

Nursery- Medium Term Planning- All About Me- Autumn 2025 (2025/2026)

Week	PSED	Communication and Language	Physical Development	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Arts and Design	CoETL
Key Vocabulary	sharing, friend, family, Nursery, Miss Roberts, Sfia								
1	Settling Children	Settling Children	Settling Children	<p>L:O Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Children to draw a picture of their family. Children to give meaning to the marks they make.</p> <p>(Book)</p>	<p>Sound of the Week.... S</p> <p>"My House"</p> <p>Session 1- Sleepy Sofa Sounds</p> <p>Session 2- Bubbles in the Bath</p> <p>Session3 - Crash the truck has a box.</p> <p>Session 4- Silly Socks</p> <p>Session 5- Happy Sounds</p>	<p>L:O Take part in finger rhymes with numbers.</p> <p>Sing nursery rhymes with the children involving numbers. Do the children know any number rhymes they like to sing? (Fri)</p>	<p>L:O Talk about what they see, using a wide vocabulary.</p> <p>Go on a walk around the school sites. Talk about what they can see when walking around. Children to have a go at taking photos using the iPad so we can refer to them in the first half term back. (Thurs)</p>	Settling Children	<p>Plan and think ahead about how they will explore or play with objects.</p> <p>CIL- Children to have wooden blocks out. What can they build? (Inside)</p> <p>CIL- Have the whiteboards and pens on the table. (Outside)</p>
2 (Little Red Riding Hood)	<p>L:O Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and</p>	<p>L:O Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</p> <p>Play a listening and attention game with the children. Place a number of</p>	<p>L:O Continue to develop their movement, balancing, riding(scooters, trikes and bikes) and ball skills. Skip, hop, stand</p>	<p>L:O Ask questions about the book. Makes comments and shares their own ideas.</p> <p>Read Little Red Riding Hood to the children. Children to give ideas on what they think might</p>	<p>Sound of the Week..... S</p> <p>"My Family"</p> <p>Session 1- Family Footsteps</p> <p>Session 2- Auntie's Awful Soup</p>	<p>L:O Say one number for each item in order: 1,2,3,4,5.</p> <p>Know that the last number reached when counting a small set of objects tells</p>	<p>L:O - Make connections between the features of their family and other families.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Get the parents</p>	<p>L:O Explore different materials, using all their senses to investigate them.</p> <p>Manipulate and play with different materials.</p> <p>Use their imagination as</p>	<p>Respond to new experiences that you bring to their attention.</p> <p>CIL- Have a Red Riding Hood Tuff Spot- children to</p>

	<p>disabilities, and so on. Look at the characters in the book. Talk about the features of the characters and the children. (Tues)</p>	<p>familiar items from the class on a tray and cover with a blanket. Ask the children to guess how many are there, then double-check by counting. Remove one of the objects. Can they say which one has been removed (Wed)</p>	<p>on one leg and hold a pose for a game like musical statues. Create an obstacle course around an outside area for the children to use on their journey to Grandma's house. (Thurs)</p>	<p>happen in the book. (Mon)</p>	<p>Session3 – Things we do Session 4- My Musical Family Session 5- A Family Walk</p>	<p>you how many there are in total ('cardinal principle'). (3-4) Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' (birth-3) Children to have a go at counting/matching the numeral. Concentrate on counting. Photo taken using iPad to record. (Book)</p>	<p>to put a photo on Tapestry of the children's family. Get the children to look at their photo and explain the special time. (Fri)</p>	<p>they consider what they can do with different materials. Make simple models which express their ideas. Children to make salt dough face (Home)</p>	<p>explore (Inside) CIL- Have the guttering pipes out on the water tray. Children to explore what happens as they tip water down them. (Outside)</p>
<p>3 (Little Red Riding Hood) Topic Day</p>	<p>L:O Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". Children to use the characters in the story to say how they are feeling. What makes the children scared, happy, sad? (Fri)</p>	<p>L:O Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. L:O Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Little Red Riding Hood has been</p>	<p>L:O Use a comfortable grip with good control when holding pens and pencils. (3-4) L:O Show a preference for a dominant hand. (3-4) Children to trace over their names (Book)</p>	<p>L:O Enjoy sharing books with an adult. Pay attention and responds to the pictures or the words. Repeat words and phrases from familiar stories. Have some of the pictures from the story. Can the children remember what happened and order the pictures? (Thurs)</p>	<p>Sound of the Week A "My Local Area Session 1- What do you hear? Session 2- I heard Session3 – What can I find? Session 4- Local Rhymes Session 5- Sound Trumpets</p>	<p>L:O Compare amounts, saying 'lots', 'more' or 'same'. Counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. Have fruit bowls and fruit ready. Split the fruit randomly. Children to count the fruit pieces and compare the amounts. (Wed)</p>	<p>L:O Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties Using the loose parts and natural materials found in the outside are, children to create a picture. (Tues)</p>	<p>L:O Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Using junk modelling children to build Grandma's house. (Home)</p>	<p>Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next." CIL- Children to have a selection of small world toys out to play with. (train track, people who help us) (Inside)</p>

