Thomas Bullock Church of England Primary Academy

The Ark Nursery 2026

Medium Term Plan – Autumn 2

Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
w/b	02/11/26	09/11/26	16/11/26	23/11/26	30/11/26	07/12/26	14/12/26
Focus Text	The Best Diwali Ever	The Leaf Thief	The Leaf Thief	One Snowy night	One Snowy night	Twinkly, twinkly Nativity	Twinkly, twinkly Nativity
Satellite Texts	Binny's Diwali Room on the Broom Somebody Crunched Colin The Colour Monster Ruby's Worry	Tree: Seasons Come, Seasons Go Little Mushroom Go home little one!	The Squirrels Who Squabbled Can't You Sleep Little Bear?	The Gruffalo's Child Winter sleep – a hibernation story A squash and a squeeze	Over and under The snow thief	Paddington's Christmas Post The Christmas Pine	Ten Little Penguins The Snowman Polar Bear, Polar Bear, What Do You Hear?
Special Events	Diwali Bonfire Night	Remembrance Day Anti-Bullying Week Odd Socks Day Children in Need World Nursery Rhyme Week		Thanksgiving	Nativity Christmas Play Making Christingles	Nativity Christmas Play Christingle Service at the church	Hannukah Nativity Christmas Play Posting our Christmas cards
Communication and Language	Daily circle time: rules, routines, listening games, circle games. Model routines through the day. For example, arriving in school: "Good morning, how are you?" Settling in activities. Making friends. Children talking about experiences that are familiar to them. Role play from own experiences and stories. Circle Games: rhymes and songs. Alternative endings to favourite rhymes and stories. Talk 4 Writing story maps, actions and five sentence stories using vocabulary such as 'once upon a time', 'unfortunately', 'luckily', 'finally'.						
	Talking about our adventures over half term. Nursery rhymes / songs. Talking about shared experiences – celebrations / festivals.	What do we know about autumn? Sharing autumn fiction and non-fiction books.	Autumn walk outdoors - finding characters in the outdoor environment. What can you see / hear/ smell / feel?	Orally re-telling the story. Orally identifying sounds within words	Learn and perform the nativity story. Singing Christmas songs and rhymes.	Singing Christmas songs and rhymes.	Christmas wishes and messages to Father Christmas/ baby Jesus.
Phonics (Adult-led Phonics sessions 15 mins per day)	Name recognition – self-registration, names to stick on pictures Repeat words or phrases from familiar songs, poems or stories Speaking and listening games Environmental sounds, instrumental sounds, body percussion. Use of instruments – quiet and loud, stop and start.						

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	Fred games and talk						
Physical Development	Whole class snack/ lunch times. Snack monitors help hand out the snack – taking responsibility and ownership. Managing own personal hygiene. Dough disco, fine motor activities related to focus text / topic, wake & shake. Make healthy choices about food, drink, activity and toothbrushing. Collaborate with others to manage large items, such as moving a long plank safely or carrying large, hollow blocks. Threading, cutting, weaving.						
	Funky Fingers: Rangoli patterns with coloured rice on tuff tray.	Funky Fingers: loose parts firework pictures.	Funky Fingers: Pattern making with loose parts and natural materials.	Funky Fingers: Tweezers and pom poms.	Funky Fingers: Envelope opening and closing, mark making.	Funky Fingers Tuff Tray – Christmas decoration threading. Dough Disco.	Funky Fingers Tuff Tray – shaving foam patterns. Dough Disco.
Literacy (Adult-led sessions 15 mins per day)	Recognising own name. Fine motor practise to develop pencil grip. Giving meanings to the marks we make. Show how to hold a book correctly, sharing picture books. Joining in with rhymes and showing an interest in stories with repeated refrains.						
	Name recognition – using our name card to place letters in order for our name. Hearing initial sounds. Retelling stories in the story tray / small world area.	Retelling of stories. Sequencing the story – use vocabulary of beginning, middle and end.	Story sequencing, mapping and re-telling. Mark making. Name recognition. Drawing open shapes.	Retell the story using actions and props. Inventing a new version / setting for the story – scribe children's voice. Use of vocab / rhyme from the original story, Re-telling in the small world area.	Story re-telling, part story, sequencing, story mapping – giving meanings to the marks they make. Perform story with actions.	Story re-telling using small world tuff tray scene. Christmas cards – creating and name writing / mark making.	Christmas cards to send home. Drawing open and closed shapes.

