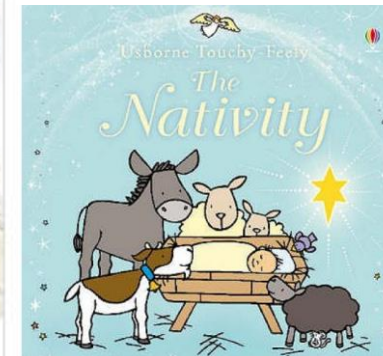


## RMPA Nursery Autumn 2 Overview



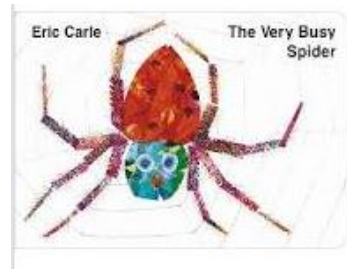
Celebrations – Birthdays, Diwali, Christmas celebration, remembrance day,

Events – Trip library winter story time Dot in the snow, Christmas performance

C&L- Listening , Attention and Understanding	PSED: Managing self	Maths: Shape, Space and Measure
<p>Pay attention to one thing at a time</p> <p>Concentrate for 3 minutes</p> <p>Join in with rhymes by singing and moving</p> <p>Respond to name</p> <p>Match objects to names</p> <p>Respond to simple requests when shown first</p> <p>Understand simple instructions "where is your"</p> <p>Can identify my friends</p> <p>Can operate ICT and mechanical toys.</p>	<p>Learn some things are mine and some are shared</p> <p>Respond to wishes and feelings of others.</p> <p>May feel frustrated and show this through big emotions.</p> <p>May distract myself when upset by playing.</p>	<p>I can fit shapes into board puzzles or shape sorters</p> <p>I begin to build using simple blocks</p> <p>I can fill and empty a container.</p>
C&L- Speaking	PSED: Building relationships	UTW: People, Culture and communities/Past and Present
<p>Copy sounds and request using two words</p> <p>I can use 50 or more single words</p> <p>I use 2-3 word sentences</p> <p>Use everyday words to talk about people I know</p> <p>I can copy sounds and words like all gone</p>	<p>I can play alongside others</p> <p>I can use familiar adult as secure base and seek comfort.</p>	<p>I can recognise my own immediate family</p>

<b>Physical Development: Fine motor</b>	<b>Literacy: Reading</b>	<b>UTW: The Natural World</b>
<p>I can use a fist grip/ palmer or four finger grip</p> <p>I can use my fingers to manipulate dough.</p> <p>I can make circle and line shapes on a big and small scale.</p>	<p>I can repeat songs rhymes and stories</p> <p>I can fill in missing words from well known rhymes.</p>	<p>I can play with small world models</p>
<b>Physical Development: Gross motor</b>	<b>Literacy: Writing</b>	<b>EAD: Creating with materials</b>
<p>I can walk confidently</p> <p>I can climb</p> <p>I can walk upstairs with hand held</p> <p>I can run safely on whole foot.</p> <p>I can squat and pick up toys</p> <p>I can climb onto a large chair turn and sit</p> <p>I can attempt to kick a ball</p> <p>I can stand on one foot with support</p> <p>I can scoot along on a trike</p> <p>I can negotiate spaces and objects</p>	<p>I can scribble on paper with both hands</p> <p>I can begin to balance when sitting</p> <p>I can hold mark making grip with palmer grip</p> <p>I can control marks on the page</p> <p>I can distinguish between the marks I make.</p>	<p>I can join in with singing favourite songs</p> <p>I can create sounds by banging, shaking, tapping, blowing.</p>
<b>PSED- Self-Regulation</b>	<b>Maths: number and numerical patterns</b>	<b>EAD: Being imaginative and expressive</b>
<p>I can explore new toys but check in with familiar adult</p> <p>I can separate from carer</p> <p>I can join in activities that interest me.</p>	<p>I can recite some number names in sequence</p> <p>I can mark make and ascribe some concept of number to marks</p>	<p>I can begin to use representation to communicate e.g drawing a line and saying that's me.</p> <p>I can begin to make believe by pretending.</p>

