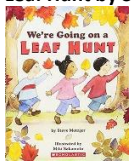
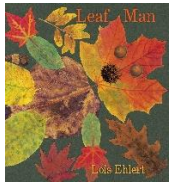
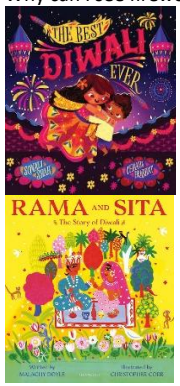
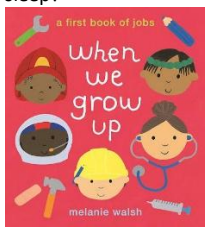
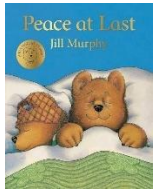
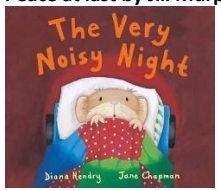
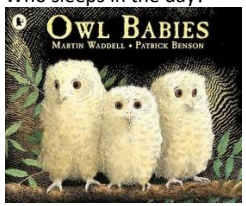
Nursery Medium Term Plan - Autumn 2 2026

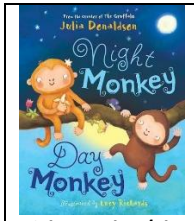
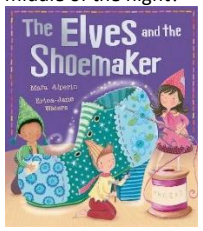
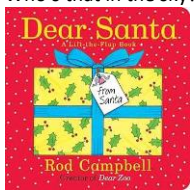
Area	CL	PSED	PD	L	M	UTW	EAD
Skills	Enjoy listening to longer stories and can remember much of what happens. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door"	Remember rules without needing an adult to remind them. Develop their sense of responsibility and membership of a community. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips	Understand the five key concepts about print: - the names of different parts of a book	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Say one number for each item in order: 1,2,3,4,5. Show 'finger numbers' up to 5. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern	Talk about what they see, using a wide vocabulary. Show interest in different occupations.	Explore different materials freely, to develop their ideas about how to use them and what to make. Join different materials and explore different textures. Remember and sing entire songs.

What's that in the dark?

Question & Book focus Each book/ question is roughly 1 week. However, we may adapt to spend longer or shorter on each question or story based on the interests of the children.	**Talk Time ideas- whole class (CL/PSED)**	**Vocabulary**	**Adult focus task**	**Continuous provision ideas (linked to skills)**	**Outdoor**	**Phonics**	**Maths**
What's happened to the leaves? **Leaf Hunt by Steve Metzgar**   **Leaf Man by Lois Ehlert**	Autumn: Explore the signs of autumn, what do we notice about our garden? About the weather? Talk about the changing colours of leaves, why leaves fall from the trees and what happens to trees in autumn. Thursday 5th: Bonfire night: Talk about Bonfire Night and how families celebrate, including watching fireworks, seeing bonfires and enjoying sparklers with grown-ups. Discuss the sights and sounds of fireworks, asking "What colours can you see?", "What sounds can you hear?" and "How do you celebrate Bonfire Night?" Talk about keeping safe by staying with a grown-up,	Autumn, leaves, tree, falling, crunchy, colourful, red, orange, yellow, brown, green, smooth, rough, crispy, windy, season, change, collect, hunt, nature, bonfire, sparklers, safe, fireworks, whizz, pop, bang, crackle, fizz	Children draw themselves at Halloween! What did they dress up as? Scribe what the children say. *(If they didn't dress up, draw something they did during the half term)* **clay Diya lamps ready for next week	**EAD:** Create autumn leaf prints, exploring mixing autumn colours. Hedgehog snipping scissor skills. Bonfire night pictures- glitter and glue. **Construction:** Build homes for woodland animals, create dens for hedgehogs and squirrels, and build trees using blocks and loose parts. **Tuff tray/sensory:** Explore an autumn sensory tray with leaves, conkers, pine cones, twigs and woodland animals. Sort leaves by colour, size and shape. Make 'm' shapes using the little mice **Fine motor:**, Peg autumn leaves onto a washing line. Use hole punches to punch leaf confetti. **Water:** Explore floating and sinking autumn objects- use conkers and pine cones to make autumn soup! **Small world:** Create an autumn woodland using leaves, twigs, pine cones and woodland animals. Explore where animals live and talk about how they prepare for winter. **Playdough:** Make hedgehogs using playdough and sticks. Make 5 fat sausages and put them in the pan! **Mark Making:** Large paper roll- draw around leaves. Use cotton buds to add on the autumn leaves. Bonfire mark making in glitter with brushes.	**Go on an autumn leaf hunt.** Discuss the different colours, shapes and textures of leaves, asking questions such as "What colours can you see?", "How do the leaves feel?" and "What can we find on our own autumn leaf hunt?" Encourage children to use descriptive words such as crunchy, smooth, rough and colourful. Use these to make our very own 'leaf man'	**Introduce the new sound:** /m/ as in mouse. **Phase 1 activity:** Environmental sounds: Autumn listening walk. **Speech rhythm:** What does it sound like? Ask the children to listen to two simple chants. Chant them in a muffled voice or by humming and ask the children to identify which chant you are trying to say. Repeat.	**Sorting** • What do you notice? • Guess the rule **Nursery rhyme focus:** 5 sausages

