

**The Roche School Nursery**

**Autumn Term 2026**

**Lower Nursery Project Overview**

**ABC 'What can I Be?'**



| | PROJECT TITLE & ACTIVITY OUTLINE | ACTIVITIES AT HOME TO SUPPORT LEARNING | THE BIG QUESTION - ask your child |
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| Week 1 | Settling In | Settling In | Settling In |
| Week 2 | 'Settling In | Settling In | Settling In |
| Week 3 | Farmer<br>• To learn about different jobs people do.<br>• To learn about the job of a farmer and how farmers help us.<br>• To recognise and learn about different farm animals.<br>• To develop a sense of community and understand how people help one another.<br>• Introduce turn taking.<br>• To learn and develop new vocabulary.<br>• To encourage curiosity and an interest in the world around them.<br>• To develop communication, listening and social skills.<br>The children will learn how to mash carrots and potatoes. | • Visit a city farm e.g. Dean City Farm<br>• Read books about the farm or about life cycles such as 'Pig's Egg' or 'The Cow that Laid an Egg'<br>• Small world play with farm animals, grouping animals<br>• Learn and sing some farm songs such as 'Old Macdonald Had a Farm'<br>• This ties in with our Harvest collection and theme | If you could be any animal what would it be and why? |

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| | • To begin to understand where some of our food comes from. | | |
| Week 4 | Hairdresser<br>• Start a conversation about hairdressers and their job by reading "My Hair" by Hannah Lee<br>• Promoting discussion about some of the different hairstyles within our classroom or ask questions such as "What tools do you think a hairdresser uses?" or "What colour hair would you like to have?"<br>• Look at various hairdresser's equipment and its usage<br>• Display some related pictures and watch a video with hairdressers<br>• Carousel of activities including creating a hairstyle picture, cutting the doll's "hair" or role play being a hairdresser on our doll | • Read some related stories such as: "The Fairytale Hairdresser and …" series by Lauren Beard, "Busy Hairdresser" by Campbell Books and Rebecca Finn, "Read at Home: First Experiences: at the Hairdresser by Roderick Hunt<br>• Visit the local library to look and read some factual books about hairdressers and learn a new hairstyle<br>• Arrange a visit to the local hair salon<br>• Role-play hairdressers<br>• Talk about scissor safety and pretend playing | Why do you think a hairdresser makes people smile by making their hair look different? |
| Week 5 | Bus Driver<br>• Discussing the importance of public transport<br>• Learning basic safety rules when travelling by bus<br>• Talking about the environment and how we can help to protect it | • Singing 'The Wheels on the Bus'<br>• Going on a bus trip<br>• Showing your child how to top up an Oyster card and letting them use it on a bus trip<br>• Playing number recognition by looking at the different numbers on the buses | If you were a bus driver, where would you drive your bus? |

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| | • Introduction to numbers 0–5 | | |
| Weeks 6 and 7 | Half term | Half term | Half term |
| Week 8 | Chef<br>• Together we will share the book, 'People Who Help Us: Chef' in order to learn about what a chef does<br>• The children will be offered opportunities to talk about their own experiences eating out in restaurants: was it a special occasion? Can they remember what they ate? Was it yummy? What else did they do in the restaurant?<br>• Next, the children will be able to become chefs themselves by making their very own pizzas! They will each be given a pitta bread and will be encouraged to spread passata and sprinkle mozzarella cheese on top. They will then take these pizzas home with them to cook and eat later.<br>• The children will be offered further opportunities to explore this theme through related play in the home corner and also through malleable resources, e.g. using playdough, | • Engage your child in age-appropriate cooking jobs at home, e.g. pouring pre-measured ingredients into a mixing bowl or encourage more confident children to weigh ingredients out using either weighing scales or cups<br>• Visit a restaurant together<br>• Role-play being in a restaurant at home, with roles such as chef, waiter and patron. Talk about the different aspects of each job<br>• Read age-appropriate books about cooking, such as 'Oliver's Vegetables' | If you could make any pizza topping what would it be? |

