



# NURSERY LONG TERM PLANNING 2022 – 2023



	AUTUMN 1 6 WEEKS 2 DAYS	AUTUMN 2 7 WEEKS 3 DAYS	SPRING 1 5 WEEKS 3 DAYS	SPRING 2 6 WEEKS	SUMMER 1 6 WEEKS	SUMMER 2 7 WEEKS AND 2 DAYS
<b>MAIN THEME</b> (BUT NOT LIMITED TO...)	THIS IS ME!	LET'S CELEBRATE!	PEOPLE WHO HELP US!	IN THE GARDEN!	TERRIFIC TALES!	WOW!
<b>POSSIBLE IDEAS/LINES OF ENQUIRY</b> <small>THESE MINI-IDEAS WITHIN THE THEMES MAY CHANGE OR BE REPLACED DEPENDING ON CHILD INTEREST OR FASCINATION.</small>	Starting Nursery Harvest MFL Day – France Families My Family Houses The 5 Senses Bible Story – Noah's Ark	Bonfire Diwali (actually 25 <sup>th</sup> Oct) Christingle Christmas Nursery Rhyme Week (week 3) Autumn Season Staying healthy The Human Body	Starting Nursery Winter Season Chinese New Year (Week 4, Rabbit) Reduce, Reuse and Recycle Hibernation	Spring Season Pancake Day (Week 1, 21 <sup>st</sup> Feb 23) Easter Mother's Day Lifecycles Mini beasts Plants and flowers Weather	Starting Nursery Traditional Tales The Queen - London Colours	Summer Season Space Father's Day Dinosaurs Under the Sea Jungle
<b>PARENTAL / CARER INVOLVEMENT</b>	Transition Visits 'Getting to know me form'. Bee Moments Harvest 'sing song' and soup tasting.	Bee Moments 'Stay and Play' Walk to the local shops Walk to the church Book at Bedtime via Zoom.	Transition Visits 'Getting to know me form'. Bee Moments Grandparents Visit – show the 'when I grow up video...' Parents into talk about their job	Bee Moments 'Stay and Play' Mothers' Day visit Parents invited to bring their pet in	Transition Visits 'Getting to know me form'. Bee Moments Story Telling Week 'Show and Tell'	Bee Moments 'Stay and Play – Jan / Easter 23 intake only' Father's Day breakfast Potted Sports – sponsored event Nursery Graduation
<b>HOME PROJECT</b>	Make a healthy meal Putting on their coat and learning to pack and zip up their bag		Make an Easter bonnet Learning to zip their coat up		The Ravenous Beast – clip for class story Dress themselves independently	
<b>ASSESSMENTS</b>	Pupil Profile – on entry Observations	Pupil Profile Observations Pupil Progress	Pupil Profile – on entry Observations	Pupil Profile class Observations Pupil Progress	Pupil Profile – on entry Observations	Pupil Profile End of Year Reports <i>class of 22/23 only</i>

	<p>Pupil Progress meetings (EYFS Staff)</p> <p>Phonics Assessment (Jan and Easter 21 only)</p> <p>BPVS</p> <p>Early talk Boost – (Sept intake)</p> <p>Termly Assessments – subitizing, number recognition, name writing, picture drawing</p>	<p>meetings (EYFS Staff)</p> <p>Phonics Assessment</p> <p>Termly Assessments – subitizing, number recognition, name writing, picture drawing</p> <p>Fine Motor Assessment</p>	<p>Pupil Progress meetings (EYFS Staff)</p> <p>Early talk Boost – (Jan intake)</p> <p>BPVS</p> <p>Termly Assessments – subitizing, number recognition, name writing, picture drawing</p>	<p>meetings (EYFS Staff)</p> <p>Phonics Assessment</p> <p>Termly Assessments – subitizing, number recognition, name writing, picture drawing</p> <p>Fine Motor Assessment</p>	<p>Pupil Progress meetings (EYFS Staff)</p> <p>Early talk Boost – (Easter intake)</p> <p>BPVS</p> <p>Termly Assessments – subitizing, number recognition, name writing, picture drawing</p>	<p>Observations</p> <p>Pupil Progress meetings (EYFS Staff)</p> <p>Phonics Assessment</p> <p>Termly Assessments – subitizing, number recognition, name writing, picture drawing</p> <p>Fine Motor Assessment</p>
