

Aire – Autumn 2 Medium Term Plan



Key: **Nursery** **Reception** **All**

Light, Dark and Togetherness - Why do people celebrate and how do things change around us?

	Focus Book	Key Vocabulary	Key Questions	
Week 1/2	Little Glow - <i>How do lights help us celebrate?</i>	glow, flicker, rejoice, lonely, bright, important	How do we celebrate birthdays? What do you see when people celebrate with lights? Can you name some celebrations with fireworks or candles?	Let’s explore celebrations – Baptisms, Christmas, Diwali, Remembrance Day, and Bonfire Night. How do people celebrate special events in our country and beyond – Bonfire Night, Remembrance Day, Diwali, and Christmas?
Week 3/4	The Best Diwali ever - <i>Why do people</i>	excited, decorate, competition, accident, celebrate, special	What is a celebration? Who do you celebrate with? Do we all celebrate in the same way?	Which celebrations are important to other people in our community and other countries? Can we talk about the similarities and differences between the countries and celebrations? (e.g., hotter/colder)
Week 5/6	The Nativity - <i>Why do Christians celebrate Christmas?</i>	journey, caring, stable, special, angel, gift	What do you celebrate at home? Which celebration do you like best? Who helps you get ready for a celebration?	What do you celebrate at home? Which celebrations are important to me? What makes a place special? How do people show thanks for the world?

Provision Enhancements

Inside							Outside		Visits/ Visitors and Events
Mark-making/creative	Role-play area	Investigation Station	Small world	Playdough	Sensory Tray	Fine Motor	sand/mud/water	Mark-making	
1. Can you make a firework picture? <i>(paint and glitter)</i> 2. Create a star <i>(lolly sticks and decorate with sequins)</i> 3. Decorate a Diya lamp <i>(diya outline, tissue paper and glue)</i> 4. Create a winter scene <i>(white chalk on black paper)</i> 5. Make a Christmas card <i>(stamps, stickers, and paint sticks)</i> 6. Wrap up a Christmas present <i>(wrapping paper and small boxes, cello tape and scissors)</i>	<i>Birthday Party Role Play</i> • Add: Party hats, pretend cake, decorations, gift bags, invitations Sign: <i>“Can you plan a party for your friend?”</i>	Focus: Light, colour, materials • Light sources (torches, coloured filters, glow sticks) • Rangoli pattern cards and loose parts • Materials for testing (foil, fabric, paper – which reflect light?) • Christmas-themed scents (cinnamon, pine) in smell pots Candle holders and safe LED candles	1-2 Birthday party – party hats, banner 3-4 Village – Santa’s workshop, sleigh, elves, post box for letters, snowy scenes 5-6 Nativity scene – stable, animals, Mary, Joseph, baby Jesus	1-2 Can you make a pumpkin? <i>(Orange playdough, green pipe cleaners)</i> 3-4 Can you make a poppy using red and black playdough? 5-6 Can you make a Diya lamp? <i>(Add sequins, gold beads, and candles)</i>	1-2 Sensory Base: Black beans or lentils with gold glitter and sequins • Enhancements: Rangoli patterns, 3-4 Sensory Base: Red/orange/yellow shredded paper or rice • Enhancements: foil stars, little gems 5–6 Sensory Base: Fake snow or cotton wool with pinecones and cinnamon sticks • Enhancements: baubles, gift boxes, tinsel	1-2 Cotton Bud Rangoli Dots Children dab paint with cotton buds onto Rangoli templates to create dot patterns. 3–4 Sticker Fireworks & Lights Use small stickers to decorate black paper with firework bursts or string lights. 5–6 Christmas Tree bauble placement Thread sparkly pipe cleaners through colanders or punched card shapes.	<i>Pouring and Filling Station</i> • Add: Funnels, jugs, tubes, and containers in water and mud • Focus: Fine motor, cause and effect, collaborative play	• Make firework patterns with chalk and pebbles <i>(Children arrange pebbles in bursts and draw lines with chalk)</i> • Create leaf spirals or shapes on the ground <i>(Use collected autumn leaves to form patterns or pictures)</i> • Build a celebration scene using sticks and bricks <i>(Children create pretend bonfires, houses, or party setups)</i>	• Diwali day – celebrate with music, dancing, food, special clothing or a Hindu visitor. • Walk to the Post Office – post letter to Santa. • Invite parents in to talk about festivals and different celebrations. • Singing performance

