



Russell Street School



Nursery – Autumn 2 - Theme: Colour and Festivals

Literacy

We will be exploring a range of texts including 'Brown Bear, Brown Bear, What Do You See?', 'Polar Bear, Polar Bear, What Do You Hear?' and 'Whatever Next'. We will be demonstrating an understanding when talking with others about what we have read. For example, in the role-play area there will be all the props from the story 'Whatever Next' to act it out with our friends.

Mathematics

We will be counting regularly including in our daily circle time sessions when we count how many children are in our group. We will be looking closely at a die and matching the number of dots to numerals. We will focus on the numbers 1-6 thinking about the different ways we can represent the numbers. For example, showing 4 fingers when we roll a 4 and connecting 4 cubes together to show 4.

We will be making a fireworks picture using a variety of shapes.

We will be creating a repeated pattern by weaving a bedspread for Mummy in the 'Peace At Last' story.

Physical Development

As well as having access to the equipment in our Early Years garden to develop our physical skills we will follow an obstacle course from start to finish using large apparatus.

We will be developing our fine-motor control through the programme 'WriteDance in Nursery'. We will start to learn the pre-writing shapes we need to develop before we learn to write in a cursive style.

Communication and Language

We will be introduced to 'Grandma Fantastic' who will teach us new vocabulary such as glittering and scatter in our Fireworks week. In our circle-times, we will be encouraged to use more complex sentences to link our thoughts, for example using 'because'.



Personal, Social and Emotional Development

We will continue to have lessons based on our whole school approach to PSE called 'Jigsaw'. The focus this half term will be on 'Celebrating Difference'.

We will be talking about significant events in our own experience, such as fireworks.

Expressive Arts and Design

Exploring media and materials: In 'World Nursery Rhyme Week', we will be learning 5 nursery rhymes off by heart and will be using props when we are singing them and painting our favourite nursery rhyme characters to name a few activities. We will be making our own shakers and will be given the opportunity to explore musical instruments. We will be encouraged to match the instruments to the sounds of animals. There will be lots of Christmas songs being sung and Christmas activities leading up to the festivities.

Being imaginative: We will be creating many firework pictures using neon paints, biodegradable glitter and painting with a watered down black paint over wax-crayon firework representations. We will be creating wintery images for our seasonal display.

Understanding the World

The world: We will be encouraged to talk about why things happen and how things work. An example being, "How do fireworks explode?"

People and Communities: We will be talking about *special times or events for our family or friends, such as firework's night, Diwali, Christmas and birthdays.*

Technology: We will continue to use 'PurpleMash'. We will be introduced to the i-pads and creating our own firework picture using a program called '2Paint'. This will give us the opportunity to explore tools such as making the paintbrush thicker and thinner using the required icon.

3 and 4 year old will be learning to:

Understand the five key concepts about print:

- print has meaning
- print can have different purposes
- we read English text from left to right and from top to bottom
- the names of the different parts of a book
- page sequencing

Develop their phonological awareness, so that they can:

- spot and suggest rhymes
- count or clap syllables in a word
- recognise words with the same initial sound, such as money and mother

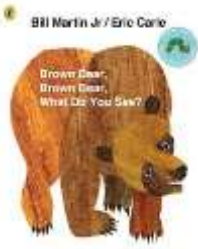
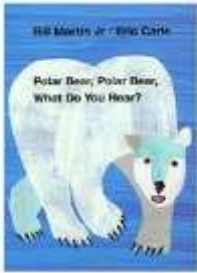
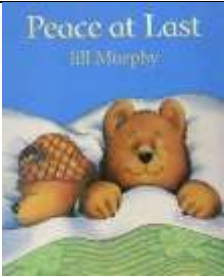
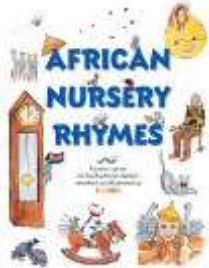
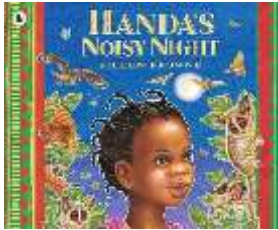
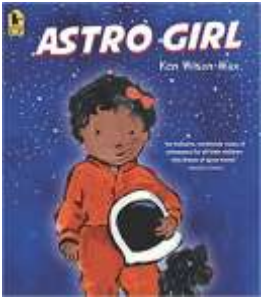
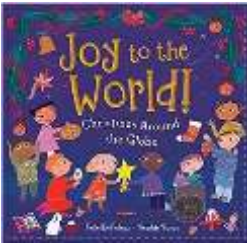
Engage in extended conversations about stories, learning new vocabulary.

