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| Description: W:\Fens logo\clipbo.gif  Nursery Long Term Planning | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| All About Me | Celebrations | Amazing Animals | Terrific Tales | Come Outside | Pirates & Under the Sea |
| General Themes | Starting school  Making new friends  Being kind / staying safe  My body  Staying healthy (food and exercise)  How have I changed  My family  How I’ve grown and changed  When I grow up I’d like to be…  People who help us  Superheroes  Where do we live in the UK / world? | Harvest  Autumn  Hibernation  Halloween (Meg and Mog, Funny Bones, Room on the Broom)  Bonfire Night- Colour mixing, light, Guy Fawkes  Divali  Christmas  Nativity  At the Panto  Christmas lists  Letters to Father Christmas | Animals around the world/ Safari  Hot and Cold  Down on the Farm  Animal Arts and crafts  Night and day animals  Animal patterns  David Attenborough  Happy Habitats  Countries with hot and cold climates | Traditional Tales  Little Red Hen -  Familiar tales  Library Bus  Gingerbread Man  Cinderella  Space- Whatever Next, Aliens Love Underpants | Life cycles  Plants & Flowers  The great outdoors  Forest School  Planting seeds  Make a sculpture: Andy Goldsworthy  Mini Beasts  Weather / seasons | Under the sea  Off on holiday / clothes  Where in the world shall we go?  How do I get there?  Send me a postcard!  Marine life  Seasides in the past  Compare: Now and then!  Seaside art  Vehicles past and Present  Design your own transport!  Weather / seasons |
| Texts  Reflecting of children’s ‘old favourites’, topic themes and reflective of British values and diversity | Once there were Giants  Funny Bones  Owl Babies  Stick Man  The Smartest Giant  The Colour Monster  The Rainbow Fish  The Big Book of Families  Mixed Up Nursery Rhymes  It’s Okay to be Different  We All Belong  Elmer  Barry the Fish with Fingers | The Jolly Pocket Postman  Goldilocks  Farmer Duck  Hansel & Gretel  The Ugly Duckling  Christmas Story / Nativity  Rama and Sita | The Emperors Egg  The Very Hungry Caterpillar  Arghh Spider!  The Tiger Who Came to Tea  Mr Wolf’s Pancakes  Pig in the Pond  This is How We Do It! | The Tiny Seed  Oliver’s Vegetables  Jack and the Beanstalk  One Plastic Bag  Jasper’s Beanstalk  Tree, Seasons come and seasons go  A stroll through the seasons | The Very Hungry Caterpillar  The Snail and the Whale  Mr. Gumpy’s Outing  The Train Ride  Bob, The Man on the Moon  Lara the Yellow Ladybird | Lighthouse Keeper’s Lunch  Under the Sea Non – Fiction  The Journey  Zoom  World Atlases  Tiddler |
| ‘Wow’ Moments & Enrichments | Autumn Treasure Hunt  Remembrance Day  Dental Nurse Visit  Harvest Time  Birthdays  Favourite Songs  Talent show  Roald Dahl Day  Halloween  Role-play  Interactive Suite | Guy Fawkes/Bonfire Night  Christmas Nativity  Christmas Party  Diwali celebrations  Hanukah  Black History Month  Remembrance day  Road Safety  Children in Need  Anti- Bullying Week  Role-play  Interactive Suite | Science Week  Chinese New Year  Story Telling Week  Zoo Lab visit  Chinese New Year  Valentine’s Day  LENT  Story Telling Week  Random Acts of Kindness Week  Internet Safety Day  Animal Art  Role-play  Interactive Suite | Picnic  Planting seeds  Easter time  Weather experiments  Weather Forecast videos  Nature Scavenger Hunt  Mother’s Day  Queen’s Birthday  Science Week  Eater Egg Hunt  Role-play  Interactive Suite | Queen’s Platinum Jubilee  Post a letter home  Tasting food from different cultures  Map work  Start of Ramadan  Eid  D-Day  Role-play  Interactive Suite | Visit to the beach  Under the Sea – singing songs and sea shanties  Fossil hunting  Father’s Day  Heathy Eating Week  World Environment Day  Anniversary of the NHS  Pirate Day  Ice – Cream at the park  Role-play  Interactive Suite |

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| **Characteristics of Effective Learning** | **Playing and exploring:** - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning. Children use their senses to explore the world around them. The children show particular interests and engage in open-ended activity.  **Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.  **Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions. | | | | | |
| **Over Arching Principles** | **Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.  **Positive Relationships:** Children flourish with warm, strong and positive partnerships between all staff and parents/carers.  **Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.  **Learning and Development:** Children develop and learn at different rates. We must be aware of children who need greater support than others.  ***We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.*** | | | | | |
| **Assessment Opportunities** | Visit to nursery with parent and complete initial information gathering form together  In-house - Baseline assessment of key skills  Parents evening | Ongoing assessments in autumn term using Evidence Me to gather observations  Pupil progress meetings  EYFS team meetings  In house moderation  End of term assessments | Ongoing assessments using Evidence Me to gather observations  Cluster moderation  EYFS team meetings internal moderation with nursery staff | Ongoing assessments using Evidence Me to gather observations  Pupil progress meetings  Parents evening  EYFS team meetings | Pupil progress meetings  Parents evening info  EYFS team meetings  Cluster moderation | Pupil progress meetings  Parents evening info  EYFS team meetings  End of year pupil reports sent home |
