

## Nursery Term 2

Topic - 6 week theme: Food and celebrations (festivals & cultural celebrations, light & dark)						
Core books - 2 week focus:						
<b>Storytime:</b> Handa's Surprise <i>Eileen Browne</i> , All I want for Christmas <i>Rachel Bright</i> , Winnie the Witch <i>Valerie Thomas</i> , Goodnight everyone <i>Chris Haughton</i> , Where's Spot? <i>Eric Hill</i>						
<b>Nursery rhymes:</b> Jingle bells, We wish you a merry Christmas, Baa baa black sheep, If you're happy and you know it, I am the baker man						
Talk for writing – 6 week focus:						
The Gingerbread Man– warning tale + <i>celebration/festival related texts where appropriate and where children's interests lead there</i> <b>Brown Bear Brown Bear (H)</b>						
Key activities:						
Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Maths	Understanding the World	Expressive Arts and design
Ways the adult can facilitate						
<p>Singing nursery rhymes Listening to favourite stories repeating stories</p> <p>Give directions and focus children's attention by using their name – support with gestures and facial expressions</p> <p>Extend instructions/questions from one part to two part e.g. get your book bag and sit on the carpet</p> <p>Describe and acknowledge children's feelings using words like happy, sad, frightened, angry, upset</p> <p>Develop conversations with children and talk about their lives. Find out about food they are familiar with/favourite foods</p>	<p>Find out from parents/family what they do to soothe their child – familiar routines etc</p> <p>Give children options so that they can express preference but limit the range</p> <p>Provide children with consistent routines and people</p> <p>Organise resources indoors &amp; outdoors so that children can access independently</p> <p>Recognise children's efforts to manage their behaviour such as 'I can see that it's hard to wait....'</p> <p>Support children in noticing difference and encourage positive</p>	<p>Imitates drawing simple shapes such as circles and lines</p> <p>Develop/guide use of one handed tools e.g. scissors, hammers</p> <p>Check correct grip of cutlery and develop 'tripod grip' of pencils</p> <p>Children must be provided with resources that develop their control e.g. different types of paper to tear &amp; make marks on, holding and using jugs to pour e.g. pouring drinks for snack time</p> <p>Hammering pegs into the ground and pegs into a pegboard</p> <p>Play-dough disco</p> <p>Cooking activities</p> <p>Water and sand play</p>	<p>Listening games Name games attention autism games Letters and sounds phase 1 listening games</p> <p><b>Reading</b> Explore books through linked activities e.g. mimicking the gingerbread man running away &amp; jumping Join in with repeated refrains – using story maps to support this. Story walks</p> <p>When sharing books draw children's attention to different parts and the print &amp; its features</p> <ul style="list-style-type: none"> <li>• Print has meaning</li> <li>• Print can have different purposes</li> <li>• We read English text left – right &amp; top – bottom</li> </ul>	<p><b>Number:</b> Counting rhymes Counting objects – 1:1 correspondence Talk to young children about the maths in everyday situations, e.g. doing up a coat, one hole for each button. Talk to Children about 'lots' and 'few' as they play.</p> <p>Count items in a picnic e.g. give each person 4 strawberries, 3 sweets</p> <p>Count the number of cups of water it takes to fill a bowl</p> <p>Compare quantities/amounts e.g. how many animals have we seen now? Are there more/less? Is it bigger/smaller?</p>	<p>Share stories about celebrations in children's families and a variety of celebrations around the world</p> <p>Display family photographs depicting different celebrations (seasonal &amp; life events) and pictures/paintings. Notice differences and similarities including what people are wearing &amp; the food they are eating. Talk about clothing and its significance either culturally or related to the weather</p> <p>Create books/displays about different families around the world (Dollar Street at <a href="https://www.gapminder.org/dollar-street">gapminder.com https://www.gapminder.org/dollar-street</a> is a great resource for this) + books about celebrations &amp; food.</p>	<p>Explore different tools 3D models of different houses using blocks, junk modelling Explore using musical instruments</p> <p>Listen with children to a variety of sounds, talking about favourite sounds, songs and music. Introduce children to language to describe sounds and rhythm, e.g., loud and soft, fast and slow</p> <p>Develop pretend play pretending that one object represents another e.g. pretending that a bucket/upside down helmet is a mixing bowl in a kitchen</p> <p>Develop home corner with resources to support family life/looking after one another, looking after</p>

