Nursery Planning Autumn 1 Week 3 W/B 28.09.26

Nursery Theme: Land of the Nursery Rhymes (week 2)				
Carpet Session Planning- Topic Development Matters- 3- and 4-year-olds- Learn new rhymes and begin to develop a repertoire of songs Join in with actions				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
Input Session Plan **LI: To look, listen and join in with familiar nursery rhymes** Focus Nursery Rhyme: Incy Wincy Spider **Hook-** Spider puppet **I do-** Sing song with actions **We do**- Pupils to join in with repeated refrains and actions **You do**- Pause and encourage pupils to fill in the missing word **Key vocabulary-** incy, wincy, spider, climbed, spout **Storytime:** Incy Winsy Spider by Keith Chapman	**Input Session Plan** **LI: To look, listen and join in with familiar nursery rhymes** Focus Nursery Rhyme: 3 Blind Mice **Hook-** Material to cover eyes **I do-** Sing song with actions and explain story of what happened to the three blind mice **We do**- Pupils to join in with repeated refrains and actions **You do**- Pause and encourage pupils to fill in the missing word **Key vocabulary-** blind, mice, farmer, wife, carving knife **Storytime:** Maisy Mouse by Lucy Cousins		**Input Session Plan** **LI: To look, listen and join in with familiar nursery rhymes** Focus Nursery Rhyme: Miss Polly had a dolly **Hook-** dolly and doctors set **I do-** Sing song with actions and explain the story of what happened to Miss Polly **We do**- Pupils to join in with repeated refrains and actions **You do**- Pause and encourage pupils to fill in the missing word **Key vocabulary-** dolly, sick, doctor, pill, bill **Storytime:** We're Going to the Doctor by Marion Cocklico	
Adult directed activity: **LI: To develop scissor control by using scissors safely to snip and cut paper.** Children make an Incy Wincy Spider by snipping/cutting strips of paper to create the spider's legs and sticking them onto a spider body.	Adult directed activity: **LI: To develop fine motor skills by using glue and manipulating paper to make a mouse.** Children are given a pre-cut coloured paper triangle as the mouse's body. They choose and stick on two paper ears, a paper		Adult directed activity: **LI: To use props to act out and retell a familiar nursery rhyme.** Children to take turns being Miss Polly, the doctor and the patient, using the props to act out the rhyme. Encourage them to use the language from the rhyme and add their own ideas.	

	nose, eyes and a piece of wool for the tail to create a flat mouse.			

Carpet Session Planning- Maths

Focus: Comparison 1- More than, Fewer than, Same

Development Matters – 3 and 4-year-olds – Compare quantities using language: 'more than', 'fewer than'.

Monday	Tuesday	Wednesday	Thursday	Friday
		Input Session Plan **LI: To make and compare collections of objects, noticing which has more and which has fewer.** **Hook-** Button Hunt- "Oh no! My buttons have escaped! Can you help me find them?" **I do-** "I have found lots of pink buttons. I have only found a few blue buttons. I am going to put the pink buttons together and the blue buttons together." Model comparing the collections by looking at the piles: "This pile looks bigger. This pile has more. This pile has fewer." Use the language more, fewer, large collection, small collection. **We do-** Explore Together Invite children to help find some buttons. Add them to the correct coloured pile. Ask: "Where should this button go?" "Which pile has more?"		**Input Session Plan** **LI: To make two collections that look the same.** **Hook-** Show the children two hoops containing conkers. Make one collection obviously larger than the other. Say: "Hmm… I don't think these two hoops look the same. Can we make them look the same?" **I do-** Place a few conkers into each hoop, deliberately making one collection look bigger. Think aloud: "I'm looking carefully. This hoop looks like it has more. I need to make my collections look the same." Move or add conkers until the two collections look roughly the same size. Emphasise: "I haven't counted them. I looked carefully with my eyes to see if they looked the same." We do- Create two collections together. Ask:

		"Which pile has fewer?" "How do you know?"		"Do these look the same?" "Which one looks bigger?" "What could we do to make them look the same?" "Do we need to add some or take some away?" Encourage children to estimate and compare visually, rather than counting.
Sentence stems • I made a collection of _____. • There are a lot of _____. • There are only a few _____. • They look the same because… Key questions • What have you collected? • Which has more? • Which has fewer? • Which is the largest collection? • Which is the smallest collection? • What has changed? • Do they look the same?				
		Adult directed activity: **LI: To compare two collections and say which has more and which has fewer.** Hide a selection red and blue counters around the room, ensuring there are more than twice as many of one colour. Children work in a small group to: Hunt for the hidden counters. Bring them back to the carpet/table. Sort them into two coloured collections. Look at and compare the collections. Talk about which collection has more and which has fewer. **Adult prompts:** "Tell me about your collections." "Which collection has more?" "Which has fewer?"		Adult directed activity: **LI:** To make two collections that look the same. Give each child/pair two hoops and a collection of identical objects, such as conkers, large buttons or wooden blocks. Ask them to: Put some objects into each hoop. Look carefully at the two collections. Decide whether they look the same. Add or remove objects to make the collections look roughly the same. Explain how they know the collections look the same. **Adult prompts:** "Look carefully. Do they look the same?" "Which collection looks bigger?" "What could you change?"

		"Can you show me the collection with more?" "How could we check?"		"Can you make them look the same?" "How did you know?"

Provision Planning

Enhanced Provision:

How is environment inside and outside going to be enhanced linked to current theme / children's interests?

