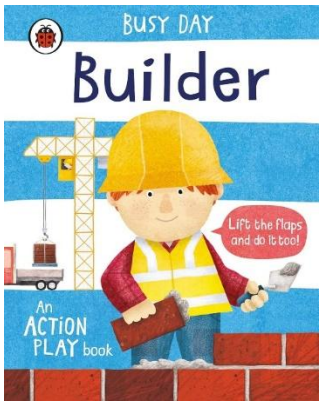






The Roche Nursery School

Upper Nursery Project Overview

'ABC What Can I Be?'

Autumn Term 2026



	PROJECT TITLE	ACTIVITIES AT HOME TO SUPPORT LEARNING	THE BIG QUESTION
Week 1	**Settling In**	**Settling In**	
Week 2	Builder**:** Weeks 2-3 The activity we will be covering involves: -Using fine and gross motor skills -Developing problem-solving skills -Learning new vocabulary -Developing an understanding of what engineers do/make -Working together as a team, taking turns and sharing --- Over the next couple of weeks we will focus on builders. This week we will introduce the project theme for the term 'ABC What can I be? We will be talking about and discussing different jobs that a builder might do and the tools and vehicles he might need. The children will then have the opportunity to explore construction vehicles, different building materials such as sand, bricks, pebbles and wooden blocks.	For weeks 2-3: • Making their own 'builders' tool kit in a box • Building and constructing with different blocks • If you have outdoor space perhaps you could make a 'builders' sight with toy trucks, diggers, earth and pebbles etc. Please see our school example outside classroom, • Talking about the names of famous buildings in London, both old and new and how they might have been built.	If you created a building what would it look like?
Week 3	Builder topic continued: 1. Prepare a bag with different building		

	materials and tools that a builder might need. Take out each object from the bag one at a time and invite the children to identify what it is and what it might be used for. 2. Invite the children to listen to the story; Busy Day: Builder. Invite them to ask questions and make observations as you go along. 3. The children will then have the opportunity to choose from various activities on display to extend this activity theme. There will be a selection of builders' tools and materials for the children to explore and play with arranged around the room. We will talk about safety. 4. The children can also build a wall with small terracota bricks or large foam bricks and/or print a wall/building using Duplo printing in paint.		
Week 4	Building Bridges: The activity we will be covering involves:	• Identify and learn some of the names of the famous bridges over the river Thames	What could we do if we

	-Using fine and gross motor skills -Developing problem-solving skills -Learning new vocabulary -Developing an understanding of what engineers do/make -Working together as a team, taking turns and sharing Invite the children to look at pictures of famous bridges on the River Thames for example. Can they name any of the bridges on the River Thames? Ask the children; 'What is a bridge?' 'What are bridges made from?' 'Who do you think designs and makes bridges?' -Invite the children to set a sheet of paper down flat and ask them to pretend that it is water or a stream. Next, challenge them to create a bridge that can go from one side to the other without touching the water, or falling in the water, and they can only use the building blocks supplied. We will be using Lego, wooden blocks, Duplo and the large wooden community bricks.	• Building your own bridges at home using available construction or recycling materials. • Perhaps walk over one of the bridges on the Thames and ask your child what they can see. • Going on a river boat trip down the Thames	didn't have any bridges?
Week 5	Pilot: The activity we will be covering involves: • Looking at pictures of different aeroplanes • Developing new language and new vocabulary	• Visit the Science Museum to explore air travel • Making an aeroplane at home using recycled materials	Where would you fly if you could go anywhere in the world and why?

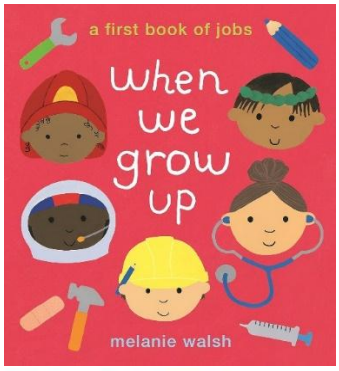
	• Developing fine and gross motor skills • Inspiring an interest in travel and talking about past experiences • Exploring their ideas through investigation • Engaging in role-play • Employing their knowledge and past experiences • Learning all about how aeroplanes fly • Developing problem-solving skills Firstly show the children a short video about being a pilot and what this involves. Invite their observations and comments and encourage them to talk about any past experiences flying. Where did they go? Is there anything they particularly remember about their flight? The children will then have the opportunity to take part in various activities based on being a pilot. These will include: • Cockpit role-play • Making their own cockpit	• Invite your child to think about what they might need when they go on an aeroplane	

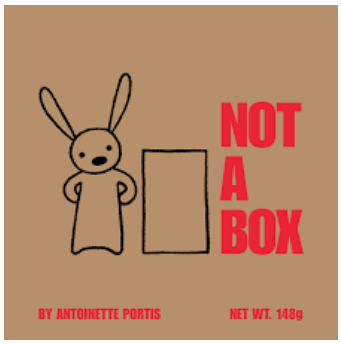
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Week 6	HALF TERM	HALF TERM	HALF TERM
Week 7	HALF TERM	HALF TERM	HALF TERM
Week 8	Chef •Together we will share the book, 'People Who Help Us: Chef' in order to learn about what a chef does •The children will be offered opportunities to talk about their 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? •Next, the children will be able to become chefs, each with their own chef's hat and 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. •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, rolling pins and loose parts to create their own pretend pizzas, throughout their free play	• 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 • Make a visual step by step recipe card • Visit a restaurant together • Role-play being in a restaurant at home, with roles such as chef, waiter and patron. Talk about the different aspects of each job • Read age appropriate books about cooking, such as 'Oliver's Vegetables'	If you could invent any pizza topping what would it be?

Week 9	ABC What I want to be when I grow up: The activity we will be covering involves: -Using their imagination and creativity -Drawing on past experiences and their individual interests -Learning new vocabulary and forms of expression -Developing self-confidence and self-esteem -Learning to take turns and share Begin with reading the book; When We Grow Up. Invite the children's observations and questions. Watch the video; Jobs and Occupations for Kids. This activity involves the help and support of both carers and parents at home assisting the children to make up a bag or box with objects realted to what they woud like to be when they grow up. They might want to be a Doctor, a scientist, a plumber for example or they may think of something more unusual? If parents and carrers could please include written details of what the children have said and also a list of the objects they have chosen and why. The children can also wear a costume of what they would like to be on the day? The children will then have the opportunity to talk to the class about what they would like to be when they grow up and show the objects that they have chosen from their bags or boxes.	• Talking about different occupations and what Mummy, Daddy or other family members do • Talking about their chosen profession (it may be something completely imaginative?)	If you could be anything what would it be?

Week 10	'Not a Box': Weeks 10-11 The activity we will be covering involves: -Using imagination and creativity -Developing problem-solving skills -Develop new vocabulary and self-confidence/self-esteem -Developing fine motor/drawing skills -Using descriptive language to describe their creation/drawing We will also get out objects and see if the children can make up other ideas e.g. a stick can be a rocket, a fishing rod etc	• Talking about what your child might turn their box into • Looking at age appropriate books/stories on this subject	If this box was magic, what would it turn into?
Week 11	'Not a Box' part 2: The children will be invited to each bring in a cardboard box of their choice. We will have extra boxes in class. They will then have the opportunity to show the class and describe what they want their box to be.		
Week 12	Christmas crafts		




a first book of jobs
when we grow up
melanie walsh


NOT A BOX
BY ANTOINETTE PORTIS
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