	standing well back from fireworks and never touching fireworks or sparklers.						
Why can I see fireworks? 	Diwali: Recap Bonfire Night and discuss why we may have seen fireworks in the sky. Explain that fireworks are also used by some people to celebrate Diwali, the Festival of Light. Read the story of Rama and Sita and talk about how Diwali is celebrated with lights, colourful decorations, special foods and family celebrations. Ask questions: "How did you celebrate Bonfire Night?", "What happened to Rama and Sita?" and "How might families celebrate Diwali together?" *Everywhere Bear- trip to India!* Tuesday: Diwali day/ dance workshop Wednesday: Remembrance Day: Talk about Remembrance Day and introduce the red poppy as a special flower that helps us remember people who help to keep us safe. Look at pictures of poppies and talk about their colour and shape. Explain that people wear poppies and have a quiet moment to remember.	Diwali, Festival of Light, Rama, Sita, light, dark, fireworks, celebration, family, diya, candles, colourful, decorations, rangoli, tradition, story, good, evil. Remembrance, poppy, red, flower, remember, soldier, help, safe, peace, quiet, silence, respect, kindness, brave, together	Decorate clay diya lamps. Create Number block 1. Cut 1 square, stick on 1 eye. Draw a number 1, a straight line top to bottom.	**EAD:** Create colourful rangoli patterns, decorate diya lamps, and explore printing with red paint to create poppy pictures. **Construction:** Build homes and palaces for Rama and Sita using blocks. **Tuff tray/sensory:** Explore a Diwali-inspired sensory tray with coloured rice, scoops, bowls and rangoli pattern cards. **Fine motor:** Use tweezers to arrange coloured gems or loose parts into rangoli patterns. Pom pom printing the letter 'p' Scissor skills: cut a green strip for the stem, and a poppy outline on red to create a poppy. **Small world:** Retell the story of Rama and Sita using small-world figures, blocks and battery-operated tea lights. **Playdough:** Create diya lamps and decorate them with colourful loose parts. Make red poppies by rolling and flattening playdough, adding a black centre and green stems. **Mark Making:** Create rangoli patterns using colourful crayons, chalks or paint. Explore drawing poppies, making red marks and creating pictures using red, green and black.	**Rangoli patterns:** Use powder paints and chalks to create Rangoli patterns outside. Afterwards use brushes, bubbles and water to wash them away!	**Introduce the new sound:** /p/ as in pan **Phase 1 activity:** Environmental sounds, autumn guess the sound. **Speech rhythm:** same or different? Ask: Are these two sounds/rhythms the same or different? Listen (don't look). Is this sound (clap) the same as this sound (click fingers)? Listen. Is this rhythm the same as the next rhythm? (Tap one rhythm and then tap the same or a different rhythm.) Can the children copy or produce the same or a different rhythm?	**Number 1** • Subitising • Counting • Numeral recognition **Nursery rhyme focus:** 1 finger, 1 thumb
Who's helping when we sleep? 	Talk about the difference between day and night and explore what happens when we go to sleep. Discuss how some people work at night to help us, such as doctors, nurses, police officers and firefighters. Look at pictures of people who help us and talk about the important jobs they do, asking questions such as "What happens when it	Day, night, dark, light, asleep, awake, sleep, help, helpers, doctor, nurse, police officer, firefighter, ambulance, hospital, emergency, safe, work,	When I grow up: children draw what they would like to be when they're older, and adults scribe their ideas.	**EAD:** Create day and night pictures using paint, collage materials and different shades of blue, black and yellow. Explore mixing colours to create a night sky. **Construction:** Build hospitals, fire stations and police stations. Use blocks to create houses and buildings in a town, thinking about who might be working during the day and night. **Pop up dark tent sensory:** Investigate how torches change what we can see in the dark. **Fine motor:** Use tweezers to rescue small people from a sensory tray	Create an emergency vehicle obstacle course using bikes, scooters, cones and road signs. Encourage children to role-play as police officers, firefighters and ambulance drivers,	**Introduce the new sound:** /b/ as in bat. **Phase 1 activity:** instrumental sounds game: copy that rhythm **Speech rhythm:** matching game:	**Number 2** •Subitising dice pattern •Subitising random pattern •Subitising different sizes **Nursery rhyme focus:** 1,2 buckle my shoe