<p>CULTURAL CAPITAL / ENRICHMENT EXPERIENCES</p>	<ul style="list-style-type: none"> <li>-Forest School – <i>using our senses and make an instrument</i></li> <li>-Children to make soup -bring a veg from home</li> <li>-Visit an allotment</li> <li>-PJ Day</li> <li>-French Day</li> <li>-Autumn Walk</li> <li>-Making Bread</li> <li>-Visit from the Vicar for Harvest</li> </ul>	<ul style="list-style-type: none"> <li>-Hinduism</li> <li>-Christianity</li> <li>-Bonfire</li> <li>Celebration: stories by the fireside, interactive fireworks display</li> <li>hotdogs and marsh mellows,</li> <li>-Bonfire / firework safety</li> <li>-Road Safety</li> <li>-Children in Need</li> <li>-Visit the local shops</li> <li>-Visit the church and meet Rev. Mary</li> <li>-Post a letter</li> <li>-Boxing food for the food bank</li> <li>-Nursery Rhyme dressing up day</li> <li>-Explore food and traditional dress of the Indian culture</li> </ul>	<ul style="list-style-type: none"> <li>-Buddhist</li> <li>-Forest School – <i>Stone Soup story, Make a sculpture – Andy Goldsworthy</i></li> <li>-Grandparent’s Visit</li> <li>-Litter picking</li> <li>-Visits from parents / people talking about their job</li> <li>-Ashfield recycling / bin lorry in</li> <li>-Chinese Day</li> <li>-Winter Walk</li> <li>-Explore food and traditional dress of the Chinese culture</li> <li>-Stranger Danger</li> </ul>	<ul style="list-style-type: none"> <li>-Christianity</li> <li>-Forest School – <i>make a minibeast, habitats / Plant a sunflower seed.</i></li> <li>-Nursery Trip – Zoo Lab?</li> <li>-Mother’s Day</li> <li>Afternoon Tea (<i>week 5</i>)</li> <li>-Growing caterpillars</li> <li>-Bring your pet to school.</li> <li>-Easter bonnet parade</li> <li>-Easter Egg hunt</li> <li>-Chick handling</li> <li>-Spring Walk</li> </ul>	<ul style="list-style-type: none"> <li>-Christianity</li> <li>-Forest School – <i>nature scavenger hunt and make a nature colour wheel.</i></li> <li>-Library Visit</li> <li>The Queen / London</li> <li>-Superhero Day</li> <li>-Make Gruffalo crumble and owl ice cream.</li> </ul>	<ul style="list-style-type: none"> <li>-Forest School – <i>Nature frames include a picture of them at Forest School.</i></li> <li>-Father’s Day breakfast (<i>week 2</i>)</li> <li>-Try astronaut food.</li> <li>-Summer Walk- Drumming lady</li> </ul>

		-The Great Notts Toy Appeal				
KEY STORIES / BOOKS	Little Red Hen Rosie's Walk Peace at Last The Gingerbread Man Elmer (PSHE) Town House Country Mouse	Rama and Sita Story Gunpowder Plot Christmas / Nativity Story Nursery Rhyme song books The Colour Monster Colin the Chameleon	Stone Soup The Tiger who came to Tea Chinese New Year story Mr Men's Chinese New Year Little Red Riding Hood Pretty Salma	We're Going on a Easter hunt. The Very Hungry Caterpillar Titch The Tiny Seed	The Mixed Up Chameleon Brown Bear, Brown bear what do you see? (colour) The Billy Goats Gruff The Gruffalo The Queen's Knickers The Enormous Turnip	Whatever Next! Somebody Swallowed Stanley Down in the Jungle
COMMUNICATION AND LANGUAGE LISTENING, ATTENTION AND UNDERSTANDING -----*----- SPEAKING	-Settling in activities -Making friends -Children talk about experiences which are familiar to them -This is me! -Model talk routines through the day. For example "Good morning, how are you?" etc. -Class role play – Stage and instruments -Learn rhymes, and songs -Colourful Semantics -Black Sheep press activities - instructions -ECAT -Wake and shakes	-Settling in activities -Developing vocabulary -Listening and responding to stories -Following instructions -Understand how to listen carefully and why listening is important -Class role play – Stage and instruments -Learn rhymes, and songs -Colourful Semantics -Black Sheep press activities - instructions -ECAT -Wake and shakes	-Settling in activities -Making friends -Model talk routines through the day. For example "Good morning, how are you?" etc. -Using language well asking how and why questions -Asking questions to find out more and check what they have understood -Describe events in detail -Build upon the number of words used in their sentence -Learn rhymes, poems and songs -Colourful Semantics	-Describe events in detail – time