

Children will be Learning to	Our Planning	Examples of how to support this and KEY VOCABULARY
Communication and Language		
*Talk about celebrations at home. *Listen to celebration stories such as birthdays, Diwali, Christmas etc. and to talk about them and why they are celebrated. *Listen to, and follow simple instructions. *Know that stories have a beginning, middle and an end. *Understand simple instructions.	Discussions around Bonfire Night, Diwali – linked to Tapestry. Planning for ‘Christmas Craft Day’ – 9th December 2022. Key words - Nativity, Kind, sharing, helpful, advent, love, light, Remembering events Halloween/Bonfire night/last Christmas. How are you going to celebrate Christmas? What would you like Santa to bring? Using tense to support language development. Introduce the Birthday Cake birthday display – can the children remember their birthday? What did they do? Do they have a birthday coming up soon? Baking – Christmas biscuits Key Text - How do you make a rainbow?	Open-ended questions like “I wonder what would happen if....?” <i>Santa’s sleigh stopped working? Santa didn’t have any elves to help him make the toys etc.</i> encourage more thinking and longer responses. Sustained shared thinking is especially powerful. This is when two or more individuals (adult and child, or children) ‘work together’ in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative, etc Can the child answer simple ‘why’ questions? Can the child use sentences with words such as ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver” to further meaning and understand. Children may use ungrammatical forms like ‘I swimmied’. Instead of correcting them, recast what the child said. For example: “How lovely that you swam in the sea on holiday”.
Personal, Social and Emotional Development		
*Learn about daily routines and classroom rules. *Be aware of behavioural expectations in the Nursery. *Select and use activities and resources, with some support if needed. *Show an awareness of the importance of oral health. *Know how to adapt behaviour to suit classroom routines. *Show confidence in asking adults for support. *Know that oral hygiene is important and also know that eating fruits and vegetables is healthy for teeth and our bodies.	Introduce the visual timetable and nursery rules to all children and encourage them to look at them when entering the nursery. Oral health – sweets and fizzy drinks (Diwali, Halloween, Christmas) tooth brushes and toothpaste tubes in the role play area. Healthy eating focus. Key Texts – Kindness Makes Us Strong, Feelings	Can the child sometimes manage to share or take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’? Can the child settle to some activities for a while? Children who often express angry or destructive feelings need clear boundaries and routines. They also need practitioners to interact calmly and sensitively with them. Model ways that you calm yourself down, such as stopping and taking a few deep breaths. This can help children to learn ways to calm themselves.
Physical Development		
*Independently put on their coats, with some support for the zipper and buttons. *Copy dance moves and to move to different kinds of rhythms. *Use mark making resources with increasing independence. *Show confidence in dressing up and self-care activities. *Know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats. *Know how to use mark making resources effectively, e.g. how to use scissors to snip or how to use a paint brush to paint.	Hall time Focus Real PE – Jungle static balance seated. Week 1 – Monkey Skills Week 2 – Monkey Tricks & Cheeky Monkey Says Week 3 – Throw the fruit Week 4 – Story Week 5 – Jungle Adventure Christmas cards to take home – each child to design their own with appropriate topic based resources. Twinkl Phonics – moving to the beat Introduce the mark making area and model how to use the area and the equipment.	Encourage children to paint, chalk or make marks with water on large vertical surfaces. Suggestion: use walls as well as easels to stimulate large shoulder and arm movements. These experiences help children to ‘cross the mid-line’ of their bodies. When they draw a single line from left to right, say, they do not need to pass the paintbrush from one hand to another or have to move their whole body along. Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Create low-pressure zones where less confident children can practise movement skills on their own, or with one or two others
Literacy		
*Find and identify familiar letters, e.g. letters in their names. *Talk about and retell a range of familiar stories.	Looking at signs in the environment – what could they say? What signs do you recognise when you are out in the community? (I.e. McDonalds, Tesco etc.)	When reading to children, sensitively draw their attention to the parts of the books, for example, the cover, the author, the page number. Show children how to handle books and to turn the pages one at a time. Show children where the text is, and how English print is read left to right and top to bottom. Show children how sentences start with capital letters and end with full stops.