When we grow up Melanie Walsh	gets dark?", "Who helps us when we are poorly?" and "Who might be working while we are asleep?"	night-time, daytime, community.		**Water:** Wash dolls and role-play getting ready for bed.. **Small world:** Create a town with houses, roads, a hospital, a fire station and a police station. Use small-world figures and vehicles to explore how people help us during the day and at night. **Playdough:** Make playdough bread for the baker. **Mark Making:** Draw stars, moons and suns, make marks with fluorescent pens on dark paper, use star stickers	travelling around the course to help people in need.	Make a sound and get the children to point to the picture in a book that makes the sound or vice versa.	
What's that noise?!  **Peace at last by Jill Murphy**  **The Very noisy night by Diana Hendry**	Read *The Very Noisy Night* and *Peace at Last* and talk about the different sounds we might hear during the day and at night. Encourage children to listen carefully and identify familiar sounds, such as snoring, animals, traffic and household noises. Discuss daytime and night-time routines, asking questions such as "What do you do when you wake up?", "What do you do before bed?", "What noises can you hear during the day?" and "What noises might you hear when you are trying to sleep?" Explore which sounds are loud or quiet and how different noises make us feel.	Daytime, night-time, morning, evening, routine, wake up, asleep, awake, bedtime, sleep, quiet, loud, noise, sound, listen, hear, snore, traffic, animals, peaceful, busy, dark, light.	Create number 2 number block, counting 2 orange blocks, and 2 eyes. Have a go at mark making a 2.	**EAD:** 2 little dickie birds crafts (lollipop sticks, eyes, features, circle paper) **Construction:** Build bedrooms, houses and buildings using blocks. Create beds for small-world characters and build houses with different rooms for daytime and night-time activities. **Tuff tray/sensory:** peace at last: sort the coloured bears into the matching beds **Fine motor:** provide laminated teeth, whiteboard pens and brushes to clean teeth before bed. **Water:** provide the nets (for our sound this week 'n') catch the fish with the 'n' sounds on them **Small world:** dolls house: use small-world figures to act out waking up, getting dressed, eating meals and getting ready for bed. **Playdough:** letter mats for the sounds we have learnt so far: m, p, n, b **Mark Making:** decorate a duvet-snip and cut out a square and stick on top of sleeping bear.	Subitising game: cross the river, only jumping on the steps that show 2. Use the crocodile puppet to add in danger!	**Introduce the new sound:** /n/ as in net. **Phase 1 activity:** instrumental sounds game: grandmother's footsteps **Speech rhythm:** tap or clap a beat: Tap or clap the rhythm of a rhyme or chant. Can the children copy it? Also focus on differing rhythms, such as strong, weak, strong, weak, in comparison to strong, strong, weak, weak. Can the children produce different rhythms?	**Number 2** • Counting • Numeral recognition **Nursery rhyme focus:** 2 little dickie birds
Who sleeps in the day?  **Owl Babies by Martin Waddell**	Read *Owl Babies* and talk about how owls are nocturnal animals, meaning they are awake at night and sleep during the day. Explore other nocturnal animals, such as bats, foxes and hedgehogs, and discuss what they might do when it gets dark. Ask questions such as "Where were the baby owls' mummy?", "When do owls sleep?" and "Which other animals might be awake at night?"	Nocturnal, daytime, night-time, awake, asleep, dark, light, owl, monkey, bat, fox, hedgehog, animal, forest, tree, nest, hunt, night sky, moon, stars, compare, different.	Print owl pictures using sponges. Look at sizes, which one is the biggest owl? Which is smallest? Count 3 owls. Adult scribes a speech bubble.	**EAD:** toilet paper tube owl printing. **Tuff tray/sensory:** provide loose parts to create repeating AB patterns patterns. **Fine motor:** Using pegs to attach feathers to the owl pictures. Cut out owls and stick on the branch. **Water tray:** no water. Make pink spaghetti, use scissors to snip the worms for the owls dinner! **Small world:** Create a woodland setting for *Owl Babies* using twigs, leaves, trees and owl figures. Retell the story and explore where other nocturnal animals might live. **Playdough:** Create baby owls using playdough and add feathers, sticks and small loose parts. **Mark Making:** Draw owls, bats and other nocturnal animals using chalk and crayons on dark paper.	Create repeated AB patterns using sticks, stones, leaves etc.	**Introduce the new sound:** /t/ as in tap. **Phase 1 activity:** body percussion game: follow the leader **Speech rhythm:** short or long sound? Ask children to listen to two pronunciations of the same word e.g.	**Patterns** • Extend AB Colour patterns • Extend AB Outdoor Patterns • AB Movement Patterns **Nursery rhyme focus:** head, shoulders, knees and toes

