**Prime Area: Physical Development (PD)**

* Mark-making opportunities to include: foam, sand, pens and pencils, whiteboards, paint, chalks.
* Free use of construction and small world materials
* Handle dough (dough disco!) with hands and tools and clay
* Enjoy rhymes with body and simple percussion
* Sorting, threading and cutting activities
* Ball skills, hoops, bean bags, climbing, different movement
* Reinforce safely moving in Nursery and outdoor space
* Large construction outdoors and indoors
* Include mark making materials and prompts in all role play activities

**Prime Area: Communication and Language (CL)**

* Listening to stories linked to theme- whole class & groups
* Continue our class toy’s learning journey
* Adults join children in child-initiated play to model and extend language esp in role play and small world activities
* Following instructions
* Circle time activities
* Singing songs & circle games

**Prime Area: Personal, Social and Emotional development (PSED)**

SEAL- (See SEAL half termly plan)
ReflectED – Introduce vocabulary through stories
Circle time activities: talking about stories – link to children’s experiences

* Praise for all activities, stickers, rewards etc.
* Share and co-operate in role play and small world activities
* Using stories to talk about feelings
* Using stories to encourage and develop sharing skills
* Talk about : ourselves – similarities, differences
* Role play linked to celebrations theme
* Share stories about celebrating
* Children share and recall own experiences and use props to role play
* Plant and care for bulbs
* Bake a cake and share it with a Nursery toy
* Play party games cooperatively

**Roleplay**

* Percy the park keeper – combine wood shed and play shed – Percy’s hut and build a tree house for the animals – incl. animals, clothes, tools, planks, clip-boards
* Parties – Birthdays: party bags, invites, plates, cups, hats, cards, parcels, cake. Weddings: veils, waistcoats, flowers. Christenings – dolls, gowns, hats
* Dark tent – torches, lights – explore light and shadows
* Santa’s workshop – costumes, wooden toys, wrapped presents, cart (sleigh)
* Cake shop – dough cakes, coins, till, bags, tray, oven, mark making
* Post office – dress up tabards, and hats, post bags, envelopes, cards, stamps, cart as delivery van

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| **Specific Area: Expressive Arts & Design**  |
| ArtIndependent activities to include: Painting at the easel, Box modelling, drawing using different resources, printing and collage, clayDirected activities to include: autumn colour mixing and printing, leaf rubbing, large scale splatter painting, marble rolling, salt dough cake props, party hats – collage and sticking,, shape printing, shape collage and cutting, Christmas cards, Christmas crafts, printing- wrapping paper**Specific Area: Mathematics (M)** * Number songs & rhymes with props where possible e.g. on Maths table
* Rhyme time – number rhymes – 5 currant buns, 5 little fireworks, 5 little candles
* Rhyme props on maths table for children to use with numerals
* Begin to use Numicon shapes- include in maths areas, sand, water, play dough & display. Focus on recognising and matching numerals and Numicon shapes
* Compare quantities, regroup props, emphasize how many left / gone
* Count in all activities
* Sorting trays, dishes and rings with mini vehicles, fruit, elephants, shapes, buttons – more, fewer (include numerals)

Maths 2 focus - shape* Shape sort and match games
* Sing 2 D shape songs – circle, rectangle, square, triangle with actions
* Make shape prints and collage pictures
* Shape stencils and cutting
* Big shapes for display - printing
 | MusicIntroduce action and circle songs and games Introduce instruments with songsInstruments for free play outdoorsRhythm games |

Adults (key workers) to observe and record their group of children against the development matters 22-36 months & 30-50 months for all areas.

**Specific Area: Literacy (L)**

* Story time- whole class & small groups
* Continue ‘Today’ board- date and weather. Model writing and reading of information
* Mark making opportunities including writing own name (see PD) and in all role play activities
* Continue Early Years ‘Share a book’ box for families
* Continue family book time
* Continue Phase 1 phonics
* Continue to develop core books area and props – encourage children to join in refrains
* Share rhyming stories – repeat and give opportunities to predict rhyming endings
* Clap / tap rhythm of the words
* Retell stories using puppets
* Share celebration rhymes and stories

L and S Phase 1

Aspect 4 – Rhythm and rhyme

Aspect 5 – Alliteration

Aspect 6 – Voice sounds

**Autumn 2 2018: Celebrations**

Topics are meant to be a skeletal framework & will be linked wherever possible to children’s interests. Short term planning will reflect additional activities seen to be appropriate from observations of child-initiated play.

**Specific Area: Understanding the World (UW)**

* Observing Autumn changes + planting/caring for bedding plants and bulbs
* Join the children in Small world & roleplay activities- encourage children to talk about own experiences and extend vocabulary
* See role play – use own experiences : dark tent, cake shop, post office, party props
* Various programs to develop mouse control – leaps and bounds, moles, reader rabbit
* Small world – trains, cars
* Puppets linked to stories
* Share celebration stories and rhymes and link to own experiences