| **Parental Involvement** | Staggered Start in nursery  Parents Evening  Proud Petals  Phonics workshop | Proud Petals/Wow Moments  Christmas sing along  Maths workshop and Maths Week | Proud Petals/Wow Moments  Writing Week  Science Week  Stay and Read/ Family Reading event | Proud Petals/Wow Moments  Parents Evening  Share a story | Proud Petals/Wow Moments  Share a story  Art Week/ Gallery showcase of work | Proud Petals/Wow Moments  Share a story  Parents Evening |

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| **Personal, Social and Emotional Development** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Children’s personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.** | | | | | |
| **Managing Self**  **Self - Regulation** | •New beginnings  •See themselves as a valuable individuals  •Being me in my world and my nursery  •Supporting children to build relationships and feel confident with adults in school  •Dreams and Goals •Good to be me  •Celebrating differences | •Getting on and falling out.  •How to deal with anger and other emotions  •Self - confidence  •Build constructive and building respectful relationships.  •Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. | •Learning about qualities and differences  •Identify and moderate their own feelings socially and emotionally  •Encourage children to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios | •Relationships  What makes a good friend?  •Healthy me  •Random acts of Kindness  •Looking after pets  •Looking After our planet  •Talk through why we take turns, wait politely, tidy up after ourselves and so on | •Looking after others  •Friendships  •Dreams and goals  •Show resilience and perseverance in the face of challenge  •Discuss why we take turns, wait politely, tidy up after ourselves and so on. | •Taking part in sports day - winning and losing  •Changing me -  Look how far I've come!  •End of year awards- Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. |
| **Link to Behaviour for Learning** | Show an understanding of their own feelings and those of others, and begin to **regulate their behaviour accordingly**. Set and work towards simple goals, being able to wait for what they want and **control their immediate impulses when appropriate**. Give **focused attention to what the teacher says**, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.   * **Controlling own feelings and behaviours** * **Applying personalised strategies to return to a state of calm** * **Being able to curb impulsive behaviours** * **Being able to concentrate on a task** * **Being able to ignore distractions** * **Behaving in ways that are pro-social** * **Planning** * **Thinking before acting** * **Delaying gratification** * **Persisting in the face of difficulty.** | | | | | |

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| **Physical Development** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Physical activity is **vital** in children’s all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child’s strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.** | | | | | |
| **Fine Motor** | •Dough disco used to develop hand and wrist strength  •Threading, cutting, weaving, playdough, fine motor activities used during ‘Funky Fingers’ on a Monday  •Manipulate objects with good fine motor skills, showing increasing control when holding, using and manipulating a range of tools and objects such as tamborines, jugs, hammers, and mark making tools | •Dough disco used to develop hand and wrist strength  •Threading, cutting, weaving, playdough, fine motor activities used during ‘Funky Fingers’ on a Monday  •Show preference for dominant hand  •Hold mark-making tools with a thumb and all fingers | •Dough disco used to develop hand and wrist strength  •Threading, cutting, weaving, playdough, fine motor activities used during ‘Funky Fingers’ on a Monday  •Encourage children to draw freely- using ‘Pen Disco’ to develop both large and small movements whilst making marks  •Create lines and circles pivoting from the shoulder and elbow  •Develop skills of cutting with Scissors | •Dough disco used to develop hand and wrist strength  •Threading, cutting, weaving, playdough, fine motor activities used during ‘Funky Fingers’ on a Monday  •Encourage children to draw freely- using ‘Pen Disco’ to develop both large and small movements whilst making marks  •Create lines and circles pivoting from the shoulder and elbow  •Develop skills of cutting with Scissors – making snips in paper and other items | •Dough disco used to develop hand and wrist strength  •Threading, cutting, weaving, playdough, fine motor activities used during ‘Funky Fingers’ on a Monday  •Develop pencil grip and letter formation  •Use one hand consistently for fine motor tasks  •Start to make more meaningful snips in paper with scissors  •Continuously check the process of children’s pencil grip and provide extra help and guidance when needed. | •Dough disco used to develop hand and wrist strength  •Threading, cutting, weaving, playdough, fine motor activities used during ‘Funky Fingers’ on a Monday  •Continuously check the process of children’s pencil grip and provide extra help and guidance when needed.  •Manipulate a range of tools and equipment in one hand, e.g. paint brushes, scissors, hairbrushes, toothbrush, scarves or ribbons |
