

Autumn A

Humpty Dumpty Room

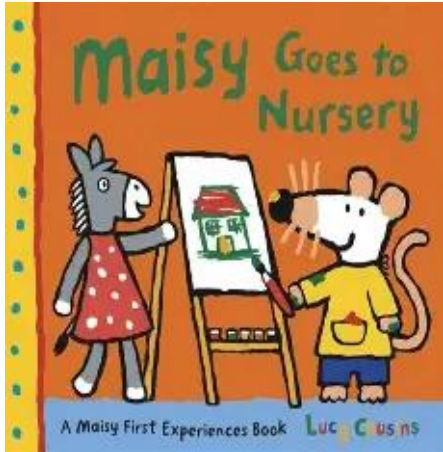
Prime Areas

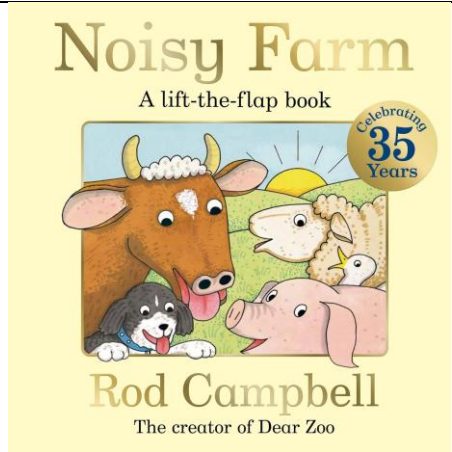
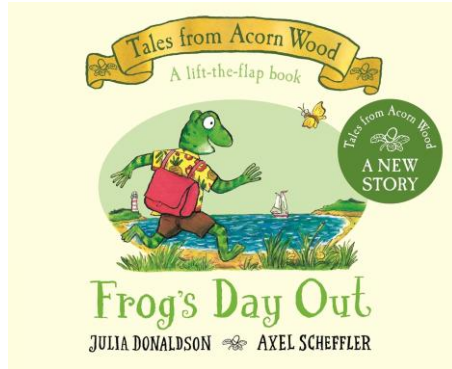
Specific Areas

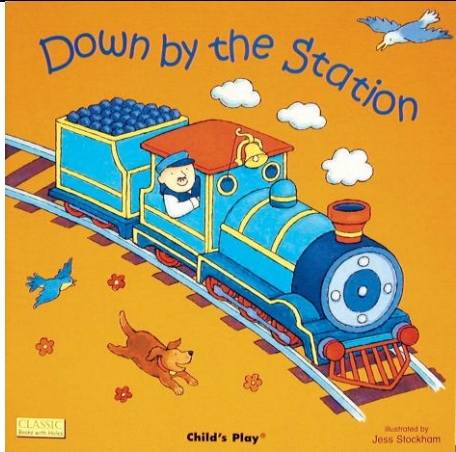
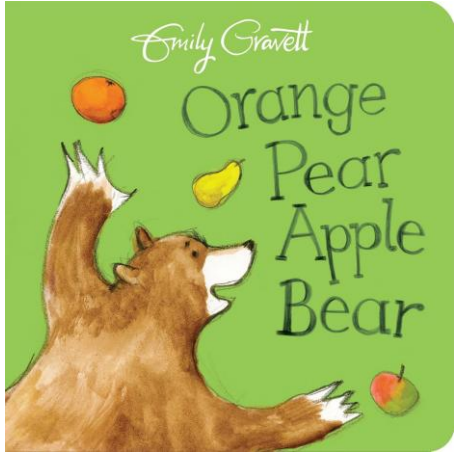


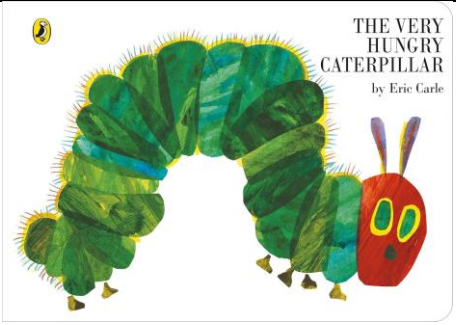
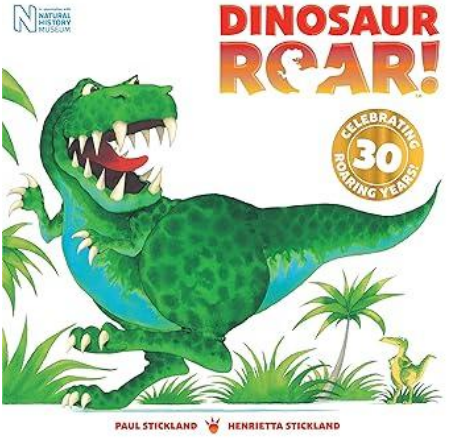
WHOLE SCHOOL TOPIC: Fantastic Foundations

Story and Topic Question:

