



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

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

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

Highlighted objectives show Development Matters coverage in Autum Term.

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.

Enjoy listening to longer stories and can remember much of what happens.

Pay attention to more than one thing at a time, which can be difficult.

Use a wider range of vocabulary.

Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".

Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

Sing a large repertoire of songs.

Know many rhymes, be able to talk about familiar books, and be able to tell a long story.

Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.

NB

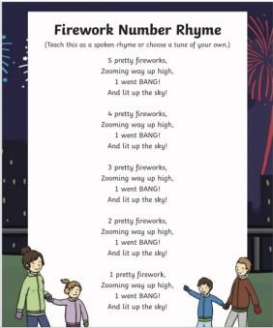
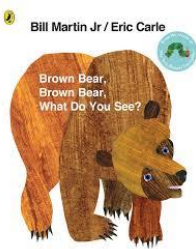
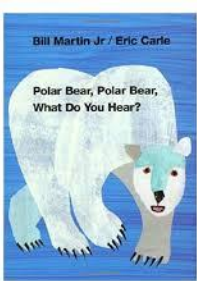
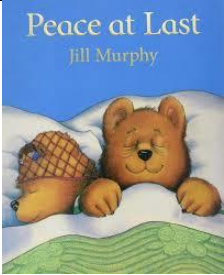
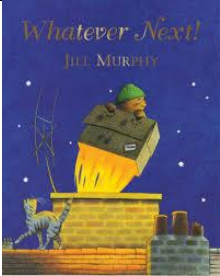
Develop their pronunciation but may have problems saying: • some sounds: r, j, th, ch, and sh • multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.

Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

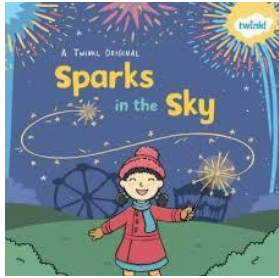
Start a conversation with an adult or a friend and continue it for many turns.

Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

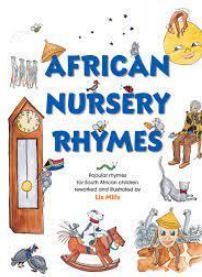
<u>Instrumental Sounds</u> Can you make a sound with one of these instruments? Which one sounds like a firework?	<u>Instrumental Sounds</u> Introduce instruments and talk about how they are played. “This is the way we play the...” song	<u>Instrumental Sounds</u> Which instrument? This activity uses two 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

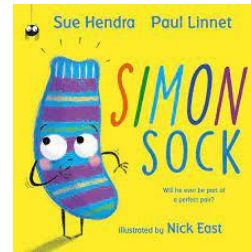
Fireworks Safety



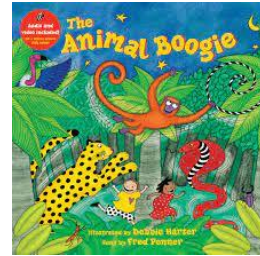
African Nursery Rhymes



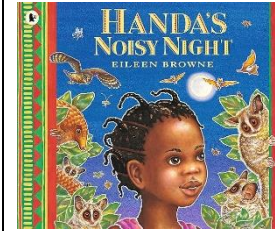
Simon Sock



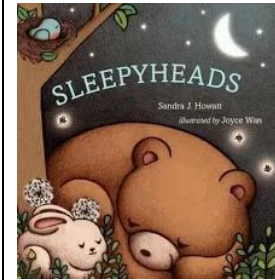
The Animal Boogie



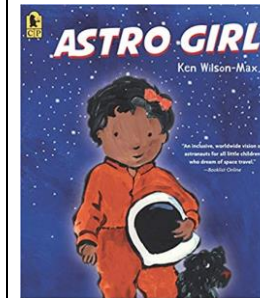
Handa's Noisy Night



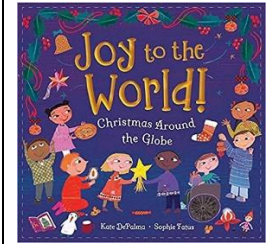
Sleepyheads



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	See above	Round and Round the Garden Like a Teddy Bear	Wheels On The Bus	1, 2 Buckle my shoe	5 Little Monkeys	Twinkle Little Star
New Vocabulary 	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

3-4 year olds will be learning to:

Take part in simple pretend play using an object to represent something else even though they are not similar.

Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.

Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.

Explore different materials freely, to develop their ideas about how to use them and what to make.

Develop their own ideas and then decide which materials to use to express them.

Join different materials and explore different textures.

Create closed shapes with continuous lines and begin to use these shapes to represent objects.

Draw with increasing complexity and detail, such as representing a face with a circle and including details.

Use drawing to represent ideas like movement or loud noises.

Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc.

Explore colour and colour mixing.

Listen with increased attention to sounds.

Respond to what they have heard, expressing their thoughts and feelings.

Remember and sing entire songs.