		in the class and has lost the food for grandma. Can the children follow the questions and instructions to find them? (Mon)							CIL- Problem Solving activities to be set out for the children to explore and figure out. (Outside)
4 (All About Me)	Baselines/ Speech and language screening. (All Week)	Baselines/ Speech and Language Screening (All Week)	L:O Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. (3-4) Talk about good teeth brushing. Children to use their fingers as a toothbrush and brush their teeth (Tues)	Baselines/ Speech and language screening. (All Week)	Sound of the Week - 'T' "Pets" Session 1- Pet Sounds Session 2- Guess the pet. Session 3 – Keep the Beat Session 4- Musical Pets Session 5- The Pet Shop	L:O Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. (3-4) Build with a range of resources Notice patterns and arrange things in patterns. (Birth –3) Provide children with a range of 2D shapes. Can they use them to build a picture of a person? (Wed)	L:O Explore and respond to different natural phenomena in their setting and on trips. (Birth- 3) Talk about the differences between materials and changes they notice. (3-4) Go outside with a large piece of paper. Children to find materials in the area and stick them on. Can they tell us about the materials they find (soft, hard spikey etc) (Thurs)	L :O Remember and sing entire songs. (3-4) Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. (Birth-3) Children to sing action songs, (Head shoulder knees and toes, the hokey cokey etc) (Fri)	Make independent choices. Do things independently that they have been previously taught. CIL- Have set up in a challenge area a toothbrushing station. Children can practise how they brush their teeth. (Inside) CIL- Provide large pieces of paper and PVA glue. Children to create their own picture using the materials found in nursery. (Outside)

5 (All About Me)	Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Develop friendships with other children. (Birth-3) Circle time- Children to say something to the rest of the class something they like. Children to make a hand print on a piece of paper. Adults to scribe what they say. (Thurs)	Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. (3-4) Children to decorate a biscuit to look like a face. (Home)	Develop manipulation and control. Explore different materials and tools. Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. (Birth-3) Children to have a supply of fine motor activities. Threading/buttons/ drawing large, small circles (Wed)	Parent Workshop	Sound of the Week 'P' "Things I like to do" Session 1- Loud or Quiet? Session 2- Move and Groove Session 3 – Copy Me Session 4- Funny Sounds Session 5- Dana's Dinosaur Word Walk	Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. (Birth-3) Select some toys/objects from the class. Can the children say which is bigger/smaller. Challenge- Which one is heavier/lighter. (Tues)	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (Birth-3) Talk about that some children aren't from the UK. Look at the world and see there are lots of different countries. (Fri)	Notice patterns with strong contrasts and be attracted by patterns resembling the human face. (Birth-3) (Book) Children to paint themselves	Sort materials for example, at tidy up time children know to sort different construction materials in separate baskets CIL- Children to have a sorting activity out. CIL- Floating and sinking in the water tray. (Outside)
6 (The Gruffalo)	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. (3-4) Feel strong enough to express a range of emotions Be increasingly able to talk about and	Understand simple instructions like "give to mummy" or "stop". Recognise and point to objects if asked about them. Listen to other people's talk with interest, but can easily be distracted by	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. (3-4) Think about the animals in the	Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Repeat words and phrases from familiar stories. Ask questions about the book. Makes comments and shares their own	Sound of the Week 'i.' "All About Me" Session 1- I like Being Me Session 2- My Sound Session 3 – My Body Session 4- Silly Mouth Dance	Climb and squeezing selves into different types of spaces. (Birth-3) Recite numbers past 5. (3-4) Play hide and Seek with the children. Encourage the children to get into places. (Wed)	Explore natural materials, indoors and outside. Begin to understand the need to respect and care for the natural environment and all living things. (3-4) Go into the forest school area. Children to think	Play instruments with increasing control to express their feelings and ideas. (3-4) Have the instruments out. Can the children play them quietly like the mouse, shake them like a snake, loudly like the Gruffalo? (Fri)	Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.

