



Whitley Abbey Primary School

Hand in hand we learn

Year N Curriculum

Curriculum Drivers

Possibilities and Citizenship	Reading and Vocabulary	Health and Wellbeing	Celebrating Diversity
<p>Our curriculum is designed to promote aspirations by preparing children for a changing world by making links between their learning and careers and opportunities in adult life. The curriculum enables children to make connections between what is learnt in school and open-up possibilities for them in later life.</p> <p>Teachers support children to be good citizens through the development of British Values and the core learning values of; Commitment, Opportunity, Respect and Excellence.</p>	<p>Our curriculum is designed to meet the needs of the children we serve placing great emphasis on the development of tier 2 and tier 3 vocabulary and fluency in reading. At Whitley Abbey we recognise that vocabulary development helps children to communicate effectively and to understand what they hear.</p> <p>Reading enables pupils to develop independent learning skills – skills that will serve them well in later life.</p>	<p>Our curriculum is designed to promote children’s health, wellbeing and resilience through the promotion of Whitley Character Values, friendship, kindness, courage, resilience, gratitude and honesty. We want our children to make good choices about their own health and wellbeing.</p> <p>Research suggested that better emotional wellbeing is associated with higher achievement in primary school. When children feel safe they are able to better access learning in the classroom.</p>	<p>Our curriculum is designed to celebrate diversity. This means understanding that each individual is unique and recognising and celebrating our individual differences.</p> <p>The concept of diversity encompasses community, acceptance and respect. We foster the exploration of these differences in a safe, positive, and nurturing environment.</p> <p>We believe that by practicing mutual respect for qualities and experiences that are different from our own we build alliances across differences so that we can work together to eradicate all forms of discrimination.</p>

Long-Term Overview Nursery

	Autumn		Spring		Summer	
Theme	Nursery Rhymes	Celebrations	Traditional Tales	Colours	Pets	People who help us
Key Text	Various	Kipper’s Birthday/ Nativity	Goldilocks and the three bears	The colour monster	Not That Pet	A Superhero Like You
Other shared texts	FICTION Rhymes Incy, Wincy spider Twinkl twinkl little star	FICTION Kipper’s birthday Story of Diwali Christmas story	FICTION Little Red riding hood The three little pigs	FICTION Elmer The Rainbow Fish	FICTION The Great Pet Sale Six Dinner Sid	FICTION You Choose POETRY

	One, two, three, four, five... Humpty Dumpty NON-FICTION Autumn	Rhymes NON-FICTION Winter	The gingerbread man The little red hen Jack and the beanstalk POETRY NON-FICTION Bears Woods	The Rainbow Fish to the rescue Brown Bear Simon sock What colour am I? POETRY Daffodil song Spring is here Spring song NON-FICTION Colours Rainbow Holi	Handa's Hen Oi Frog/Dog/Cat POETRY/RHYMES Sleeping Bunnies 1, 2, 3, 4, 5 NON-FICTION Pets Vets	NON-FICTION Busy People Series When we Grow Up – Melanie Walsh What Jobs Could You Do?
Curriculum Enrichment	Autumn walk	Diwali food/celebration Decorating biscuits for birthday party Christmas singing to parents Making bird feeders	Woodland walk (spinney) Making sandwiches Teddy bears picnic Chinese New Year	Easter Celebration Holi Celebration Spring walk World Book Day Easter Egg hunt Mother's Day Red Nose Day	Sharing photos of pets Visit by a vet/ animal charity Eid Celebration	Summer walk Firefighter visit Share photographs of parents jobs Father's Day School Transition
CLD	Focus on stopping to give attention. Using words and gestures to communicate needs. Explore the Nursery environment. Maintain concentration on a chosen activity. Encourage the children to listen to nursery rhymes and begin to join in with actions and words Talk and point out autumn vocabulary whilst on an autumn walk and when exploring outside.	Make independent choices about where and how to play and concentrate on the chosen activity. Talk about their own experiences of birthdays/Christmas. Encourage the children to join in with nursery rhymes using actions and words. Share stories about celebrations encourage children to use new vocabulary Encourage back and forth conversation during play Tuff tray set up to recreate story of Rama and Sita with puppets	Children to choose a nursery rhyme, join in with nursery rhymes using actions and words. Enhance the home corner - The Three Bears cottage, 3 chairs, 3 bowls/spoons, 3 bears, porridge, saucepan. Encourage back and forth conversations Circle time – What did you do at the weekend? Creating a tea party for Goldilocks and the Three Bears in the home corner. What could we have to eat? What could we have to drink? How many people will there be? Add gravel to the tuff spot outdoor construction area	Wellcomm activity Use other 'colour' story texts such as 'Rainbow Fish' and 'Elmer' as a stimulus for conversations. Circle time – talk about who they are dressed as for world book day. Colour Monster kitchen – children to wear a colour monster headband. Provide foods of different colours – yellow, blue, red, green Can you make a meal for the colour monster? What foods do we have that are their colour? Play colour monster Simon says. Adult to demonstrate actions, then show the	Wellcomm activity Encourage children to talk about and name different types of pets. Introduce new vocabulary for children to use, such as the names of different types of pets and adjectives. Use key text as a stimulus for conversations and a vehicle for new vocabulary to be introduced Circle time – Describing a pet/animal Play a describing game using photos of the children's pets. Say a sentence describing one of the animals for children to identify. Then, invite children to say a sentence of four to six words to describe one of the animals for others to identify.	Wellcomm activity Talk about the importance of listening to and following instructions when they hear a fire alarm. Practice what the children should do when they hear the alarm sound. Give clear instructions for them to follow. Make a 'Miss Polly Had a Dolly' rhyme bag, include doll, plasters, bandages and a phone. Sing and encourage children to act it out. Share people who help us photos. Talk about the uniforms they see, how they know what that person's occupation is and what tools they might need to do their job.

