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: Incy Wincy Spider **Hook-** Bring out a friendly toy spider hidden inside a small box or bag. **I do-** Sing Incy Wincy Spider Reveal a black paper spider web decorated with little pumpkins, bats and stars. Say: "Oh! Incy has been exploring a magical place called Halloween Land. What can you see in the web?" **We do**- Pupils to join in with repeated refrains and actions **You do**- Introduce the words Halloween, pumpkin, spider, web and spooky. Explain that Halloween is a time when people enjoy	**Input Session Plan** **LI: To join in with the rhyme Five Little Pumpkins, using repeated words, actions and counting skills.** Focus Nursery Rhyme: 5 Little Pumpkins **Hook-** Show a real pumpkin **I do-** Sing five little pumpkins and line up 5 pumpkins in a line- model counting 1, 2, 3, 4, 5 **We do**- Five Little Pumpkins Halloween Song | Sing and Count with The Kiboomers **You do**- Choral speaking- teach the children the song **Key vocabulary-** pumpkin, halloween, spooky **Storytime:** Pumpkin soup by Helen Cooper		**Input Session Plan** **LI: To join in with an interactive story, using actions.** Focus Text: We're Going on a Pumpkin Hunt **Hook-** Gather children together and introduce the book. Look at the cover and discuss what they might find on a pumpkin hunt. **I do-** Interactive story telling- Read the book using actions for each obstacle encountered **We do**- Repetitive actions together **You do**- Teach actions for; night, cats, cobwebs, tickle-swish, bats, flap flap, a spooky house, creaky squeak and a ghost **Key vocabulary-** cats, cobwebs, bats, spooky and pumpkin **Storytime:** Meg and Mog by Helen Nicoll	

dressing up, decorating and telling fun stories. **Key vocabulary-** halloween, spider,pumpkin, web **Storytime:** The Very Busy Spider by Eric Carl				
Adult directed activity: **LI: To notice and talk about the features of spiders and where they live.** Resources: Toy spiders, photographs of real spiders, leaves, twigs and magnifying glasses. Activity: Compare toy spiders with photographs. Talk about where spiders live, their legs and how they make webs. 	Adult directed activity: **LI: To make pumpkin prints using small pumpkins, exploring colour, shape and pattern.** 		Adult directed activity: **LI: To find pumpkins and talk about where they are hiding.** Go on a pumpkin hunt Hide small pumpkins around the classroom and outdoor area. Read the story, then invite children to search for the pumpkins. Introduce positional language such as under, behind, inside, next to and on top of. Adult prompts: • "Can you find a pumpkin?" • "Where was it hiding?" • "How many pumpkins have we found?"	

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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 continue a simple AB pattern** **Hook-** Have a collection of big and small pumpkins **I do-** Model arranging the pumpkins into big, small pattern- think out loud "I have a big pumpkin, a small pumpkin..." **We do-** Encourage the pupils to join in with saying the pattern "big, small" and identifying which pumpkin is next in the sequence to make a size pattern. **You do (in provision)-** Pupils have a range of big and small pumpkins and create their own big/small patterns.		
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 recognise and create a repeating pattern using big and small objects.**		

		Children use a range of big and small pumpkins to create their own repeating patterns. Encourage them to describe their patterns and predict which pumpkin comes next. Adult Prompts: • "Can you find a big pumpkin? Can you find a small one?" • "What comes next in your pattern?" • "Can you tell me about your pattern?" • "How do you know which pumpkin comes next?" • "Can you make a different pattern?"		

Provision Planning

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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

Physical Development

Inside Halloween Playdough Monsters

Activity: Children roll, squash, pinch and shape playdough to create friendly monsters or pumpkins.

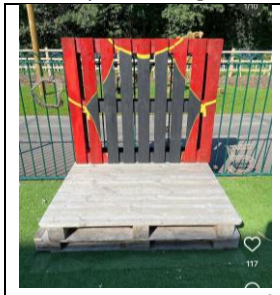
LI: To manipulate materials and develop ideas through modelling.