connectives -Use picture cue cards to talk about an object: i.e. what colour is it? Where would you find it? -Learn rhymes, poems and songs -Understand how to listen carefully and why listening is important -Colourful Semantics -Black Sheep press activities - instructions -ECAT -Wake and shakes -Circle games to build up concentration – up	-Settling in activities -Making friends -Model talk routines through the day. For example "Good morning, how are you?" etc. -'Show and tell' -Children to bring something into talk to the class about -Story language -Colourful Semantics -Black Sheep press activities - instructions -ECAT -Wake and shakes -Circle games to build up concentration – up to 3/6 minutes -Teacher 'show and	-Understand how to listen carefully and why listening is important -Colourful Semantics -Black Sheep press activities - instructions -ECAT -'Show and tell' -Children to bring something into talk to the class about -Wake and shakes -Circle games to build up concentration – up to 3/6 minutes -Accesses and operates ICT and mechanical toys including CD player -Teacher 'show and

	<ul style="list-style-type: none"> <li>-Circle games to build up concentration</li> <li>-Teacher 'show and tell' offering children the opportunity to use 'why?' questions</li> <li>-Can chn talk about their homes and what there is near them to do?</li> <li>- weather, day, date, season</li> </ul>	<ul style="list-style-type: none"> <li>-Circle games to build up concentration – up to 3 minutes</li> <li>- Accesses and operates ICT and mechanical toys</li> <li>-Teacher 'show and tell' offering children the opportunity to use 'why?' questions</li> <li>- weather, day, date, season</li> </ul>	<ul style="list-style-type: none"> <li>-Black Sheep press activities - instructions</li> <li>-ECAT</li> <li>-Wake and shakes</li> <li>-Circle games to build up concentration – up to 3 minutes</li> <li>-Teacher 'show and tell' offering children the opportunity to use 'why?' questions</li> <li>- weather, day, date, season</li> </ul>	<ul style="list-style-type: none"> <li>to 3/6 minutes</li> <li>-Accesses and operates ICT and mechanical toys</li> <li>-Teacher 'show and tell' offering children the opportunity to use 'why?' questions</li> <li>- weather, day, date, season</li> </ul>	<ul style="list-style-type: none"> <li>tell' offering children the opportunity to use 'why?' questions</li> <li>- weather, day, date, season</li> </ul>	<ul style="list-style-type: none"> <li>tell' offering children the opportunity to use 'why?' questions</li> <li>- weather, day, date, season</li> </ul>
<p>The developing of children's spoken language underpins all seven areas of learning and development. Nursery will provide a language rich environment with the number of quality conversations with the adults and their peers. Staff will comment on what the children are doing or are interested in, echo back what they say with new vocabulary introduced. Children will have the opportunity to sing to have a story read daily, engaging them actively in stories, non-fiction, rhymes and poems. Storytelling, role play and conversations is where children will share their ideas, have support and modelling from adults in the setting help children become comfortable use a rich range of vocabulary and language structure. Parents will be spoken to during transition about what language they speak at home and staff will try and learn a few key words and celebrate multilingualism in our setting.</p>						