| **Gross Motor** | •Develop security walking upstairs facing forwards holding rain or hand of adult, with both feet onto a single step at a time  •Focus on running safely in the outdoor area on whole foot  •Offer opportunities to develop the skill of jumping, offering safe ways to practice this skill  •Cooperation games i.e. parachute games.  •Different ways of moving to be explored with children  •Develop good personal hygiene e.g. handwashing •Acknowledge and praise their efforts  • Provide regular reminders about thorough handwashing and toileting. | •Ball skills- throwing and catching- focus on children kicking a stationary ball with either foot, throwing a ball with increasing force and support children to start to catch a large ball  •Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, wheelbarrows, prams and carts. | •Ball skills- develop accuracy and force when throwing a ball  •Ensure children are developing climbing skills, climbing up and down stairs by placing alternate feet on each step and using a handrail  •Develop balance whilst walking both up and down slopes using the large building blocks in outdoor area.  •Provide opportunities to dance/move to music in both the inside and outdoor areas | •Develop skills in climbing, using the outdoor equipment and balancing equipment to ensure children can maintain balance using hands and body to stabalise  •Use stilts to further develop both balance and coordination  •Provide opportunities for children to run, jump, climb and push/pull objects.  •Use picture books, stories and other resources to discuss the different parts of the body and begin to talk about staying healthy. | •Play running games which support children in running with greater special awareness and negotiate space successfully  •Develop skills in balancing, using the outdoor equipment, balancing beams and stilts to ensure children can maintain balance using hands and body to stabalise  •Begin to play games where children balance on one leg for short periods of time  •Ball skills- develop accuracy and force when throwing a ball | •Play running games which support children in adjusting speed and direction to avoid obstacles  •Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.  •Obstacle activities  children moving over, under, through and around equipment  •Support children to balance on one foot and squat momentarily, shifting body weight to improve stability. |

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| **Literacy** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding)** and the **speedy recognition of familiar printed words.** Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) | | | | | |
| **Comprehension**  **- Developing a passion for reading** | •Individual reading books will be sent home for children to share with their adults  •Children will visit the library weekly  •Joining in with rhymes and showing an interest in stories with repeated refrains  •Print in the Environment  •Having a favourite story/rhyme  • Begin to show an interest in illustrations and words in print and digital books  •Use of the Sing It bag to ensure children learn a wider range of songs and nursery rhymes | •Individual reading books will be sent home for children to share with their adults  •Children will visit the library weekly  •Retell stories related to events through acting/role play including the use of the puppet show  •Christmas letters/lists  •Encourage children to recognise familiar words and signs, such as their name on their coat peg | •Individual reading books will be sent home for children to share with their adults  •Children will visit the library weekly  •Encourage children to record stories through pictures, drawing/mark making  •Information leaflets about animals in the garden/plants and growing.  •Listen to and join in with stories and poems which are familiar to them | •Individual reading books will be sent home for children to share with their adults  •Children will visit the library weekly  •Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment  •World Book Day  •Begin to show an awareness of the way stories are structured  •Use book boxes to encourage children to handle books carefully and the correct way up with growing competence | •Individual reading books will be sent home for children to share with their adults  •Children will visit the library weekly  •Stories from other cultures and traditions  •Retell a story with actions and / or picture prompts as part of a group  • Use hotseating and role play to begin to talk about key characters in stories  •Discuss and predict how stories might end | •Individual reading books will be sent home for children to share with their adults  •Children will visit the library weekly  •Begin to make predictions  • Look at and enjoy books using wordless books to ‘tell’ the story based on the illustrations |
| **Word Reading** | •Complete phonics phase 1 groups to begin to develop phonological awareness focus on environmental, body and animal sounds | •Complete phonics phase 1 groups to begin to develop phonological awareness- ensure children can distinguish between a range of different sounds | •Complete phonics phase 1 groups to begin to develop phonological awareness | •Begin to develop phonological and phonemic awareness through the use of games such as I spy, Silly Soup etc | • Encourage children to distinguish between illustrations and print  •Know that print carries meaning and, in English, is read from left to right and top to bottom | • Use a variety of texts to support children to show an increasing awareness of rhyme and alliteration  •Play games which require the children to clap the syllables in words and orally segment and blend words |