	<p>manage their emotions</p> <p>Circle Time- Children to look at how the snake, fox and owl felt when they saw the Gruffalo. What scares the children? (Mon)</p>	<p>other things. (Birth-3)</p> <p>Hunting game- label 3 pots/bags with different objects (toys, clothes, food) children to go and find these objects. Talk about what they have found. (Tues)</p>	<p>story. Can the children move like them? Photo taken using the iPad (Book)</p>	<p>ideas. (Birth-3)</p> <p>Read The Gruffalo to the children. (Mon)</p>	<p>Session 5- How are you feeling today</p>		<p>what animals might like to live in the wood. Do we hurt animals? What do we do if one is hurt? (Thurs)</p>		<p>Daily Routine-/Timetable CIL- Children to have their own set of resources used in the daily routine to play with. (Inside) Keep on trying when things are difficult. CIL- Have a variety of jugs and containers for the children to pour water into.. some to have thin tops while others have larger tops.</p>
<p>7 (The Gruffalo)</p>	<p>Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Develop appropriate ways of being assertive. Talk with others to solve conflicts. (3-4) Children to be put into groups. Can they work</p>	<p>Listen to simple stories and understand what is happening, with the help of the pictures. Have pictures from the story. Can the children tell us about the picture? What is happening? What can they see? (Wed)</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors (3-4) Children to have a go at following the lines https://www.twinkl.co.uk/resource/t-t-24713-new-dinosaur-themed-scissor-skills-activity-sheets (Fri)</p>	<p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. (Birth-3) The Gruffalo has been and hid the children names. Can they find them? (Tues)</p>	<p>Sound of the Week- 'n'</p> <p>"Goldilocks and the 3 Bears"</p> <p>Session 1- Baby Bar's Rhyme Session 2- Goldilocks Movements Session 3 – Story Sounds Session 4- Odd Objects</p>	<p>Understand position through words alone – for example, "The bag is under the table," – with no pointing. (3-4)</p> <p>Have a character from the story. Place them in different positional places. Can the children find the character? (Thurs)</p>	<p>Begin to understand the need to respect and care for the natural environment and all living things. (3-4) Make bird feeders, thinking about what birds might like to eat. (Home)</p>	<p>Start to make marks intentionally. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. (Birth-3) Children to paint their own Gruffalo using a picture to help can the</p>	<p>Keep on trying when things are difficult. CIL- Have threading out so the children can persist with this challenge. (Inside) Know more, so feel confident about coming up with their own ideas. CIL- Children to explore a pumpkin. What can they do</p>

	together to build mouse a house? ((Mon)				Session 5- Sound Corners			children copy what he look like. (Book)	with it? (Outside)
8 (Autumn)	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. (3-4) Have a selection of pictures for the children to choose from. Let the children select a resource they would like to use. Children to say what they are going to build/draw. (Wed)	PD Day	Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. (Birth -3) See who can put on their own apron/coat Have races where children race to put on aprons/coats. (Mon)	Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." (Birth-3) In the forest School area children to play in the mud. Using a stick they have found children to mark make in the mud. (Thurs)	Sound of the Week – 'm' "Little Red Riding Hood" Session 1- Sound Story Session 2- Whose Footsteps? Session3 – Hidden in the Trees Session 4- Mind the Wolf!	Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. (3-4) Have a selection of natural materials. Children to count the objects and then match the numeral. Work with numbers 0-5 (Book)	Understand the key features of the life cycle of a plant and an animal (3-4) Take the children out on an autumn walk. Ask them to look around at all the different things they can see. Talk about that the leaves die in Autumn and grow in Spring. (Tues)	Explore colour and colour-mixing (3-4) Children to mix colours to see what happens and then use these colours for leaf printing (Home)	Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. CIL- A selection of jigsaw puzzles varying in difficulty. (Inside) CIL- The linking elephants outside. Can the children match the amount to the numeral? (1-5) (Outside)

Nursery- Medium Term Planning- Winter Celebrations Autumn 2025 (2025/2026)