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| | rolling pins and loose parts to create their own pretend pizzas, throughout their free play | | |
| Week 9 | Florist<br>• Learning the word 'florist' and developing an understanding of this job<br>• Talking about different times when we might buy flowers<br>• Arranging silk flowers<br>• Using a flower press to press petals<br>• Creating a picture of a bouquet of flowers | • Talk about different kinds of flowers as you see them<br>• Let your child choose a bouquet of flowers to display in your home. Talk to them about why they chose that bouquet: was it the colour of the flowers? Was it the shape of the flowers?<br>• Talk about different times when people might go out and buy flowers | If any flowers could grow in your garden, which flowers would you choose? |
| Week 10 | Astronaut<br>• Start a conversation about astronauts and their life in space<br>• Promoting discussion on space and the solar system by asking questions such as "If you could go to space, what would you take?" "What can you see in the sky at night?" or "How might space feel if we could visit it?"<br>• Display some related pictures and watch a video with astronauts in space;<br>• Organise our own space adventure: | • Visit the Science Museum and the Royal Observatory in Greenwich<br>• Read some books about Astronauts, Space and the Solar System like 'Roaring Rockets' by Tony Mitton and Ant Parker or "There is no place like space" by Dr Seuss<br>• Follow the link to the NASA website for kids full of various games and activities: https://www.nasa.gov/kidsclub/index.html | If you could go up to Space what would you take with you? |

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| | launch our own rocket; navigate through an asteroid belt; create a fluffy moon which has lunar craters. | | |
| Week 11 | Dentist<br>• Developing an awareness of how the dentist helps to keep teeth healthy<br>• Encouraging the children to look after their teeth<br>• Promoting healthy food and healthy living<br>• The importance of brushing our teeth<br>• Introduction of new vocabulary e.g. crown, enamel, root, filling.<br>• The children will participate in a tooth brushing activity | • Sing with your child the dentist song<br>• visit your dentist for a check-up<br>• brush teeth together twice a day<br>• Read books related to the topic such as: Let's brush our teeth by Campbell books, Why should I brush my teeth? by Katie Daynes, We're going to the dentist by Campbell books, Tilly the tooth fairy by Nicola Gordon and Toby the tooth fairy by Nicola Gordon | What do you think the tooth Fairy does with the teeth? |
| Week 12 | Palaeontologist<br>• Learning about palaeontologists and their wonderful job of finding out about dinosaurs<br>• Engaging in open-ended play opportunities, including digging dinosaurs out of sand, making our own fossils using small world dinosaurs and playdough/salt dough, and using dried pasta to create our own dinosaur outline pictures | • Make your own dinosaur fossils using playdough or salt dough<br>• Visit The Natural History Museum in South Kensington and visit the dinosaurs there<br>• Visit other dinosaur-themed attractions, such as the one at Crystal Palace<br>• Read books about dinosaurs, such as 'Harry and the Bucketful of Dinosaurs' or 'Dinosaurs in the Supermarket'<br>• Take your child to dinosaur golf in New Malden | "What do you think dinosaurs dreamed about at night?" |

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| Week 13 | Fireman<br>• Start a conversation about firefighters and their job by reading "Charlie the Firefighter" book<br>• Promoting discussion by asking the children questions such as "What do you think a firefighter does when there is a big fire?" or "What might you do first if you wanted to be a firefighter?"<br>• Display some related pictures and listen to the song "Here comes the fire truck"<br>• Carousel of activities including creating a firefighter and fire engine picture, putting out a "fire" in the home corner or wiping out a fire from a picture of a house on fire | • Read some related stories such as:"Spot goes to the fire station" by Eric Hill"Busy Fire Station" by Campbell Books and Jo Byatt"I Want to be a Firefighter" by Becky Davies"Topsy and Tim: Meet the Firefighters" by Jean Adamson"Peep Inside - how a Fire Engine works" by Lara Bryan<br>• Visit the local library to look and read some factual books about firefighters,fire engines and fire station<br>• Arrange a visit to the local fire station with your child<br>• Role-play being firefighters | How might a firefighter help people stay safe? |





