EYFS— Nursery — Topic Overview — Autumn term 2

'Day and Night' Focus: Exploring night and day, Van Gogh and fireworks.

| | \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\ | 14/ 1 0 | 14/ 1-2 | I 147 1 7 | \ \\ \ E | \ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \ | \ \\\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ | ٦ | |
|-------------------------------|---|--|---|--|--|--|---|---|--|
| | Week 1 | Week 2 This is the Bear and | Week 3 | Week 4 Peace At Last | Week 5 Visit to the willow | Week 6 | Week 7 | | |
| | Exploring dark linked to feelings | The Scary Night | Nocturnal animal | Morning routines | garden | Nativity | Christmas Craft | | |
| | Peace At Last | Owl Babies | books | | The Foggy Foggy | Hattetty | Christmas party | | |
| | Van Gogh's Starry | Can't You Sleep Little | Noctatual Asimola | Peace of hust | Forest | Me A | Ganta | | |
| | Night | Bear? Bedtime routines | THE RESERVE TO SERVE THE RESERVE THE RESERVE TO SERVE THE RESERVE | 0 | MANUTE WANTE | 100 | Nerby | | |
| | | BPAR Care No. | | | FOGGY FOREST | All of the Market Marke | Vircini blin [inself-int in | | |
| PSHE | Behaviour-rules | | Continue to encourage the children to take responsibility for | | | | | Wow: | |
| | Tidying up routine with children | n responsibility for | the learning environment. Promote independence, allowing the | | | | Vincent van | | |
| | Continue maths snack | routine for maths input | | d tidy away their own | | | | Gogh's Starry | |
| | and socialising | · | vveekig K rinte activity during priorite arta number input. | | | | | | |
| | Staying safe in the dark BE SEEN, Firework CHOOSE IT LISE IT PUT IT AWAY | | | | | | | Night picture | |
| | safety. | safety. Feelings linked to the dark. What makes them frightened? Happy? Sad? | | | | | | | |
| | | T = | Excited? | | T = | | | | |
| Communication and Language | | | | | Ros Baileys listening games and steady | Kim's Game using C | Planned outcomes: | | |
| ana Language | Bonfire night through | games and steady beat | Beat Baby | beat | beat | Making word maps to introduce Christmas Vocabulary. | | | |
| | wood role play | Naming Autumn | Silly Soup | | | Nativity role play | ry. | Children can keep a | |
| | | objects-Compound | Sound Lotto | | Describing words | Tructivity role play | | steady beat and blend | |
| | | words Word maps | | | linked to Christmas | | | two words to make a | |
| | | linked to vocabulary about | | | Word maps | | | compound word | |
| | | dark/night/Autumn | | | | | | Can talk about | |
| Physical | Introduce new songs | Weekly dough disco — j | character and settings | | | | | | |
| Development | for DPA. Left to | Daily Finger/Number | in stories | | | | | | |
| | right, circular and up and down motor | Weekly focus for sno | C | | | | | | |
| | control. Crossing the | Weekly scissor contr | Count up to 5 objects reliably | | | | | | |
| | midline, bilateral. Weekly fine motor control activities to develop grasp and grip, using knife and fork, h | | | | | | ina ege coordination, jinger thanib isolation | | |
| | Putting gloves, | | | | | | Show an interest in | | |
| | wellies and scarves on | | | | | | | <mark>number problems</mark> | |
| Reading | Name writing | Weekly recording in rea | ading diaries | Week 4; p penguin | Christmas Stories | Christmas Stories | | – <mark>Make comparisons</mark> | |
| Writing | Large writing | Daily group reading of | | (pen, peg, pin, pan) Writing to F Christmas | Writing to Father | Letters and envelopes. | | between, shape and | |
| | movements outside | | cheme; Foundations for | | | Writing a letter | | | |
| | phonics. Introducing weekly phonemes du Week 1; s snake a daily input | | | Week 5; I iguana (imp) | | Week 6; n net (nose, neck, nut) Week 7; recap satpin | | <mark>size using basic</mark> mathematical | |
| | (sock, sun, soap, | Week 2; a astronaut (a | | | | | | | |
| | sack) | Week 3; t tiger (teeth, | top, tin, tap) | | | | | <mark>language</mark> | |
| Maths | Number1 to 3 | Number1 to 3 | Number1 to 3 | Number1 to 3 | Number1 to 3 | Shape | Christmas number | Notice details and | |
| | recognising numerals | Sorting and matching | Posting, sorting | Comparing | Composition | Maths snack-stem | Sin Stinus Itulitoei | changes in their | |
| | and number shapes | Snack maths-number | Snack maths-number | 1 more, 1 less | Snack maths-stem | sentence 1 more, 1 | | environment. | |
| | 1:1 correspondence | matching | matching | Snack maths-different | sentence 1 less | less | | City ii Offitteritt. | |
| | Snack maths-number | | | shaped toast Making porridge | | | | | |
| | recognition | 1 | | making pornage | | | | | |

| The Natural World | | R, autumn leaves/conkers | Exploring light using | Zoom in zoom out; | Christmas Cooking | Making table | Nativity story, acting | |
|-------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|---------------------------|--|
| | Making fireworks using construction kits | | torches, reflectors | solar does it | _ | decorations linked to | out using puppets | |
| | Clothes for cold weather | | | https://www.stem.org. | Zoom in zoom out; | learning about trees, | and figures | |
| | Smelling games-Making sensory calendars | | Zoom in zoom out; | uk/explorify/activities/ | strange stripes | evergreen | | |
| | using oranges, lemons, apples, cinnamon etc. | | dark marks | <u>solar-does-it</u> | | | | |
| | Zoom in zoom out; see the light | | https://www.stem.org. | | https://www.stem.org. | Zoom in zoom out; in | Zoom in zoom out; | |
| | https://www.stem.org.uk/explorify/activities/see- | | uk/explorify/activities/ | TAPS; The Black | uk/explorify/activities/ | an emergency | far far away | |
| | the-light | | <u>dark-marks</u> | Rabbit (shadow play) | strange-stripes | https://www.stem.org. | https://www.stem.org. | |
| | | | | https://pstt.org.uk/?s= | | uk/explorify/activities/i | uk/explorify/activities/ | |
| | | | RSPB 'Look Closer' | <u>black+rabbit</u> | | n-an-emergency | far-far-away | |
| | | | https://www.rspb.orq. | | | | | |
| | | | uk/helping- | | | | | |
| | | | nature/what-you-can- | | | | | |
| | | | do/activities/look- | | | | | |
| | | | closer | | | | | |
| Past and present | | | | | | | | |
| | | | | | | | | |
| People and | | Night time role play | | Sharing morning | | | | |
| communicates | | in home corner | | routine | | | | |
| Art | Van Gogh paintings | | Nocturnal animals | | | Making Christmas | | |
| | | | Night and Day | | | Cards (Mon and Fri) | | |
| DT | | | | | | Wrapping paper design | ns and printing | |
| | | | | | | Thomas Edison, invento | or of the first string of | |
| Music/Dance | Firework music- Tempo and Dynamics-in area Beat Baby; keeping a s Little Wandle Nursery I | | instruments in role play | | Songs for Christmas | 12 | | |
| | | | , , | | | | | |
| | | | steady beat | | | | | |
| | | | | | | | | |

.