

Orchard Nursery Planning 2025-2026
 Autumn 2 Weekly Planning W/C 17.11.25

Start of Session



Together Times Orange and Blue	Monday	Tuesday	Wednesday	Thursday	Friday
9-9:20 1-1:20pm	CL Listen to stories and understand what is happening. Skill – listening. Read 'The Colour Monster' 1 st read.	CL Listen to stories and understand what is happening. Skill – listening. Read 'The Colour Monster' 2 nd read to discuss language and events in more detail.	EAD/PD use tools with increasing control. Skill – pencil control. Remember the yellow Colour Monster – what feeling did s/he have? Happy! What makes them happy? Together, draw something that makes them happy.	M Sort according to one criteria and use mathematical language to compare amounts – more, less, lots , same. Skill - sorting Use large picture of a jar, and sort objects of the same colour.	PSED Begin to talk about their emotions. Skill – self-regulation. Remember the red Colour Monster – what feeling did s/he have? Angry! What makes them Angry and what happens to their body? Eg hit, shout...
Differentiation: We can deepen the learning by...	Questioning – can they name the feelings and remember the corresponding colour?	Questioning – can they relate to the feelings and share their experiences?	Draw what makes them happy – individually or group. Extend to 'sad'	Use language of same, many and fewer.	Discuss positive strategies to help calm their body.
Differentiation: Our rising 3s	Encourage children to look at the pictures as the book is read and name the colours.	Encourage children to look at the pictures as the book is read. Can they remember the emotion and colour names?	Draw a happy face on a large scale. Circular motions and curved lines.	Sort by one criteria and name colours.	Use calming visuals/props, eg glitter jar to practise breathing and calming.
Key Vocabulary or Questions. (Hold a sentence)	Feelings: happy, sad, calm, angry, love, scared, all mixed up.	Feelings: happy, sad, calm, angry, love, scared, all mixed up.	Feelings: happy, sad, calm, angry, love, scared, all mixed up. What makes you happy?	Sort, more, less, lots, same, many, few.	Angry. What makes you feel angry? Frustrated. How can we calm our bodies?
Additional Resources	'The Colour Monster' Book	'The Colour Monster' Book	'The Colour Monster' Book	Large picture or drawing of a jar. Different coloured resources to sort, eg Duplo, construction, or collage materials.	'The Colour Monster' Book Glitter jar, Breathing ball

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End of Session Nurture

Together Times Orange and Blue	Monday	Tuesday	Wednesday	Thursday	Friday
11:00-11:10/15 12:40-1pm 3:00-3:20	PD Use large muscle movements Use Flipper Flappers – session 1 see separate guide.	Lit/CL Play attention and respond to the object. 'What's in the Box'. Session 1.	Lit/CL Play attention and respond to the object. 'What's in the Box'. Session 1.	PSED Use talk to resolve conflicts. Model building and use a puppet to knock down. Children to identify the emotions and then talk about how to resolve.	CL Listen to stories and understand what is happening. Share a favourite story.
Differentiation: We can deepen the learning by...	Volunteers to show and share their movements. Make smaller movements.	Use the vocabulary in a different context.	Use the vocabulary in a different context.	Make the connection that actions, deliberate or unintentional can have an effect on others and we need to help resolve it, when its unwanted. Ask if ok? Actions speak louder than words. Can I help?	Listen and answer targeted questions. Understand the difference between the pictures and words.
Differentiation: Our rising 3s	Support to participate and make large movements – eg shoulder extension	Support children to participate in the game. Looking and listening.	Support children to participate in the game. Looking and listening.	Support to listen. Join in with saying the shared vocabulary, and help with the resolve eg, build again.	Encourage children to look at the pictures as the book is read.

11:10/15 3:15 End of session	Storytime	Storytime	Storytime	Singing	Singing
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Additional Session for Blue Group

Together Times Blue 11-11:20	Monday	Tuesday	Wednesday	Thursday	Friday
In Pear room or Garden room before lunch.	Prime Areas of Learning whole group Intervention Identified from individual targets or EAL support	Prime Areas of Learning whole group Intervention Identified from individual targets or EAL support	Prime Areas of Learning whole group Intervention Identified from individual targets or EAL support	Prime Areas of Learning whole group Intervention Identified from individual targets or EAL support	Prime Areas of Learning whole group Intervention Identified from individual targets or EAL support
Activity	CL Read 'Elmer' and relate to the Colour Monster's feelings. Explore the meanings of new words.	CL Listen and follow directions – Music and movement songs.	PD Yoga	PD Use masking tape to create 2 lines. Children to balance to walk along.	CL Listening. Listen to a story on the IWB.
Identified children for support	Children's names: EAL children:				