Area of Development	● Continuous Provision (CP) Approaches and enhancements These approaches support child-led exploration and spontaneous language development:	● Adult-Led Approaches These approaches support structured language development and targeted teaching:	Nursery Intended Outcomes	Reception Intended Outcomes
Communication & Language	Listening - Small-world play with themed story characters (e.g. The Nativity) to encourage listening to peers' ideas. - Role play areas with real-life scenarios (e.g. post office, toy workshop) to promote listening in context. - Construction and sensory play with adult prompts like “Tell me what you’re building” to encourage listening and responding. Attention - Storytelling baskets with props and puppets for independent retelling and attention practice. - Outdoor exploration (e.g. Autumn walk) with scavenger hunts to build attention through natural engagement.	Listening - Interactive story time with repeated refrains and visual props to support careful listening. - Rhyme and song sessions to build auditory memory and phonological awareness. - Guided carpet sessions with visual cues and puppets to reinforce listening expectations. Attention - Circle time games like to build attention and memory. - Small group work with turn-taking and listening challenges. - Visual timetables and cues to support transitions and sustained attention. Understanding	Listening I can listen to simple stories. I can listen when other people speak to me. Attention I can focus more when someone is telling me a story. I can give attention to people who are talking to me. Understanding I can show I understand a story by looking at the pictures.	Listening I can listen carefully on the carpet and when people talk to me. I can listen to new stories that are read to me. Attention I can pay attention during carpet time and guided tasks. I can understand why it’s important to pay attention. Understanding I can follow instructions with two parts.

	Understanding • Matching and sorting games using size concepts (e.g. big/small). • Labelled provocations (e.g. “Which is bigger?” “Find something small”) to support vocabulary and concept development. • Picture books in cosy corners with adult prompts like “What’s happening here?” to encourage visual comprehension. Speaking • Peer play in role play and small world to encourage expressive language and sentence building. • Snack time chats with prompts like “What do you need?” or “What’s your favourite snack?” to support functional language. • Mark making and storytelling stations where children describe their drawings or retell events.	• Two-part instruction games (e.g. “Find the big leaf and put it under the table”) to build comprehension. • Concept-based discussions using real objects (e.g. comparing sizes, positions). • Interactive story sessions with “why” and “how” questions to deepen understanding. Speaking • Rhymes and poems with repeated phrases to encourage joining in and awareness of rhyme/alliteration. • Adult-led role-play with language modelling and extension (e.g. “You said ‘me want apple’ – MTYT ‘I want the apple’”). • Story retelling groups where children act out or narrate familiar tales, encouraging turn-taking and expressive language.	I can understand simple ideas like “big” and “small”. Speaking I can use words to communicate what I want and make myself understood. I can ask ‘what’ questions. Using the terms ‘me, him, her’.	I can talk about what I understand from stories and tasks. Speaking I can use expressions to communicate meaning. I can start conversations, speaking to familiar adults. I can take turns speaking. I can talk about past events. I am beginning to have an awareness of rhyme and alliteration.
Personal, Social & Emotional	Self-Regulation • Cosy corners or quiet zones with soft furnishings and sensory items to support self-soothing and personal space. • Tidy-up routines with visual cues and songs to encourage responsibility for equipment. • Emotion check-in stations with mirrors, emotion cards, and soft toys to help children name feelings. Managing Self • Role play areas (e.g. bathroom setup with dolls) to model hygiene routines like handwashing. • Exploration stations with new materials or textures to encourage trying new things. • Self-service snack areas to promote independence and choice-making. Building Relationships • Small world and role play setups that encourage parallel and cooperative play. • Turn-taking games in outdoor provision (e.g. ball rolling, scooter sharing) with adult facilitation nearby. • Interest-led zones (e.g. construction, art) where children naturally observe and join peers.	