Chronology- Autumn term 2nd half term: Celebrations **Year Group: Nursery 2026-27**

Hooks for learning	Key Texts	Key Vocabulary	Trips / visitors	Additional Learning
Set up tea party / balloons / Cake (if allergies allow!)	**Kipper's Birthday** **The Little Princess** **I Want a Party** **Drawing Club** Granny's birthday cake Grandpas Cracker Little Glow The dinosaur that pooped a reindeer	**Tier 1:** party, invite, presents, mix, change, pattern, amount, copy, make, empty, space, **Teir 2:** celebrate, invitations, gifts, visitors, faith, altogether, show, create, trace, **Tier 3:** festival, religion, blend, equals, demonstrate, design **Drawing Club:** Cataclysmic, Unexpected, illuminate, scoff	IDEA store visit Christmas Show at St Lukes	Learning journeys Christmas Performance Christmas Fair Oracy / Talking partners to develop Busy Bee Books for mark making Bite size rama and sita

Communication and Language		Personal, Social and Emotional Development				Physical Development	
Listening, Attention & understanding	**Speaking**	**Self-Regulation**	**Managing Self**	**Building Relationships**	**Jigsaw**	**Gross Motor Skills**	**Fine Motor Skills**
Components: Daily story (encourage children to join in with repeated phrases) Shared attentions / respond/ engage/ SHrec approach Key: Listening and attention games/ nursery rhymes. Encourage and provide sentence stems or extend language and vocabulary Celebrations visuals End Point: I can concentrate intently on an	**Components:** Shared attentions / respond/ engage Waiting to talk Listening and responding to friends ShREC during learn and explore time Nursery Rhymes Display nursery rhymes / songs in music area Wow word wall to introduce new language including maths vocabulary Encourage and provide sentence stems or extend	**Components:** Support children during Learn & Explore time when issues arise Demonstrate how to use the calming area Waiting to talk Waiting for a turn Model use of language / feelings Model / role play classroom scenarios – someone with a toy you want, seeing a friend upset / lonely etc Explore how our body reacts to emotions	**Components**: Visuals to support 'what makes good...' refer to frequently Role play snatching etc. How can we solve this? How to join in with others or refuse politely Managing personal care Learning find motor skills for socks and shoes End Point: I am beginning to understand the boundaries and routines	**Components:** Support conflict resolutions Use photos / zones / jigsaw tools / ShREC Support children to play together / engage with each other Play party games supporting children's emotions as you play End Point: I am developing friendships I enjoy playing alone and with others	**Components:** End Points: Accepting everyone is different Including others when playing and working Helping someone who is being bullied Try to solve problems Use kind words Give and receive compliments	**Components:** Adult supporting large movement dance/ games/ Celebration music/ flags/ ribbons / easel drawing / floor drawing etc Adult supporting ball games Adult support to use bikes Adult support with music and movement games eg musical statues Adult support with number hunt photos (maths)	**Components:** Cutting focus: Food at lunch/ making party food/ Support children making snips using scissors / Spreading glue / applying materials / covering paper Using a range of materials to decorate/ stick/ paint/ glue/ join/ snip/ for cards, invitations, decorations (Work on the process) Decorating names for display (All Staff / Whole school focus) End Point: I can hold scissors in my preferred hand to snip I am beginning to use cutlery independently

activity for a short period I can recall some key events/ characters from familiar stories I can understand simple questions: Who/ what/ where and begin to answer why I can understand and use prepositions	language and vocabulary Sharing celebration experiences in home corner, writing area, dough. Role play parties End Point: I can recite familiar songs/ rhymes / poems I can talk in sentences and am staring to extend them I am starting to connect ideas and stick to a topic	"I feel..because.." Discuss characters emtions / body lang during story Jigsaw End Point: I am beginning to self-regulate during transition times I can express a range of emotions I am beginning to show self control	I can ask for help I am beginning to express my wants and needs I am growing in independence	I am learning about self control/ empathy		Adult support to photograph signs of autumn (UW) Musical tracing maps youtube Movement Play see plan End Point: I can run and stop safely I am beginning to climb with increasing confidence I can balance on one leg / bike I can kick a large ball	I am beginning to draw with lines and circles

