Nursery Planning Autumn 1 Week 4 W/B 12.10.26

Nursery Theme: Land of the Nursery Rhymes (week 5)				
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: Finger Family **Hook-** Image of finger family **I do-** Sing song with actions. Support children with identifying different fingers. **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-** Daddy, mummy, brother, sister, baby **Storytime:** The Family Book by Todd Parr	**Input Session Plan** **LI: To look, listen and join in with familiar nursery rhymes** Focus Nursery Rhyme: Grand Old Duke of York **Hook-** Image of Beefeater solider **I do-** Sing song with actions focussing on gross motor movements marching, crouching and standing. **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-** Ten thousand, halfway up, march **Storytime:** Oi Frog by Kes Gray		**Input Session Plan** **LI: To look, listen and join in with familiar nursery rhymes** Focus Nursery Rhyme: Jack and Jill. **Hook-** Bucket of water and stick puppets **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 words. **Key vocabulary-** Pail, crown **Storytime:** We're Going on a Bear Hunt by Michael Rosen	
Adult directed activity: **LI: To notice similarities and differences between families.**	Adult directed activity: **LI: To use music, movement and materials to express ideas.** Make and decorate flags to use whilst marching.		Adult directed activity: **LI: To develop confidence, cooperation and turn-taking.** Role-play Jack and Jill fetching water. Encourage children to take turns and work together.	

Talk about different families and look at photographs/pictures of families.				

Carpet Session Planning- Maths

Focus: Pattern 1- Explore repeats

Development Matters – Birth to three – Notice patterns and arrange things in patterns.

Monday	Tuesday	Wednesday	Thursday	Friday
		Input Session Plan **LI: To notice and join in with repeated patterns in stories and songs.** **Hook-** Construction Vehicle Read Dig Dig Digging by Margaret Mayo. Emphasise the repeated refrains and encourage children to join in. Pause before the repeated phrase and allow children to predict what comes next. **I do-** Model listening carefully and joining in with the repeated refrain. "I heard the same words again. I know what is coming next!" **We do-** Join in with the repeated refrain together. Pause at different points and encourage children to complete the repeated phrase. **You do (in provision)-** Children join in independently with		**Input Session Plan** **LI: To make and talk about a repeating pattern using objects.** **Hook-** Provide a range of objects such as blocks, natural objects, vehicles, shells or loose parts. Model making a simple AB pattern, for example: red block – blue block – red block – blue block Emphasise that the objects are repeated. Encourage children to identify what comes next and then create their own simple patterns. **I do-** "I am going to make a pattern. Red, blue, red, blue. I have used the red block again. What do you think comes next?" **We do-** Make a pattern together, with children helping to decide which object should come next. **You do (in provision)-** Children create their own simple repeating patterns using objects, printing

		familiar repeated sections and anticipate what comes next.		tools or blocks. Encourage them to use each object more than once.
Sentence stems: • Next, I will say… • I have used a _____ in my pattern. • I need this block because… • I have built a _____. Key questions • What will come next in the story/song? • What have you used to make your pattern? • What blocks will you use to build a _____? • What have you built with your blocks?				
		Adult directed activity: **LI: To join in with repeated patterns in stories and songs.**  **Reading area:** Add repetitive pattern stories, including Dig Dig Digging, alongside props. Encourage children to join in with repeated refrains.		Adult directed activity: **LI: To continue a simple repeating pattern.**  **Creative:** Provide paint, rollers, sponges and different objects for printing. Model simple AB patterns and encourage children to repeat their prints along a strip of paper.

EDWARD PAULING Primary School
learning to succeed together

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

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

Finger Family Playdough Tray
Add:

- Playdough
- Rolling pins
- Loose parts
- Buttons
- Googly eyes
- Craft sticks

Children create **finger people**, family members or houses.



Outside

Moonsand hill in tough tray with toy soldiers to march up and down.
Development Matter focus- Continue to develop their movement, balancing and coordination skills.

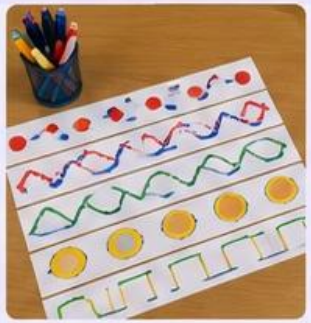
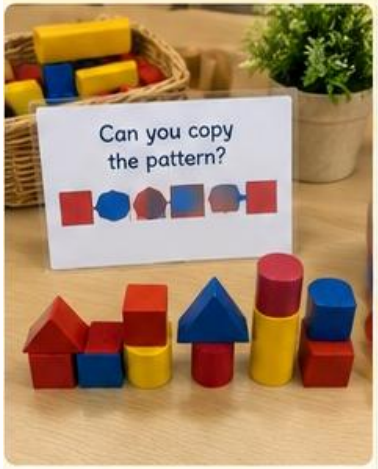
Create a mini obstacle course with a "hill". Children climb, balance, step over and crawl under obstacles.