Sing the pitch of a tone sung by another person ('pitch match').

Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.

Create their own songs or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.

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.	Identify features Use lines Use shapes	features circle line	Drawing and painting skills	Circles and lines

	Painting a picture of one of the Brown Bear, Brown Bear animals.				
4	Notifies 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 Whatever Next story – props to re-tell story	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) Learn and perform Christmas songs.	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.

3-4 year olds will be learning to:

Use all their senses in hands-on exploration of natural materials.

Explore collections of materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary.

Begin to make sense of their own life-story and family's history.

Show interest in different occupations.

Explore how things work

Plant seeds and care for growing plants.

Understand the key features of the life cycle of a plant and an animal.

Begin to understand the need to respect and care for the natural environment and all living things.

Explore and talk about different forces they can feel.

Talk about the differences between materials and changes they notice.

Continue developing positive attitudes about the differences between people

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Week	Understanding the world: The World, Technology and People and Communities 	Learning Intention/ Success Criteria	Key Vocabulary 	Key Skills 	Key Knowledge 
1	Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Firework's Night at age-appropriate level	To know why 5 th November is a significant date.	Guy Fawkes Parliament Fireworks Gunpowder plot	To know some events that happened hundred of years ago are still remembered today.	To know that Firework's Night happens every year to remember an event that happened in the past.
2	Joins in singing songs. National Nursery Rhyme week Learn African Nursery rhymes (some are similar to English rhymes)	To know that other countries have their own Nursery rhymes.	Rhyme	To know that some rhymes from other countries are similar to our own.	To be able to sing some African nuraery rhymes.
3	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.
4	Can talk about some of the things they have observed – animals. Names of animals	To know the names of animals that may be less familiar such as peacock.	Hippopotamus Peacock Walrus	Listen to noises that the animals make such as the braying of a zebra.	Animals are living things. Animals need food and water to live. They make

			(animals from story of the week)		different noises, which makes them unique.
5	Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Handa's Noisy night – Introduction of the continent 'Africa'.	To know that there are 7 continents, We live in Europe. Handa lives in Africa.	Continent Europe Africa	To know that people live in different countries all over the world.	We live in Europe, which is a continent. Handa lives in Africa, which is a continent.
6	Talks about why things happen. Sun and Moon (day and night)	To say what I know. Use the word 'because'.	Sun Moon Day Night Light Dark	Use every-day experiences.	When it is night-time we see the moon and when 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.

3 and 4 year olds will be learning to:

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.

Go up steps and stairs, or climb up apparatus, using alternate feet.

Skip, hop, stand on one leg and hold a pose for a game like musical statues.

Use large-muscle movements to wave flags and streamers, paint and make marks.

Start taking part in some group activities which they make up for themselves, or in teams.

Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.

Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.

Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.

Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Use a comfortable grip with good control when holding pens and pencils.

Show a preference for a dominant hand.

Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

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.	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	Spatial awareness – keep your eyes on the ball!

		Release the ball by pushing it away from your chest. Put your hands out ready to catch the ball.		body. Throwing involves propelling a ball away from the body and is a target skill.	
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.

3 and 4 year olds will be learning to:

Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.

Develop their sense of responsibility and membership of a community.

Become more outgoing with unfamiliar people, in the safe context of their setting.

Show more confidence in new social situations.

Play with one or more other children, extending and elaborating play ideas.

Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.

Increasingly follow rules, understanding why they are important.

Remember rules without needing an adult to remind them.

Develop appropriate ways of being assertive.

Talk with others to solve conflicts.

Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.

Understand gradually how others might be feeling.

Week	PSED 	Learning Intention/Success Criteria	Key Vocabulary 	Key Skills/British Values 	Key Knowledge 
1	Expresses the self-aware emotions of pride 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.	Know how you could make new friends.	friendship	We treat everybody equally.	What friendship means.

	Jigsaw 5 – Making Friends				
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				

3 and 4 year olds will be learning to;

Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').

Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5

Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').

Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.

Experiment with their own symbols and marks as well as numerals.

Solve real world mathematical problems with numbers up to 5.

Compare quantities using language: 'more than', 'fewer than'.

Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'

Understand position through words alone – for example, "The bag is under the table," – with no pointing.

Describe a familiar route.

Discuss routes and locations, using words like 'in front of' and 'behind'.

Make comparisons between objects relating to size, length, weight and capacity.

Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.

Combine shapes to make new ones – an arch, a bigger triangle, etc.

Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper.

Use informal language like 'pointy', 'spotty', 'blobs', etc.

Extend and create ABAB patterns – stick, leaf, stick, leaf.

Notice and correct an error in a repeating pattern.

Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

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	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).	next shape triangle square		
3	Learning the count sequence.	Begins to say numbers in order, some of which are	circle rectangle		

	Put dots horizontally in a row to 10. Children jump on each dot and say numbers as they jump.	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. 	Begins to say numbers in order, some of which are in the right order (ordinality).			
7	Christmas celebrations				