Week	PSED	Communication and Language	Physical Development	Literacy	Phonics	Mathematics	Understanding of the World	Expressive Arts and Design	CoETL
Key Vocabulary	Bonfire night, celebration, Diwali, Christmas, Seasons, Autumn/ Winter								
1 (Bonfire Night)	<p>Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. (Birth-3)</p> <p>Develop their sense of responsibility and membership of a community. (3-4)</p> <p>Look at the cards and discuss.</p> <p>https://www.twinkl.co.uk/resource/t-tp-5449-bonfire-night-safety-discussion-cards</p>	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" (3-4)</p> <p>Talk about fireworks. Watch the fireman Sam clip. Can the children remember why we don't go near fireworks?</p> <p>https://www.youtube.com/watch?v=ijxtJwA5GKQ (Wed)</p>	<p>Use large-muscle movements to wave flags and streamers, paint and make marks. (3-4)</p> <p>Go outside and pretend to be a firework. Can we shoot from the ground? (Thurs)</p>	<p>Understand the five key concepts about print: print has meaning the names of the different parts of a book, page sequencing (3-4)</p> <p>Look at Autumn Books/Pictures</p> <p>(Mon)</p>	<p>Sound of the Week- 'd'</p> <p>"The Gingerbread Man"</p> <p>Session 1- Warm up Routine</p> <p>Session 2- Musical Kitchen</p> <p>Session 3 – The Noisy Kitchen</p> <p>Session 4- Which Animal?</p> <p>Session 5- Gingerbread Man on the run song</p>	<p>Recite numbers past 5.</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>Compare quantities using language: 'more than', 'fewer than' (3-4)</p> <p>Have fireworks printed off.</p> <p>Children are to find them and then split them into groups.</p> <p>Children to see who has more/less. (Fri)</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Talk about the differences between materials and changes they notice. (3-4)</p> <p>Children to make an edible firework using melted chocolate. Children to watch the chocolate melt and see that it has changed form. (Home)</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Use drawing to represent ideas like movement or loud noises (3-4)</p> <p>Children to make a firework picture using pastels (Book)</p>	<p>Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup.</p> <p>CIL- Role Play Hospital (Inside)</p> <p>CIL- Small World Dinosaurs (Outside)</p>
2 (Diwali)	<p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone</p>	<p>Enjoy listening to longer stories and can remember much of what happens. (3-4)</p>	<p>Are increasingly able to use and remember sequences and patterns</p>	<p>Enjoy drawing freely.</p> <p>Add some marks to their drawings, which they give meaning to. For</p>	<p>Sound of the Week- 'g'</p> <p>"Three Little Pigs"</p>	<p>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc (3-4)</p>	<p>Notice differences between people. (Birth-3)</p> <p>Continue to develop positive attitudes about the differences</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with</p>	<p>Use pretend play to think beyond the 'here and now' and to understand another</p>

	<p>can be Spider-Man in the game, and suggesting other ideas. (3-4)</p> <p>Talk about that the Demon King was very selfish and horrible. How can we be kind to our friends. What do we do/not do in nursery if we don't get what we want? (Tues)</p>	<p>Read to the children Rama and Sita. (Mon)</p> <p>https://www.twinkl.co.uk/resource/t2-r-101-the-story-of-rama-and-sita-powerpoint</p>	<p>of movements which are related to music and rhythm. (3-4)</p> <p>Play Diwali music. Can the children copy the moves that an adult does. Increase difficulty by adding more steps to the sequence (Fri).</p>	<p>example: "That says mummy." (Birth-3)</p> <p>Children to have a go at drawing their own prince/princess. (Book)</p>	<p>Session 1- Piggy Patterns</p> <p>Session 2- Let's all share</p> <p>Session 3 – Pigs and Friends</p> <p>Session 4- Little Pig Radio</p> <p>Session 5- Piggy Percussion</p>	<p>Children to colour their own Rangoli pattern</p> <p>https://www.twinkl.co.uk/resource/t2-g-062-rangoli-patterns-templates . (Home)</p>	<p>between people. (3-4)</p> <p>Talk about that everyone is different. Rama and Sita are a prince and princess but we aren't. Look at differences between everyone and their families, children to draw a picture of their family. (Wed)</p>	<p>different buildings and a park. Explore different materials freely, in order to develop their ideas about how to use them and what to make. (3-4)</p> <p>Split the children into 2 teams. Using 2 different construction materials can the children build a palace for Rama and Sita to live in? (Thurs)</p>	<p>perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."</p> <p>CIL- Rama and Sita story masks. (Inside)</p> <p>Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</p> <p>CIL- Children to have a variety of making/ craft outside. Children can make a demon. (Outside)</p>
3 (Diwali)	<p>Feel strong enough to express a range of emotions. Safely explore emotions beyond their normal range through play and stories. (Birth-3)</p>	<p>Use a wider range of vocabulary. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' (3-4)</p>	<p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. (3-4)</p> <p>Children</p>	<p>Engage in extended conversations about stories, learning new vocabulary. (3-4)</p> <p>Story sequencing of Rama and Sita. Children to use their</p>	<p>Sound of the week 'o'</p> <p>"The Enormous Turnip"</p> <p>Session 1- Sound Story</p> <p>Session 2- I know a word</p>	<p>Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. (3-4)</p> <p>Notice patterns and arrange things in patterns. (Birth-3)</p>	<p>Explore how things work. Talk about the differences between materials and changes they notice. (3-4)</p> <p>Use torches for the children to discover and observe light and dark. Go into a</p>	<p>Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. (3-4)</p> <p>Henna handprint using craft materials (Fri)</p>	<p>Reach for and accept objects. Make choices and explore different resources and materials.</p>

