EDWARD PAULING Primary School
learning to succeed together

Nursery Theme: Land of the Nursery Rhymes (week 3)

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: The Wheels on the Bus **Hook-** **I do-** Sing song with actions. Focus on babies, doors, horn. Explain that the bus continues the journey all day long-even when it reaches the other end. **We do**- Pupils to join in with repeated refrains and actions. **You do**- Pause and encourage pupils to fill in the missing words. **Key vocabulary-** Bus, wheels, day **Storytime:** Don't Let the Pigeon Drive the Bus by Mo Willems	**Input Session Plan** **LI: To look, listen and join in with familiar nursery rhymes** Focus Nursery Rhyme: Row, Row, Row your Boat **Hook-** **I do-** Sing song with actions in partners-model how to row together **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-** Row, boat, stream **Storytime:** Mr Grumpy's Outing by John Burningham		**Input Session Plan** **LI: To look, listen and join in with familiar nursery rhymes** Focus Nursery Rhyme: Old MacDonald Had a Farm **Hook-** **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 animal noises . **Key vocabulary-** Farm, cow, horse, duck **Storytime:** Click Clack Moo: Cows That Type by Doreen Cronin.	
Adult directed activity: **LI: To use different materials and shapes to design and create a model bus**	Adult directed activity: **LI: To develop fine-motor skills by cutting, sticking and decorating a paper boat, then explore whether it will float in water.** Fine-motor activity: make paper boats, use scissors, glue and mark-		Adult directed activity: **LI: To match animals to where they live and what they eat.** Discuss where different animals live and what they eat. Matching activity	

Children to create their own bus. Junk modelling buses- large box, milk caps, pre-cut shapes [squares/rectangles]	making materials. Then test them in the water tray.		Children to match pre prepared animal cards to their homes and what they eat.	

Carpet Session Planning- Maths

Focus: Shape, Space and Measure 1- Explore and build with shapes and objects

Development Matters – 3 and 4-year-olds – Talk about and explore 2D and 3D shapes.

Monday	Tuesday	Wednesday	Thursday	Friday
		Input Session Plan **LI: To begin to compare and describe objects using the language of size.** **Hook –** Read Big and Small by Elizabeth Bennett. Pause throughout the story to discuss the differences between objects and characters. Encourage children to identify what is big and what is small. Introduce two contrasting construction blocks (one large and one small). Use a toy character, such as a teddy, to create a simple problem: "Teddy wants to build a big tower, but he has picked up a tiny block. Can we help him find a bigger one?"		**Input Session Plan** **LI: To compare and describe objects by their shape and size.** **Hook** –Read Whatever Next! by Jill Murphy. Discuss Baby Bear's journey to the moon and the objects he uses for his adventure. Introduce a space-themed challenge: "We need to build a rocket to travel to the moon! What objects could we find in Nursery to help us?" Show children a selection of objects, such as cardboard tubes, boxes, construction bricks and circular lids. Encourage them to notice differences in shape and size. Use questions such as: "Can you find something big?" "Which object is smaller?"

		I do – Model selecting and comparing two blocks of different sizes. Use clear mathematical language, emphasising 'big', 'bigger', 'small' and 'smaller'. Demonstrate placing two blocks side by side to compare their size, thinking aloud: "This block is big." "This block is even bigger." "This one is smaller." "I wonder which block would make the biggest tower?" Model sorting a small selection of blocks into big and small groups, explaining your choices. **We do –** Invite children to help you select blocks to build a big tower and a small tower. Encourage children to compare blocks and make choices, using questions such as: "Can you find me a bigger block?" "Which one is smaller?" "Can you find a block that is bigger than this one?" "How do you know this one is bigger?" Support children to use the mathematical vocabulary through repetition, gestures and adult modelling.		"Can you find something long and thin?" "What shape is this?" "What could we use to make the rocket's windows?" **I do –** Model exploring the learning environment to find suitable objects for the rocket. Think aloud as you select resources: "I need a big box to make the body of my rocket." "This tube is long and thin. I could use it for the rocket's boosters." "I have found a small circular lid. It could be a window." "This box is bigger than the other one." "I will collect these objects and carry them to the construction area." Model comparing two objects side by side, using mathematical vocabulary to describe their differences. **We do –** Invite children to help find and collect objects to build a rocket together. Encourage children to explore the provision, selecting objects based on their shape and size. Use prompts such as: "Can you find a bigger box?" "Which tube is longer?" "Can you find something round?" "Which object is smaller?"