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	Maths rhymes Number recognition 0-5 Counting 0-5 2D Shape recognition Number rhymes, finger rhymes Colour recognition Shape / number / colour hunts in the environment						
Maths (Adult-led sessions 15 mins per day)	**Pattern 2** **Join in with Repeats** **2 and 3 year-olds** Can find the error part of the pattern. Can copy AB patterns when given an example. **3 and 4 year-olds** Can experiment with swapping items to correct the pattern. Can extend on ABC pattern. Can give an example of an AB pattern and not with the same objects. Can visually see an error and correct.	**Shape, space and Measure 2** **Explore position and space** **2-year-olds:** Explore moving objects and themselves around different spaces. Begin to understand simple positional language such as in, out, on and under. **3 and 4-year-olds:** Use positional language to describe where objects are. Explore direction, distance and how objects fit into different spaces.	**Subitising 2** **Show me 1, 2, 3** **2-year-olds:** Begin to recognise small quantities without counting. Explore numbers 1, 2 and 3 through songs, objects and play. **3 and 4-year-olds:** Develop subitising skills by recognising small groups of objects without counting. Recognise, represent and show numbers 1, 2 and 3 in different ways.	**Counting 3** **Move and label 1, 2, 3** **2-year-olds:** Explore counting 1, 2 and 3 through everyday play. Begin to hear and repeat number names. **3 and 4-year-olds:** Count objects accurately to 3, matching one number to each object. Recognise, say and represent numbers 1, 2 and 3.	**Shape, Space and Measure 3** **Explore position and routes** **2-year-olds:** Explore moving themselves and objects in different directions. Begin to follow simple instructions such as stop, go, up and down. **3 and 4-year-olds:** Explore and follow simple routes around familiar spaces. Use positional and directional language such as forwards, backwards, around and through.	**Pattern 3** **Explore Patterns** **2-year-olds:** Explore patterns through sounds, movements and objects. Notice similarities and differences in everyday patterns. **3 and 4-year-olds:** Recognise and continue simple repeating patterns. Create their own patterns using colours, shapes, objects and movements.	**Consolidation Winter Activities** **Consolidation of previous learning based on assessment.**
Topic *PSED, UtW, EAD*	PSED: remembering and following school rules. Celebrating differences. Comparing ourselves and our families to others. EAD: Firework pictures with kitchen roll tubes. Linking colours to festivals. Mehndi hand patterns. Making a poppy wreath.	PSED: Celebrating differences. Comparing ourselves and our families to others. Increased independence with putting coats / clothing on. EAD: Artist – Jackson Pollock.	PSED: Friendships. Support with buttons and zips – encouragement to try. EAD: Explore paint using fingers and other parts of the body, as well as brushes and other tools. UtW: Noticing seasonal changes. Road safety week.	PSED: What are you thankful for? EAD: Collage - winter UtW: Noticing seasonal changes. Exploring animals' homes and habitats. Woodland photos – what lives in the woods?	PSED: Kindness. Increased independence with putting coats / clothing on. Support with buttons and zips – encouragement to try. EAD: Collage baubles. UtW: Small World Nativity on tuff tray for story re-telling.	PSED: What can we do for others at Christmas time? Increased independence with putting coats / clothing on. Support with buttons and zips – encouragement to try. EAD: Christmas cards and crafts.	PSED: Celebrations. Snowflake handprint unique pictures (Twinkl) EAD: Making Christmas biscuits, Christmas crafts. UtW: Winter animals tuff tray (small world).