<p><b>PHYSICAL DEVELOPMENT</b> GROSS AND FINE MOTOR</p>	<p><b>FINE</b></p> <ul style="list-style-type: none"> <li>-Daily finger gym - 15 mins</li> <li>-Further develop the skills to hold a pencil and scissors correctly</li> <li>-Can turn pages in a book correctly</li> </ul>	<p><b>FINE</b></p> <ul style="list-style-type: none"> <li>-Daily finger gym - 15 mins</li> <li>-Further develop the skills to hold a pencil and scissors correctly</li> </ul>	<p><b>FINE</b></p> <ul style="list-style-type: none"> <li>-Daily finger gym - 15 mins</li> <li>-Further develop the skills to hold a pencil and scissors correctly</li> <li>-Can turn pages in a book correctly</li> </ul>	<p><b>FINE</b></p> <ul style="list-style-type: none"> <li>-Daily finger gym - 15 mins</li> <li>-Further develop the skills to hold a pencil and scissors correctly</li> </ul>	<p><b>FINE</b></p> <ul style="list-style-type: none"> <li>-Daily finger gym - 15 mins</li> <li>-Further develop the skills to hold a pencil and scissors correctly</li> <li>-Can turn pages in a book correctly</li> </ul>	<p><b>FINE</b></p> <ul style="list-style-type: none"> <li>-Daily finger gym - 15 mins</li> <li>-Further develop the skills to hold a pencil and scissors correctly</li> </ul>
	<p><b>GROSS</b></p> <ul style="list-style-type: none"> <li>-Crossing the midline activities</li> <li>-squiggle whilst you wiggle activities</li> </ul>	<p><b>GROSS</b></p> <ul style="list-style-type: none"> <li>-Crossing the midline activities</li> <li>-Squiggle whilst you wiggle activities</li> </ul>	<p><b>GROSS</b></p> <ul style="list-style-type: none"> <li>-Crossing the midline activities</li> <li>-Squiggle whilst you wiggle activities</li> </ul>	<p><b>GROSS</b></p> <ul style="list-style-type: none"> <li>-Crossing the midline activities</li> <li>-Squiggle whilst you wiggle activities</li> </ul>	<p><b>GROSS</b></p> <ul style="list-style-type: none"> <li>-Crossing the midline activities</li> <li>-Squiggle whilst you wiggle activities</li> </ul>	<p><b>GROSS</b></p> <ul style="list-style-type: none"> <li>-Crossing the midline activities</li> <li>-Squiggle whilst you wiggle activities</li> </ul>

	<ul style="list-style-type: none"> <li>-Cooperation and getting to know me games i.e. parachute games.</li> <li>-Big movements and spatial awareness games.</li> <li>-Bikes, scooters and climbing apparatus in outdoor continuous provision</li> </ul>	<ul style="list-style-type: none"> <li>-Bend and Stretch – Tumble Tots</li> <li>-Listen to fireworks and Indian music – follow then make their own dance and movements to it.</li> <li>-Bikes, scooters and climbing apparatus in outdoor continuous provision</li> </ul>	<ul style="list-style-type: none"> <li>-Cooperation and getting to know me games i.e. parachute games.</li> <li>-Big movements and spatial awareness games involving obstacles.</li> <li>-Know and develop their factors that support their health and wellbeing: regular physical activity, healthy eating, teeth brushing, sensible amounts of ‘screen time’ good sleep routine etc.</li> <li>-Bikes, scooters and climbing apparatus in outdoor continuous provision</li> </ul>	<ul style="list-style-type: none"> <li>-Develop and refine and range of ball skills including throwing, catching, kicking, passing and aiming.</li> <li>-Develop confidence, precision and accuracy when engaging with activities that involve a ball.</li> <li>-Bikes, scooters and climbing apparatus in outdoor continuous provision</li> <li>-Plant seeds/flowers in class / outside and talk about how to care for them</li> </ul>	<ul style="list-style-type: none"> <li>-Apparatus.</li> <li>-Confidently and safely use a range of large and small apparatus indoors and outdoors to balance, climb in, on, under and through.</li> <li>-Bikes, scooters, balls and climbing apparatus in outdoor continuous provision</li> </ul>	<ul style="list-style-type: none"> <li>-Athletics.</li> <li>-Potted sport activities, running races in preparation for sports day.</li> <li>-Bikes, scooters and climbing apparatus in outdoor continuous provision</li> </ul>