	Try different foods (with parental permission) Children to express how they are feeling (surprise, anxious etc). (Tues)	Look at a Diwali party. Children to recall how they prepare for the party. (Wed) https://www.youtube.com/watch?v=zXlZpwCaFxl	to make their own Diya lamps using clay (Home)	own words to explain what happened. (Mon)	Session 3 – Instrument Party Session 4- Turnip Taps Session 5- Down on the Farm	Children to have a go at a repeating pattern by colour. (Book)	dark room. Explore shadows. Can the children make some shadows? Children to have a go at taking a picture of someone else's shadow on the wall. (Thurs)		<p>CIL- have a basic colours for the children. Children to mix them and see what colours they can make. (Inside)</p> <p>CIL- Have the cogs outside. children to explore them. (Outside)</p>
4 (Winter)	Begin to understand how others might be feeling. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. (3-4) Work together to dress weather monkey for a cold snowy day. Why does he need his hat on etc? How would he	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. (3-4) Using the nursery rhyme bag children to select a song. As a group sing the songs. Introduce the children to Christmas songs (Santa got stuck up the chimney etc) (Mon)	Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. (3-4) Children to work together with the adults to build an obstacle course in the outside area.	Spot and suggest rhymes (3-4) Play the IWB rhyming Bingo game. (Wed) https://www.twinkl.co.uk/resource/t-l-8886-rhyming-match-quiz-powerpoint	Sound of the week 'c k' "Jack and the Beanstalk" Session 1- Can you hear Footsteps? Session 2- Giant Song Session 3 – Gifts for everyone Session 4- What's That? Session 5- Fee, fi, FO, Fum	Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc (3-4) Have a selection of patterns available. Children to go around the class and see if they can match them to something in the class. (Thurs)	Talk about what they see, using a wide vocabulary. (3-4) Look at a winter PowerPoint. Can the children see what happens in Winter? (Fri)	Explore colour and colour-mixing. (3-4) Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. (Birth-3) Children to make a Christmas Decoration (Home)	<p>Use a range of strategies to reach a goal they have set themselves.</p> <p>CIL- Children to use natural materials (loose parts) to create a winter picture.</p> <p>CIL- Have the guttering out loose. Children to think how they would use the guttering in the</p>

