


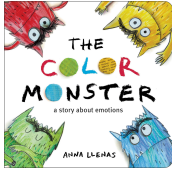


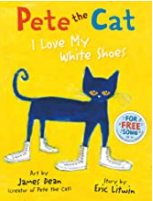
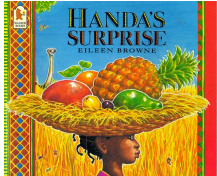
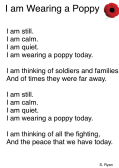
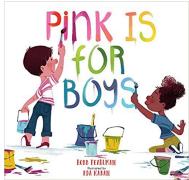
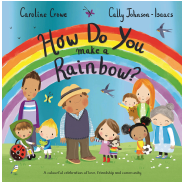


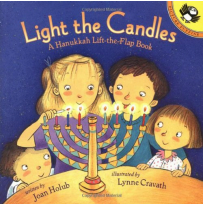


Oswald Road

Nursery Autumn 2 Medium term plan: Colours

Themes/Interests/Lines of Enquiry	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Quality Texts</b>	Pathways – Festivals by Jane Bingham 	Pathways - Festivals by Jane Bingham 	Pathways - Festivals by Jane Bingham 	The Colour Monster by Anna Llenas 	Mix it up by Herve Tullet 	Little Robin Red Vest by Jan Fearnley 	Pete the Cat by Eric Litwin 
<b>Shared Read Texts</b>	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 
<b>Enrichment</b>		Bonfire night Tuesday 5 <sup>th</sup> November  Remembrance Sunday 10 <sup>th</sup> November		Colour workshop – Wednesday 20 <sup>th</sup> November AM			Christmas Hanukkah 25 <sup>th</sup> December – 2 <sup>nd</sup> January
<b>CL: Listening, attention and understanding / Speaking</b>	Role Play – Paint shop for decorating	Role Play – Paint shop for decorating	Role Play – Paint shop for decorating	Role Play – Paint shop for decorating	Role Play – Paint shop for decorating	Role Play – Paint shop for decorating	Role Play – Paint shop for decorating
<b>Personal, Social &amp; Emotional Development</b>	Celebrating Difference – What am I good at?  Ralphie Right	Celebrating Difference – I'm special I'm me  Ralphie Right	Celebrating Difference – Families  Ralphie Right	Celebrating Difference – Houses and Homes  Ralphie Right	Celebrating Difference – Making friends  Ralphie Right	Celebrating Difference – Standing up for yourself  Ralphie Right	

[illegible]

<b>Literacy</b>	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 – Recap – • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables Introduce – • Recognising words with same initial sounds • Spotting and suggesting rhymes	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 – Recap – • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables Introduce – • Recognising words with same initial sounds • Spotting and suggesting rhymes	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 – Recap – • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables Introduce – • Recognising words with same initial sounds • Spotting and suggesting rhymes	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 – Recap – • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables Introduce – • Recognising words with same initial sounds • Spotting and suggesting rhymes	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 – Recap – • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables Introduce – • Recognising words with same initial sounds • Spotting and suggesting rhymes	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 – Recap – • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables Introduce – • Recognising words with same initial sounds • Spotting and suggesting rhymes	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 – Recap – • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables Introduce – • Recognising words with same initial sounds • Spotting and suggesting rhymes
	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>	Number 1	Number 2	Number 2	pattern	fix my pattern	Consolidation activities.	Consolidation activities.
	subitising	subitising dice pattern	counting	extend AB colour patterns	extend ABC colour patterns		
	counting	subitising-random pattern	numeral	extend AB outdoor patterns	extend ABC outdoor patterns		
	numeral	subitising- different sizes		AB movement patterns			
<b>Understanding the world: Past and present</b>		Poppy day  Guy Fawkes					Christmas Hannukah

