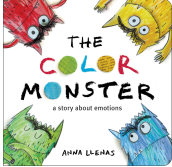
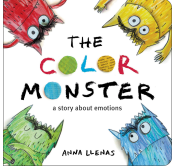
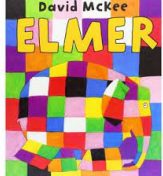

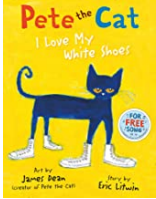

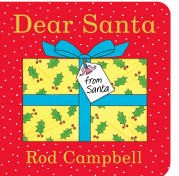
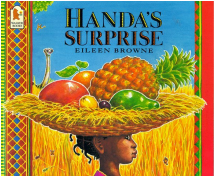

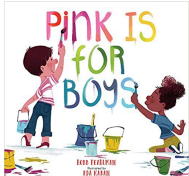
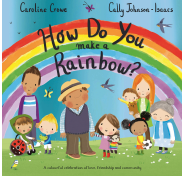


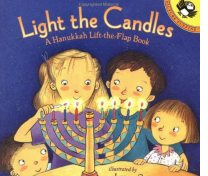


Oswald Road

Nursery Autumn 2 Medium term plan: Colours

Themes/Interests/Lines of Enquiry	The Colour Monster 30 <sup>st</sup> Oct - 3 <sup>rd</sup> Nov	The Colour Monster 6 <sup>th</sup> - 10 <sup>th</sup> Nov	Elmer 13 <sup>th</sup> - 17 <sup>th</sup> Nov	Elmer 20 <sup>th</sup> - 24 <sup>th</sup> Nov	Mix it up 27 <sup>th</sup> Nov - 1 <sup>st</sup> Dec	Little Robin Red Vest 4 <sup>th</sup> - 7 <sup>th</sup> Dec	Dear Santa 11 <sup>th</sup> – 15 <sup>th</sup> Dec
Quality Texts	The Colour Monster 	The Colour Monster 	Elmer colours 	Mix it up 	Pete's shoes 	Little Robin Red Vest 	Dear Santa 
Shared Read Texts	Handa's Surprise 	I am wearing a Poppy poem 	Pink is for Boys 	How do you make a rainbow 	I can sing a rainbow 	One By Kathryn Otoshi 	Light the candles 
Enrichment	Bonfire night 05/11	Phonics workshop for parents 6/11 Remembrance Sunday 12/11		Colour workshop 20/11 or 22/11 TBC		Hanukkah 15/12 Christmas performances: 5/12 at 1.44 - 2.45pm dress rehearsal 6/12 at 9.30-10.30am Show 1 7/12 at 1.45-2.45pm Show 2	Christmas
CL: Listening, attention and understanding / Speaking	Role Play – Home corner & shop/dressing up outfits people who help us.  Small World Play – Dolls House and family characters/Nursery rhyme prop	Role Play – Home corner/shop (enhancement – Birthday party props)  Small World Play – Dolls House and family characters	Role Play – Home corner (enhancement – Mouse house props)  Small World Play – Dolls House and family characters (enhancement – Mouse house props)	Role Play – Home corner (enhancement – Mouse house props)  Small World Play – Dolls House and family characters (enhancement – Mouse house props)	Role Play – Home corner (enhancement – Vegetables)  Small World Play – Farm for Harvest	Role Play – Home corner  Small World Play – Autumn animals	Role Play – Home corner (enhancement – Witches House)  Small World Play – Halloween
Personal, Social & Emotional Development	Class charter – Jigsaw Charter/Rights Respecting Articles  Behavioural expectations	Jigsaw 1: Being Me in My World – Who...Me?!  Self-identity	Jigsaw 1: Being Me in My World – How am I feeling today?  Understanding feelings	Jigsaw 1: Being Me in My World – Being at School  Being in a classroom	Jigsaw 1: Being Me in My World – Gentle Hands  Being gentle	Jigsaw 1: Being Me in My World – Our rights  Rights and responsibilities	Jigsaw 1: Being Me in My World - & Our Responsibilities  Rights and responsibilities

[illegible]