Development Matters focus–Develop their small motor skills so they can use a range of tools competently, safely and confidently.



Find the spiders
LI: To explore different textures and develop fine motor skills by using hands and tools to find, scoop and collect toy spiders hidden in jelly.

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



Development Matters link- Develop manipulation and control by squeezing, squashing, scooping and picking up objects.

Torn Paper Pumpkin Collages: Provide orange and brown paper to tear into small pieces and glue onto a large pumpkin outline—building fine-motor pincer grip.

Outside

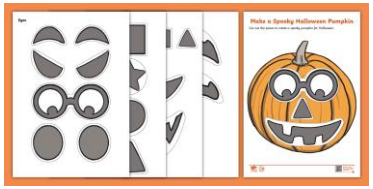
Shaving foam spider web

LI: To develop fine motor control and hand–eye coordination by exploring shaving foam and creating spiderweb patterns using fingers or tools.



Development matters focus-use one-handed tools and equipment and develop control when making marks

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Literacy	Mathematics
Inside *Halloween mark making cards in flour and glitter* *https://www.twinkl.co.uk/resource/t-tp-5761-halloween-spiders-mark-making-pattern-cards*  *Development matters focus: Make marks using fingers in sensory materials, supporting early mark-making.* **Pumpkin cutting activity** **https://www.twinkl.co.uk/resource/halloween-pumpkin-cutting-skills-activity-t-tp-2548575**  *Development matters focus-Use one-handed tools and equipment, for example, making snips in paper with scissors.* Pumkins, hammers and tees *Development matters link-Develop small motor skills so that they can use a range of tools competently, safely and confidently.*	**Inside** Spider Leg Pegs: Cut out simple paper spider bodies with a number written on them (1 to 5). Children attach wooden clothes pegs to make the correct number of spider legs, which also builds fine motor strength. Make It with Natural Objects: Children create repeating patterns using big and small pumpkins, conkers, leaves and sticks.  **Outside** Pumpkin Hunt: Find big and small pumpkins using positional language to describe where the pumpkins have been found

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Tracing the Pumpkin: Draw or print winding, curly, and zigzag vines on paper or cards. Ask children to trace the path to the pumpkin using chunky crayons, felt-tip pens, or toy cars dipped in paint

Personal, Social, Emotional Development	Expressive Arts and Design
Outside Witch's Potion Sharing Station  Resources: Toy cauldron, bowls, spoons, water and coloured water. Activity: Children work together to make pretend potions, sharing equipment and deciding which ingredients to add. LI: To develop cooperation, sharing and positive relationships. *Development Matters – PSED: Become more outgoing with unfamiliar people, in the safe context of their setting.*	**Inside** Fluffy Ghost Collage  Resources: Ghost-shaped paper, cotton wool, glue sticks and large paper eyes. Activity: Children stick cotton wool onto ghost shapes and add facial features. LI: To explore texture and combine materials to create a picture. *Development Matters focus – Explore different materials freely and join different materials and explore different textures*.

Toilet roll mummy



LI: To develop fine motor skills by tearing, wrapping and sticking materials to create a mummy.

Development matters focus: Use fingers and hands to manipulate paper, spread glue and place small objects.

Halloween Leaf Printing



Resources: Fallen leaves, washable paint, paper and paint trays.

Activity: Children cover leaves with paint and press them onto paper to explore the shapes and patterns they create.

LI: To investigate natural materials and explore different printing effects.

Development Matters focus – Explore and talk about different forces they can feel.

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The World	Just for fun!
Witches potions/Pumpkins (see above) Development Matters Links: The Natural World: "Use all their senses in hands-on exploration of natural materials." Scientific Enquiry: Commenting on forces, changes, and cause-and-effect transformations	Outside: Car Wash- add sponges, bubbles, spray bottles Timer for turn taking- Whiteboard to use name picture to wait for a turn