Literacy			Mathematics		Understanding of the World			Expressive Art & Design	
Comprehension	**Word Reading**	**Writing**	**Number & Number Patterns**	**Shape, Space & Measure**	**Past & Present**	**People, Culture & Communities**	**The Natural World**	**Creating with Materials**	**Being Imaginative & Expressive**
Components: During familiar stories invite children to join in ShREC for reading / listening Use new vocabulary often in context / word wall Draw attention to the purpose of print (to share information) and model the different uses eg menu/ list/ logo/ recipe/ stop etc Display of different kinds of Print purposes End Point: I can repeat familiar story phrases	**Components:** Recognise my own name and decorate Picture cues for phonics Environmental sounds / body percussion / listening skills Recognise familiar logos/ environmental print Explore Non – Fiction books on celebrations/ Autumn End Point: I am beginning to recognise the shape of my name I am becoming aware of environmental print and its meaning	**Components:** Practising directionality with pattern with Adult PD Garden area mark making or scarf dancing Share children's Marvellous Mark Making with whole class/ displays School focus – nursery name decoration Encourage name writing (mark) on work Make a variety of literature: Cards/ invites/ labels Drawing Club separate plan	**Components:** Subitize to 2 Quick show 1/ 2 fingers Use 5 frames to display 1/ 2 Notice maths opportunities in the environment eg patterns, shapes, size, quantities, weights, group and sorting End Point: I can subitize to 2 I can accurately count out 2 objects I can recognise numerals 1 and 2 Grouping and sorting items that have	**Components :** Threading/ building / creating pattern AB with a range of resources counters/ unifix by colour or shape etc Continuous patterns eg Rhythm/ objects/ movements Spot errors in patterns and correct them End Point: I am beginning to make AB patterns I am beginning to make and extend patterns/ generalise	**Components:** Have photos from Autumn 1 to refer back to or talk about "remember when we.." to retrieve learning Look at children's family celebration photos and discuss / make speech bubbles Support talk about significant life events during learn and explore time End Point: I can talk about and describe experiences with my family I am beginning to make sense of my own life story/ history	**Components:** Discuss our own experiences of celebrations/ Special times Similar and different / compare Community – celebrating together Images of celebrations from around the world eg Holi, German Christmas, Eid in India, New year in New York Christmas performance End Point: I can use role play to show my own experiences Explore celebrations/ customs from other cultures	**Components:** Explore Non - Fiction books on Autumn Display children's contributions to signs of autumn Make a display? What do we wear? See? Feel? Explore the garden for Autumn changes Adult support to photograph signs of autumn End Point: I know some signs of autumn I am building my vocabulary to talk about what I notice	**Components:** Supporting children to fix/ join/ spread / snip / create / draw / imagine Make decorations for the class Dressing up clothes Using paint / dough Explore texture / changes eg use a fork in paint to scrape etc End Point: I explore colours I am exploring ways to join materials	**Components:** Celebration songs and music with support to add beat etc Clapping games cross mid-line Music from around the world for celebrations musical statues Supporting role play of celebrations Christmas Songs End Point: I can engage in role alongside others I can move in response to music I am beginning to pitch match I can sing and perform songs

I can handle books with care, turn pages I notice pictures and symbols in the environment and know what they stand for Beginning to recognise the shape of my name Learning new vocab from stories/ word wall		Youtube musical tracing maps End Point: I am becoming familiar with the letters of my name Give meaning to marks I make Engaging in mark making activities	similar qualities	and continue sequences		Begin to make connections between my own and other families			for the Christmas show Music see plan

See also: Movement Play plans / Maths plans / THEP Phonics plans / Drawing Club (Literacy) plans