


Billingham South Primary Nursery Medium Term Topic Planning - Lotions and Potions Autumn 2019

 Areas of Learning & Development	Activities			
Week 1 Room on the Broom	Nursery Environment -Play dough- insects- witches hats, natural objects. -Witches kitchen- children make witch spells. -Potion den- children make up different spells- tall about what they have been -Water, sand- children exploring the toys and understanding where they belong. -Finger gym- threading beads on numbers wands. -Small world- autumn treasures/room on the broom.	Adult let -Circle time- passing a teddy around and encouraging children find their own name- children give meaning to the marks they make. Number songs. -Reading and talking about the story/discuss the characters. -Making spells- counting the amount of creatures that go into the pot (rhyming with the older children). -Drawing pictures of the characters in the story. Phonics phase 1 Exploring numicon and number songs	Creative Activities -Simple ordering of the story- talk about beginning, middle and end. - Children make witches/wizards hats with different shapes on it. -Can you make a broom for the witch? -Explore colour mixing with spaghetti paint -Use different shapes to make pictures of wizards and witches.	Outside Activities Act out the story of room on the broom. Making potions outside- children mix/scoop/pour. Using equipment safely. Putting equipment away in the correct place. Use podley to create role play opportunities.
Week 2	-Play dough- insects- witches hats, natural objects. -Witches kitchen- children make witch spells. -Potion den- children make up different spells- tall about what they have been -Water, sand- children exploring the toys and understanding where they belong. -Finger gym- threading beads on numbers wands. -Small world- autumn treasures/room on the broom.	-Circle time- passing a teddy around and encouraging children find their own name- children give meaning to the marks they make. Number songs. -Reading and talking about the story/discuss the characters. -Making spells- counting the amount of creatures that go into the pot (rhyming with the older children). -Drawing pictures of the characters in the story. Phonics phase 1 Exploring numicon and number songs	-Simple ordering of the story- talk about beginning, middle and end. - Children make witches/wizards hats with different shapes on it. -Can you make a broom for the witch? -Explore colour mixing with spaghetti paint -Use different shapes to make pictures of wizards and witches.	Act out the story of room on the broom. Making potions outside- children mix/scoop/pour. Using equipment safely. Putting equipment away in the correct place. Use podley to create role play opportunities.
Week 3 I want to be a witch.	-Play dough- insects- witches hats, natural objects. -Witches kitchen- children make witch spell/ play in the home corner. -Potion den- children make up different spells- tall about what they have been	-Circle time- passing a teddy around and encouraging children find their own name- children give meaning to the marks they make. Number songs. -Talk about people that help us. Reading and talking about the story/discuss the characters.	-Simple ordering of the story- talk about beginning, middle and end. - Understanding rules. - Make witch faces out of paper paper plate. -Can you make a wand for the witch?	Act out the story of I want to be a witch. Children explore ice- how it can be changed- children- baking soda to make the ice fizz. Children make their own potions.

	<ul style="list-style-type: none"> -Water, sand- children exploring the toys and understanding where they belong. -Finger gym- use tweezers to pick out the spooky creatures. -Small world- autumn treasures/room on the broom. 	<ul style="list-style-type: none"> -Decorate wands- children count home many beads go onto a wand. -Talk to the children about what they think a witch or wizard looks like? Talk about similarities and differences to them. Phonics phase 1 Exploring numicon and number songs 		<ul style="list-style-type: none"> Using equipment safely. Putting equipment away in the correct place. Use podley to create role play opportunities- people who help us.
Week 4	<ul style="list-style-type: none"> Finger Gym- play dough- Small world- Witches kitchen- children make witch spell/ play in the home corner. Potion den- children make up different spells- tall about what they have been Water, sand- children exploring the toys and understanding where they belong. Finger gym- use tweezers to pick out the spooky creatures. Small world- autumn treasures/room on the broom. 	<ul style="list-style-type: none"> Circle time- passing a teddy around and encouraging children find their own name- children give meaning to the marks they make. Number songs. -Talk about people that help us. Reading and talking about the story/discuss the characters. -Decorate wands- children count home many beads go onto a wand. -Talk to the children about what they think a witch or wizard looks like? Talk about similarities and differences to them. Phonics phase 1 Exploring numicon and number songs 	<ul style="list-style-type: none"> -Simple ordering of the story- talk about beginning, middle and end. - Understanding rules. Can you make a wand for the witch? - Make flying witches 	<ul style="list-style-type: none"> Act out the story of I want to be a witch. Children explore ice- how it can be changed- children- baking soda to make the ice fizz. Children make their own potions. Using equipment safely. Putting equipment away in the correct place. Use podley to create role play opportunities- people who help us.
Week 5 What's in the witches kitchen?	<ul style="list-style-type: none"> Finger Gym- play dough- Small world- Witches kitchen- children make witch spells. Potion den- children make up different spells- tall about what they have been Water, sand- children exploring the toys and understanding where they belong. Finger gym- making potions. Small world- Slime and eye balls- tweezers and count them out. 	<ul style="list-style-type: none"> Circle time- passing a teddy around and encouraging children find their own name- children give meaning to the marks they make. Number songs. -Talk about likes and dislikes. - Sort things a witch/wizard might like and them. Talk about how and why? Phonics phase 1 Exploring numicon and number songs 	<ul style="list-style-type: none"> -Children make witches hat cakes out of ice-cream cones. - Children chop and make witches soup- 	<ul style="list-style-type: none"> Act out the story of room on the broom. Making potions outside- children mix/scoop/pour. Using equipment safely. Putting equipment away in the correct place. Use podley to create role play opportunities.
Week 6	<ul style="list-style-type: none"> Christmas- -Santas grotto -Writing letters to Santa -Writing Christmas list -Cutting and sticking things children would like for Christmas -Glitter in the water -Playdough-make snowmen 	<ul style="list-style-type: none"> Singing and dancing- practising the performance. Christmas cards See creative activities Phonics phase 1 Exploring numicon and number songs 	<ul style="list-style-type: none"> Raindeer food Calendar Making Christmas wreaths. Printing using different objects and textures. Advent calendar Advent Calendar 	<ul style="list-style-type: none"> Using equipment safely. Putting equipment away in the correct place. Sharing toys with others. Being kind to others. Saying please and thank you.

<p>Week 7</p>	<p>Christmas-</p> <ul style="list-style-type: none"> -Santas grotto -Writing letters to Santa -Writing Christmas list -Cutting and sticking things children would like for Christmas -Glitter in the water -Playdough-make snowmen 	<p>Singing and dancing- practising the performance.</p> <p>Christmas cards</p> <p>See creative activities</p> <p>Phonics phase 1</p> <p>Exploring numicon and number songs</p>	<p>Christmas cards</p> <p>Raindeer food</p> <p>Calendar</p> <p>Making Christmas wreaths. Printing using different objects and textures.</p>	<p>Using equipment safely. Putting equipment away in the correct place.</p> <p>Looking for things that are taller than the children and their friends?</p>