		<p>Have a selection of Party items in the centre of the circle- focus on vocabulary Hanukkah themed decorations – to role play a Hanukkah party in the home corner – encourage back and forth conversations</p> <p>Listen to and respond to ‘The Snowman’ introduce new vocabulary - winter, snow, cold, freezing, ice, melt</p> <p>Play a listening turn taking game. Children to choose a present and listen to the sound it makes.</p> <p>Decorating the home corner with tinsel and Christmas crackers</p>	<p>with the small diggers, to encourage conversations and cooperation.</p>	<p>children a colour monster, the children perform the action – extend by the adult saying the emotion for the children to perform the action.</p> <p>Encourage the children to play I Spy with each other, spying objects of different colours. “I spy with my little eye, something that is blue.”</p> <p>Talk about rainbows using Display Photos. Encourage children to talk about rainbows they have seen.</p> <p>Provide a character who hasn’t seen a rainbow before – can the children explain what a rainbow is?</p> <p>Learn the rainbow song – with Makaton.</p> <p>Share Signs of Spring Songs and Rhymes Pack to help the children develop their repertoire of songs and rhymes.</p> <p>Go on a spring walk around the setting and encourage children to talk about the signs of spring that they can see and hear using a widening range of vocabulary.</p> <p>Create an Easter Small World scene for children to use. Include some printed pictures along with small world chicks, feathers, a grass mat and a straw nest. Encourage children to describe the scene</p>	<p>Create a pets display using photos of the childrens’ pets, brought in from home. Encourage the children to share their photos or pictures with the group, talking about their pet and how they help to look after them.</p> <p>Invite a speaker to talk to the children about pets and how to care for them. The speaker could be a local vet or someone from an animal charity. Encourage the children to listen carefully and ask and answer questions.</p> <p>Answering a why question about pets</p> <p>I spy pet game</p> <p>Possible role play/enhancement around vets to encourage talk about pets and use of recently introduced vocabulary</p> <p>Hide a soft toy pet around the setting for the children to find. Discuss where the pet is hiding and challenge the children to play ‘Hide and Seek’ with the toy. Once someone has found the hidden animal, they could choose where to hide it for the rest of the group. They could say ‘warmer’ or ‘colder’ as the seekers get nearer or further away from the hidden pet.</p> <p>Watch My Pet and Me My Pet and Me-s02e04-</p>	<p>Provide walkie talkies for the children to communicate with each other like real firefighters/police officers. Reinforce the need for the children to speak clearly.</p> <p>Provide a range of dressing up clothes alongside people who help us photos – encourage the children to talk about their choices.</p> <p>Model how to make an emergency call, explaining which emergency service is needed and why. Encourage the children to use the phot in the role play area to make up their own scenarios.</p> <p>Set up a bus role play outside using crates etc. Encourage the children to take turns and model how to ask for a ticket.</p> <p>Set up an emergency services small world area to promote conversations.</p>
--	--	--	--	--	---	---