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	UtW: Diwali. Bonfire Night. Safety around fireworks and fires, Noticing change – October photo for display. How have the photos / environment changed? Exploring light. Understanding the past – Guy Fawkes, Remembrance Day,					UtW: Small World Nativity on tuff tray for story re-telling.	
Outdoor Learning Focus	Explore the outdoor environment.	Exploring different types of weather, weather display, weather photos each month for comparison.	Looking for seasonal changes, leaf investigation. What lives out in the woods? Making dens / animal homes.	Natural shapes in the environment, leaf confetti – shape cutters. Nature craft pictures.	Winter Collages.	Natural Christmas decorations.	Using natural resources to create winter pictures – loose parts and transient art.

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Development Matters 2025 Curriculum Links:

	Birth to Three	3 & 4Year olds

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Communication&Language:	• Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. • Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. • Watch someone's face as they talk. • Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. • Enjoy singing, music and toys that make sounds. • Recognise and are calmed by a familiar and friendly voice. • Listen and respond to a simple instruction. • Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). • Babble, using sounds like 'baba', 'mamama'. • Use gestures like waving and pointing to communicate. • Reach or point to something they want while making sounds. • Copy your gestures and words. • Constantly babble and use single words during play. • Use intonation, pitch and changing volume when 'talking'. • Reach or point to something they want while making sounds. • Copy your gestures and words. • Constantly babble and use single words during play. • Use intonation, pitch and changing volume when 'talking'. • Understand single words in context – 'cup', 'milk', 'daddy'. • Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. • Understand simple instructions like "give to nanny" or "stop". • Recognise and point to objects if asked about them. • Generally focus on an activity of their own choice and find it difficult to be directed by an adult. • Listen to other people's talk with interest, but can easily be distracted by other things. • Make themselves understood, and can become frustrated when they cannot. • Start to say how they are feeling, using words as well as actions. • Start to develop conversation, often jumping from topic to topic. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. • Use the speech sounds p, b, m, w. • Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer' • Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').	• Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

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PSED	• Find ways to calm themselves, through being calmed and comforted by their key person. • Establish their sense of self. • Express preferences and decisions. They also try new things and start establishing their autonomy. • Engage with others through gestures, gaze and talk. • Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. • Find ways of managing transitions, for example from their parent to their key person. • Thrive as they develop self-assurance. • Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. • Feel strong enough to express a range of emotions. • Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Develop friendships with other children. • Safely explore emotions beyond their normal range through play and stories. • Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". • Learn to use the toilet with help, and then independently	• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.
Physical	• Lift their head while lying on their front. • Push their chest up with straight arms. • Roll over: from front to back, then back to front. • Enjoy moving when outdoors and inside. • Sit without support. • Begin to crawl in different ways and directions. • Pull themselves upright and bouncing in preparation for walking. • Reach out for objects as co-ordination develops. • Pass things from one hand to the other. Let go of things and hands them to another person, or drops them. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Clap and stamp to music. • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources. • Begin to walk independently – choosing appropriate props to support at first. • Walk, run, jump and climb – and start to use the stairs independently. • Spin, roll and independently use ropes and swings (for example, tyre swings). • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. • Start eating independently and learning how to use a knife and fork. • Develop manipulation and control. • Explore different materials and tools.	• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.

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Literacy	• Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name	• Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately
Maths	• Combine objects like stacking blocks and cups. Put objects inside others and take them out again. • Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • Compare amounts, saying 'lots', 'more' or 'same'. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers - 'I-2-3-5.' • Climb and squeeze themselves into different types of spaces. • Build with a range of resources. • Complete inset puzzles. • Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. • Notice patterns and arrange things in patterns.	• Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

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UtW	• Repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips. • Make connections between the features of their family and other families. • Notice differences between people.	• Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
EAD	• Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of soundmakers and instruments and play them in different ways. • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas.	• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.