Self-Regulation • Circle time discussions using emotion cards or puppets to name and talk about feelings. • Social stories about sharing, waiting, and comforting others. • Visual prompts and praise during transitions to reinforce staying in own space and respecting boundaries. Managing Self • Handwashing routines with step-by-step modelling and visual aids. • Guided exploration of new activities with adult encouragement and scaffolding. • Reflective carpet sessions where children say what they’re doing and why (e.g. “I’m building a tower because I like tall things”). Building Relationships • Adult-facilitated turn-taking games like board games or storytelling dice. • Friendship groups where children talk about what they enjoy doing together. • Modelling help-seeking through role play (e.g. “I need help with my zip – who can I ask?”).	Self-regulation: I can sit on the floor and stay in my own space. I can look after the toys and equipment in my classroom. Managing Self: I can try new things. I can wash my hands after using the toilet, with a little help. I can sit on the floor and stay in my own space. I can look after the toys and equipment in my classroom. Building Relationships: I can play alongside other children and sometimes need help from an adult. I can play simple turn-taking games with adult support. I can show interest in what other children are playing.	Self-regulation: I can share with others and comfort a friend who is upset. I can name how I am feeling. I can take turns and share with my friends. I am learning to be patient and understand that other people have needs too. Managing Self: I can do things for myself because I want to. I can say what I am doing and why I am doing it. Building Relationships: I am building friendships with children I already know. I can talk to children and adults in my class. I can ask for help when I need it.
Physical Development	Gross Motor • Balance bikes and scooters available daily to encourage slow, controlled movement and build coordination. • Climbing frames and tree stumps with adult nearby to support safe risk-taking and confidence. • Swings and hammocks with adult supervision to promote independence and core strength. • Outdoor obstacle courses using crates, planks, and tyres to explore agility and balance. • Large-scale mark making (e.g. chalks on playground) to combine movement and creativity. • Soft play shed with large blocks and tunnels to encourage lifting and crawling Fine Motor • Mark making stations with crayons, chalks, and paintbrushes for scribbling and early control. • Tool exploration trays with tweezers, pipettes, scissors, and threading beads to build dexterity. • Self-serve snack and lunch areas with child-sized cutlery to encourage independent feeding. • Playdough and clay stations for squeezing, rolling, and shaping to strengthen hand muscles.	Gross Motor • PE sessions focused on movement variety (e.g. crawling, jumping, tiptoeing) to build agility and coordination. • Adult-supported climbing practice with verbal encouragement and physical guidance. • Balance bike coaching with prompts like “Can you go slowly around the cone?” • Movement games like “Follow the Leader” or “Animal Walks” to explore different ways of moving. Fine Motor • Fine motor challenges like cutting along lines, threading patterns, or using hole punches. • Adult modelling of correct grip and tool use during drawing or writing tasks. • Routine-based independence practice (e.g. “Let’s use our fork and spoon together”) during mealtimes. • Dough-disco sessions multisensory techniques to support hand strengthening	Gross Motor: I can move slowly on a balance bike. I can use a climbing frame with help from an adult. I can use a swing with a little independence. Fine Motor: I can make marks by scribbling and colouring. I can explore different fine motor activities and tools. I can use a spoon and a fork to feed myself.	Gross Motor: I can build my strength, balance, coordination, and agility. I can try moving in different ways. Fine Motor: I can keep improving my fine motor skills. I can learn how to form letters correctly and use them in my writing.
Literacy	Comprehension • Book corners with a variety of fiction and non-fiction texts, including books with flaps, textures, and clear illustrations to support page-turning and picture discussion. • Story baskets with props and puppets to encourage retelling and sequencing through play.	Comprehension • Guided story sessions with questioning (“What happened first?”, “Why did that happen?”) and visual aids. • Sequencing activities using story cards or picture strips to retell familiar tales. • Fact vs. fiction discussions using books about real-world topics (e.g. winter, animals) and stories.	Comprehension: I can turn one page at a time in a book. I can understand that print has meaning. I can talk about the pictures in a book with help. Word Reading:	Comprehension: I can sequence two events from a story I know, with some help. I can talk about and listen to different kinds of books, including stories and facts.