<p>Week 1</p>  <p>Remembrance Sunday</p>	<p><b>story time</b> - Celebration discussion <b>Concentrate for 3 minutes</b> what do you celebrate at home. How are celebrations different and the same. What festivals do we have? Ask parents to send in celebration pictures.</p> <p><b>Creative table</b> – Making poppies <b>Respond to wishes and feelings of others.</b> using a selection of red materials. During story time explain about remembrance Sunday and how we remember people who fought for us and lost their lives. Explain the symbol of the poppy and how people choose to wear it to remember the fallen. Discuss sharing and turn taking and link to the feelings of others. the clay. Count how many dots they make, can they draw lines and circles.</p> <p><b>Cooking</b> - Diwali sweets <b>Pay attention to one thing at a time</b> to follow instructions, take turns and share the equipment. Can they talk about the change. Talk about hygiene and healthy eating, why would you make a cake?</p> <p><a href="#">Key vocabulary</a></p> <p><b>Chatter words</b> diva lamp, festival, celebrate, mandir</p> <p><b>Key words</b> Celebrate, festival, Sikh, Hindu, market, temple, religion, faith, God, offering, belief, rangoli pattern, mendi,</p>
<p>Week 2</p> 	<p><b>story time</b> - Discuss rangoli patterns- <b>I can use a fist grip/ palmer or four finger grip I can make circle and line shapes on a big and small scale.</b> show children how to create a rangoli pattern, what they are for and what they are made from. Ask children to help create some Rangoli patterns on large sheets of sugar paper. Children to then practice these skills outside with chalk the next day.</p> <p><b>Cooking</b> - Cook traditional Diwali food, <b>I can use 50 or more single words</b> Diwali food tasting session. Discuss with the children what food they enjoy at celebrations, how is this different to what we are eating, follow a recipe and take turns in cooking the food. As a group share the food and discuss likes and dislikes.</p> <p><b>Creative table</b> – Make diva lamps – <b>I can use my fingers to manipulate dough.</b>  <b>I can mark make and ascribe some concept of number to marks</b> talk about why it is called the festival of lights, use pencils to create lines in</p> <p><b>Home corner</b> – dressing up <b>I can begin to make believe by pretending.</b> traditional Diwali celebration clothes and a range of cooking utensils. Support children to look through the book and imitate home life.</p> <p><a href="#">Key vocabulary</a></p> <p><b>Chatter words</b> diva lamp, festival, celebrate, mandir</p> <p><b>Key words</b> Celebrate, festival, Sikh, Hindu, market, temple, religion, faith, God, offering, belief, rangoli pattern, mendi,</p>



**story time** - Sing incy wincy spider – I **can fill in missing words from well known rhymes.** can the children think of any songs with a spider in it. Teach the children incy wincy spider and Im a spooky spider. Children to learn signs for spider. Can children fill in the missing words when left out by the adult.

**Cooking** - Spider bread **I can use a fist grip/ palmer or four finger grip** Discuss previous bread making, what do we need to do. Make the dough and help children to make into body with 8 legs. follow a recipe and take turns in cooking the food. As a group share the food and discuss likes and dislikes.

**Small world area** – spider web making **I can play with small world models**  
provide string masking tape and plastic spiders, children to use freely in their play to create their own spiders webs.

**Outside** - Make spiders webs. **can squat and pick up toys I can negotiate spaces and objects**

Children to work together as a team to make a spider web using string. A child to pretend to be a fly can they catch the child in the web? What shapes can they see in the web? How many children needed to help to make the web.

[Key vocabulary](#)

**Chatter words** landed, silky, spinning, web

**Key words** Animal names, fence, sticky, strong, thread, wings, body, legs, shiny, eyes, vision, nocturnal, dark, outside, hedge, fence.



**story time** - Discuss animals and environments **Concentrate for 3 minutes** where different creatures live in. Do we know the difference between animals sleeping in the day and night. What makes a good home for a spider, what facts do we know about spiders? What do they eat, do we need to be scared of them?

**Creative table** – spider web inspired pictures. **I can explore new toys but check in with familiar adult** Provide the children with a selection of web pictures, black paper, glue, white paint and white chalk and a grater. Adult to show children how they can grate chalk to create chalk dust. Children to use glue or paint to make web pictures. Then if they choose they can use the chalk dust to sprinkle on the web picture before it dries

**Cooking** - Spider web biscuits. **Copy sounds and request using two words** Focus on introducing new words. Provide the children with a range of biscuits and icing sugar. Show the children how to cover the biscuit and create web patterns by using a cocktail stick dipped in a different colour of icing, what shapes can they see? Leave the biscuits to dry and enjoy at group time.

**Outside** – Spider hunt, **Can operate ICT and mechanical toys.** use a range of bug hunting puts and magnifying glasses, discuss with the children where they think they will find the spiders, where is a good place to look for them. Children to record on a sheet how many spiders and webs they see. Use the ipad for the children to take photos.