<b>Understanding of the World: People, Culture &amp; Communities</b>	<p>RE: What makes people special? Christianity, Judaism Lesson 1: Families</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>RE: What makes people special? Christianity, Judaism Lesson 2: Friends</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>RE: What makes people special? Christianity, Judaism Lesson 3: Role models</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>RE: What makes people special? Christianity, Judaism Lesson 4: Jesus</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>RE: What makes people special? Christianity, Judaism Lesson 5: Jesus contd Harvest festival (Christianity)</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>RE: What makes people special? Christianity, Judaism Lesson 6: Moses</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Halloween</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
<b>Understanding of the World: World</b>	<p>Investigation area</p> <p>Explore collections of materials with similar and/or different properties.</p>	<p>Science: Physics – Light eg torches bonfire night</p> <p>Investigation area Explore collections of materials with similar and/or different properties.</p>	<p>Investigation area Explore collections of materials with similar and/or different properties.</p>	<p>Investigation area Explore collections of materials with similar and/or different properties.</p>	<p>Investigation area Explore collections of materials with similar and/or different properties.</p>	<p>Investigation area Explore collections of materials with similar and/or different properties.</p>	<p>Investigation area Explore collections of materials with similar and/or different properties.</p>
<b>Understanding the World: Technology</b>	<p>Technology Area Ipads Interactive whiteboard</p>	<p>Technology Area Ipads Interactive whiteboard</p>	<p>Technology Area Ipads Interactive whiteboard</p>	<p>Technology Area Ipads Interactive whiteboard</p>	<p>Technology Area Ipads Interactive whiteboard</p>	<p>Technology Area Ipads Interactive whiteboard</p>	<p>Technology Area Ipads Interactive whiteboard</p>
<b>Expressive Art &amp; Design</b>	<p>Music: Travel and movement This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let's see where our imaginations take us! In this unit, we'll be using:</p> <p>Creative workshop: CP</p>	<p>Music: Travel and movement This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let's see where our imaginations take us! In this unit, we'll be using:</p> <p>Art: Bonfire pictures and transient art poppy's</p>	<p>Music: Travel and movement This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let's see where our imaginations take us! In this unit, we'll be using:</p> <p>Creative workshop: CP</p>	<p>Music: Travel and movement This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let's see where our imaginations take us! In this unit, we'll be using:</p> <p>Art: Drawing and painting colour monster using different media.</p>	<p>Music: Travel and movement This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let's see where our imaginations take us! In this unit, we'll be using:</p> <p>Art: Colour mixing</p>	<p>Music: Travel and movement This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let's see where our imaginations take us! In this unit, we'll be using:</p> <p>Art: Christmas cards, peg angels and wreaths</p>	<p>Music: Travel and movement This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let's see where our imaginations take us! In this unit, we'll be using:</p> <p>DT: Food - Reindeer food</p> <p>Art: Pete the cat – coloured footprints.</p>



<b>ELS Phonics</b>	<p>Environmental sounds:</p> <ul style="list-style-type: none"><li>• To develop children’s listening skills and awareness of sounds within the environment.</li><li>• Further development of vocabulary and children’s identification and recollection of differences between sounds.</li><li>• To make up simple sentences and talk in greater detail about sounds.</li></ul> <p>Instrumental sounds:</p> <ul style="list-style-type: none"><li>• To experience and develop awareness of sounds made with instruments and noise makers.</li><li>• To listen to and appreciate the difference between sounds made with instruments.</li><li>• To use a wide vocabulary to talk about the sounds instruments make.</li></ul>	<p>Body percussion sounds:</p> <ul style="list-style-type: none"><li>• To develop awareness of sounds and rhythms.</li><li>• To distinguish between sounds and to remember patterns of sound.</li><li>• To talk about sounds we make with our bodies and what the sounds mean.</li></ul> <p>Rhythm and rhyme:</p> <ul style="list-style-type: none"><li>• To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech.</li><li>• To increase awareness of words that rhyme and to develop knowledge about rhyme.</li><li>• To talk about words that rhyme and to produce rhyming words</li></ul>	<p>Rhythm and rhyme:</p> <ul style="list-style-type: none"><li>• To experience and appreciate rhythm and rhyme and to develop awareness of rhythm and rhyme in speech.</li><li>• To increase awareness of words that rhyme and to develop knowledge about rhyme.</li><li>• To talk about words that rhyme and to produce rhyming words.</li></ul>	<p>Alliteration:</p> <ul style="list-style-type: none"><li>• To develop understanding of alliteration.</li><li>• To listen to sounds at the beginning of words and hear the differences between them.</li><li>• To explore how different sounds are articulated and extend understanding of alliteration.</li></ul>	<p>Alliteration:</p> <ul style="list-style-type: none"><li>• To develop understanding of alliteration.</li><li>• To listen to sounds at the beginning of words and hear the differences between them.</li><li>• To explore how different sounds are articulated and extend understanding of alliteration.</li></ul> <p>Voice sounds:</p> <ul style="list-style-type: none"><li>• To distinguish between the differences in vocal sounds, including oral blending and segmenting.</li><li>• To explore speech sounds.</li><li>• To talk about the different sounds that we can make with our voices.</li></ul>	<p>Oral blending:</p> <ul style="list-style-type: none"><li>• To develop oral blending and segmenting of sounds and words.</li><li>• To listen to phonemes within words and to remember them in the order in which they occur.</li><li>• To talk about the different phonemes that make up words</li></ul>	<p>Oral blending:</p> <ul style="list-style-type: none"><li>• To develop oral blending and segmenting of sounds and words.</li><li>• To listen to phonemes within words and to remember them in the order in which they occur.</li><li>• To talk about the different phonemes that make up words</li></ul>
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