LEARN, GROW, ACHIEVE

<table>
<tr>
<td><u>Year Nursery</u>
Longmoor Value:

Cultural Capital:
- Individual photograph day
- Remembrance Day
- Anti-bullying week
- Diwali Wow Day
- Children in Need - 15th November
- Nursery Rhyme Week – 11th November
- Parent's evening
- Nursery Christmas Performance
Christmas jumper day
Christmas party

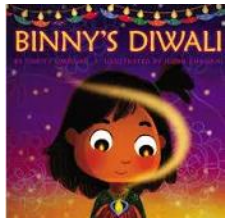
- 1st December – introduce Advent</td>
<td colspan="4">Medium Term Planning - Autumn 2 2026 - Foundation Stage 1

Topic Title: Why are we all the same but also different? (PCC)

Driver Subject: UW – People, places and communities

Enhancer subject: UW –The World</td>
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<td></td>
<td><u>Weeks 1 and 2</u>
W/C- 5th Nov + 11th Nov

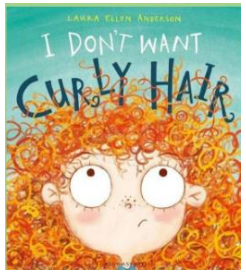
How is Diwali celebrated?



Book:
Binny's Diwali

Role-Play
Indoors – Beauty Station
Outdoors – Hair dressers</td>
<td><u>Week 3</u>
18th Nov

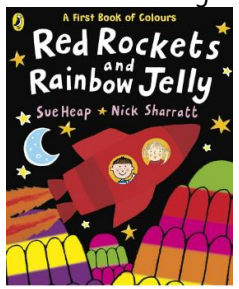
Why is our hair all different?



Book: I Don't Want Curly Hair

Role-Play
Indoors – beauty salon
Outdoors – Hair dressers</td>
<td><u>Weeks 4 and 5</u>
25th Nov + 2nd Dec

What makes us the same? What makes us unique?

Book: Red Rockets and Rainbow Jelly


Role-Play
Indoors – beauty salon
Outdoors – Hair dressers</td>
<td><u>Weeks 6 and 7</u>
9th Dec + 16th Dec

How do we celebrate Christmas?

Book: The Christmas Story
Dear Santa


Role-Play
Indoors – Home corner- Christmas
Outdoors – gift wrapping shop.</td>
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Characteristics of Effective Teaching and Learning	**Playing and exploring –** • Finding out and exploring		**Creative and critical thinking-** • Having their own ideas	**Creative and critical thinking-** • Making links		**Active learning –** • Enjoy achieving what they set out to do	
WRITING	Makes marks/draws in response to own experiences e.g. stories/ visits		Includes mark making in their own play	Imitates adults writing-making lines, shapes, symbols (emergent writing)		Makes marks/draws in response to own experiences e.g. stories/ visits	
READING	Looks at and enjoys print independently **(WR)**		Begins to talk about a character, setting or event **(COMP)**	Looks at and enjoys print independently **(WR)**		Engages in conversations about stories using some related language **(COMP)**	
MATHS N - number NP- numerical pattern	Begins to know that numbers identify how many objects are in a set up to 2 **(N)**	Begins to use 1:1 Correspondence when counting to 3 and beyond **(NP)**	Begins to know that numbers identify how many objects are in a set up to 3 **(N)**	Enjoys verbally counting as far as they can go **(NP)**	Begins to represent numbers using fingers and marks up to 3 **(N)**	Begins to recognise numbers 0-3 **(NP)**	Sometimes matches numeral to quantity to 3 **(N)**
PSED	Enjoys playing alongside others **(BR)**		Safely explores a range of emotions through stories and play **(SR)**	Increased independence in self-care but will ask for support when needed **(MS)**		Safely explores a range of emotions through stories and play **(SR)**	
COMMUNICATION AND LANGUAGE	Is able to focus attention on one thing of interest **(LAU)**		Enjoys listening to longer stories and remember	Begins to question why some things happen **(S)**		Builds and uses vocabulary when communicating, (that reflects own experiences) **(S)**	

		some of what happens **(LAU)**		
UNDERSTANDING OF THE WORLD (PCC) **(DRIVER SUBJECT)**	Learns similarities and differences that connect them to and distinguish them from others		Learns similarities and differences that connect them to and distinguish them from others	
UNDERSTANDING OF THE WORLD (The World) **(ENHANCER SUBJECT)**	Comments on aspects of their familiar world	Uses their senses in hands on exploration of natural materials		
UNDERSTANDING OF THE WORLD (Past and Present) **(ENHANCER SUBJECT)**			Begins to make sense of their own life story and family history e.g. grandma is mummy's mummy	
PHYSICAL DEVELOPMENT GROSS MOTOR	Uses sequences and patterns of movements related to music **(GM)**	Uses large muscle movements to make marks	Uses sequences and patterns of movements related to music and rhythm **(GM)**	Uses large muscle movements to make marks
FINE MOTOR	Imitates drawing simple shapes such as circles and lines **(FM)**	May be beginning to show preference for dominant hand		Imitates drawing simple shapes such as circles and lines **(FM)**

EXPRESSIVE ART AND DESIGN **CREATING WITH MATERIALS**	Explores different materials to develop own ideas e.g. when making			
EXPRESSIVE ART AND DESIGN **BEING IMAGINATIVE AND EXPRESSIVE**	Creates movement in response to music		Begins to engage in imaginative play using first hand experiences	Has a preference when expressing themselves.
NON-STATUTORY **TECHNOLOGY** Non-statutory should be in your weekly provision	Can you attempt to operate simple familiar equipment? (information technology)		Can acquire information can be retrieved from a computer with an adult? (Digital Literacy)	
NON-STATUTORY **SHAPE, SPACE AND MEASURE** Non-statutory should be in your weekly provision	Enjoys partitioning and combining shapes to make new ones	Moves and rotates objects to fit a space	Chooses items based on their shape which is appropriate	

- Just grey out about the educational programme you will not be teaching in a given week. For example you may not teach both EAD strands in a week