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.

Write some or all of their name.

Write some letters accurately.

<u>Instrumental Sounds</u> Can you make a sound with one of these instruments? Which one sounds like a firework?	<u>Instrumental Sounds</u> Introduce instruments and talk about how they are played. “This is the way we play the...” song	<u>Instrumental Sounds</u> Which instrument? This activity uses two identical sets of instruments. Give the children the opportunity to play one set to introduce the sounds each instrument makes and name them all. Then one child hides behind a screen and chooses one instrument from the identical set to play. The other children have to identify which instrument has been played.	<u>Instrumental Sounds</u> Develop the activity by playing a simple rhythm or by adding a song to accompany the instrument (e.g. There is a music man. Clap your hands) while the hidden instrument is played. This time the listening children have to concentrate very carefully, discriminating between their own singing and the instrument being played.	<u>Instrumental Sounds</u> Demonstrate with two adults copying each other first... Two children sit opposite each other with identical instruments. Ask them to copy each other making loud sounds and quiet sounds. It may be necessary to then try the activity with an adult with one child. Use cards giving picture or symbol cues to represent loud or quiet (e.g. a lion; a the lips, mouse).	<u>Instrumental Sounds</u> ‘Grandmother’ has a range of instruments (e.g. shakers for running on tip-toe, triangle for fairy steps). First an adult will need to model being Grandmother. Then a child takes the role. Outside = Grandmother stands with her back to the others and plays an instrument. The other children move towards Grandmother in the manner of the instrument while it is playing. They stop when it stops. The first person to reach Grandmother takes over that role and the game starts again.	<u>Instrumental Sounds</u> Sit in a circle. Adult begins by producing a body percussion sound which is then ‘passed’ to the child sitting next to them such as clap, clap, clap. The sound is to be passed around the circle until it returns to the adult. Ask: Do you think that the sound stayed the same all the way round? What changed? Did it get faster or slower? Make the activity more difficult by introducing a simple sequence of sounds for the children to pass on (clap, stamp, clap).	CHRISTMAS WEEK
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English	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Wednesday 5th November						
Core Texts	 Bonfire Night  Learn the fireworks rhyme.	 Nursery Rhyme Week - Sing a song of sixpence - Humpty Dumpty - When I was one (I played a drum) - I hear thunder - Two little dickie birds	 Brown Bear, Brown Bear, What Do You See?	 Polar Bear, Polar Bear, What Do You Hear?	 Peace At Last	 Space – Whatever Next	 Christmas – The Nativity Story
Enhancement Texts	Fireworks Safety 	African Nursery Rhymes 	Simon Sock 	The Animal Boogie 	Handa's Noisy Night 	Astro Girl 	Joy to the World 