	- Floor books and photo stories where children can talk about past events and link pictures to meaning. - Yoto player and earphones with story and props. Word Reading - Sound exploration stations with instruments and sound-matching games to develop auditory discrimination. - Nursery rhyme walls with visual prompts and action cues to support singing and rhyme recognition. - Rhyming object trays (e.g. cat/hat, log/frog) for children to match and say aloud. Writing - Mark making areas with a range of tools (chalks, crayons, paintbrushes) for free expression. - Large pattern tracing on easels, whiteboards, or outdoor surfaces to support gross motor writing movements. - Name recognition stations with light board, magnetic letters, name cards, and tracing sheets to encourage early letter use.	Word Reading - Phonics sessions introducing Phase 2 sounds (m, a, s, t, p, i) and phrases. - Blending games like “Fred Talk” to support segmenting and blending. - Tricky word hunts around the classroom to reinforce recognition of high-frequency words. Writing - Adult modelling of writing during shared activities (e.g. writing a shopping list or message). - Letter formation practice using multisensory methods (e.g. sand trays, rainbow writing). - Guided writing tasks where children match sounds to letters and attempt simple words or phrases.	I can tell the difference between instrument sounds. I can sing and do actions to a nursery rhyme I know. I can say the rhyming word at the end of a rhyme. Writing: I can draw marks, even if they don’t look like letters yet. I can follow big patterns with my pencil or finger.	I can answer questions about the books read to me. I can use words and pictures in a book to help me answer simple questions. Word Reading: I can read letter sounds like m,a,s,t,p,i I can blend sounds to read simple words. Writing: I can match sounds to letters and use them in my writing. I can control my pencil when I draw and write. I can copy how adults write, like using a whiteboard or writing messages. I can use some letters and symbols, like the ones in my name or first sounds.
Mathematics	Counting, Ordinality & Cardinality - Finger puppet counting games and rhymes (e.g. “Five Little Ducks”) to support 1:1 correspondence and finger counting. - Natural object collections (e.g. conkers, shells) for counting and grouping. - Dice and number fans in small world or construction areas to encourage subitising and number matching. - Loose parts play with bowls and trays to support counting and sorting up to 10. Comparison - Sorting trays with different-sized groups of natural items (e.g. “Which has more?”). - Snack time maths (e.g. “Who has more grapes?”) to embed comparison language. - Water and sand play with containers of different sizes to explore “more than”, “less than”, and “equal”. Composition - Partitioning provocations using natural materials (e.g. “Can you split 5 conkers into two groups?”). - Loose part maths with ten frames and part-whole trays to explore number composition. - Story-based maths (e.g. “Three Little Pigs” – how many pigs in each house?) to explore whole-part ideas. Shape & Pattern - Nature-based pattern making with leaves, sticks, and stones. - Transient art stations for creating repeating patterns and exploring shape properties. - Outdoor shape hunts with clipboards and shape cards to identify and describe shapes in the environment.	Counting, Ordinality & Cardinality - Guided counting sessions with puppets, number lines, and songs. - Matching games (e.g. numeral to quantity) using number cards and objects. - Subitising practice with dice, dot cards, and ten frames. Comparison - Adult-led sorting and matching tasks with clear prompts (“Can you find the group with fewer?”). - Maths talk routines using comparison vocabulary during carpet sessions. - Interactive stories (e.g. “Who has more apples?”) to embed comparison concepts. Composition - Part-whole model activities using counters and number frames. - Number stories (e.g. “I had 5 apples, I gave away 2...”) to explore how numbers are made and broken apart. - Hands-on partitioning games with cubes or natural items. Shape & Pattern - Pattern copying and extending tasks using beads, blocks, or natural items. - Shape sorting and describing games with real objects and shape mats. - Adult modelling of pattern language (“This is an AB pattern – red, blue, red, blue...”).	I can count to 3 by pointing to each object. I can say which group has more or fewer. I can explore shapes and patterns using natural things. I can play finger games and count with puppets. I can name shapes with 4 sides using sticks and frames. I can build pictures with shapes using loose parts. I can find shapes in the environment (e.g. windows, fences). I can talk about day and night using outdoor routines and shadow play.	Counting, Ordinality & Cardinality I can count using my fingers and dice patterns. I can match numbers to groups up to 10. I can count beyond 20. Comparison I can compare groups by matching. I can use words like “more than”, “fewer than”, and “equal”. Composition I can explore the idea of whole and part. I can show how 3, 4, and 5 are made of parts. Shape, Space and Measure I can compare and sort shapes. I can find shapes in the environment. I can describe where things are using position words. I can name and describe shapes with 4 sides. I can use shapes to make pictures or models. I can find squares and rectangles around me. I can talk about my day and night and order events.
Understanding the World	Past and Present - Role play areas themed around birthdays, holidays, or seasonal celebrations to encourage storytelling and memory sharing. - Photo displays of past events (e.g. class trips, seasonal changes) with prompts like “What do you remember?” or “What was different?” - Story baskets with historical figures or celebration props (e.g. poppies, candles) to spark discussion about the past. People, Communities and Culture - Home corner setups with multicultural items (e.g. cooking utensils, fabrics) to reflect diverse family lives. - Celebration stations with artefacts, books, and dressing-up clothes for Diwali, Christmas, and birthdays. - Emotion check-in areas with mirrors, emotion cards, and soft toys to support naming and recognising feelings. - Simple map play with toy vehicles and landmarks to explore place and direction. The Natural World	Past and Present - Guided discussions using photos or artefacts to compare past and present (e.g. “What was school like long ago?”). - Storytelling sessions about historical figures (e.g. Guy Fawkes) and events (e.g. Bonfire Night, Poppy Day). - Memory sharing circles where children talk about holidays or celebrations they’ve experienced. People, Communities and Culture - Celebration talks with books, videos, and artefacts to explore Diwali, Advent, and Christmas traditions. - Emotion vocabulary sessions using puppets or stories to name and discuss feelings. - Simple map activities (e.g. “Can you find our school?”) to introduce place and direction. - Circle time reflections on what makes each child unique and special. The Natural World - Seasonal walks with observation prompts (“What do you see, smell, hear?”).	Past and Present I can talk about things I’ve done before, like birthdays and Christmas. I can use words like “then,” “now,” “next,” and “before.” People, Communities and Culture I can talk about how we look after our friends and families. I can talk about my home and what is inside it. I can talk about how people celebrate special times like birthdays or festivals. I can talk about how we celebrate Christmas. The Natural World I can explore the weather and talk about how it changes. I can notice the seasons and how they are different.	Past and Present I can talk about holidays I’ve been on with my family. I can look at pictures and talk about what is the same or different from the past. I can talk about important people from the past, like Guy Fawkes. I can talk about soldiers, poppies, and why we have a two-minute silence. I can remember facts and stories about celebrations like Bonfire Night and Poppy Day. People, Communities and Culture I can find and talk about places on a simple map. I can talk about different celebrations and what makes them special. I can say why people celebrate different things.