	<p>Further develop the skills they need to manage the nursery day successfully: lining up, queuing, personal hygiene.</p> <p>Refine the fundamental movement skills they already have i.e rolling, crawling, walking, jumping, running, hopping, skilling and climbing.</p>					
	<p>Physical activity is vital in children’s all-round development. In nursery, children are given daily opportunities to develop their fine and gross motor skills. On arrival each day children will have a 15-minute finger gym activity to complete and this is rotated so they carry out 5 different activities each week as well as having activities incorporated in to their play. This will help develop their control and precision and hand-eye coordination.</p> <p>Games and opportunities for play both indoors and outdoors support children to develop core strength, stability, balance and spatial awareness, co-ordination and agility.</p>					
<p>PSED</p> <p>SELF-REGULATION</p> <p>-----*-----</p> <p>MANAGING SELF</p> <p>-----*-----</p>	<p>New Beginnings</p> <p>Class rules and routines</p> <p>Building relationships</p> <p>Being me and treating themselves as valuable</p>	<p>Getting on and falling out</p> <p>Sharing</p> <p>How to deal with different emotions, can chn draw faces with different emotions?</p>	<p>New Beginnings</p> <p>Class rules and routines</p> <p>Celebrating differences</p> <p>Healthy Me</p> <p>Friendships</p> <p>How can I look after</p>	<p>Discuss taking turns, why we wait politely, tidying up after ourselves</p> <p>Dangers in the home</p>	<p>New Beginnings</p> <p>Class rules and routines</p> <p>Say no to bullying</p> <p>Winning and loosing</p> <p>Showing resilience and perseverance when faced with a</p>	<p>Looking after our Environment</p> <p>Changing me – look how far I have come.</p>

BUILDING RELATIONSHIPS	individuals		my school?		challenge	
Children will start to show an understanding of their own feelings and those of others and this will link into their behaviour whilst learning during 'busy choose' time. Sessions and positive interventions from adults will help children control their own feelings and behaviours, promote positive social interaction with their peers, think before acting, persisting in the face of difficulty, concentrate on tasks, show control with impulsive behaviours, be able to use control measures to return to a state of calm.						
LITERACY WORD READING AND COMPREHENSION -----*----- WRITING	--Joins in with rhymes and shows an interest in stories and repeated refrains. -Environmental print -Singing, rhymes and stories daily. -Name recognition	-Singing, rhymes and stories daily. -Retelling stories using story maps. -Environmental print -Filling in words missing from rhymes. -Name recognition, writing some or all of their name -Counting syllables	-Singing, rhymes and stories daily. -Get well soon cards -Identify parts of a book -Environmental print -Name recognition, writing some or all of their name -Chn can listen to a story and place events in chronological order.	-Singing, rhymes and stories daily. -Environmental print -Name recognition and point out the capital letter, writing some or all of their name Teach – front cover, back cover, difference between picture and text. Use picture clues: "What can you see?" Encourage the chn to predict what's happening next.	-Singing, rhymes and stories daily. -Retelling stories using story maps using vocabulary of beginning, middle and end. -Environmental print -Name recognition and point out the capital letter, writing some or all of their name -Children can recall parts of a story i.e. a character, setting etc. -Write to the Queen for her Jubilee.	-Singing, rhymes and stories daily. -Name recognition and point out the capital letter, writing some or all of their name -Environmental print -Can retell a story of their choice -Chn can listen to a story and place events in chronological order.