	Use a wider range of vocabulary.	Know many rhymes. Spot and suggest rhymes.	print has meaning print can have different purposes we read English text from left to right and from top to bottom the names of the different parts of a book page sequencing	Know the role of an author and an illustrator.	Understand 'why' questions, like: "Why do you think Daddy bear went to the car?"	Enjoy listening to longer stories and can remember much of what happens – beginning, middle and end.	Be able to tell a long story.
	Create a firework picture.	Build up a repertoire of traditional nursery rhymes.	Guided reading (groups of 3 or 1:1) Children to draw their favourite animal in their book – using the correct colour.	<i>Encourage children to repeat Polar Bear, Polar Bear, What Do you Hear?</i> <i>Make links to Brown Bear story and explain same author wrote both stories.</i>	Introduce pre-writing shapes in preparation for cursive style writing	Acting out the story using the props.	Use little nativity figures and ensure children are familiar with names – Mary, Joseph, Jesus etc.
Nursery Rhyme of the Week	Hickory, Dickory Dock	World Nursery Rhyme Week rhymes 2024 Twinkle Twinkle Old Macdonald The Big Ship Sails Incy Wincy Spider 5 Currant Buns	Round and Round the Garden Like a Teddy Bear	Wheels On The Bus	Humpty Dumpty	5 Little Monkeys	Twinkle Little Star

Vocabulary New 	Explode, glittering and scatter	Speckled, spotty, spattered (Five Little Speckled Frogs)	Gigantic, enormous, huge (referring to brown bear)	Focus on vocabulary in the story such as fluting (flamingo) and braying (zebra)	Peaceful, calm and quiet	Planet, astronaut, spaceship, gravity	Tinsel – sparkly, glittery and shimmering
Circles	Do you like fireworks? I like/I do not like... Can you make a firework sound?	What makes a good friend? What game could you play outside so that everyone is included?	“What is your favourite animal from the story?” My favourite animal is... Can you make an animal sound?	What is your favourite noise? Choice – raindrops (pitter patter) or clock (tick tock) “My favourite noise is...”	“What do you do before you go to bed?” (bath, story, milk, etc) “What is your favourite bedtime story?”	“If you had a spaceship, where would you like to travel to?” I would travel to... “What food would you like if you were having a picnic?” I would like...	“What’s your favourite party food?” I like... “What would you like from Father Christmas?” I would like...
Writing	Write-Dance = Sandy Hill Straight or rocking movements – upwards or downwards or swaying	Write-Dance = Kringeli-krangeli Swinging movements and lines	Write-Dance = Pat-a-cake Circular movements	Write-Dance The Staircase Angular movements	Write-Dance = The Toy Train Looped movements upwards and downwards	Write-Dance = Sandy Hill Straight or rocking movements – upwards or downwards or swaying	Write-Dance = Kringeli-krangeli Swinging movements and lines

Week	Expressive Art & Design (Art) 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Notices and becomes interested in the transformative effect of their action on materials and resources. Printing on black paper with neon prints using a variety of resources Drizzling glue on black paper and adding glitter Using washing up sponges and neon paints to create fireworks on black paper	Understands that an action can create an effect. Look carefully Remember what happened	effect	Awareness of how resources can be used to create different effects.	That an object can leave a print when placed in paint. Glue dries and glue can be drizzled.
2	Joins in singing songs. National Nursery Rhyme week	Knows some nursery rhymes. Listen to the words Copy the words Use actions	rhyme	Singing rhymes	We use our voice differently when we sing.
3	Develops an understanding of using lines to enclose a space. Painting a picture of one of the Brown Bear, Brown Bear animals.	Identify features Use lines Use shapes	features circle line	Drawing and painting skills	Circles and lines
4	Notices and becomes interested in the transformative effect of their action on materials and resources. Winter images for Winter display using white, glittery paint on blue paper. Use cotton wool buds to create snowflakes.	Understands that an action can create an effect. Look carefully Remember what happened	effect	Awareness of how resources can be used to create different effects.	That a cotton bud and paint can create an effect on paper.
5	Experiments with ways to create shapes. Wintery images – Printing with sponges, lego, bubble wrap, etc	Choose an object Choose a paint Print with the object and paint	experiment print shapes patterns	Printing	That an object can leave a print when placed in paint. The print can make different shapes and patterns.
6	Enjoys and responds to playing with colour in a variety of ways, for example combining colours. Painting planets – choosing planet and correct paint colour	Choose colour Mix colours to create a new colour	Create Mix combine	Brush and paint skills	Know that colours can be mixed to create new colours.