<p>Repeat what children say back to them taking care to pronounce any mispronunciations correctly or to recast sentences with grammatical errors.</p> <p>Expand on children's phrases by adding languages and/or new ideas</p> <p>Encourage deeper thinking using phrases such as 'I wonder what/why....', 'What might happen if....'</p> <p>Share picture books daily &amp; have a daily story time – focus on vocabulary which doesn't occur commonly in every day speech – extend dialogue on from stories/books relating to every day experiences/real life</p> <p>Practice songs &amp; rhymes regularly</p> <p>Small world play based on 'The Gingerbread man'/kitchens/cooking and/or other familiar stories</p> <p>Outdoor 'café/restaurant' themed area</p> <p><b>Understanding</b> When introducing a new activity, use mime and</p>	<p>attitudes to diversity &amp; inclusion Explore emotions using story props such as the animals' feelings in 'The Gingerbread man'</p> <p>Understand how others might be feeling and bring ideas into pretend play 'I wonder how the woman might have felt about the gingerbread man running away?'</p> <p>Allocate children with jobs/tasks re: taking care of their environment e.g. handing out fruit, washing up plates</p> <p>Invite a visitor into the setting e.g. , waiter, chef, café owner, grower, parents from a range of occupations and talk about their roles</p> <p>Go on short walks around the school grounds</p> <p>Set up a role play area focussed upon food e.g. market stall, café, restaurant</p> <p>Display simple pictures exemplifying simple rules/expectations</p> <p>Children to work in large and small groups Sharing and turn taking Being aware of where equipment is stored</p>	<p>Large scale mark marking for example large rollers outside with water, lining paper and paint, chalk inc vertical surfaces inside &amp; outdoors</p> <p>Talk about and set expectations for safe use of tools</p> <p>Opportunities to eat using cutlery – checking children's grip</p> <p><b>Large motor</b> Develop control and coordination including balance on logs/planks etc Plan chasing games and ring games Talk to children about their movements and help them to explore new ways of moving, such as squirming, slithering and twisting along the ground like a snake, and moving quickly, slowly or on tiptoe Encourage body tension activities such as stretching, reaching, curling, twisting and turning – encourage children to lead, follow and/or copy movements</p> <p>Collaborate with others to move large objects safely</p>	<ul style="list-style-type: none"> <li>Names of different parts of books</li> <li>Page sequencing</li> </ul> <p>Love of Reading sessions key vocabulary explored and taught</p> <p>Story mapping and retelling familiar stories</p> <p><b>Writing</b> Listen and support what children tell you about the marks they make Children should be given a variety of mark making materials – paint, oil pastels, chalk and sensory opportunities to make marks e.g. in wet sand, flour, slime Help children to form the letters/first letter of their name correctly To be able to distinguish between the different marks they make</p> <p>Pre-writing patterns name writing to be a weekly task distinguishes between the different marks they make Provide mark making opportunities daily Purposeful drawing opportunities RWI letter orientation sounds</p> <p>Write down things children say to support</p>	<p>Compare &amp; order cooking pots/spoons etc by size</p> <p>Identify small groups of objects in 2's and 3's</p> <p>Recite numbers to 5 in different ways and count small numbers of objects (five or less) noticing the quantity/value recognising the number in the set is the last number (Cardinal principle)</p> <p>Experiment with their own symbols &amp; marks as well as numerals – e.g. make a record of the number of raisins on gingerbread men, candles on cakes etc</p> <p><b>Shape, Space &amp; Measures</b> Provide different sizes and shapes of containers in water and sand play, so that children can experiment with quantities and measures.</p> <p>Talk through the shapes needed to make up a gingerbread man</p> <p>Make patterns in dough &amp; use different cutters to imprint/cut out shapes</p> <p>Inset puzzles &amp; jigsaws</p> <p>Notice and look at patterns in the natural world – use printing activities to extend patterns further – printing</p>	<p>Display photographs of people performing familiar roles, especially in the food/catering industry (could include children's parents) e.g. shopkeeper, hairdresser, street cleaner, lorry driver, teacher, doctor, dentist, nurse, religious leaders, delivery driver etc and ensure that they reflect diversity and challenge stereotypes. Talk about the people, what they do, differences &amp; similarities</p> <p>Exploration of natural materials indoors &amp; outdoors – make collections of natural materials – contrast &amp; compare (use magnifiers). Encourage children to bring in 'found materials from the environment, walks in the park etc. Set up a 'Nature table'</p> <p>Play involving food stuffs e.g. rice, flour, dough, tapioca, spaghetti, pasta shapes</p> <p>Making a variety of food stuff including preparing fruit, crackers with toppings &amp; activities which involve substances changing e.g. making jelly, cooking dough, making cup cakes</p> <p>Explore the immediate environment of the school</p>	<p>a baby including equipment for making food</p> <p>Provide materials to support imaginative play at different scales e.g. small world zoos &amp; making enclosures using large cardboard panels/boxes...</p> <p>Draw faces representing features &amp; explore how emotions: sad, happy, frightened might be conveyed</p> <p><b>Rhymes and music</b> Using instruments Action rhymes</p> <p>Lay on the ground with eyes closed and listen to sounds then open eyes &amp; match to sounds</p> <p>Play variations of 'squeak piggy squeak' &amp; ring games where children are blindfolded and identify other children in the group from the sound of the voice e.g. by repetition of nursery rhymes</p> <p>Clap/tap the pulse of songs/nursery rhymes – celebration songs from a range of cultures &amp; Christmas songs</p> <p>Combining materials Making models Using one handed tools</p>