Children are offered many opportunities to develop a love of reading whilst in the nursery setting. Stories, songs and rhymes are carried out daily as a whole class or in smaller groups. There is a dedicated reading area and books and texts are introduced into other areas of the setting to support learning. A reading bear is sent home with a child each week to share at bedtime and a weekly library book exchange. Daily phonic sessions take place working on Phase 1 and the 7 aspects within it and parents are sent home suggested activities to help them support their child's specific area of learning through games. A half termly 'reading' focus takes place as part of our SIP. Mark making is offered as part of our continuous provision in a variety of ways and media. Please refer to weekly planning for what is offered each week. Children have a name card which build up their name writing skills including, recognising, building using magnetic letters, copy writing then independent formation when the child is ready.						

<p><b>NURSERY READING ACTIVITIES</b></p>	<p>Phase 1 Aspects 1,2,3,4  <i>Environmental sounds</i>  <i>Instrumental sounds</i>  <i>Body Percussion sounds</i>  <i>Voice sounds</i>            Reading teddy            Weekly library book exchange            Early Talk Boost</p>	<p>Phase 1 Aspects 1,2,3,4 and 5  <i>Environmental sounds</i>  <i>Instrumental sounds</i>  <i>Body Percussion sounds</i>  <i>Voice sounds</i>  <i>Rhyme and Rhythm</i>            Reading teddy            Weekly library book exchange            Nursery Rhyme week and dress up day            Book at bedtime            Zoom sessions</p>	<p>Phase 1 Aspects 1,2,3,4 and 5  <i>Environmental sounds</i>  <i>Instrumental sounds</i>  <i>Body Percussion sounds</i>  <i>Voice sounds</i>  <i>Rhyme and Rhythm</i>            Reading teddy            Weekly library book exchange            Read 50 books challenge            Early Talk Boost</p>	<p>Phase 1 Aspects 1,2,3, 4, 5 and 6  <i>Instrumental sounds</i>  <i>Body Percussion sounds</i>  <i>Voice sounds</i>  <i>Rhyme and Rhythm</i>  <i>Segmenting and Blending</i>            Reading teddy            Weekly library book exchange            World Book Day</p>	<p>Phase 1 Aspects 1,2,3, 4, 5 and 6  <i>Instrumental sounds</i>  <i>Body Percussion sounds</i>  <i>Voice sounds</i>  <i>Rhyme and Rhythm</i>  <i>Segmenting and Blending</i>            Introduce picture books – <i>Class 21/22</i>            Reading teddy            Weekly library book exchange            Teacher swop for story time.            Early Talk Boost</p>	<p>Phase 1 Aspects 1,2,3, 4, 5, 6 and 7  <i>Instrumental sounds</i>  <i>Body Percussion sounds</i>  <i>Voice sounds</i>  <i>Rhyme and Rhythm</i>  <i>Segmenting and Blending</i>  <i>Alliteration</i>            Reading teddy            Weekly library book exchange            Year 6 book buddies.</p>
<p><b>MATHEMATICS</b>            NUMBER AND NUMERICAL PATTERNS            -----*-----            SHAPE, SPACE AND MEASURE</p>	<p>Getting to know the children.            Number songs.            Number and Numerical Pattern</p>	<p>Shape, Space and Measure</p>	<p>Getting to know the children.            Number songs.            Number and Numerical Pattern</p>	<p>Shape, Space and Measure</p>	<p>Getting to know the children.            Number songs            Number and Numerical Pattern</p>	<p>Shape, Space and Measure</p>
<p>Numeracy takes place in many different ways in the setting – both inside and outside the classroom. Daily math activities take place in small groups and there are two main inputs a week following the White Rose program. A differentiated maths activity take place with an adult and small group for evidenced work via their Learning Journey or Tapestry. An episode of Numberblocks is watched each week and there is an indoor continuous provision table solely for numeracy with a set activity based around the previous weeks planning to enable staff to observe understanding of the area taught. The total number of children is displayed each day, calendar and day of the week is taught also.</p>						