7	Uses 3D and 2D structures to explore materials and/or to express ideas. Making Christmas cards using variety of materials (collage)	Explore materials and use them to create art-work. Look Feel/touch Use	Materials ideas	Collage skills	Some materials can be stuck on to paper.
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Week	Understanding the world: The World, Technology and People and Communities 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Completes a simple program on electronic devices. Use i-pads – Purple-Mash = 2Paint Fireworks (focus on paint tools)	To complete a program.	Program Complete Start Finish <i>Paint</i> <i>Tool</i> <i>Thick</i> <i>thin</i>	Select a tool to create an effect.	The paint tool can be changed to be tick or thin. There are different coloured paints. When you select a tool and touch the screen an effect is created.
2	Can talk about some of the things they have observed – animals. Names of animals	To know the names of common animals. Extension: Know the names of young animals.	Cat Dog Sheep Frog Fish	Sing nursery rymes – learn animal names. Memory recall.	Animals are living things. Animals need food and water to live.
3	Completes a simple program on electronic devices. Use IWB - Purple-Mash- Mini Mash-Zoo (click and drag)	To complete a program.	Program Complete Start Finish <i>Click</i> <i>Drag</i>	Select a tool to create an effect.	You can use your finger on the screen to click and drag. The icon will move.
4	Uses ICT hardware to interact with age-appropriate computer software. Use i-pads – Purple-Mash = 2Go (up, down, left, right)	To give simple instructions and learn directions.	Instructions Directions Up Down	Select correct icon to move the beebot icon – up, down, left or right.	You can use your finger on the screen to select a tool. The tool on 2go will change the beebots direction.
5	Completes a simple program on electronic devices. Use IWB - Purple-Mash – Maths City 1 – Rocket (click and drag)	To complete a program.	Program Complete Start Finish <i>Click</i> <i>Drag</i>	Select a tool to create an effect.	You can use your finger on the screen to click and drag. The icon will move.
6	Talks about why things happen. Sun and Moon (day and night)	To say what I know.	Sun Moon	Use every-day experiences.	When it is night-time we see the moon and when

		Use the word 'because'.	Day Night Light Dark		it is day time we see the sun. The sun and moon are always there but we can not always see them. In the day time it is light and at night time it is dark.
7	Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Christmas	To know why Christians celebrate Christmas.	Christmas Christians	To know that people have different beliefs.	To know that Christians celebrate Christmas as it was Jesus's birthday.

Week	Physical Development	Learning Intention/ Success Criteria	Key Vocabulary	Key Skills	Key Knowledge
					
1	Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots Putting on gloves independently and continue to develop skill for pulling up zip on coat.	Spread your fingers on your hand. Slip each finger into the finger holes of the glove one at a time.	spread slip	Dressing independently	Parts of body – hand, finger
2	Manipulates a range of tools and equipment in one hand. Large rubber bricks – making 'Humpty Dumpty' walls	Place a brick on the ground. Place the next brick next to the brick or on top of the brick. Keep placing the bricks until you have made a wall with no gaps.	next to on top of	Gross motor skills	Positional language
3	Can grasp and release with two hands to throw and catch a large ball. Throwing and catching a ball	Hold the ball with two hands. Hug the ball to your chest. Release the ball by pushing it away from your chest. Put your hands out ready to catch the ball.	throw catch release	In catching or receiving, the body controls a ball or object, relying on the ability of the eyes to track the ball into the receiving part of the body. Throwing involves propelling a ball away from the body and is a target skill.	Spatial awareness – keep your eyes on the ball!
4	Manipulates a range of tools and equipment in one hand – scissors Scissor control activity	Understand which fingers go in which loops of the scissors handles. - Keep your thumb facing up	loop handle thumb	Fine motor skills	Development of a preferred and an assistant hand. Cutting involves each hand doing different tasks that require practice. The preferred hand uses the scissors and the