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<p>gesture to support language development</p> <p>Be aware that some children may watch another child in order to know what to do, rather than understanding it themselves</p> <p><b><u>Speech and language strategies</u></b></p> <p>Adults to use colourful semantic sign along Visual timetables to be used</p> <p>All adults to use visual keyrings</p> <p>Box clever strategies displayed</p> <p>Box clever groups to take place</p> <p>Adults to observe each other's adult child interactions and give feedback</p> <p><b><u>Listening &amp; Attention:</u></b></p> <p><b>PALS – sharing and co-operation</b></p> <p>Getting along with others</p> <p>Turn taking</p>	<p><b><u>Jigsaw</u></b></p> <p>Celebrating difference</p> <p>Planning support in Jigsaw &amp; undertake jigsaw sessions during key worker times</p> <p>PALS groups taken by TA</p>	<p>Make 'firework inspired' movements using streamers &amp; flags</p> <p>Play movement games e.g. musical statues</p> <p>Learn movement sequences to rhymes e.g. two little dickie birds &amp; Heads, shoulders, knees &amp; toes</p> <p>Take turns in rolling balls back &amp; forth</p> <p>Notice when young children are ready to begin toilet training and discuss this with parents</p> <p>Support children with dressing independently and doing up buttons, zips etc giving support where required but leaving increasing steps for children to do</p> <p>Share books, demonstrate and talk with children about keeping healthy through what they choose to eat, brushing their teeth, blowing noses into a tissue &amp; throwing that away, washing &amp; drying hands –esp. before eating /cooking and after going to the toilet</p> <p><b><u>Large motor</u></b></p> <p>Obstacle courses</p> <p>Balancing – scooters, trikes &amp; bikes</p>	<p>their developing understanding that what they say can be written down and then read and understood by someone else</p> <p><b><u>Phonic awareness:</u></b></p> <p>Deliberately miss out words in a rhyme for children to 'fill in' e.g. Run, run, as fast as you can, you can't catch me I'm the gingerbread __”</p> <p><b><u>Environment:</u></b></p> <p>Label resources with both pictures and words</p> <p>demarcate pathways/directions using leaves, twigs and other 'found materials'</p> <p>recognising names</p> <p>self registration</p> <p>beginning to write the first letter of their name (first name where ready)</p>	<p>using the cut surfaces of different kinds of fruit/food, potato printing to create patterns and make wrapping paper, make Rangoli patterns with coloured rice</p> <p>Roll out sausages/balls using dough and make comparisons related to size</p> <p>Develop positional language 'on top of' underneath, beside, next to, up, down, through etc &amp; use to describe for instance a walk around the school grounds</p> <p>Create 'obstacle courses' for the gingerbread man – small world – and talk about the route</p> <p>Develop language for times of the day/days of the week, today, tomorrow &amp; yesterday</p> <p>Maths Mastery plans used for coverage/links to Development matters</p>	<p>grounds walking under trees &amp; feeling the bark, feeling the grass and hard surfaces, sensing temperature &amp; textures inc on rainy days wearing coats &amp; wellies/using umbrellas – take photographs for displaying/labelling</p> <p>Lay on the ground with eyes closed &amp; listen out for sounds...</p> <p>Look out for living things such as minibeasts &amp; birds</p> <p>Notice things that are growing/changing e.g. flowers fading &amp; dying, seed heads etc</p> <p>Plant tulip bulbs in the garden in Nov</p> <p>Explore toys (Christmas focus) including mechanical toys/magnetic toys and how they work – set up a santa's workshop</p> <p>Display Christmas lights – multi-coloured &amp; have torches/different coloured acetates/tissue paper/shadow puppets</p> <p><b><u>Role Play:</u></b></p> <p>Restaurant/café</p> <p>Coffee shop</p> <p>Ensure dolls/dressing up clothes reflect diversity</p> <p><b><u>Home corner (outside)</u></b></p>	<p>Painting techniques – splash painting (fireworks)</p> <p>Exploring how colours can be changed – light and dark</p> <p>Create a 'santa's' workshop with items to make/paint – create wrapping paper – printing to create repeat patterns.</p> <p>Provide containers, wrapping paper &amp; glue, string &amp; sticky tape to 'wrap presents/parcels' along with ribbon etc</p> <p>Story mountain area- adults to model how to use</p>
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What the provision can offer						
<p>Role play costumes and puppets for storytelling</p> <p>Collage materials to explore the 3 little pigs houses; straw, sticks, bricks,</p> <p>Make masks or puppets - fur, hair, whiskers - explore story characters</p> <p>Junk modelling house and homes</p> <p>Photos of different homes - where do you live? door numbers?</p> <p>Dolls House and small world</p> <p>Furniture catalogues - collage different rooms in the house</p> <p>Making nestboxes and bird feeders - recycled materials-ask chn to bring in</p>						
Festivals/focus days:						
<p>Local area walks</p> <p>Stay and play sessions</p> <p>Speech and language workshop</p> <p>Calendar events:</p> <ul style="list-style-type: none"> <li>• Continuation of Black History Month activities</li> <li>• November UK Disability History Month</li> <li>• Diwali (4<sup>th</sup> November 2021)</li> <li>• Bonfire Night/Guy Fawkes 5<sup>th</sup> November</li> </ul>						