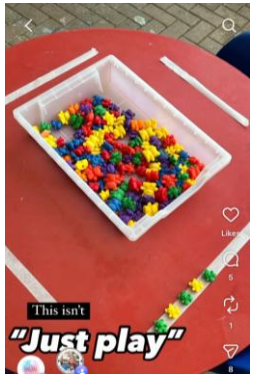
Development Matters focus: Continue to develop their movement, balancing and coordination skills.

develop a repertoire of songs , join in with actions , fill in some missing words		*Development Matters focus: Develop small-motor skills and explore different materials.* Finger actions to the song 'Finger family'. *Development Matters focus: Develop their small motor skills* March around the room, changing direction and speed. Move **up and down** a pretend hill. *Development Matters focus: Continue to develop their movement, balancing and coordination skills.* Fill the Bucket –Tough tray • Small buckets • Scoops • Spoons • Tongs • Pom-poms or small balls Children transfer objects into Jack and Jill's buckets. Also have Jack and Jill stick puppets. *Development Matters focus: Develop their small motor skills so that they can use a range of tools competently, safely and confidently.*	

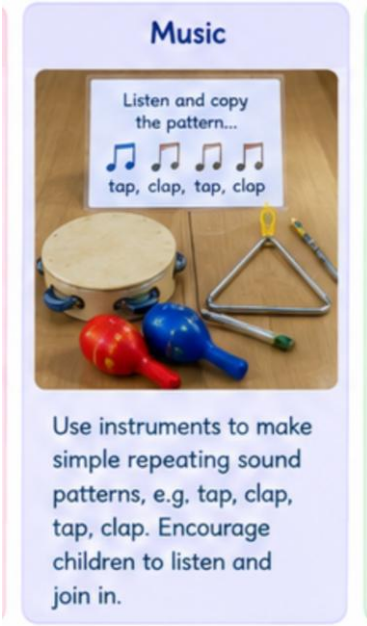
Literacy		**Mathematics**	
Inside Make marks on pretend family cards (cut and stick old birthday cards onto blank folded A5 cards)- creative table *Development Matters focus: Write some or all their name. Use some print and letter knowledge in early writing.* Continue to introduce name recognition with picture for self-registration. *Jack and Jill puppets and props to act out rhyme*	**Outside**	**Inside** 2D shape matching using big and small 2D shapes *Development Matters focus: Begins to use the language of size and shape*	**Outside**  Create large-scale patterns using natural objects such as leaves, sticks, stones and conkers. Encourage children to make a pattern along a line or pathway. **Water/messy play:** Provide two or three different containers, scoops or objects for children to make repeated sequences.

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Mark-making  Provide pattern strips for children to continue using lines, dots, circles and simple repeated marks. Wednesday		**Wednesday**  **Construction:** Provide a selection of coloured/wooden blocks. Add photos/cards showing simple repeating patterns for children to copy and extend. Encourage children to talk about what they have built.	Wednesday

		 (Friday) *Development Matters focus: Create and continue a simple repeating pattern*  *Thursday*	

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Personal, Social, Emotional Development		Expressive Arts and Design	
Inside	**Outside**	**Inside**	**Outside**
Talk about different families and look at photographs/pictures of families. *Development Matters focus: Talk about members of their immediate family and community.* Finger Family Home Create a family home in the tough tray using: • Small-world people • Dolls • Furniture • Houses • Cars • Family photographs/pictures Encourage children to act out family routines and talk about who lives in the house. *Development Matters focus:* Talk about members of their immediate family and community. Continue sharing and turn taking using the dolls and the dolls pushchair		Make and decorate flags to use whilst marching. *Development Matters focus:* *Explore different materials freely.*  *Thursday/Friday* *Development Matter focus:* • ***Mathematics:*** *Extend and create ABAB patterns.* • ***Expressive Arts and Design:*** *Explore and play with a wide range of media and materials; experiment with different ways of making marks and printing.*	Music Area Use instruments to make simple repeating sound patterns, e.g. tap, clap, tap, clap. Encourage children to listen and join in. 

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The World		Just for fun!	
Inside	**Outside**	**Inside**	**Outside**
Collections of natural objects to make repeating patterns e.g. leaves, conkers, sticks (promote discussion around seasonal changes) Thursday  	Explore water: where does it come from and what do we use it for? Talk about carrying water and how people used water in the past. *Development Matters focus: Explore how things work.*	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 to support family role play linked to Finger Family.	Children collect leaves to make an autumn crown 