<p><b>UNDERSTANDING THE WORLD</b>            PEOPLE, CULTURE AND COMMUNITIES            -----*-----            THE NATURAL WORLD</p>	<p>-Identify their family. Commenting on photos of their family, naming who they can and of what relation they are to them. Photos displayed in setting all year.            -Small world – dolls</p>	<p>-Can talk about what they normally do at Christmas time with their families.            -Read the Jolly Postman and to draw information from a map and begin to understand</p>	<p>-Materials – what is a suitable material to keep me dry?            -Talk about occupations and how to identify strangers that can help them when they are in need            -Talk about any</p>	<p>-Listen out for and make notes of discussions between themselves regarding their experiences of past birthday celebrations.            -I can talk about my local area and make</p>	<p>-The Queen – who is she and why is she important?            -Listen out for and make notes of discussions between themselves regarding their experiences of past birthday</p>	<p>-Listen out for and make notes of discussions between themselves regarding their experiences of past birthday celebrations.            -Introduce NASA to the children and</p>

	<p>house to be included.</p> <ul style="list-style-type: none"> <li>-Navigate around the classroom and outdoor area.</li> <li>-Create treasure hunts to find places/objects within our learning environment.</li> <li>-Listen out for and make notes of discussions between themselves regarding their experiences of past birthday celebrations.</li> <li>-Introduce the I pads</li> <li>- Hand germs experiment with bread</li> </ul>	<p>why maps are so important.</p> <ul style="list-style-type: none"> <li>-Christianity – What is it? What is a church?</li> <li>-I can match everyday objects together and explain why.</li> <li>-Changing states i.e. chocolate and jelly</li> <li>-Listen out for and make notes of discussions between themselves regarding their experiences of past birthday celebrations.</li> <li>-Listen to children describing and commenting on things they have seen whilst outside, including animals and plants.</li> <li>-Talk about what landmarks we saw on our way to the local shops</li> <li>-Floor books to look back on previous learning</li> </ul>	<p>transport they need to help them.</p> <ul style="list-style-type: none"> <li>-Share different cultures versions on famous Fairy Tales – Pretty Salma / Little Red Riding Hood.</li> <li>-Listen out for and make notes of discussions between themselves regarding their experiences of past birthday celebrations.</li> <li>-Children can suggest what they would like to be when they grow up and why.</li> <li>-Chn offer guest speakers relevant questions on their occupation</li> <li>-Children know where they live</li> <li>-Introduce the Beebots</li> <li>-Floor books to look back on previous learning</li> <li>-Compare and contrast objects from now and in the past, could Grandparents bring something in?</li> </ul>	<p>a class map of what there is.</p> <ul style="list-style-type: none"> <li>-Talk about the pets that come into school and offer suggestions or ask questions on how we care for them</li> <li>-Plant seeds and understand how to help them grow</li> <li>-Leave a plate of fruit out for children to observe over the week – what do they notice?</li> <li>-Compare animals to those you would have as a pet to those in a zoo / wild</li> <li>-Floor books to look back on previous learning</li> <li>-Skittle experiment for a rainbow – with warm water and cold water</li> </ul>	<p>celebrations.</p> <ul style="list-style-type: none"> <li>-Listen to children describing and commenting on things they have seen whilst outside, including animals and plants.</li> <li>-London - How would we get there? Show on a map in relation to Nottingham.</li> <li>-Floor books to look back on previous learning</li> <li>-Testing 3D shapes on a ramp and extending it to cars and different surfaces.</li> </ul>	<p>pictures of significant figures who have been to space and begin to understand that these events happened before they were born.</p> <ul style="list-style-type: none"> <li>-Floor books to look back on previous learning</li> <li>-Volcano experiment</li> </ul>