	be feeling when he's in the right clothes? (Book)		(Tues)						water tray. (Outside)
5 (Christmas)	<p>Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule. (3-4)</p> <p>Play a game of 'Pass the Present'. Remind the children to follow rules by encouraging them to wait for their turn and pass the present to their friend. (Fri)</p>	<p>Enjoy listening to longer stories and can remember much of what happens. (3-4)</p> <p>Read the Nativity story to the children. Encourage the children to say what they enjoyed about the story. (Mon)</p>	<p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. (3-4)</p> <p>Children to have a go at decorating their own Christmas Jumper. (Wed)</p>	<p>Enjoy drawing freely. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Make marks on their picture to stand for their name. (Birth-3)</p> <p>Children to create a Christmas wish list for Santa. (Book)</p>	<p>Sound of the week 'e'</p> <p>"My House"</p> <p>Session 1- Sleepy Sofa Sounds</p> <p>Session 2- Bubbles in the Bath</p> <p>Session 3 - Crash the truck has a box.</p> <p>Session 4- Silly Socks</p> <p>Session 5- Happy Sounds</p>	<p>Show 'finger numbers' up to 5. Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. (3-5)</p> <p>Have a tree cut-out, some baubles and a dice. Roll the dice and encourage the children to place the correct number of baubles on the tree. (Thurs)</p>	<p>Continue to develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Children to look at Christmas in parts of the world (Look at countries that the children are from)</p> <p>Children to find out about Christmas in other places and learn that not everyone celebrates it. (Tues)</p>	<p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>Children to make a Calendar for next year. (Home)</p>	<p>Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.</p> <p>CIL- Children to have the memory book out and see what they have enjoyed doing this year.</p> <p>CIL- Provide children with boxes. Provide a variety of materials. Children to think what they would like to do with the boxes. (Outside)</p>

6 (Christmas)	Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. (3-4) Santa's sleigh is broken! Can the children work together to rebuild it? (Wed)	Understand and act on longer sentences like 'make teddy jump' or 'find your coat' Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". (3-4) Can become frustrated when they can't make themselves understood (Birth-3) Children to help the Christmas elves by following instructions to organise the presents ready for Christmas Day. For example, can the children put the green presents into Santa's sack but put the red presents in a pile on the table? (Tues)	Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. (3-4) Dough Disco to Christmas songs. (Mon)	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name. Write some letters accurately. (3-4) Christmas Cards (Home)	Sound of the week- Recap on sounds already learnt. "My Family" Session 1- Family Footsteps Session 2- Auntie's Awful Soup Session 3 – Things we do Session 4- My Musical Family Session 5- A Family Walk	Understand position through words alone – for example, "The bag is under the table," – with no pointing. Discuss routes and locations, using words like 'in front of' and 'behind'. (3-4) Where is the elf? Children to use positional language to tell me where he is? Can they put him in a certain place? (Book)	Talk about the differences between materials and changes they notice. Continue to develop positive attitudes about the differences between people. (3-4) In sealed containers, add Christmas objects, such as an orange, cinnamon, gingerbread, candy canes and a branch of a Christmas tree. Ask the children to cover their eyes as they smell each object. Can they recognise the smell? Do they like the smell? Talk about that not everyone like. (Thurs)	Listen with increased attention to sounds. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (3-4) Children to sing the Christmas songs. Christmas Nursery Rhymes, Songs & Poems Pack (teacher made) (twinkl.co.uk)	Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries. CIL- Have presents printed off for inside. Can the children share them between the reindeer? (Inside) Keep on trying when things are difficult. CIL- Have boxes and wrapping paper for the children. Can they cut the tape and wrap the presents. (Outside)
7 (Christmas)	Become more outgoing with unfamiliar	Sing a large repertoire of songs.	Making sure everyone has completed	Print can have different purposes	Sound of the Week – Recap over	Fast recognition of up to 3 objects, without having to	Begin to understand the need to respect	Christmas Party's	Bring their own interests

rist mas)	people, in the safe context of their setting. Show more confidence in new social situations. (3-4) Christmas Party. Children to dance and play games. (Wed)	Know many rhymes, be able to talk about familiar books, and be able to tell a long story. (3-4) Perform all the Christmas songs we have learnt over the last few weeks. Send a video to the parents. (Mon)	their Christmas Crafts	We read English from left to right and op to bottom (3-4) Notices some print such as the first letter of their name, a bus or doo number or familiar logo (Birth-3) The cheeky elf has been and hid the children's names! Can they go around the class inside and out and find their name? (Fri)	the sounds already learnt. My Local Area Session 1- What do you hear? Session 2- I heard Session 3 – What can I find? Session 4- Local Rhymes	count them individually ('subitising'). Recite numbers past 5. (3-4) Practise subitising using a 1, 2, 3 spot dice. Cut out a large Christmas tree shape from green paper and invite children to roll the dice and place the matching number of baubles onto the tree. (Tues)	and care for the natural environment and all living things. Children to make Reindeer food to take home and put outside for them to eat. Children to think about what do the reindeers like to eat. Come up with ideas (Home)		and fascination s into early years settings. This helps them to develop their learning. CIL- During CIL have a selection of books out regarding interest of the children. Children to look at them and see what they can see. Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. CIL- Role Play (Outside)
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