				and create stories and scenarios using the props.	Assistance Dog - video Dailymotion Introduce new vocabulary	
PSED	<p>Establish routines and boundaries with the nursery environment. The adult will use lots of encouragement and praise to reinforce what good sitting looks like: Bottom on the floor and legs crossed. Eyes looking at the adult Ears listening</p> <p>Sing if you're happy and you know it (clap your hands, stamp your feet, nod your head). Emphasise that the children need to watch the adult to know when to do the actions and when to stop.</p> <p>Become familiar with our nursery routines.</p> <p>Independently explore the nursery environment.</p> <p>Select and use activities and resources asking for help if needed.</p> <p>Give children appropriate tasks to carry out to develop a sense of responsibility: - Learn self-care routines such as hanging own coat and bag up</p> <p>Introduce circle time game – pass a 'talking object' around the circle. When a child is</p>	<p>Reflect on the rules and routines we have been learning to follow.</p> <p>Focus on good looking and good listening skills. Good sitting on the carpet and looking at the person talking.</p> <p>Looking after the environment – train the children how to tidy up putting toys back in their places – use of photos to support tidying up.</p> <p>Encourage children to put on their own coat and shoes, with some support</p> <p>Circle time game – pass a 'talking object' around the circle. When a child is holding the object, it is their turn to speak</p> <p>Hide gelt (coins) in the sand and encourage the children work together to select tools and equipment to try to find as many as they can</p> <p>Ice skating people, observe what is happening to the ice. Work together to explore how to melt the ice to free the people</p> <p>Use the crates and fabric to create an igloo/den to shelter from the snow. Add the fishing game so the children</p>	<p>Recap on the rules and routines we have been learning to follow.</p> <p>Focus on good looking and good listening skills. Good sitting on the carpet and looking at the person talking.</p> <p>Recap how to Look after the environment – reinforce how to tidy up putting toys back in their places – use of photos to support tidying up.</p> <p>Encourage children to put on their own coat and shoes more independently</p> <p>Use large boxes or large-scale construction toys to build the three bears cottage. Provide masks/headbands for children to use in role-play activities. Encourage them to organise themselves and their play, such as deciding roles and activities.</p> <p>Goldilocks and the three bears matching card game. Turn taking games</p> <p>Work together to create a Chinese New Year Dragon.</p> <p>Provide a parachute and a soft toy dragon for children to use. Can they work together to make the dragon jump, bounce and dance?</p>	<p>The children will be supported through the use of back chaining when developing their self-help and independence skills e.g. gradually reduce help until child can do each step independently. Providing lots of time and opportunities for practice.</p> <p>Colour Monster story – recognise emotions. Begin to talk about feelings and explore different situations from different points of view</p> <p>Children to use the stone to create a face, can they talk about how their character is feeling?</p> <p>Create a 'How do I feel today display?'</p> <p>he children can take turns to lay Colour Bingo and Lotto game.</p> <p>ircle time game – pass a 'talking object' around the circle. When a child is holding the object, it is their turn to speak. Can the children tell the others what their favourite colour is?</p> <p>Talking about keeping healthy and healthy food choices Create a Rainbow Cake in the</p>	<p>Talk together about how others might be feeling. Link to how they might feel if they got/didn't get a pet/feelings of characters in books.</p> <p>Have a soft toy pet, such as a puppy or a kitten, 'visit' the setting. Tell the children that it is feeling sad and worried. How can the children help? What could they do to help the pet feel safe and happy?</p> <p>Importance of healthy eating and brushing teeth. Link to animals 'brushing' teeth</p> <p>Explore 'What if' questions – link to pet choices</p> <p>Show care and concern for living things – link to possibilities - Vets</p> <p>Interact with peers during role play scenarios and making up their own rules during play. Set up a role-play vet's surgery. Encourage the children to play together, extending and elaborating ideas about how to look after the animals.</p> <p>Share and take turns when playing in the role play – i.e. shop keeper/ customer</p>	<p>Talk about feelings and explore different situations from different points of view.</p> <p>Talk together about how others might be feeling. Bring ideas of feelings into children's pretend play.</p> <p>Importance of healthy eating and brushing teeth.</p> <p>We will talk about what makes us special and discuss how everyone has their own super skills, as well as likes and dislikes. We will share our skills and thank others for using their skills in helpful ways. We will explore what makes us a superhero and think of 'real superheroes' in our community. For example, people who help us. Invite professional people/ parents into the setting to talk about and show the work they do. For example, fire fighters, nurses, police men, post men etc.</p> <p>Ask parents to send photographs explaining their jobs or things they do to help people. We will create a display of superheroes helping other people. Involve the children in creating a role play area linked to the theme – superheroes. Encourage children to share their ideas within a group</p>