 **Night monkey/ day monkey by Julia Donaldson**	Read *Night Monkey, Day Monkey* by Julia Donaldson and compare the differences between daytime and night-time. Talk about how different animals are awake at different times and explore what we might see, hear and do during the day and at night. Ask questions such as "What can Day Monkey see?", "What does Night Monkey see in the dark?" and "How are day and night different?"			**Home corner:** begin to decorate the home corner ready for Christmas		crack or craaaaack. Ask: Which is the longest or dragged out sound? An alternative is to ask children to discern between a big (loud) sound and a small (quiet) sound	
Who's busy working in the middle of the night?  **Elves and the shoemaker**	Read *The Elves and the Shoemaker* and talk about what the elves do while the shoemaker is asleep. Think about other things that might be awake at night, including nocturnal animals and people getting ready for Christmas. As December begins, discuss what might happen at night during the festive season, such as Santa delivering presents, reindeer flying through the sky and families putting up Christmas decorations. Ask questions such as "What did the elves do at night?", "What else might be awake while we are sleeping?" and "What do you think Santa does at night?"	Elves, shoemaker, shoes, workshop, night-time, asleep, awake, dark, busy, magic, Christmas, Santa, reindeer, presents, sleigh, chimney, stars, moon, decorate, deliver, surprise, helpful, kind.	Write a Christmas letter to Santa. Adult scribe to give meaning to the children's marks. Calendars/ Christmas cards	**EAD:** Design and decorate paper shoes Explore printing patterns onto paper shoes. **Tuff tray/sensory:** wrap up shoe boxes using tape and paper **Fine motor:** practise threading laces through holes in cardboard shoes, peg fabric pieces onto a washing line and wrap small shoe boxes. **Water:** Wash and clean shoes using brushes, sponges and soapy water. Explore squeezing sponges, pouring water and using different tools to clean the shoes. **Small world:** Create a shoemaker's workshop with small-world figures, shoes, a workbench and materials. Retell the story and explore how the elves secretly help the shoemaker at night. **Playdough:** link to phonics- make playdough spots for the /d/ dog. **Mark Making:** Design shoes using pencils and crayons, draw patterns onto shoe templates. Colour repeated pattern dogs (link to phonics sound /d/)	Set up an elf shoe hunt around the outdoor area. Encourage children to search for hidden shoes, match pairs and sort them by colour or size.	**Introduce the new sound:** /d/ as in dog. **Phase 1 activity:** body percussion game: Simon says **Speech rhythm:** say it the same way: Ask children to copy a sound with the same tone, intonation or pattern e.g. nee-nor (of an ambulance), cuckoo!, ding-dong (of a door bell), hip hip hooray! Can they produce a word or phrase to be said in a specific way for another to copy?	**Pattern:** • Fix my Pattern • Extend ABC Colour patterns • Extend ABC Outdoor Patterns **Nursery rhyme focus:** zoom zoom zoom
Who's that in the sky?!  **Dear Santa by Rod Campbell**	Read *Dear Santa* and talk about how families get ready for and celebrate Christmas. Discuss familiar traditions, such as decorating the Christmas tree, putting up lights, writing Christmas lists, wrapping presents, enjoying special foods and spending time with family and friends. Encourage children to share their own experiences	Christmas, Santa, presents, gifts, wrapping, decorations, Christmas tree, lights, tinsel, baubles, star, reindeer, sleigh, stocking, wish list, letter, family, friends,	Phonics assessments Finish calendars/ Christmas cards	**EAD:** cut and decorate a Christmas stocking. **Construction:** Build Santa's workshop using blocks, crates and loose parts. **Tuff tray/sensory:** present wrapping station **Fine motor:** use peg board pegs to add fairy lights to the trees. Finger print fairy light patterns. **Water:** wash the pots and pans after Christmas dinner! **Small world:** Create a snowy Christmas scene with Santa, reindeer, a sleigh, presents and houses. Encourage children	Use the large scale builders equipment to build a sleigh for santa. Set up a present delivery obstacle course.	**Assessment week** Play Christmas listening games (what's that sound?) What's in the present (wrapped up present box,	Consolidation week

	and recognise that every family may celebrate in different ways. Ask questions such as "What can you see in the story?", "How do you get ready for Christmas?", "What might you do on Christmas Day?" and "What are you looking forward to?"	tradition, celebrate, special, festive, food, dinner, crackers, cards, giving, sharing, excited		to retell familiar Christmas stories, deliver presents and talk about where Santa might visit. **Playdough:** Make gingerbread dough, **Mark Making:** Write Christmas lists, make marks on Christmas cards and decorate wrapping paper with lines, dots and repeating patterns. Provide Christmas-themed paper, envelopes, pencils and crayons for children to make their own letters to Santa.		listen to the sound inside) Sing Christmas songs using the hand bells to keep rhythm.	