- Poppy Day/Remembrance Day 11<sup>th</sup> November
- Road Safety Week (15<sup>th</sup> – 21<sup>st</sup> November 2021)
- World Toilet Day 19<sup>th</sup> November
- Universal Children's Day 20<sup>th</sup> November
- St Andrew's Day, Patron Saint of Scotland 30<sup>th</sup> November
- Anti bullying Week Last week of November
- Christmas 25<sup>th</sup> December

### Critical Thinking/Creativity activities:

#### **The Gingerbread Man - suggested Critical Thinking Activities:**

**All activities must have an example** provided - Confidence building exercises/working together collaborative activities e.g.

Variety of chase & capture type games (taking account of health & safety) e.g. Cat & mouse, Fox & chickens, Duck, duck, goose, Hide and seek – Where are the best hiding places etc. Children to adapt and invent their own 'chase & capture' type games.

Make gingerbread men biscuits – problem solving re: how many currants will be needed for eyes etc if we make enough gingerbread men for one each in the group... What about other foods, what would we need for a party?

Home recipes to make a cook book  
Variety of cooking activities

#### **Paper Plate Big Alphabet Memory Game** - Turn-taking, social interaction, attention & listening

In a nutshell – A kingsize variation of the good old pair matching game. Take several paper plates and markers and write some letters if you want your little ones to practice literacy or draw shapes, animals and other items if it's time to build their vocabulary.

#### **What you need –**

- A Dozen Paper Plates
- Marker Pens

**Balloon Balance** - The concept of this game is very straightforward. You can decide whether you'd like your students to be in pairs or small groups. Each team is responsible for keeping their balloons in the air with each member being allowed to touch one balloon one time for each turn.

At first with just a few balloons, the game will be fairly easy. Over time it will become more challenging, forcing students to develop a strategy for keeping their balloons in the air.

**Parachute Game - Songs and Rhymes** – Great for babies and children of all ages. Songs such as 5 little monkeys jumping on the bed can be done by placing teddies on the parachute, singing and then bouncing one off at a time. Babies can be placed underneath the parachute whilst practitioners gently move it up and down singing songs. Also songs such as the grand old duke of York are good to do while holding onto the parachute.