Week / Big Book	Communication & Language	PSED	Physical Development	Literacy	Letters and Sounds	Mathematics	Understanding the world	Expressive Arts & Design
Week 1 Monday 7th-Friday 11th Sep Theme Week: Settling in/Our Environment. Rash Hashanah (11.09.26) 	Children to settle into nursery setting and routines. Children to listen to a short story and join in with repeated phrases and rhyme. CL, 0-3	Children will begin to build trusting relationships with familiar nursery staff and feel supported during separation from parents and develop a sense of belonging. CL, PSED, UTW 0-3	Children perform actions such as waving, clapping, hanging coats and moving to music. Dough Disco: Focus: Sensory Exploration and early hand development. Patting, Squashing, squeezing, with whole hands, poking with fingers, banging making handprints CL, PD, UTW 0-3	Children show interest in books, with nursery rhymes from the book and play and can say some or the words from the rhyme. CL, PD, PSED, UTW 0-3	Songs and Rhymes. Songs during circle time. Voice sounds Joins in with rhymes, songs, copy sounds, rhythms, tunes, and tempos.	Maisy's snack time activity Counting and matching 1,2,3. CL, PD, M 0-3	Small world-Farm Learn about the animals and their environments, the sounds they make. Role modelling how we play. CL, PSED, PD, UTW 0-3	Mark making by choosing materials, to draw or paint. CL, PSED, PD, EAD 0-3
Week 2 14th September- 18th September Theme week: Settling in/Our Environment.	Adult to read the story and then pause for the children to make a sound or name of the animal. "moo" "baa" "Oink" "cow" "sheep" "pig" Develop listening understanding, CL, L, PD, UTW, EAD 0-3	Small world-farm Children to take turns giving pretend food to toy animals. CL, PD, PSED, UTW, EAD 0-3	Develop movement and coordination by moving like the animals. Stomp feet like a horse, waddle like a duck etc. Dough Disco: Focus: Sensory Exploration and early hand development. Patting, Squashing, squeezing, with whole hands, poking with fingers, banging making handprints	Enjoy songs and rhymes, tuning in and paying attention. CL, PD, PSED, EAD, UTW 0-3	Songs and Rhymes. Songs during circle time. Voice sounds Joins in with rhymes, songs, copy sounds, rhythms, tunes, and tempos.	Early counting 1,2,3 with finger rhymes. CL, PSED, M, UTW 0-3	Learn about the animals, animal names and sounds. CL, L, PSED, M, UTW 0-3	Encourage creativity and imagination, animal printing (footprints) CL, PSED, UTW, EAD 0-3

			CL, PSED, PD, UTW, EAD 0-3					
Week 3 Monday 21st-25th September Fantastic Foundations. Theme Week Bridgwater Fair 23.09.26 and Wellie Walk Frog's day out. 	Listen to the frog's day out. Joining in with repeated phrases "jump frog" "splash" Understanding simple instructions. can you jump? CL, PSED, PD, 0-3	Taking turns jumping in puddles, Walk safely with an adult during a welly walk. CL, PSED, PD, UTW 0-3	When jumping like a frog, moving in different ways like jump, splash, balance, crouch splashing in shallow puddles. Dough Disco: Focus: Sensory Exploration and early hand development. Patting, Squashing, squeezing, with whole hands, poking with fingers, banging making handprints CL, PSED, PD, UTW 0-3	Sharing the story with props, pointing to the pictures as they are named, showing interest. CL, PSED, PD 0-3	Songs and Rhymes. Songs during circle time. Voice sounds Joins in with rhymes, songs, copy sounds, rhythms, tunes, and tempos.	Small word-pond Can you count the frogs or frog jumps 1-3. Frog jumps in or out the pond. (using positional language) CL, PSED, PD, M 0-3	Exploring outside, the mud, trees, leaf's, weather. Wellie walk outdoor experience. Safety and routine. "holding hands" "walking feet" CL, PSED, PD, UTW, EAD 0-3	<i>Sing five little speckle frogs to explore their voices and enjoy making sounds.</i> <i>Wellie prints, using different colour paints and fingers or different body parts.</i> CL, PSED, PD, EAD 0-3
Week 4 Monday 28th September- Friday 2nd October National Poetry Day (02.10.26)	Adult led- read story Down by the station. Encouraging children to copy sounds,	Role play- Train station Children to take turns being the train driver and customer. Learning to take turns and follow simple routines, celebrating participation.	Creating a train movement course, the children can march like a train, crawl through a tunnel, push a toy train and stop when the whistle blows following simple instructions.	Talk about today is national poetry day and poems and rhythms have special rhythm that we can clap and sing together.	Songs and Rhymes. Songs during circle time. Voice sounds Joins in with rhymes, songs, copy sounds, rhythms, tunes, and tempos.	Small world train station Will the children talk about what you can see. How many trains?	<i>Showing pictures to the children of different transport. Can they find the train or car or bike?</i>	Train Painting- with pictures of trains, can the children cover with pieces of paper, or choosing materials, crayons, paints etc. Children to use different instruments to make different

