

## COLOURS AND AUTUMN

### First Hand Experiences

Walking in the crunchy leaves  
Visiting the church  
Looking for “Signs of autumn”  
Meeting a hedgehog

#### **Vocabulary**

Seasons [spring, summer, autumn, winter].  
  
Weather [rain, windy, sunny, cloudy, snow, ice].  
  
Colour names [red, blue, green, yellow, orange, black, brown, purple, white, pink].

#### **Knowledge**

- I know colour names
- I know that if I mix colours together that a different colour will result
- I know that colours have different shades [light and dark]
- I know that there are different types of weather
- I know that there are changes in weather/nature when it is autumn [leaves fall off trees, it is colder, flowers start to die, we wear warmer clothes].
- I know that summer is before autumn and that winter is after autumn

#### **Skills**

- I can match/sort for colour
- I can say which is my favourite colour
- I can mix colours on my hands and say what has happened
- I can talk about what I see outside when it is autumn
- I can make a collage using autumn colours/natural materials such as acorns, leaves etc.
- I can put on waterproof trousers and put on/take off my wellies.

#### **Objectives**

#### **Possible Learning Activities**

##### **Writing**

**[22-36 months]**

- Distinguishes between the different marks they make

- Patterns and mark making with different media
- Developing an effective pencil grip with children who are ready
- Continue with “Write dance” /Dough Disco [children who are ready can begin “Get Squiggling”].

##### **Reading**

**[22-36 months]**

- Has some favourite stories, rhymes, songs, poems or jingles.
- Repeats words or phrases from familiar stories.
- Fills in the missing word or phrase in a known rhyme, story or game, e.g. ‘Humpty Dumpty sat on a ...’.

- Listening and responding to stories [story time]
- Listening skills
- Reading comprehension
- Using the book area
- Learning and reciting rhymes/singing songs
- opportunity to take books home to share with parents [Nursery Library]

##### **Number and Shape, Space and Measure**

**[22-36 months]**

- Begins to make comparisons between quantities.
- Uses some language of quantities, such as ‘more’ and ‘a lot’.
- Knows that a group of things changes in quantity when something is added or taken away.
- Notices simple shapes and patterns in pictures.
- Beginning to categorise objects according to properties such as shape or size.

- Numbers 0 to 5 [sequence, counting 1:1 correspondence,, recognising numerals].
- Numicon shapes 1 to 5 [matching amounts, matching numbers].
- Simple 2D shapes [naming/finding in environment].

##### **RE**

**What happens at Christmas?**

- Visiting the church
- The Nativity Story
- Nativity Service/Play
- Children to learn religious songs/rhymes/traditional songs

## Medium Term Plan – Nursery Autumn 2

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| <p><b>Communication and Language</b><br/>[22-36 months]</p> <ul style="list-style-type: none"> <li>• Listens with interest to the noises adults make when they read stories.</li> <li>• Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</li> <li>• Shows interest in play with sounds, songs and rhymes.</li> <li>• Single channelled attention. Can shift to a different task if attention fully obtained – using child's name helps focus.</li> <li>• Identifies action words by pointing to the right picture, e.g., "Who's jumping?"</li> <li>• Understands more complex sentences, e.g. 'Put your toys away and then we'll read a book.'</li> <li>• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• Holds a conversation, jumping from topic to topic.</li> <li>• Learns new words very rapidly and is able to use them in communicating.</li> </ul> | <ul style="list-style-type: none"> <li>• Learning to listen and look</li> <li>• Developing confidence in speaking to new adults and other children</li> <li>• Adults to support children by modelling speech and playing alongside</li> <li>• "Talk Box" intervention to be used with the majority of the children/more confident children to learn circle time routines and to do speaking/listening activities and games.</li> </ul> |
| <p><b>Physical Development</b><br/>[22-36 months]</p> <ul style="list-style-type: none"> <li>• Runs safely on whole foot.</li> <li>• Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands.</li> <li>• Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment.</li> <li>• Can kick a large ball.</li> <li>• Turns pages in a book, sometimes several at once.</li> <li>• Shows control in holding and using jugs to pour, hammers, books and mark-making tools.</li> </ul>  | <ul style="list-style-type: none"> <li>• Circle games/parachute games</li> <li>• Fine motor activities [tweasers, pencils, paint, thread, trace, lace etc].</li> <li>• Pencil control/grip for those who are ready,</li> </ul>   |
| <p><b>Personal, Social and Emotional Development</b><br/>22-36 mths</p> <p>Interested in others' play and starting to join in.</p> <ul style="list-style-type: none"> <li>• Seeks out others to share experiences.</li> <li>• Shows affection and concern for people who are special to them.</li> <li>• May form a special friendship with another child.</li> </ul> <p>Separates from main carer with support and encouragement from a familiar adult.</p> <p>Expresses own preferences and interests.</p> <ul style="list-style-type: none"> <li>• Seeks comfort from familiar adults when needed</li> <li>• Can express their own feelings such as sad, happy, cross, scared, worried.</li> </ul>   | <ul style="list-style-type: none"> <li>• Social relationships – talking, making friends, sharing and caring</li> <li>• Adults modelling language, talking in social situations</li> </ul>  |
| <p><b>Understanding the World</b><br/>[22-36 months]</p> <ul style="list-style-type: none"> <li>• Has a sense of own immediate family and relations.</li> <li>• In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</li> <li>• Beginning to have their own friends.</li> <li>• Learns that they have similarities and differences that connect them to, and distinguish them from, others.</li> <li>• Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> <li>• Notices detailed features of objects in their environment.</li> <li>• Seeks to acquire basic skills in turning on and operating some ICT equipment.</li> <li>• Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</li> </ul>  | <ul style="list-style-type: none"> <li>• Sorting, matching, naming colours</li> <li>• Descriptive language [light, dark, shiny etc]</li> <li>• Talking about seasonal change/weather – how it affects animals, humans and what we see outside.</li> </ul>  |
| <p><b>Expressive Arts and Design</b><br/>[22-36 months]</p> <ul style="list-style-type: none"> <li>• Joins in singing favourite songs.</li> <li>• Creates sounds by banging, shaking, tapping or blowing.</li> <li>• Shows an interest in the way musical instruments sound.</li> <li>• Experiments with blocks, colours and marks.</li> <li>• Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'</li> <li>• Beginning to make-believe by pretending.</li> </ul>   | <ul style="list-style-type: none"> <li>• Independent opportunities to apply skills learnt [painting, gluing etc].</li> <li>• Dance/movement/music activities [gross and fine motor]</li> <li>• Christmas craft session with parents/carers</li> </ul>  |