Communication and Language

Inside

Create a "Nursery Rhyme Investigation Station"
Put out:
Books + puppets + props + picture cards + mark-making materials + musical instruments

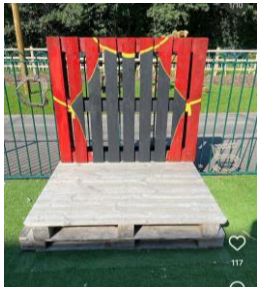




Development Matters focus: Learn new rhymes and begin to develop a repertoire of songs , join in with actions , fill in some missing words

Outside

Nursery rhyme prompt cards and musical instruments in the stage area



Development Matters focus: Learn new rhymes and begin to develop a repertoire of songs , join in with actions , fill in some missing words

Physical Development

Inside

Incy Wincy Playdough: Provide black playdough, googly eyes, and cut-up pipe cleaners. Children pinch and roll the dough to make spiders and push the pipe-cleaner legs in. (Monday)

Development Matters focus: Fine Motor Skills – Strengthening small muscles, hand-eye coordination, and scissor/pinch grips.



(Monday)

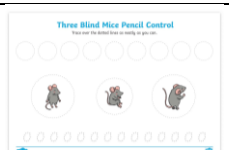
Twinkl- Pencil control sheets- follow the path as the mice run away (Tuesday- mark making area)

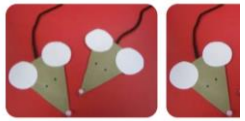
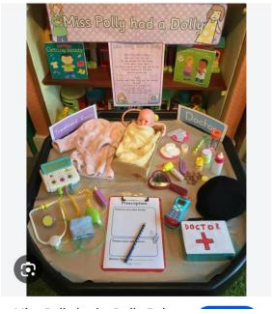
Outside

Chase Game: Play a physical warm-up game where children act as mice with ribbons tucked into their shorts, and designated "farmer's wives" try to gently grab the tails on command (Tuesday)

Development Matters focus: Choose to move in a range of ways, moving safely in a space."

Movement and Action: March on the spot, run, or move at different speeds (fast and slow) while singing the rhyme to explore rhythm and body coordination (continuous)

		 Playdough- mice with google eyes and pipe cleaners (Tuesday) Ribbon Tails & Scissors: Give children playdough "mice" with wool or ribbon tails to snipe and cut using safety scissors. (Wednesday) Use tweezers to sort "pill" pom-poms (Thursday) *Development Matters focus: Use one-handed tools and equipment.*	
Literacy		**Mathematics**	
Inside Create a Nursery Rhyme book with adult directed activities for pupils to take home Book corner- Nursery rhyme themed books (Project Loan box) Place 3 toy mice, a small farmhouse, and fabric strips so children can independently experiment and recreate the narrative structure during free-flow play. (Tuesday)	**Outside** Mark making with paint and chalk- focus on up/down strokes and round and round *Development Matters focus: Physical Development- Develop manipulation and control. Explore different materials and tools.*	**Inside** "More or Fewer?" Set up a small investigation table with: 2 hoops or trays A basket of identical objects Two teddy bears A visual prompt showing LOTS / FEW Vocabulary cards: more – fewer – lots – few – same Children can independently make two collections and then tell an adult or friend: “This has more.” “This has fewer.” (From Wednesday) Friday- add LOOK → COMPARE → MAKE THE SAME	**Outside** Water/Sand: Full/few containers: Provide different-sized containers and objects to fill them. Talk about which container has more/fewer objects. (Continuous Provision) Collection hunt: Provide two hoops and encourage children to collect natural objects such as leaves, sticks or stones. Make one collection larger than the other and compare. (Wednesday) Place two hoops outside with a basket of natural objects. Children collect **leaves, stones or conkers** and make the two collections look the same. (Friday)

		Development Matters – 3 and 4-year-olds – Compare quantities using language: 'more than', 'fewer than'.	*Development Matters – 3 and 4-year-olds – Compare quantities using language: 'more than', 'fewer than'.*
Personal, Social, Emotional Development		**Expressive Arts and Design**	
Inside Role-Play tuff spot (Thursday onwards) Collaborative doctor's surgery play. Children take turns being the doctor, Miss Polly, or caring for the sick dollies together. Adult Role: Scaffold empathy and comfort. "The dolly looks sad. How can we make her feel safe and happy?" *Development Matters focus: Develop appropriate ways of coping with varied emotions. Play with one or more children.* Use doll-washing and feeding activities in a care-themed area to build self-help awareness and social-emotional skills. *Development Matters focus: Independence and Self-Hygiene*	**Outside**	**Inside** Spiderweb Foil Prints (Incy Wincy): Children use plastic forks or crumpled foil dipped in silver paint to drag outward radial lines across dark paper, building a shimmering spiderweb pattern. *Development Matters focus: Exploring different tools and paint application techniques to create varied visual effects.* *Tuesday- Adult Directed activity:*  Thursday- Adult Directed activity: 	**Outside**

		 (Friday)- create own stethoscope	
The World		**Just for fun!**	
Inside Dialling 999 & Emergency Talk Using old or toy phones to practice dialling 999, describing the problem, and understanding who to call when someone is ill., • Adult Role: Talk about real-world helpers. "The doctor writes a note to help us remember. Who helps you feel better at home?" • Vocabulary: Emergency, operator, telephone, hospital, nurse, uniform.  *Development Matter focus: Show interest in different occupations, Explore how things work*	**Outside** Carried forward from WB 21.09.26 - Humpty's Wall Crash (Humpty Dumpty): Children drop raw eggs (safely sealed inside clear zip-lock bags) or hard-boiled eggs from the top of their block walls onto different seasonal floor surfaces like soft moss, dry leaves, or concrete. (Wednesday- tuff spot with construction bricks set up) *Development Matters focus: Exploring structural forces, properties of materials, and making simple predictions based on observations.*	**Inside**	**Outside** Cornflour gloop with sticks for mark making