	Respond to simple questions. CL, L, PSED, EAD, UTW 0-3	CL, L, PSED, PD, UTW 0-3	Dough Disco: Focus: Sensory Exploration and early hand development. Patting, Squashing, squeezing, with whole hands, poking with fingers, banging making handprints CL, PSED, PD, UTW 0-3	Rhyme example Down by the station, early in the morning, see the little puffer trains all in a row. CL, L, PSED, PD EAD 0-3		Can we add one more? Which train is longer? How many trains are red? CL, L, PSED, PD, M, 0-3	CL, L, PSED, PD 0-3	train noises and sounds, slow train, fast train etc. CL, L, PSED, PD, EAD, UTW 0-3
Week 5 Monday 5th October-Friday 9th October Harvest Festival (07.10.26) 	Listening to repeated words and naming farmiliar fruits from the story. Orange, pear, apple, bear. CL,PSED,UTW,EAD 0-3	Turn taking and sharing fruit with friends at snack time developing a sense of belonging during harvest celebrations. CL, PD, L, UTW, EAD	Fruit movement game: Roll like an apple, stretch like a pear tree, curl up like a bear. Dough Disco: Focus: Sensory Exploration and early hand development. Patting, Squashing, squeezing, with whole hands, poking with fingers, banging making handprints CL, P, PSED, L, EAD	Enjoying a shared book with friends or staff, turning pages. CL, L, EAD, UTW	Songs and Rhymes. Songs during circle time. Voice sounds Joins in with rhymes, songs, copy sounds, rhythms, tunes, and tempos.	Using the fruit from our story, can you count 1 apple 2 pears, 3 oranges, can you sort the colour of the fruit. CL, L, M PD, PSED	Small world- vegetable patch Exploring the harvest fruits, talking about where fruit grows (trees, orchards, farms) Discuss harvest festival and saying thank you for the food. CL, L, UTW, PD, EAD, PSED	Sharing the fruit we have been talking about, we can print, apples, pears, potatoes, carrots etc. Sing simple rhymes about harvest festival. CL, L, UTW, EAD, PD
Week 6 Monday 12th October-16th October The Very Hungry Caterpillar	Adult-led story Reading story with real fruit props. Can they repeat what you say?	Role play area- with props and lifecycle story. Children to take turns choosing fruit for the caterpillar. Turn taking Making choices	Fine Motor using tongs to put on pom poms on a caterpillar picture using our theme book. Dough Disco: Focus: Sensory Exploration and early hand development.	Using three story sequence cards, what can they see. What happened first?	Songs and Rhymes. Songs during circle time. Voice sounds Joins in with rhymes, songs, copy sounds, rhythms, tunes, and tempos.	Early counting and sequencing Count foods, like 1 apple, 2 pears, 3 plums. Talk about more/all gone	Explore growth, change, and food Talk about life cycle (simple: caterpillar → butterfly) Explore real fruit and vegetables	Encourage creativity and imagination Caterpillar painting/printing Fruit collage Role-play story Music & movement:

	<i>Is the caterpillar hungry or full?</i> <i>Can you say apple?</i> <i>what can they tell you?</i> <i>CL, L, UTW, EAD 0-3</i>	Expressing likes and dislikes. How does it make them feel? CL, L, PSED, PD, UTW 0-3	Patting, Squashing, squeezing, with whole hands, poking with fingers, banging making handprints CL, L, PSED, PD, UTW, 0-3	CL, L, PSED, EAD, PD 0-3		Is the caterpillar long or short? using sticks or cubes. What fruit is bigger? CL, L, PSED, PSED, M, PD	Discuss healthy food CL, PSED, PD, L, UTW, EAD	Caterpillar/butterfly dance Food-themed songs CL, PSED, PD, L, UTW, EAD
Week 7 Monday 19th October-23rd of October Dinosaur Roar 	Looking at our story Develop vocabulary by listening, and sound play. CL, PSED, L, UTW, EAD 0-3	Build confidence and emotions by exploring feelings and sounds loud and quiet. Turn taking with a game of roar. CL, PSED, PD, EAD, UTW 0-3	Develop coordination and movement playing a game using different movements fast and slow, what body parts can we use. Dough Disco: Focus: Sensory Exploration and early hand development. Patting, Squashing, squeezing, with whole hands, poking with fingers, banging making handprints CL, PSED, PD, UTW, EAD 0-3	By listening to the story can the children Engage with repetitive texts and sounds, roar like a dinosaur. CL, PSED, PD, UTW 0-3	Songs and Rhymes. Songs during circle time. Voice sounds Joins in with rhymes, songs, copy sounds, rhythms, tunes, and tempos.	Early understanding of opposites and comparison CL, PSED, PD, UTW, M 0-3	Explore animals and past worlds (simply) CL, PSED, PD, EAD, UTW 0-3	Encourage creativity and imaginative play choosing their own materials, selecting colours Dinosaur footprint painting Making dinosaur sounds/music Role-play as dinosaurs Music & movement: Loud/quiet instruments Fast/slow dancing CL, PSED, PD, M, UTW, EAD 0-3

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