	<p>holding the object, it is their turn to speak. Emphasise that they will all get a turn but they have to listen and wait. Can the children say hello to the toy? Can the children tell the toy their name?</p>	<p>can catch the fish and pretend to cook them on a camp fire.</p> <p>Turn taking Maths track game</p> <p>Use large boxes or large-scale construction toys to build a large sleigh. Provide hats or costumes for children to use in role-play activities.</p> <p>Encourage them to organise themselves and their play, such as deciding roles and discussing activities about where the sleigh should go.</p>	<p>How does Baby Bear feel when his chair is broken – explore emotions, using mirrors.</p> <p>Give the children the outline of a bear's face or a paper plate. The children can paint the bear's face, showing different emotions</p> <p>Learn ways to calm ourselves down through breathing techniques, quiet spaces and listening to calming music.</p> <p>Talk about solving conflicts, being kind to others – How can Baby Bear and Goldilocks make friends.</p> <p>Whole class/ group sharing and turn taking games.</p> <p>Circle time game – pass a 'talking object' around the circle. When a child is holding the object, it is their turn to speak</p> <p>Challenge the children to work with a friend to build the three bears' cottage or a new chair for Baby Bear using building blocks. Can the children listen to each other's ideas and suggestions when building?</p> <p>Add some log slices or brown circular pieces of cardboard to a large activity tray. Can the children use a selection of different natural materials to create bear faces to show how the bears are feeling? They</p>	<p>Mud Kitchen, using and sharing a variety of resources with friends.</p> <p>What do we wear in the Spring? Talk about the weather and April showers – Children to put on wellingtons, raincoats and use umbrellas outside.</p> <p>Invite children to have an Easter egg hunt around the setting. Hide small chocolate eggs or Easter egg pictures for children to find. Encourage children to work together and follow simple rules to find the hidden eggs and to make sure everyone finds one egg each.</p>	<p>Provide a range of soft toy pets, empty cardboard packaging and construction toys. Encourage children to work together to build homes for the different animals. Can they select and use the resources to build a home for each animal's needs?</p> <p>Encourage children to develop their sense of membership as part of the community by talking about local animal charities or animal shelters. The children could send pictures, letters or cards to them. They could also have a fundraising day to raise money.</p>	<p>Reviewing school readiness targets and supporting those children who need extra support with self-help skills. Introduce the idea of having a special helper each day. The child's photo/name could be displayed to show who is today's helper.</p> <p>Circle time – Kind words</p> <p>Make lanyards and work badges for the children to use during role play. Encourage them to take turns.</p> <p>Remind the children of how they can stay safe and be helpful when they are outside. Sharing toys and making sure they put toys back in the right place once they have finished playing with them.</p>
--	--	---	---	---	---	--