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			<p>-Ice experiment: how can we make ice? How can we make ice melt the quickest?</p>			
<p><b>EXPRESSIVE ARTS AND DESIGNS</b>  CREATING WITH MATERIALS  -----*-----  BEING IMAGINATIVE AND EXPRESSIVE</p>	<ul style="list-style-type: none"> <li>-Portraits painted like Picasso (<i>MfL Day</i>)</li> <li>-Self-portraits for display (<i>Sept intake</i>)</li> <li>-Christmas Card project</li> <li>-Class role play –A Stage, instruments, CD player.</li> <li>-Join in with songs</li> <li>-Beginning to mix colours</li> <li>-Join in with role play games and uses resources available for props</li> <li>-Build using the construction equipment</li> <li>-Listen to music and makes up their own dances in response</li> <li>-Scarecrow calendar</li> <li>-The use of story maps, props, puppets and story bags will encourage children to retell, invent and adapt stories.</li> <li>-Start first ¼ of tree season picture</li> </ul>	<ul style="list-style-type: none"> <li>-Starry night — Vincent Van Gogh</li> <li>-Drumming lady</li> <li>-Class role play – Stable (Nativity Scene)</li> <li>-Join in with role play games and uses resources available for props</li> <li>-Fireworks pictures</li> <li>-Christmas decorations and cards</li> <li>-Clay diva lamps</li> <li>-Make Christmas food including co-co pop Christmas puddings and jelly for the xmas party.</li> <li>I can draw faces using increased complexity and features.</li> <li>Scratch art</li> </ul>	<ul style="list-style-type: none"> <li>-Self-portraits for display (<i>Jan intake</i>)</li> <li>-Class role play – Hospital</li> <li>-Join in with role play games and uses resources available for props</li> <li>-Junk modelling, take pictures of children’s creations and record them explaining what they did</li> <li>-Make Chinese lanterns.</li> <li>-Dragon dance – Chinese music</li> <li>-Complete second quarter of tree season picture</li> </ul>	<ul style="list-style-type: none"> <li>-The Snail — Henri Matisse</li> <li>-Make a fruit salad – explore colour</li> <li>-Class role play – Vets</li> <li>-Join in with role play games and uses resources available for props</li> <li>-Symmetrical butterflies</li> <li>-Make different minibeasts. Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. making an egg box caterpillar.</li> <li>-Children will explore ways to protect the growing of their plants by designing bird deterrants, i.e using cds and shiny objects</li> <li>-Complete third quarter of tree</li> </ul>	<ul style="list-style-type: none"> <li>-Jackson Pollock – splashing and pouring</li> <li>-Explore colour and, colour mixing and pattern</li> <li>-Self-portraits for display (<i>Easter intake</i>)—Tea Towel Project</li> <li>Class role play – Train</li> <li>-Join in with role play games and uses resources available for props</li> </ul>	<ul style="list-style-type: none"> <li>-Class role play – Under the Sea</li> <li>-Join in with role play games and uses resources available for props</li> <li>-Complete final quarter of tree season picture</li> <li>-Make light houses out of junk modeling</li> <li>-Salt dough dinosaur fossils</li> <li>-Father Day Card</li> <li>-Sea life sand art pictures</li> </ul>

				season picture -Mothers Day Card -Easter Crafts and card -After close observations, can the chn draw pictures of the natural world?		
MUSIC	PULSE -I can imitate movements in response to music -I can keep a steady pulse with some accuracy (e.g clapping, marching, tapping) - I can explore, respond and identify long and short sounds	VOICE -I can sing songs which contain a small range of notes - I can perform actions to accompany songs (move like a .... Etc)	RHYTHM -I can explore rhythm through play -I can keep a steady pulse when playing - I can listen and take turns	PITCH -I can sing broadly in tune with a limited pitch range - I can record and comment on my voice and others	TECHNOLOGY -To explore and change sounds and music through play and technology -To comment and respond to recording of own voice, other classroom sounds	21 <sup>st</sup> CENTURY -I can comment and respond to recorded music from different genres, styles and times. E.g. this music is making me feel sad, happy - Down in the jungle (drumming lady)