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| **Writing** | •Dough disco used to develop hand and wrist strength  •To have a dominant hand, with whole hand grasp to begin to mark make •Shopping lists,  •Create a role-play area for writing e.g. restaurant, post office etc.  •Role-play area to support writing for a purpose | •Dough disco used to develop hand and wrist strength  •Initial focus on name writing for Christmas cards, encourage children to make their own mark to represent their names  •Role-play area to support writing for a purpose including letters to Santa | •Dough disco used to develop hand and wrist strength  •Encourage children to draw freely- using ‘Pen Disco’ to develop both large and small movements whilst making marks  •Discuss the marks we make and begin to make purposeful marks including the use of circles and lines  •Role-play area to support writing for a purpose- vets | •Dough disco used to develop hand and wrist strength  •Encourage children to draw freely- using ‘Pen Disco’ to develop both large and small movements whilst making marks  •Provide children with several opportunities to discuss their mark making activities and begin to give meaning to their marks  •Role-play area to support writing for a purpose | •Dough disco used to develop hand and wrist strength  •Encourage children to draw freely- using ‘Pen Disco’ to develop both large and small movements whilst making marks  •Give meaning to their drawings and paintings  •Role-play area to support writing for a purpose | •Dough disco used to develop hand and wrist strength  •Encourage children to draw freely- using ‘Pen Disco’ to develop both large and small movements whilst making marks  •Role-play area to support writing for a purpose  •Recognise their own name from a selection of names and begin to show interest in the letter |

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| **Maths** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives,** including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections, ‘have a go’**, **talk to adults** and peers about what they notice and not be afraid to make mistakes. | | | | | |
|  | •Share a range of counting rhymes and songs  •Classifying objects based on one attribute and sort a range of objects  •Provide a wide range of puzzles and jigsaws for children to practise, choose puzzle pieces and trying to fit them into puzzles  •Join in with repeated sound and action patterns in games and songs  •Use baby photos and family photos to begin to talk about immediate past and future | •Share a range of counting rhymes and songs  •Use songs and rhyme to practice counting in order  •Support children to begin to count on fingers  •Explore the concepts of distance including near and far and discuss how things look different depending on viewpoints  •Provide scales, measuring tapes and rulers as well as objects of varying sizes and weights to begin to compare size, lengths and weights  •Provide a range of water toys to explore capacity | •Share a range of counting rhymes and songs  •Provide compare bears, elephants and other manipulatives to begin to encourage 1:1 correspondence counting initially focusing on 1-3.  •Use obstacle courses and hidden items around nursery to explore the language of position including on, in, inside, next to, over, under.  •Provide construction materials to create enclosures when building such as making enclosures for a zoo. | •Share a range of counting rhymes and songs  •Provide compare bears, elephants and other manipulatives to begin to encourage 1:1 correspondence counting initially focusing on 1-3.  •Use picture books and objects to begin to explore common shape vocabulary including pointy, wiggly, bumpy etc.  •Play games which involve creating patterns with objects, sounds, dance and movements | •Share a range of counting rhymes and songs  •Provide Numicon, Beads, counters and other manipulatives to explore the composition of numbers  •Explore the language of size and length/ weight using scales, rulers, measuring tapes and a range of different measuring equipment  •Use stories, materials, pictures and the school environment to explore patterns | •Share a range of counting rhymes and songs  •Go on shape hunts to find shapes in the environment  •Use a range of different counting songs to practice counting to 10  •Provide a number rich environment  •Begin to create patterns using both manipulatives and natural materials  •Sequence events in their own lives and in stories and nursery life |

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| **Understanding the world** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. | | | | | |
|  | •Using family photographs to explore ourselves and the people who are important to us  •Provide a wide range of objects to explore through the use of hitting, shaking, looking, feeling, pulling, turning and poking  • Share a wide range of stories about people and nature  •Remember where objects belong through the use of modelled tidy up times  •Continuous use of the outdoor space to explore and experience nature including grass, mud, puddles, plants and animal life  •Use of a range of pipes, funnels, guttering and buckets to carry/ transport water from one place to another  •Use of water baths in both the indoor and outside areas to investigate water, including opportunities to wash and clean things such as the dolls and car wash play | •Celebrations of a range of different events including bonfire night and Diwali  •Use of ‘That’s Not My’ books, sensory bags and materials on the creative table to discuss different materials and the vocabulary associated with them  •Can talk about what they have done with their families during Christmas’ in the past.  •Show photos of how Christmas used to be celebrated in the past and how it is celebrated in different countries.  •Talk about occupations and how to identify strangers that can help them when they are in need.  •Use of forest school activities and games to explore and talk about different forces such as pull, push, wind, rain, weather | •What can we do here to take care of animals in the jungle? Discussions around recycling and other ways to protect the environment  •Compare animals from a jungle to those on a farm  •Explore a range of jungle animals. •Learn their body parts.  •Could include a trip to the farm/zoo.  •Nocturnal Animals Making sense of different environments and habitats  •Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see  •Listen to children describing and commenting on things they have seen whilst outside, including plants and animals  •After close observation, draw pictures of the natural world, including animals and plants | •Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.  •Share different cultures versions of famous fairy tales.  •Stranger danger (based on Jack and the beanstalk).  •Use world maps to show children where some stories are based.  •Use Handa’s Surprise to explore a different country.  •Use the Bee Bots and remote control toys.  •Share and discuss favourite stories and stories which we enjoy at home  •Provide a wide range of puppets, dolls, models and small world to support children in retelling stories  • Use Ice, mud, chocolate etc to discuss and notice changes in materials  •Introduce the children to NASA and America.  •Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. | •Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.  •Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.  •Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons.  •Use plants and vegetables to demonstrate growth, decay and changes over time  •Build a ‘Bug Hotel’  To help children show care and concern for living things | •Provide BeeBots, Remote control cars, Ipad, CD players and other technology to allow children to operate digital equipment  •Taking care in the sun  •Create shadow puppets to explore light and shadow  •Design and follow a treasure hunt  •The Seaside long ago – Magic Grandad  •Share non-fiction texts that offer an insight into contrasting environments.  •Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.  •Can children differentiate between land and water. |

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| **Expressive Arts and Design** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| All About Me | Celebrations | Amazing Animals | Terrific Tales | Come Outside | Pirates & Under the Sea |
| The development of children’s artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.  Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. | | | | | |
|  | •Join in with songs  •Engage in messy play activities  •Begin to freely access resources on the creative table to design and create their own art work  •Begin to mix colours  •Join in with role play games and use resources available for props •Build models using construction equipment.  •Sing call-and-response songs, so that children can echo phrases of songs you sing.  •Create self-portraits using loose parts and ‘junk model’ materials  •Junk modelling, take picture of children’s creations and record them explaining what they did  •Provide a range of instruments both indoors and in the outdoor area to encourage children to explore how sounds and made  •Provide opportunities to work together to develop creative ideas  •Create superhero masks | •Listen to music and make their own dances in response.  •Continue to explore colour mixing to create firework picture  •Firework pictures using collage materials and glitter •Create Christmas decorations, Christmas cards, Diva lamps, Christmas songs/poems   •The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.  •Role Play Party’s and Celebrations •Role Play of The Nativity  •Provide a wide range of materials and model joining, stacking, balancing and making enclosed spaces | •Animal prints  •Rousseau’s Tiger  •Designing homes for hibernating animals  •Collage owls/ symmetrical butterflies  •Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. creating animal masks.  •Making lanterns, Chinese writing, puppet making, Chinese music and composition.  •Provide children with and expose children to a wide range of music from different cultures  •Provide a range of instruments both indoors and in the outdoor area to encourage children to explore how sounds and made and consider the movements we make in response to the different sounds  •Use the instruments to create sounds to represent different animals and explore ‘animal’ movements | •Make different textures and patterns using different colours  •Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers  •Mother’s Day crafts  •Easter crafts  •Design and make rockets. Design and make objects they may need in space, thinking about form and function.  •Retelling familiar stories Creating out of space pictures  •Provide a wide range of props for play which encourage imagination.  •Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats  •Work with the children to create sounds, movements and drawings to accompany different stories. | •Explore ways to protect the growing of plants by designing scarecrows.  •Collage-farm animals / Making houses.  •Encourage children to create their own music.  •Junk modelling, houses, bridges boats and transport.  •Provide children with a range of materials for children to construct with.  •Artwork themed around Eric Carle The Seasons – Art | •Create sand pictures  •Design and make rainbow fish collages  •Lighthouse designs  Paper plate jellyfish  Puppet shows: •Provide a wide range of props for play which encourage imagination.  •Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.  •Colour mixing – underwater pictures  •Father’s Day Crafts  •Shadow Puppets  •Work with the children to create props for a seaside role play area, including an ice cream shop  •Engage in imaginative play around familiar experiences |