			could use leaves, sticks and stones. Circle time - Can you tell Baby Bear what makes you sad?			
PD	<p>Encourage fine motor skills by using playdough and a variety of tools.</p> <p>Use pictures of spiders to encourage exploration of dough with straws, twigs, plastic rods, tools and rolling pins.</p> <p>Use wheeled toys on the concrete area and on the mound</p>	<p>Decorating biscuits by spreading the icing and sprinkling the sprinkles</p> <p>Challenge children to make birthday cakes and count candles onto them using available resources (cake cases, candles)</p> <p>Provide a range of boxes and wrapping paper for present wrapping, including adding gift tags and bows</p> <p>Bubble catching- adult-led</p> <p>Cover the tuff spot with paper. Add some drops of paint onto the paper. Dip your dreidels and spin</p> <p>Use the bikes and scooters safely</p> <p>Children to explore using the tunnel and black tubes and tyre swing. Climbing on top, crawling inside, sending toy cars through the narrower tubes. Children encouraged to take risks, and climbing up and down carefully. <i>Focus on vocabulary</i> – on top, inside, through</p> <p>Children to mark make in the shaving foam to create a snowman – can they decorate it with buttons etc.</p> <p>Use Sparkly Snow Cloud Dough and encourage the</p>	<p>Challenge children to shape and mould brown playdough into bears. Provide enhancements, such as googly eyes, beads, buttons or pom-poms, for children to decorate their bears</p> <p>Add playdough and a range of tools, such as rolling pins and cutters. The children can use the tools to help to create characters and objects from the story, such as the three bears or three chairs.</p> <p>Encourage the children to paint vertically by providing them with large paintbrushes and buckets of water. Can they paint large bear faces onto a wall outside?</p> <p>Make porridge together, Encouraging children to make Large stirring movements with the spoon. Children can then use a spoon to feed themselves a small bowl of porridge.</p> <p>Using outdoor chalk, create a trail of bear prints outside. Can the children skip, hop, crawl, run and jump from one paw print to another?</p> <p>Children to pretend they are Goldilocks sneaking through the cottage, they must freeze if they hear Daddy Bear.</p>	<p>Children to match the monster with the coloured wool and thread in and out to cover the monster.</p> <p>Provide the children with pots of powder paint, demonstrate how to use this by adding some water and show them how to paint a colour monster on the concrete.</p> <p>Mark making activity using shaving cream with food colouring or powder paints in.</p> <p>lay a Traffic Lights Listening game with Picture Cards. Take the children to a large space such as a hall or outdoor area. Show them the Picture Cards and explain that the red card means stop, the orange card means slow and the green card means fast. As they move around the space, they need to listen carefully to your instructions (red, orange/amber, green) and move accordingly.</p> <p>Provide children with a variety of coloured streamers and scarves. Invite children to create rainbow dances as they move using the streamers and scarves.</p> <p>Large scale group painting of rainbow</p>	<p>Moving like animals inside or outside – possibly using hall space to support transition</p> <p>Corners game – use pets for this</p> <p>Continue to develop scissor skills through exploring pet fur/skin and making snips in paper</p> <p>Continue to develop pencil grip through mark making opportunities</p> <p>Playdough/clay animals</p> <p>Use tweezers/tools in provision for ‘feeding’ pets</p> <p>Model how fish are fed by ‘sprinkling’ movement in water play</p> <p>Have some soft toys and brushes available. Encourage the children to brush and groom the toys.</p> <p>Create a puppy pet wash! Provide some small-world animal toys, some mud, and some soapy water. Encourage the children to help clean the muddy puppies! They could use sponges, scrubbing brushes and pump soap dispensers.</p>	<p>People who help us movement game, e.g. climbing a ladder, building a house.</p> <p>Talk about visiting the dentist – How to look after our teeth. Provide toothbrushes and large scale teeth for the children to practice cleaning.</p> <p>Using wet sand and wooden blocks, model how a builder would build a wall.</p> <p>Enhance role play with people who help us costumes, encourage the children to have a go at putting the costumes on themselves and trying to do buttons and zips independently.</p> <p>Small world people trapped in red jelly. Children drive fire engines through the jelly to rescue them.</p> <p>Help the toys feel better, by applying plasters or wrapping them in bandages.</p> <p>Transform wheeled toys into emergency vehicles. Set up a car wash by providing soapy water, sponges and cloths.</p> <p>Draw chalk ‘fire’ on the wall outside, provide children with spray bottles/water blasters to put out the fire.</p> <p>Firefighter obstacle course.</p>

