

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



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Week beginning	Week beginning	Week beginning	Week beginning	Week beginning	Week beginning	Week beginning
	5 th November	11 th November	18 th November	25 th November	2 nd December	9 th December	16 th December
Themes:	Diwali 1 st November						
	Bonfire Night 5 th November Remembrance Day 11 th November						
	Hanukkah 25 th December						
				stmas 25 th Decembe			
Enrichment				obling magic potions			
Activities and In				rance Day Making po			
and out Days:	Bonfire Night (Firefighter visit)						
				ire work paintings			
			-	n different cultures, o	coconut barn		
				Make gingerbread has Nativity performa	200		
Communication	Nursery Rhyme of	Nursery Rhyme of	Nursery Rhyme of	Nursery Rhyme	Nursery Rhyme of	Nursery Rhyme	Nursery Rhyme of
and Language	the Week	the Week	the Week	of the Week	the Week	of the Week	the Week
(C&L)	1 Finger, 1 Thumb	Jack and Jill	Twinkle, Twinkle,	I'm a Little Snow	When Santa got	Christmas	We wish you a
()	U ,				-		
()			Little Star	Man	Suck up the Chimney	Pudding	merry Christmas
()	Birth – 3 I concentrate	e intently on an object	Little Star or activity of my own cl	Man hoosing for short per	Suck up the Chimney riods. I am understand	Pudding ding single words in c	merry Christmas
	Birth – 3 I concentrate	e intently on an object	Little Star	Man hoosing for short per	Suck up the Chimney riods. I am understand	Pudding ding single words in c	merry Christmas
	Birth – 3 I concentrate developing, e.g. cup, r	e intently on an object nilk, daddy. I use word	Little Star or activity of my own cl s to communicate for a	Man hoosing for short per range of purposes (e	Suck up the Chimney riods. I am understand e.g. teddy, more, no, b	Pudding ding single words in c bye-bye).	merry Christmas
()	Birth – 3 I concentrate developing, e.g. cup, r 3 – 4 I shows interest	e intently on an object nilk, daddy. I use word in playing with sounds,	Little Star or activity of my own cl	Man hoosing for short per range of purposes (e nderstands who, wha	Suck up the Chimney riods. I am understand e.g. teddy, more, no, k at, where in simple qu	Pudding ding single words in c bye-bye).	merry Christmas
Makaton Sign of	Birth – 3 I concentrate developing, e.g. cup, r 3 – 4 I shows interest	e intently on an object nilk, daddy. I use word in playing with sounds,	Little Star or activity of my own cl s to communicate for a , songs and rhymes. I un	Man hoosing for short per range of purposes (e nderstands who, wha	Suck up the Chimney riods. I am understand e.g. teddy, more, no, k at, where in simple qu	Pudding ding single words in c bye-bye).	merry Christmas
	Birth – 3 I concentrate developing, e.g. cup, r 3 – 4 I shows interest What's that? Where is	intently on an object nilk, daddy. I use word in playing with sounds, s?). I am learning new y	Little Star or activity of my own cl s to communicate for a , songs and rhymes. I un words very rapidly and	Man hoosing for short per range of purposes (nderstands who, wha can use them when	Suck up the Chimney riods. I am understand e.g. teddy, more, no, k at, where in simple qu communicating.	Pudding ding single words in c bye-bye). estions (e.g. Who's t	merry Christmas
Makaton Sign of	Birth – 3 I concentrate developing, e.g. cup, r 3 – 4 I shows interest What's that? Where is	intently on an object nilk, daddy. I use word in playing with sounds, s?). I am learning new y	Little Star or activity of my own cl s to communicate for a , songs and rhymes. I un words very rapidly and	Man hoosing for short per range of purposes (nderstands who, wha can use them when	Suck up the Chimney riods. I am understand e.g. teddy, more, no, k at, where in simple qu communicating.	Pudding ding single words in c bye-bye). estions (e.g. Who's t	merry Christmas
Makaton Sign of the Week Stage 1 Personal, Social	Birth – 3 I concentrate developing, e.g. cup, r 3 – 4 I shows interest What's that? Where is Chair Establishing	intently on an object nilk, daddy. I use word in playing with sounds, s?). I am learning new y	Little Star or activity of my own cl s to communicate for a , songs and rhymes. I un words very rapidly and	Man hoosing for short per range of purposes (nderstands who, wha can use them when	Suck up the Chimney riods. I am understand e.g. teddy, more, no, k at, where in simple qu communicating.	Pudding ding single words in c bye-bye). estions (e.g. Who's t	merry Christmas