<b>Literacy</b>	<p>Foundations for phonics – high quality stories and poems, range of nursery/action rhymes, attention to high quality language with children Activities that develop focused listening and attention –</p> <p>Recap –</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> </ul> <p>Introduce –</p> <ul style="list-style-type: none"> <li>• Recognising words with same initial sounds</li> <li>• Spotting and suggesting rhymes</li> </ul>	<p>Foundations for phonics – high quality stories and poems, range of nursery/action rhymes, attention to high quality language with children Activities that develop focused listening and attention –</p> <p>Recap –</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> </ul> <p>Introduce –</p> <ul style="list-style-type: none"> <li>• Recognising words with same initial sounds</li> <li>• Spotting and suggesting rhymes</li> </ul>	<p>Foundations for phonics – high quality stories and poems, range of nursery/action rhymes, attention to high quality language with children Activities that develop focused listening and attention –</p> <p>Recap –</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> </ul> <p>Introduce –</p> <ul style="list-style-type: none"> <li>• Recognising words with same initial sounds</li> <li>• Spotting and suggesting rhymes</li> </ul>	<p>Foundations for phonics – high quality stories and poems, range of nursery/action rhymes, attention to high quality language with children Activities that develop focused listening and attention –</p> <p>Recap –</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> </ul> <p>Introduce –</p> <ul style="list-style-type: none"> <li>• Recognising words with same initial sounds</li> <li>• Spotting and suggesting rhymes</li> </ul>	<p>Foundations for phonics – high quality stories and poems, range of nursery/action rhymes, attention to high quality language with children Activities that develop focused listening and attention –</p> <p>Recap –</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> </ul> <p>Introduce –</p> <ul style="list-style-type: none"> <li>• Recognising words with same initial sounds</li> <li>• Spotting and suggesting rhymes</li> </ul>	<p>Foundations for phonics – high quality stories and poems, range of nursery/action rhymes, attention to high quality language with children Activities that develop focused listening and attention –</p> <p>Recap –</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> </ul> <p>Introduce –</p> <ul style="list-style-type: none"> <li>• Recognising words with same initial sounds</li> <li>• Spotting and suggesting rhymes</li> </ul>	<p>Foundations for phonics – high quality stories and poems, range of nursery/action rhymes, attention to high quality language with children Activities that develop focused listening and attention –</p> <p>Recap –</p> <ul style="list-style-type: none"> <li>• Environmental sounds</li> <li>• Body percussion</li> <li>• Voice sounds</li> <li>• Instrumental sounds</li> <li>• Clapping and counting syllables</li> </ul> <p>Introduce –</p> <ul style="list-style-type: none"> <li>• Recognising words with same initial sounds</li> <li>• Spotting and suggesting rhymes</li> </ul>
	Trace/copy own names, mark-making – focused group time sessions. Introduce morning names. Mark-making to music.	Trace/copy own names, mark-making – focused group time sessions. Introduce morning names. Mark-making to music.	Trace/copy own names, mark-making – focused group time sessions. Introduce morning names. Mark-making to music.	Trace/copy own names, mark-making – focused group time sessions. Introduce morning names. Mark-making to music.	Trace/copy own names, mark-making – focused group time sessions. Introduce morning names. Mark-making to music.	Trace/copy own names, mark-making – focused group time sessions. Introduce morning names. Mark-making to music.	Trace/copy own names, mark-making – focused group time sessions. Introduce morning names. Mark-making to music.
	Story times – whole class and small group – encouraging conversations about stories and naming parts of the book.	Story times – whole class and small group – encouraging conversations about stories and naming parts of the book.	Story times – whole class and small group – encouraging conversations about stories and naming parts of the book.	Story times – whole class and small group – encouraging conversations about stories and naming parts of the book.	Story times – whole class and small group – encouraging conversations about stories and naming parts of the book.	Story times – whole class and small group – encouraging conversations about stories and naming parts of the book.	Story times – whole class and small group – encouraging conversations about stories and naming parts of the book.
	Sharing poems and rhymes.	Sharing poems and rhymes.	Sharing poems and rhymes.	Sharing poems and rhymes.	Sharing poems and rhymes.	Sharing poems and rhymes.	Sharing poems and rhymes.
	Shared read – high quality text.	Shared read – high quality text.	Shared read – high quality text.	Shared read – high quality text.	Shared read – high quality text.	Shared read – high quality text.	Shared read – high quality text.
	Sending story books home to share with parents/carers.	Sending story books home to share with parents/carers.	Sending story books home to share with parents/carers.	Sending story books home to share with parents/carers.	Sending story books home to share with parents/carers.	Sending story books home to share with parents/carers.	Sending story books home to share with parents/carers.
<b>Mathematics</b>	<p>Number 1 – Subitising: Children learn to recognise when there is 1 object in a set and how to show 1 on their fingers.</p>	<p>Number 2 – Subitising Dice Patterns: Children will learn to recognise 2 dots, like they see on a dice, without counting them.</p>	<p>Number 2 – Counting - Say One Number for Each Item: Children practise counting 2 objects by touching them or pointing to them as they '1...2'.</p>	<p>Colour AB Patterns: Children describe AB patterns from 2 different colours and predict what will come next in the pattern</p>	<p>Fix My Pattern (AB Patterns): Children describe ABC patterns made from 3 different colours and predict what will come next</p>	<p>Consolidation – Sorting and Matching</p>	<p>Consolidation – Sorting and Matching</p>
	<p>Number 1 – Counting: Children practise counting 1 object by touching them and saying '1'</p>	<p>Number 2 – Subitising Different Patterns: Children will continue to recognise 2 objects without counting, this time in different arrangements.</p>	<p>Number 2 – Link Numeral and Amounts: Children are introduced to the numeral 2 and link the numeral to amounts that show 2.</p>	<p>Extend AB Patterns – Outdoor Objects: Children explore creating, describing and continuing AB patterns with natural objects.</p>	<p>Extend ABC Colour Patterns: Children sort objects that are 2 or 3 different colours.</p>	<p>Consolidation - Counting</p>	<p>Consolidation - Counting</p>
	<p>Number 1 – Numeral Matching: Children are introduced to the numeral 1 and match the numeral to amounts that show 1.</p>	<p>Number 2 – Subitising Different Sizes and Patterns: Children will learn to recognise when there are 2 dots, even if they are different sizes.</p>	<p>Number 2 – Link Numeral and Amounts: Children look at different fonts and images of number 2 and match them to the correct amount.</p>	<p>Extend AB Patterns – Movement: In this lesson, children will continue AB patterns using movement of their body.</p>	<p>Outdoor ABC Patterns: Children explore creating, describing and continuing ABC patterns with natural</p>	<p>Consolidation - Pattern</p>	<p>Consolidation - Pattern</p>

