



Shortlanesend Nursery Mid Term Planning Autumn 2
Why Do We Celebrate?



	Week 1 Week beginning 5th November	Week 2 Week beginning 11th November	Week 3 Week beginning 18th November	Week 4 Week beginning 25th November	Week 5 Week beginning 2nd December	Week 6 Week beginning 9th December	Week 7 Week beginning 16th December
Themes:	Diwali 1 st November Bonfire Night 5th November Remembrance Day 11 th November Hanukkah 25th December Christmas 25 th December						
Enrichment Activities and In and out Days:	Bubbling magic potions Remembrance Day Making poppies Bonfire Night (Firefighter visit) Fire work paintings Food tasting from different cultures, coconut barfi Make gingerbread Christmas Nativity performance						
Communication and Language (C&L)	Nursery Rhyme of the Week 1 Finger, 1 Thumb	Nursery Rhyme of the Week Jack and Jill	Nursery Rhyme of the Week Twinkle, Twinkle, Little Star	Nursery Rhyme of the Week I'm a Little Snow Man	Nursery Rhyme of the Week When Santa got Suck up the Chimney	Nursery Rhyme of the Week Christmas Pudding	Nursery Rhyme of the Week We wish you a merry Christmas
	<p>Birth – 3 I concentrate intently on an object or activity of my own choosing for short periods. I am understanding single words in context and I am developing, e.g. cup, milk, daddy. I use words to communicate for a range of purposes (e.g. teddy, more, no, bye-bye).</p> <p>3 – 4 I shows interest in playing with sounds, songs and rhymes. I understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?). I am learning new words very rapidly and I can use them when communicating.</p>						
Makaton Sign of the Week Stage 1	Chair	Table	Car	Bus	Cold	Where?	What?
Personal, Social and Emotional Development (PSED)	Establishing rules, boundaries and routines	SCARF: Me and my friends		SCARF: Friends and family		SCARF: Including everyone	
	<p>Birth – 3 I can engage with another person to help achieve a goal, e.g. to get an object out of reach. I am showing an emerging autonomy through asserting choices and preferences such as different tastes and rejects things that I do not want, for example by pushing them away. I use a comfort object, familiar others, routines or spaces to soothe myself, particularly when separated from my close carer.</p>						



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		Two Syllable Awareness	Two Syllable Awareness	Two Syllable Awareness	Two Syllable Awareness	Two Syllable Awareness	Two Syllable Awareness
Maths	<p>Key Maths Books: 123 to the Zoo, One Duck Stuck, A Book of Pattern Play</p> <p>Birth – 3 I can react to changes of amount in a group of up to three items. I can compare amounts, saying ‘lots’, ‘more’ or ‘same’. I am developing counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</p> <p>3 – 4 I point or touch (tags) each item, saying one number for each item, using the stable order of 1,2,3,4,5. I begin to recognise numerals 0 to 10 I can subitise one, two and three objects (without counting) I can count up to five items, recognising that the last number said represents the total counted so far (cardinal principle) I can link numerals with amounts up to 5 and maybe beyond Through play and exploration, I am beginning to learn that numbers are made up (composed) of smaller numbers I create my own spatial patterns showing some organisation or regularity. I explore and add to simple linear patterns of two or three repeating items, e.g. stick, leaf (AB) or stick, leaf, stone (ABC) I join in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next.</p>						
Master The Curriculum	<p>Colours! Number 1</p> <p>Focus Rhyme: 1 finger, 1 thumb</p>	<p>Colours! Number 2 Subitising</p> <p>Focus Rhyme: Number song: 1, 2 buckle my shoe</p>	<p>Matching Number 2</p> <p>Focus Rhyme: 2 Little Dickie Birds</p>	<p>Matching Pattern</p> <p>Focus Rhyme: Head, Shoulders, Knees and Toes</p>	<p>Sorting Pattern</p> <p>Focus Rhyme: Zoom, Zoom, Zoom</p>	<p>Sorting Consolidation Autumn Learning</p>	Christmas Activities
Understanding the world:	<p>Exploring different celebrations Food tasting from different cultures, coconut barfi</p>						
	<p>Birth – 3 I am curious about people and I show an interest in stories about people, animals or objects that I am familiar with, or which fascinate me. I become absorbed in combining objects, e.g. banging two objects or placing objects into containers. I am exploring and making sense of objects and how they behave.</p> <p>3 – 4 I am learning that I have similarities and differences that connect me to, and distinguish me from, others. I can talk about some of the things they have observed such as plants, animals, natural and found objects. I can use pipes, funnels and other tools to carry/ transport water from one place to another.</p>						
Expressive arts and design	<p>Bubbling magic potions Remembrance Day Making poppies Bonfire Night Fire work paintings</p>				<p>Make gingerbread Christmas Nativity performance</p>		



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Birth – 3 I continues to explore and experiment with an increasing range of media and movement through multi-sensory exploration and expression.
I can express myself through physical actions and sound.

3 – 4 I can create sounds by rubbing, shaking, tapping, striking or blowing. I create rhythmic sounds and movements