	- Seasonal nature trays with leaves, conkers, ice, or flowers to explore sensory changes. - Outdoor exploration with magnifying glasses and bug viewers to observe animals and plants. - Recycling stations with labelled bins and sorting games to promote environmental awareness. - Body part puzzles and songs (e.g. “Head, Shoulders, Knees and Toes”) to support naming and body awareness.	- Recycling discussions with sorting activities and stories about caring for the planet. - Sensory exploration sessions using natural materials to describe textures, smells, and sounds. - Guided nature investigations (e.g. “Let’s find something living and something not living”) to build scientific thinking.	I can use my senses to explore the world around me. I can name parts of my body. I can show interest in animals, plants, and nature.	I can talk about special times I remember. I can say what happens at Diwali and why it is important. I can name some feelings like happy, sad, frightened, and angry. I can say what happens at Christmas and why it is special. I can retell religious stories and say how they link to my own experiences. I can say how Christians thank God for the world and when they do this. I can talk about how people harm the world and how they try to look after it. I can say that Christians believe Jesus is God come to Earth. This is called 'incarnation'. I can retell the Christmas story and say what it means to me. The Natural World I can describe what I see, smell, and feel in nature. I can talk about recycling and why it is important. I can begin to understand how people can harm the environment.
Expressive Arts & Design	Creating with Materials - Open-ended art stations with glue sticks, scissors, paper, and collage materials for independent craft-making (e.g. Christmas cards). - Colour mixing trays with paint and pipettes to explore primary colours and seasonal palettes (e.g. warm autumn tones, cool winter blues). - Natural materials (leaves, twigs, conkers) for printing, pattern-making, and transient art. - Craft corners with multicultural resources (e.g. Rangoli templates, Diwali lamps) to explore global arts. Being Imaginative and Expressive - Role play areas with familiar props (e.g. post office, toy workshop) to support storytelling and imaginative play. - Small world setups with characters and settings to encourage narrative creation. - Music corners with instruments, scarves, and mirrors for singing, dancing, and sound exploration. - Listening stations with global music and celebration songs to explore rhythm and cultural expression.	Creating with Materials - Guided art sessions on colour mixing and seasonal palettes (e.g. “Let’s make a frosty picture using cool colours”). - Pattern and collage activities with clear modelling and vocabulary (e.g. “Let’s make a repeating pattern using shapes”). - Craft projects linked to celebrations (e.g. Diwali lamps, Christmas cards) with cultural context and discussion. - Art appreciation sessions exploring crafts from different cultures and discussing materials and techniques. Being Imaginative and Expressive - Nursery rhyme and song sessions with actions, props, and repetition to build confidence and memory. - Music exploration using percussion instruments to investigate sound, beat, and tempo. - Movement sessions with scarves or ribbons to explore rhythm and keeping time to music. - Story creation groups where children build narratives using props, puppets, or role play.	Creating with Materials I can use a glue stick to join materials together. I can create my own craft using the materials around me (e.g. a Christmas card). Being Imaginative and Expressive I can use familiar props in my play. I can begin to create storylines in my play. I can sing songs and nursery rhymes I know or am learning.	Creating with Materials I can explore mixing colours using primary colours. I can explore warm and cool colours by looking at Autumn and Winter. I can print or collage to make a pattern or picture. I can choose colours that match what I’m making. I can learn about arts and crafts from different countries (e.g. Diwali lamps, Christmas cards, Hanukkah cards, Rangoli). Being Imaginative and Expressive I can sing lots of nursery rhymes and songs. I can listen to music from around the world and explore its beat. I know that different music is played for different celebrations. I can play percussion instruments and listen to the sounds they make. I know that sounds can change depending on how I make them. I can move to music and keep in time.