<b>Understanding the world: Past and present</b>		Poppy day		Children sequence events that have happened to them and identify members of their family. Children talk about their families and why they are important.			
<b>Understanding of the World: People, Culture &amp; Communities</b>	RE: What makes people special? Christianity, Judaism Lesson 1: Families	RE: What makes people special? Christianity, Judaism Lesson 2: Friends	RE: What makes people special? Christianity, Judaism Lesson 3: Role models	RE: What makes people special? Christianity, Judaism Lesson 4: Jesus	RE: What makes people special? Christianity, Judaism Lesson 5: Jesus contd Harvest festival (Christianity)	RE: What makes people special? Christianity, Judaism Lesson 6: Moses	Halloween
<b>Understanding of the World: World</b>	Investigation area	Science: Physics – Light eg torches bonfire night  Investigation area	Investigation area	Investigation area	Investigation area	Investigation area	Investigation area
<b>Understanding the World: Technology</b>	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard Beebots	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard	Technology Area Ipads Interactive whiteboard
<b>Expressive Art &amp; Design</b>	Music: This is me This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.  Junk modelling Art: Drawing and painting Colour Monster	Music: This is me This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.  Art: Drawing and painting Colour Monster	Music: This is me This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.  Art: Collaging Elmers	Music: This is me This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.  Art: Colour mixing Xmas show props	Music: This is me This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.  Art: Drawing and painting Pete	Music: This is me This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.  Art: Christmas cards, peg angels and wreaths	Music: This is me This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.  DT: Food - Reindeer food