



## Orchard Nursery Learning Landscape Plan 2025-2026

Autumn 2 Weekly Planning W/C 24.11.25

### Daisy Learning Landscape

Area (Space)	Learning (Objective)	Enhancements	The 'Why' and Characteristics of Effective Learning
Role-play	<b>AoL:</b> PSED <b>OBJ:</b> To begin to share. <b>Adult focus:</b> model turn taking and use of language to share.	<ul style="list-style-type: none"> <li>Kitchen</li> <li>Cutlery</li> <li>Gingerbread Men cutters.</li> <li>Wooden spoons.</li> <li>Mixing bowls and baking trays.</li> </ul>	To develop awareness of peers, sharing and waiting for a turn. <b>Playing and exploring</b> Active Learning Creative and Critical Thinking
Mark Making	<b>AoL:</b> Literacy/PD <b>OBJ:</b> to develop fine motor control. <b>Adult Focus:</b> Large scale movements to develop shoulder pivots.	<ul style="list-style-type: none"> <li>IWB</li> <li>Wallpaper</li> <li>Perspex board with brushes/water.</li> <li>Chalks</li> </ul>	Observations show children are whole hand grasps. Large scale movements <b>Playing and exploring</b> <b>Active Learning</b> Creative and Critical Thinking
Malleable Materials	<b>AoL:</b> Maths <b>OBJ:</b> To use comparative size language. <b>Adult Focus:</b> Model language – big, small, long, short	<ul style="list-style-type: none"> <li>Playdough</li> <li>Different sized objects: sequins, pom poms, shells, corks, pipe cleaners</li> </ul>	Milestones not met – mathematical language to describe different sized. <b>Playing and exploring</b> Active Learning <b>Creative and Critical Thinking</b>
Carpet Area - (curiosity/investigation or small world)	<b>AoL:</b> PSED <b>OBJ:</b> to gain confidence when separating from carer <b>Adult Focus:</b> Model language, 'Mummy came back'.	<ul style="list-style-type: none"> <li>Owl Babies story</li> <li>Puppets</li> <li>Woodland small world, leaves etc.</li> <li>Finger puppets.</li> <li>Story sequencing cards.</li> </ul>	From observations, children need support settling after the half term. <b>Playing and exploring</b> Active Learning Creative and Critical Thinking
Construction/ Loose parts	<b>AoL:</b> UtW/CL <b>OBJ:</b> to explore and build with a purpose. <b>Adult Focus:</b> Encourage children to follow the patterns to build.	<ul style="list-style-type: none"> <li>Sticklebricks</li> <li>Wooden bricks</li> </ul>	For children to follow instructions/pattern. <b>Playing and exploring</b> Active Learning Creative and Critical Thinking
Sensory/ Reading	<b>AoL:</b> Literacy/CL <b>OBJ:</b> to look at books carefully and independently. <b>Adult Focus:</b> Share stories to develop vocabulary.	<ul style="list-style-type: none"> <li>New story books to share.</li> </ul>	For children to develop joy in stories and vocabulary development when read to by an adult. <b>Playing and exploring</b> <b>Active Learning</b> Creative and Critical Thinking

AoL: Area of Learning.

OBJ: objectives that the Learning Landscape has been planned to support.

Adult focus: for the adult, as play partner, to enhance the play.

Characteristics of Effective Learning: **Playing and Exploring, Active Learning, Creative and Critical Thinking**



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### Daisy Outside Learning Landscape

Area (Space)	Learning (Objective)	Enhancements	The 'Why' and Characteristics of Effective Learning
Sand	<b>AoL:</b> Dry sand and wet sand  <b>OBJ:</b> to explore the differences between wet and dry sand. <b>Adult Focus:</b> Make marks in dry sand and moulding wet sand.	<ul style="list-style-type: none"> <li>Mark making tools.</li> <li>Measuring spoons.</li> <li>Different sized pots and buckets.</li> <li>Spades</li> </ul>	For children to explore the properties of wet and dry sand.  <b>Playing and exploring</b> Active Learning Creative and Critical Thinking
Water/ Growing area	<b>AoL:</b> Maths  <b>OBJ:</b> To use comparative size language.  <b>Adult Focus:</b> Model language – heavy, light, full, empty	<ul style="list-style-type: none"> <li>Watering cans</li> </ul>	To develop mathematical language and hand eye coordination. Sensory input – lifting, to stimulate emotions.  Playing and exploring Active Learning <b>Creative and Critical Thinking</b>
Mud Kitchen	<b>AoL:</b> Maths  <b>OBJ:</b> To use comparative size language.  <b>Adult Focus:</b> Model language – heavy, light, full, empty	<ul style="list-style-type: none"> <li>Sunflowers and sunflower seeds.</li> <li>Different sized pots and spoons.</li> <li>Different sized saucepans.</li> </ul>	To develop mathematical language. Sensory input – lifting, to stimulate emotions.  Playing and exploring Active Learning <b>Creative and Critical Thinking</b>
Physical	<b>AoL:</b> PD  <b>OBJ:</b> To travel over, on, across, climb and negotiate space.  <b>Adult Focus:</b> Encourage balance and coordination.	<ul style="list-style-type: none"> <li>Obstacle boxes</li> </ul>	To develop coordination, confidence and balance.  Playing and exploring Active Learning <b>Creative and Critical Thinking</b>
Easel/perspex	<b>AoL:</b> PD  <b>OBJ:</b> To make marks with control.  <b>Adult Focus:</b> Encourage large scale movements.	<ul style="list-style-type: none"> <li>Paints</li> <li>Paint brushes</li> <li>Paint rollers</li> <li>Chalk</li> </ul>	To develop shoulder and elbow pivots.  Playing and exploring <b>Active Learning</b> Creative and Critical Thinking

AoL: Area of Learning.

OBJ: objectives that the Learning Landscape has been planned to support.

Focus: for the adult to enhance the play.

Characteristics of Effective Learning: **Playing and Exploring, Active Learning, Creative and Critical Thinking**