



Half term foundation subject planning overview

Year: Nursery

Half Term: Autumn 1 Topic: Will you read me a story?

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Overview of key adult led provision	Welcome back Routines	Goldilocks	The Gingerbread Man	Brown Bear, Brown Bear what do you see?	The tiger who came to tea The Swirling Hijab	Where's Spot? Spot starts Nursery Spot the dog stories	Meg and Mog stories
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? 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,						
	Joining in together in a small group to listen to a story.	Sharing the story and answering questions about the story.	Joining in with the repeated refrain of Run, Run as fast as you can....	What can we see? Exploring new objects in different colours and talking about them	What would we have for tea? What could we make the tiger?	Answering where is ? Talking about where Spot is and what he is doing.	Listening to the story and talking about the pictures.
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 • 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 and adults hand and the hand rail • With support, join in with action rhymes, songs and games and make movements copying others • When holding crayons and chinks 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	Nursery rhymes -what do you like to sing?	When Goldilocks went to the house of the bears	Pat a cake Pat a cake	Dingle Dangle Scarecrow	Round and Round the garden like a teddy bear	Finger Family song - mixing it up with different family members	5 little pumpkins
Activity	Mark making	Drawing the three bears	Gingerbread mark making	Mirrors on writing table -What can you see?	Making a shopping list for the tiger	Mark making-Spot shaped paper	Making spells mark making
Vocabulary							
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 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. Plus Ten Town	Knows that numbers identify how many objects are in a set.	Recites number names in sequence. · Selects a number of objects from a group when asked.	Begins to make comparisons between quantities.	Matches numeral and quantity correctly	Knows that a group of things changes in quantity when something is added or taken away.	Begins to make comparisons between quantities.
	Counting numerals with ten town pictures	Match the number with the bears	Re order the gingerbread men Can you find me X raisins to go with my gingerbread man? (from a group of 3,5,then 10)	Which Jar would you like? Why? Showing different quantities in the jar. Count and compare.	Numicon and objects to count/match	Conker taking away	Counting out the number of spiders in each potion. Which one has the most?
SSM focus	Begins to categorise objects according to shape.	Begins to use the language of size, e.g. big, little, large, small, middle-sized	Compares and orders items by size.	. Notices simple shapes and patterns in pictures and environment	Anticipates specific time-based events such as mealtimes or home times;	Uses positional language: e.g. in, on, under, next to;	Notices simple shapes and patterns in pictures and environment.
	Sort shapes Threading shape plates	Sort the compare bears and buttons using size criteria	Order the Gingerbread Men in order of size	What can we make with the shapes? What shapes have I used?	Pictures of different things they do during the day eg lunch, go to sleep. Talk and order	Where is Spot?	Creating shape pictures with shape mats to support. What have we used for the witches hat?
Vocabulary	sorting	big, little, large, small, middle-sized	big, little, large, small, middle-sized, largest,smallest	Shape names	Home time Night time Lunch time morning	in, on, under, next to;	Shape names
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 						

	<ul style="list-style-type: none"> • 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-Autumn tray	Exploring our classroom	Hot and cold things – keeping safe around hot objects.	Sunflower drawing and exploring	Library Visit-What can we see? What is in our local area?	What do like to have for tea? Food from different cultures Cleaning the food in the water area	Exploring Autumn- What can we see? What have we found?.	Looking at pumpkins and making potions
Vocabulary		Hot boiling cold icy danger burn scald	Sunflowers Van Gogh Seeds explore	Library librarian Environment Local area	Different food names	Autumn conkers acorns leaves	
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 • 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	Dancing songs	Cutting out goldilocks Singing with masks	Sunflower Van Gogh painting	Painting different things we can see-exploring colour mixing	Making a little home for the tiger	Autumn Colours and autumn leaves	Pumpkin
Vocabulary							
Additional Enhancements		Making porridge	Making gingerbread men Painting Sunflowers	Library visit	Making sandwiches for the tiger Trying different breads from around the world		Making potions Pumpkin soup