[Key vocabulary](#)

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## Week 1



Library visit?

**story time** - Discuss how would you feel if you were all alone, **I can recognise my own immediate family** **Can identify my friends** what could you do if you got lost? Who is in your family, who is important. How can we keep ourselves safe. How can you be a good friend to someone at school who may feel lonely.

**playdough table** - Make white playdough. **I can begin to balance when sitting** Add polar animals and people. Also include flour and natural greenery such as fern. Support children and encourage language as they create snowy scenes after making the playdough. Talk through the process of making playdough, is it too wet, too dry, what do we need to add.

**Cooking** - Frozen banana lollies, **I can copy sounds and words like all gone** follow a recipe and take turns in cooking the food, discuss and follow good food hygiene. Introduce and encourage new language. Children to cut up the bananas and red grapes. Place on the skewer. Discuss what will happen when placed in the freezer. Enjoy together the next day or same day of possible at group time, discuss the change.

**Creative table** – frozen item tray. **Respond to simple requests when shown first** children to gather together natural items and small world items and containers. Children to place items in containers, fill with water and place in the freezer. The next day children to explore frozen items, take photos of frozen items. Discuss how they feel, what is happening to them when they hold them. How have they changed.

[Key vocabulary](#)

Chatter words Closer, friendly, sank, marched,

**Key words** cold, frozen, ice, snow, snowflake, icicle, melt, friend, family, help, play, lost, together, apart, up, down, lonely

## Week 2



**story time** - discussion about hot and cold items. **I can copy sounds and words like all gone** Provide a range of warm and cold items such as warmed up wheat bag, or tea towel or cold spoon or ice. Pass around the group. Can the children tell each other about how they feel. Are they cold or hot. What do we think as a group. How can we keep ourself safe around hot items at home?

**Creative table** – snow and ice painting. (for Christmas cards) **I can distinguish between the marks I make.** Provide up close photos of ice and snow flakes plus photos from last weeks frozen items. Children to use appropriate colours to create observational paintings of snow and ice (only blue, white paint available) Adult to show how to carry out observational paintings. Use paintings for Christmas cards.

**Cooking** - Frozen yoghurts with red berries in. **I can repeat songs rhymes and stories** follow a recipe and take turns in cooking the food, discuss and follow good food hygiene. Children to add small amounts of yogurts and red fruit into reusable cake cases. Children to discuss what will happen, can they see the “dot in the snow” will it look different when it comes out of the freezer.

**Role play** – practice our Christmas performance – children to practice singing the Christmas songs we have learnt with Makaton.

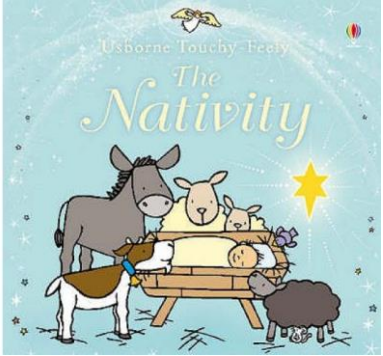
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<p>Week 1</p>  <p><b>Christmas performance</b></p> <p><b>Christmas party</b></p>	<p><b>story time</b> - What is the Christmas story about, <b>Pay attention to one thing at a time</b> why do we celebrate Christmas, we are remembering Jesus birthday this is why we give gifts. People who are Christian, will go to church to celebrate the birth of Jesus, they will also help others in need at Christmas. How do you celebrate Christmas at home?</p> <p><b>Wooden blocks</b> –Make a stable or a manger for the baby Jesus. <b>I begin to build using simple blocks</b> Provide the children with pictures of stables or mangers and show them how they can build and balance to create a building. Can they use the people to add to the building?</p> <p><b>Carpet area</b> Christmas performance. <b>I can separate from carer</b> Children to perform their Christmas songs in front of parent and carers.</p> <p>Key vocabulary</p> <p>Chatter words wrapped, appeared, special, followed,</p> <p>Key words Christian, belief, celebrate, present, Santa, help, gift, kind, desert, king, wise man, shepherd, angel, Jerusalem, Bethlehem, stable, manger, church, candle, decoration.</p>
<p>Physical opportunities outside</p> <p>Climbing, bikes, balls, race track, obstacle course</p>	<p>can climb</p> <p>I can walk upstairs with hand held</p> <p>I can run safely on whole foot.</p> <p>I can climb onto a large chair turn and sit</p> <p>I can attempt to kick a ball</p> <p>I can scoot along on a trike</p>