					other hand turns the paper.
5	Shows increasing control over an object. Weaving – bear’s bedspread	Weave the fabric in and out between the spaces. Follow the pattern.	weave in out pattern	Fine motor skills	Understanding of patterns and sequencing.
6	Creates lines and circles pivoting from the shoulder and elbow. Write-Dance - Dear sun, Dear moon	Go from top to bottom. Go all the way round.	top bottom round	Gross motor skills	Lines and circles
7	Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. Party Day - games	Listen to the instruction. Stop when the stop signal is used. Start when the start signal is used.	Listen. Stop. Start.	Gross motor skills	Stop means you stay still and start means you go.

Week	PSED 	Learning Intention/Success Criteria	Key Vocabulary 	Key Skills/British Values 	Key Knowledge 
1	Expresses the self-aware emotions of <u>pride</u> and embarrassment as well as a wide range of other feelings. Jigsaw 1 - What am I good at?	Know how it feels to be proud of something that you good at.	proud pride	We know that we are all special.	What a feeling/emotion is.
2	Is becoming aware of their unique abilities. Jigsaw 2 - I'm Special, I'm Me!	Understand the ways in which we are all special and unique.	special unique	We know that we are all special.	Language of same and different.
3	Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers. Jigsaw 3 – Families	Know that all families are different.	similarities differences same/similar different	We know that we are all special.	Language of same and different.
4	Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies themselves in relation to social groups and to their peers. Jigsaw 4 – Houses and Homes	Know there are lots of different houses and homes.	similarities differences same/similar different	We know that we are all special.	Language of same and different.
5	Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interests. Jigsaw 5 – Making Friends	Know how you could make new friends.	friendship	We treat everybody equally.	What friendship means.
6	Able to express their needs and ask adults for help. Jigsaw 6 - Standing Up for Yourself	Know how to use words to stand up for yourself.	help express	We understand the consequences of our actions.	Use your words not your hands or feet.
7	Christmas celebrations				

Week	Mathematics	Learning Intention/Success Criteria	Key Vocabulary	Key Skills	Key Knowledge		
							
1	Learning the count sequence. Place a block on table and keeping adding one more encouraging children to count from 1-10. Makes simple constructions. Shape, Space and Measures = Experiments with plastic 2D shapes on black paper. Challenge children to Create a rocket using shapes.	Begins to say numbers in order, some of which are in the right order (ordinality). Selects shapes for a purpose.	more larger/bigger count forwards order before after next shape triangle square circle rectangle	Number word sequence skills refer to knowledge of saying number words in sequences moving forward (e.g. one, two, three, four...), backward (e.g. nine, eight, seven...)	If number sense is telling you about the quantity a number carries, the number sequencing activity tells 'higher or lower', 'before or after', kind of concept.		
2	Learning the count sequence. Use 'ladder' and encourage children to count as they jump in each rung.	Begins to say numbers in order, some of which are in the right order (ordinality).					
3	Learning the count sequence. Put dots horizontally in a row to 10. Children jump on each dot and say numbers as they jump.	Begins to say numbers in order, some of which are in the right order (ordinality).					
4	Learning the count sequence. Put dots vertically in a column to 10. Children jump on each dot and say numbers as they jump.	Begins to say numbers in order, some of which are in the right order (ordinality).					
5	Learning the count sequence. Put children in a line and encourage a child to count how many are in the line. Repeat with another child.	Begins to say numbers in order, some of which are in the right order (ordinality).					
6	Learning the count sequence. Put baubles in a simple number grid and count in sequence. <table border="1" data-bbox="253 1249 889 1287"><tr><td></td><td></td><td></td><td></td><td></td></tr></table>						
							
7	Christmas celebrations						