Makaton Sign of the Week Stage 1 Personal, Social and Emotional	Birth – 3 I concentrate developing, e.g. cup, r 3 – 4 I shows interest What's that? Where is Chair Establishing rules,	e intently on an object nilk, daddy. I use word in playing with sounds, s?). I am learning new y Table SCA	Little Star or activity of my own cl s to communicate for a songs and rhymes. I un words very rapidly and Car	Man hoosing for short per range of purposes (e nderstands who, wha I can use them when Bus SCA	Suck up the Chimney riods. I am understand e.g. teddy, more, no, k at, where in simple qu communicating. Cold	Pudding ding single words in c bye-bye). estions (e.g. Who's t Where? SC	merry Christmas context and I am hat? Who can? What?
Makaton Sign of the Week Stage 1 Personal, Social and Emotional Development	Birth – 3 I concentrate developing, e.g. cup, r 3 – 4 I shows interest What's that? Where is Chair Establishing rules, boundaries and	e intently on an object nilk, daddy. I use word in playing with sounds, s?). I am learning new y Table SCA	Little Star or activity of my own cl s to communicate for a , songs and rhymes. I un words very rapidly and Car	Man hoosing for short per range of purposes (e nderstands who, wha I can use them when Bus SCA	Suck up the Chimney Fiods. I am understand e.g. teddy, more, no, k at, where in simple qu communicating. Cold	Pudding ding single words in c bye-bye). estions (e.g. Who's t Where? SC	merry Christmas context and I am hat? Who can? What?
Makaton Sign of the Week Stage 1 Personal, Social and Emotional	Birth – 3 I concentrate developing, e.g. cup, r 3 – 4 I shows interest What's that? Where is Chair Establishing rules, boundaries and routines	e intently on an object milk, daddy. I use word in playing with sounds, s?). I am learning new v Table Table SC/ Me and r	Little Star or activity of my own cl s to communicate for a , songs and rhymes. I un words very rapidly and Car ARF: ny friends	Man hoosing for short per range of purposes (a nderstands who, wha I can use them when Bus SCA Friends a	Suck up the Chimney riods. I am understand e.g. teddy, more, no, b at, where in simple qu communicating. Cold	Pudding ling single words in c bye-bye). estions (e.g. Who's t Where? SC Includin	merry Christmas context and I am hat? Who can? What? CARF: g everyone
Makaton Sign of the Week Stage 1 Personal, Social and Emotional Development	Birth – 3 I concentrate developing, e.g. cup, r 3 – 4 I shows interest What's that? Where is Chair Establishing rules, boundaries and routines Birth – 3 I can engage	e intently on an object milk, daddy. I use word in playing with sounds, s?). I am learning new v Table SCA Me and r with another person to	Little Star or activity of my own cl s to communicate for a , songs and rhymes. I un words very rapidly and Car ARF: my friends o help achieve a goal, e	Man hoosing for short per range of purposes (a nderstands who, wha I can use them when Bus SC, Friends a	Suck up the Chimney riods. I am understance e.g. teddy, more, no, to at, where in simple quant communicating. Cold ARF: and family put of reach. I am show	Pudding ling single words in c bye-bye). estions (e.g. Who's t Where? SC Includin wing an emerging au	merry Christmas context and I am hat? Who can? What? CARF: g everyone tonomy through
Makaton Sign of the Week Stage 1 Personal, Social and Emotional Development	Birth – 3 I concentrate developing, e.g. cup, r 3 – 4 I shows interest i What's that? Where is Chair Establishing rules, boundaries and routines Birth – 3 I can engage asserting choices and	e intently on an object milk, daddy. I use word in playing with sounds, s?). I am learning new v Table SC/ Me and r with another person to preferences such as di	Little Star or activity of my own cl s to communicate for a , songs and rhymes. I un words very rapidly and Car ARF: ny friends	Man hoosing for short per range of purposes (a nderstands who, wha I can use them when Bus Friends a .g. to get an object o ts things that I do no	Suck up the Chimney riods. I am understand e.g. teddy, more, no, k at, where in simple qu communicating. Cold ARF: and family put of reach. I am show t want, for example b	Pudding ling single words in c bye-bye). estions (e.g. Who's t Where? SC Includin wing an emerging au	merry Christmas context and I am hat? Who can? What? CARF: g everyone tonomy through