*Begin to explore initial sounds in familiar words. To know that letters are used to make up words. *To know that each letter makes a sound – focussing on sounds in their names. *To learn that stories have a sequence; beginning, middle and end. *To know that text is read from left to right and top to bottom in English. *To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages *To begin to acknowledge initial sounds and their relevance in the environment	Provide props to support the retelling of stories e.g. Kitchen Disco, The Magic Crayon. Twinkl Phonics – Traditional Tales Focus on Story Time and the reading corner in the Discovery Den - encouraging a love for books and reading/being read to. Introduce the Library and invite children to take a book home each week. Key Texts this term - -Kitchen Disco -How do you make a rainbow? -Feelings -The First Christmas -The magic crayon - Kindness makes us strong	Explain the idea of a ‘word’ to children, pointing out how some words are longer than others and how there is always a space before and after a word. Help children tune into the different sounds in English by making changes to rhymes and songs, like changing a word so that there is still a rhyme, for example: “Twinkle, twinkle yellow car”. Deliberately miss out a word in a rhyme, so the children have to fill it in: “Run, run, as fast as you can, you can’t catch me I’m the gingerbread —.”
Mathematics		
*To recognise and name primary and secondary colours *To sort and match objects by properties such as colour, type, size. *To identify numbers 1 and 2 *That when I count the first number I say is 1	Master the Curriculum Maths Weekly activities - Number 1 • Subitising • Counting • Numeral Number 2 Subitising• dice pattern Subitising• random pattern Subitising – different sizes Number 2 • Counting • Numeral • Numeral Pattern • Extend AB Colour patterns • Extend AB Outdoor Patterns • AB Movement Patterns • Fix my Pattern • Extend ABC Colour patterns • Extend ABC Outdoor Patterns • Consolidation Activities - Winter activity week	Point to small groups of two or three objects: “Look, there are two!” Occasionally ask children how many there are in a small set of two or three. Regularly say the counting sequence, in a variety of playful contexts, inside and outdoors, forwards and backwards, sometimes going to high numbers. For example: hide and seek, rocket-launch countdowns. Count things and then repeat the last number. For example: “1, 2, 3 – 3 cars”. Point out the number of things whenever possible; so, rather than just ‘chairs’, ‘apples’ or ‘children’, say ‘two chairs’, ‘three apples’, ‘four children’. Ask children to get you several things and emphasise the total number in your conversation with the child. Use small numbers to manage the learning environment. Suggestions: have a pot labelled ‘5 pencils’ or a crate for ‘3 trucks’. Draw children’s attention to these throughout the session and especially at tidy-up time: “How many pencils should be in this pot?” or “How many have we got?” etc.
Understanding of the world		
*Know that everyone has a birthday and they are usually celebrated in a similar manner around the world. *Know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu’s and Sikhs, and Christmas is celebrated by Christians. *Operate simple equipment e.g. turn on CD player or use a remote control. *Know key facts about the different stories related to celebrations.	Discuss and compare celebrations around the world – how do other countries celebrate Diwali/Bonfire Night/Christmas? Watch videos on BBC Iplayer. Fireworks noises/Christmas songs on the CD player/Headphones in the Talking Teepee for free choice. Key Text - The First Christmas	Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family. Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their discussions, as they care for living things. Encourage children to refer to books, wall displays and online resources. This will support their investigations and extend their knowledge and ways of thinking. Ensure that resources reflect the diversity of life in modern Britain. Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities. Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types. Celebrate and value cultural, religious and community events and experiences. Help children to learn each other’s names, modelling correct pronunciation.
Expressive Arts and Design		
*Sing familiar Nursery Rhymes. *Make Christmas cards and decorations for friends and family using a range of media. *Make patterns with paint and different objects, exploring what happens when you mix colours. *Join construction pieces together to build and balance. *Know how different colours and materials can be used to create things.	Singing Time – Introduce a range of Christmas songs, both traditional and modern. Children to design Christmas Cards and Calendars for family using a range of available mixed media. Firework pattern painting. Pattern painting in continuous provision linked to Maths. Christmas Craft Day – 9th December 2022 Key Texts - The Magic Crayon, Kitchen Disco	Help children to develop their listening skills through a range of active listening activities. Notice ‘how’ children listen well, for example: listening whilst painting or drawing, or whilst moving. Play, share and perform a wide variety of music and songs from different cultures and historical periods. Play sound-matching games. Help children to develop their drawing and model making. Encourage them to develop their own creative ideas. Spend sustained time alongside them. Show interest in the meanings children give to their drawings and models. Talk together about these meanings. Encourage children to draw from their imagination and observation