vocabulary	Shapes number	Day, night, evening	How many? subtract	Counting Compare capacity	Shapes Problems and puzzles	Pattern money	
Understanding the world	<ul style="list-style-type: none"> • Enjoy stories about people and nature (birds, bees, snails, cats, dogs etc) and is interested in photographs of themselves with these • Begin to have their own friends • Remember where objects belong • Show interest in different occupations and ways of life indoors and outdoors • Show a curiosity and interest in exploring new and familiar experiences in nature: grass, mud, puddles, plants, animal life • Use pipes, funnels and other tools to carry/transport water from one place to another • Play with water to investigate 'low technology', such as washing and cleaning • Show an interest in technological toys with knobs or pulleys, real objects, such as cameras, and touchscreen devices , such as mobile phones and tablets • Learn the vocabulary associated with specific interest areas • Talk about the differences between materials • Explore and talk about different forces e.g. push, pull, things you feel, wind, rain , weather <p>N1s and 2 year olds</p> <ul style="list-style-type: none"> • Begin to show curiosity about people and show interest in stories about people , animals or objects • Match parts of objects that fit together with support eg put the lid on a box • Explore materials in a sensory way • Watch as an adult demonstrates an action toy and anticipate what might happen 						
Activities Focused area- Celebration tray	Halloween Diwali	Remembrance People who help	All about me-photos of the children and mirrors	Birthdays	Other celebrations	Winter-exploring how Autumn has changed to winter	Christmas
Vocabulary	Diwali-divas, lamps,festival, fireworks	People who help Remembering	Unique Special kindness	Birthday Celebrate invitations	Wedding Festivals Eid New Baby	Christmas linked vocab	
Expressive arts and design	<ul style="list-style-type: none"> • Explore and learn how sounds and movements can be changed • Continue to explore moving in a range of ways e.g., mirroring, creating own movement patterns • Enjoy joining in with moving, dancing and ring games • Tap out simple repeated rhythm • Develop an understanding of how to create and use sounds intentionally • Continue to explore colour and how colours can be changed 						

	<ul style="list-style-type: none"> • Develop an understanding of using lines to enclose a space, and begin to use drawing to represent actions and objects based on imagination, observation and experience • Use various construction materials e.g joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces • Use tools for a purpose <p>N1's and 2 year olds</p> <ul style="list-style-type: none"> • Begin to join in with singing songs • Begin to create sounds by shaking, tapping, striking, rubbing • Begin to make movement whilst singing • Begin to create sound effects and movements eg creating the sounds of a dinosaur or a car • Pretend that an object represents others 						
ongoing	<p>Weekly singing and action songs (see Literacy for nursery rhymes)</p> <p>Instruments available</p> <p>Open ended tasks in craft, playdough, role play , writing area</p>						
Activity	Diwali lamps Diwali and firework dancing	Poppy painting	Self portraits-I am special-I am me.	Birthday painting Birthday cake playdough Making birthday cakes	Songs and dances for festivals Exploring colours with festivals	Winter crafts	Christmas crafts
Vocabulary							
Additional Enhancements	Diva lamps	Poppy biscuits		Making birthday cakes Having a party	Stay and count	Winter stories and hot chocolate	Celebration with parents