				"Could we use this shape for part of our rocket?" "What else do we need?" "Where shall we take our objects?"
Sentence stems • I have chosen this shape/object because … • I need this _____ for my … • I am using … • This _____ is big/small. Key questions • What have you collected? • What are you using? • Do you think this will fit? • Can you find something bigger?				
		Adult directed activity: **LI: To begin to compare and describe objects using the language of size.** Children explore the construction area, selecting and comparing different-sized blocks to build structures. Adults observe, model and extend mathematical language through interactions, encouraging children to notice and describe differences in size.		Adult directed activity: **LI: To compare and describe objects using mathematical language linked to shape and size.** Children independently explore the wider provision to find and collect resources for their own rocket or construction. Encourage children to select objects of different shapes and sizes, transport them to their chosen area and begin constructing. Adults observe and extend mathematical thinking through interactions, modelling comparative language and encouraging children to notice similarities and differences between objects.

Provision Planning

Enhanced Provision:

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

Monday *Tuesday* *Wednesday* *Thursday* *Friday*

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**

Play music and encourage children to move like different animals
Stomp like a cow
Crawl like a sheep
Flap like a chicken
Gallop like a horse
Waddle like a pig

Outside

Fine-motor activity: make paper boats, use scissors, glue and mark-making materials. Then test them in the water tray(Tuesday).



Development Matters focus: Match their developing physical skills to tasks and activities.

Nursery Planning Autumn 1 Week 4 W/B 05.10.26

Literacy		**Mathematics**	
Inside	**Outside**	**Inside**	**Outside**
Create a Nursery Rhyme book with adult directed activities for pupils to take home Book corner- Nursery rhyme themed books (Project Loan box) Display Whatever Next! alongside space-themed books, shape resources and rocket photographs to inspire mathematical discussion.  Introduce name recognition with picture for self-registration	Draw river on floor in chalk –focus on making different patterns and swirling shapes. *Development Matters focus: Mark making*	Small world in tuff spot-Add big and small animals, houses and furniture. Encourage children to match animals to appropriately sized homes. -  Add big and small animals, houses and furniture. Encourage children to match animals to appropriately sized homes. Provide baskets of mixed-sized objects for children to sort into big and small collections.	Provide large and small buckets, containers, crates and loose parts for filling, building and comparing.  Provide large and small buckets, containers, crates and loose parts for filling, building and comparing. Provide a range of large and small blocks, encouraging children to build big and small towers, houses or enclosures.  Space shape hunt: Hide large and small shapes around the outdoor area for children to find, collect and compare. *Development Matters links (3–4 years)*

		 *Development Matters links (3–4 years)* *Compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'*	*Compare sizes, weights etc. using gesture and language – 'bigger/little/smaller', 'high/low', 'tall', 'heavy'*

Personal, Social, Emotional Development		Expressive Arts and Design	
Inside	**Outside**	**Inside**	**Outside**
Sharing and turn taking using the dolls pushchair- 3 minute time introduced	Small World toys set up like a farm on tough tray with mud and straw. Sensory play.	Junk modelling buses- large box, milk caps, pre-cut shapes [squares/rectangles] Shape printing: Provide different-sized cardboard tubes and circular objects for children to explore circular prints. Rocket collage: Provide large and small pre-cut circles, triangles and rectangles. Encourage children to select shapes for different parts of their rocket.	

		 Provide large and small cardboard boxes, tubes, cylinders, blocks and circular lids. Encourage children to select different shapes and sizes to build rockets. *Development Matters: Talk about and explore 2D and 3D shapes using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.*	
The World		**Just for fun!**	
Inside Discuss where different animals live and what they eat. Matching activity? *Development Matters focus: Begin to understand the need to respect and care for the natural environment and living things.*	**Outside**	**Inside** Props to look after babies in the home role play area- clothes to change the babies, bottles to feed the babies, nappies to change the babies Change layout of the home role play area to promote conversation whilst pretending to cook.	**Outside** Hospital role play area- children have enjoyed the Miss Polly tuff spot. Extend into a role play area.

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