



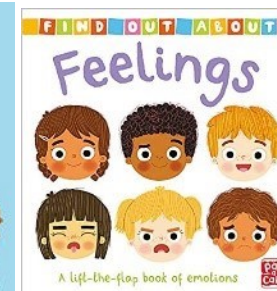
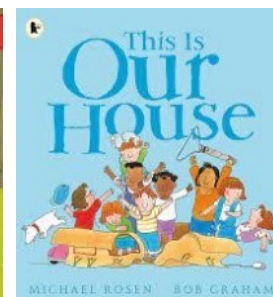
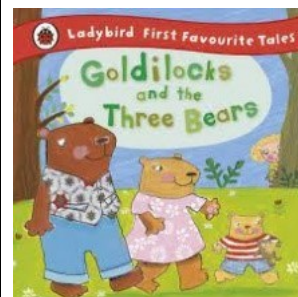
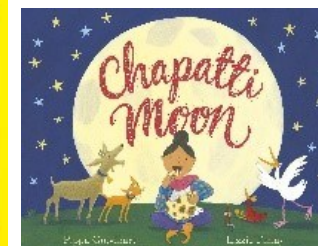
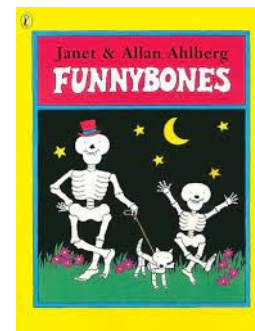
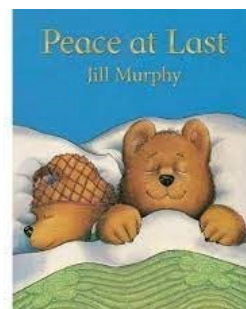
St Michael's Nursery and Infant School

Possible Themes/interests/lines of enquiry

These themes/ideas may change depending on the children's interests:

- Bonfire Night and Guy Fawkes
- Christmas and the Nativity
- Halloween
- People who help us/occupation-Police Officers
- Environmental changes: Winter
- Healthy eating and taking care of our bodies
- Goldilocks and the Three Bears
- Let's Celebrate: Diwali
- Remembrance Sunday
- Children in Need
- Why we should listen to our feelings and validation

Focused Texts



Enrichment Experiences:

Christingle orange workshop
Autumn walk

We use Development Matters to help us create our EYFS curriculum. Every child develops in their own unique way. The milestones below are suggested general focuses for the half term however we will use our professional judgement to support individual needs within their learning journey, adjusting our practice appropriately.

Nursery – Medium Term Planning – Autumn 2

Communication and Language	
Focus	Possible Activities
<p>Pay attention to more than one thing at a time, which can be difficult.</p> <p>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</p>	<ul style="list-style-type: none"> • Become familiar with the story of Guy Fawkes and reenact through role-play (using actions and narration). • Memory/finding pairs games. • Talk about Bonfire Night and what they do/can see/hope to experience. • Discuss and be able to demonstrate the role of a Police Officer through the provision/resources (whilst also deepening their knowledge re: safety). • Continue to learn new Nursery Rhymes and the accompanying actions. • Begin to explore tenses and plurals through repetition and deepening their knowledge of past and present, correcting 'ed' on common words. • Talk about their feelings during circle time.
Personal, Social and Emotional Development	
Focus	Possible Activities
<p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Begin to understand how others might be feeling.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Talk about 'stranger danger' and appropriate displays of affection.</p>	<ul style="list-style-type: none"> • Guest speakers to whom the children can ask questions within the safety/comfort of a familiar environment. • Develop empathy through role-play, discussing texts ('Feelings'). • As a class/groups create rules that we all must follow and be able to demonstrate why they are important e.g. they make everyone feel involved, appreciated etc. • Talk about 'stranger danger' and learn how to alert others when we feel unsafe. • Stranger Danger: create a warning poster or video/discuss the risks/act out with puppets. • Raise awareness/come up with an activity to raise money-why do some children need the money and how will it help them? • 'This is Our House'-talk about what our home lives are like, depict this in the home corner and show awareness of the similarities/differences in their classmates' homes.

- The Three Bears-using different areas of the provision to depict them e.g. represented by different sized blocks, and using these to discuss the ‘stranger’ that is Goldilocks.

Physical Development

Focus	Possible Activities
<p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start to eat independently and learning how to use a knife and fork.</p>	<ul style="list-style-type: none"> • Build upon gross motor skills by introducing batons, pom-poms etc that the children can manipulate. • Develop hand-eye coordination through the provision-using carefully selected resources that promote accuracy. • Improving grip (working towards ‘tripod’) through pens, paintbrushes, marking playdoh etc. • Continuing to develop the children’s independence by reinforcing the expectation to zip coats, put on their own shoes and adhere to the school rules. • Introduce larger apparatus into PE lessons to aid jumping, climbing and spatial awareness. • Focus on using forks or items to represent the latter in the home corner.

Literacy

Focus	Possible Activities
<p>Understand that we read English text from left to right and from top to bottom.</p> <p>Develop phonological awareness by spotting and suggesting rhymes.</p>	<ul style="list-style-type: none"> • Make our own ‘books’ that read left to right and top to bottom. • Continue to embed phonological awareness through name writing and ensuring the children have access to a variety of mediums in the provision (newspapers, posters, books etc). • Exploring nursery rhymes to ‘spot’ similar sounding words and suggesting words that sound the same e.g. words ending in the same consonant sounds. • Assigning/assisting with scenarios in the role-play whereby the children are encouraged to engage in an extended rhetoric that is complimented by conversational norms and appropriate language.

Mathematics

Focus	Possible Activities
<p>Recite numbers past 5.</p> <p>Combine shapes to make new ones – an arch, a bigger triangle etc.</p>	<ul style="list-style-type: none"> • Continue to explore rhymes that explore numbers to 5 and beyond . • Use our fingers to express numbers between 1 and 10. • Use smaller shapes to create an image/model of the bears/star/a skeleton.

<p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p>	<ul style="list-style-type: none"> • Use coloured shapes to draw/make a collage depicting a colourful firework display. • Game: hide an object ‘on top’, ‘below’ etc something in the classroom and you can only use your words to express where it is in the hope that your partner will find it. • Songs depicting prepositions and prepositional noun phrases.
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Understanding the World

Focus	Possible Activities
<p>Use all their senses in hands-on exploration of natural materials.</p>	<ul style="list-style-type: none"> • Learn about Remembrance Sunday and why it is important. • Making poppies from a range of materials and comparing their textures, weight, suitability etc. • Learning about ‘Children in Need’ and using natural resources to create something we could sell to raise money (prototype). • Diwali: what it means and making lamps (links to light and introduces electricity and natural lighting terms). • Acting out the Nativity through language and resources. • Plants and growth-exploring how the winter environment affects the latter.

Creative Development

Focus	Possible Activities
<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Remember and sing entire songs.</p> <p>Listen with increased attention to sounds.</p>	<ul style="list-style-type: none"> • Using instruments and music to depict/represent our feelings after exploring one of our ‘Super 6’ texts. • Introduce a greater range of nursery rhymes so that the children can memorise and repeat them, while also affording them the opportunity to adjust/change parts. • Explore ‘loud,’ ‘quiet’ etc through our own voices and bodies (clapping or beating drums). • Create a scenario whereby the toys need help to solve a dilemma using a variety of natural resources e.g. to transport goods, reach something that is too high or build a suitable house to shelter from the weather.