	3 - 4 l am showing so	me understanding that	other neonle have ner	spectives ideas and	needs that are differe	nt to mine e g may	turn a book to face	
	_	-		-				
	you so you can see it. I am gradually learning that actions have consequences but not always the consequences that I hope for. I respond to the feelings of others, showing concern and offering comfort.							
Physical	Getting coats,	Healthy Movers:	Cosmic Kids:	Squiggle Whilst	Healthy Movers:	Cosmic Kids:	Squiggle Whilst you	
	U ,	· · · · · · · · · · · · · · · · · · ·			Choo Choo			
Development	shoes, trousers	Wiggle, Weave and	<u>Arnold The Ant</u>	you Wiggle: Move 3 – The		Space Picnic	Wiggle: Move 3 – The	
(PD)	on/off for	Watch		Circles			Circles	
	outdoor play.			Circles			Circles	
	Toileting and							
	handwashing							
	independently							
		oull, lift and carry object	ts, moving them around	d and placing with in	tent. I can actively co	operate with happy o	nanging,	
	dressing/undressing.							
		3 – 4 I am beginning to understand and choose different ways of moving. I am beginning to recognise danger and seek the support and comfort of						
	significant adults.							
Literacy (Book of	Meg and Mog	A Day to	Dipal's Diwali	Little Glow	Stickman	The Gingerbread	The Christmas	
the Week)		Remember				Man	Nativity	
	Birth – 3 I am interest	ted in and explore the s	ounds made by bangin	g and tapping familia	ar objects and simple	instruments. I am ma	anipulating objects	
		and together, such as			· ·			
			0					
	3 - 4 can fill in the m	nissing word or phrase i	n a known rhyme, stor	v or game, e.g. Humr	oty Dumpty sat on a	. Begins to recognise	familiar logos from	
	children's popular culture, commercial print or icons for apps. I enjoy drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.							
Phonics	All signing Nursery	Cohort 2026:	Cohort 2026:	Cohort 2026:	Cohort 2026:	Cohort 2026:	Cohort 2026:	
	Rhymes	Library Time	Library Time	Library Time	Library Time	Library Time	Library Time	
	ninyines	Listary mile	Listary time	Library Time	Library mile	Library mile	Library mile	
		Cohort 2025:	Cohort 2025:	Cohort 2025:	Cohort 2025:	Cohort 2025:	Cohort 2025:	
		Phonological	Phonological	Phonological	Phonological	Phonological	Phonological	
		-	-	-	-	-	-	
		Awareness: Stage	Awareness: Stage	Awareness: Stage	Awareness: Stage	Awareness: Stage	Awareness: Stage	



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



		Two Syllable	Two Syllable	Two Syllable	Two Syllable	Two Syllable	Two Syllable	
		Awareness	Awareness	Awareness	Awareness	Awareness	Awareness	
Maths	 Key Maths Books: 123 to the Zoo, One Duck Stuck, A Book of Pattern Play 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. 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 subitises 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. 							
Master The Curriculum	Colours! Number 1 Focus Rhyme: 1 finger, 1 thumb	Colours! Number 2 Subitising Focus Rhyme: Number song: 1, 2 buckle my shoe	Matching Number 2 Focus Rhyme: 2 Little Dickie Birds	Matching Pattern Focus Rhyme: Head, Shoulders, Knees and Toes	Sorting Pattern Focus Rhyme: Zoom, Zoom, Zoom	Sorting Consolidation Autumn Learning	Christmas Activities	
Understanding the world:				ng different celebrat n different cultures,				
	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.							
	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 uses pipes, funnels and other tools to carry/ transport water from one place to another.							
Expressive arts and design	Bubbling magic potions Remembrance Day Making poppies Bonfire Night Fire work paintings				Make gingerbread Christmas Nativity performance			





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