		<p>children to make snowman models. Provide some buttons, strips of material and googly eyes for the children to decorate their snowmen.</p> <p>Decorate the Christmas tree</p> <p>Build a snowman out of boxes, then throw snowballs (bean bags) to try to knock the snowman down.</p> <p>Draw Christmas shapes on the fence/playground, Children use paintbrushes and water to fill in the shapes/draw patterns</p> <p>Create some Christmas gifts for the birds by encouraging the children to thread hooped cereals on to string or pipe cleaners. These can be hung from a tree to feed the birds</p>	<p>Children to follow an obstacle course to get to the cottage – moving in different ways, in and out of the trees, balance on the beam, climb the hill, crawl through the tunnel.</p> <p>Use spoons to scoop the porridge for the three bears.</p> <p>Use spoons, fingers and tweezers to rescue the bears from the porridge.</p> <p>Using face outlines can the children use playdough to create the three bears or Goldilocks’ face. Adding eyes, nose, mouth, ears, hair.</p> <p>Attach a picture of the three bears’ cottage in the outdoor area and provide the children with a doll to represent Goldilocks. Ask them to help Goldilocks to find her way to the cottage. Encourage the children to discuss routes and give directions by asking them to draw a chalk path from where Goldilocks is to where the cottage is.</p> <p>Make jam sandwiches for a picnic – spreading and cutting with a knife.</p> <p>Provide the children with hoops and bean bags, in space allow them to experiment with the equipment. Then model how to roll the hoops to each other.</p> <p>Set up a target game – place the hoops on the ground can</p>	<p>on the fence.</p> <p>Colour run game – chalk squares, children run to the colour.</p> <p>Use the Spring playdough mats and yellow, green and pink playdough to create Spring scenes.</p> <p>Emoji/ colour hopscotch – throwing a bean bag.</p> <p>Provide some plastic eggs along with some spoons and encourage children to have egg and spoon races.</p> <p>Have an animal parade with children wearing costumes or masks of their favourite pets. Encourage them to move like the different animals.</p>	<p>Encourage children to practise their fine motor skills using this Pets in a Tangle Finger Gym activity.</p> <p>Provide some clothes pegs and pom-poms and encourage children to grip the pom-poms with the pegs, dip them into paint and print onto pet pictures. They could add spots to a spotty dog, scales to a fish, fluffy tails to a rabbit or patches and strips to a cat.</p>	<p>Large roll of paper and trays of paint. Dip the emergency vehicles into the paint and push the along the paper. How far can they go? What patterns can they make?</p>
--	--	--	--	--	---	--

			they throw the bean bags into the hoops (children to have 4 bean bags) How many did they get in the hoop? How many were outside the hoop?			
Literacy	<p>Listen to a range of stories read by an adult</p> <p>Photos of spiders to inspire children to make marks with a range of mark making tools.</p> <p>Children to explore foam in a tuff tray. Adults will encourage the exploration of marks and model using language to describe what they can feel and the movements they are making.</p> <p>Addition of spiders on to create webs for spiders.</p>	<p>Listen to and respond to stories about celebrations.</p> <p>Making a Diwali card to send to family or friends</p> <p>Provide a range of party frames- invitations/ cards/ colouring/ shopping lists and support children to make marks for a purpose</p> <p>Flour to represent snow - Encourage the children to make a path to the igloo, by using their finger. Can they copy one of the patterns?</p> <p>Identify characters in the story and display in the reading corner.</p> <p>Develop story lines within play children to use the Nativity scene to tell a story</p> <p>Create patterns on the baubles using different medium.</p> <p>Letters to Santa, include pictures for children to stick and mark making materials.</p>	<p>Phonics – Phase 1 Aspects 1 – Environmental sounds</p> <p>Phonics aspect 2 – Instrumental sounds</p> <p>Phonics aspect 3 – Body percussion</p> <p>Phonics aspect 4 – Rhythm and Rhyme</p> <p>Nursery rhymes and story at snack time</p> <p>Pull objects that are related to the story out of a bag, one at a time. For example, a box of porridge oats, a bowl and a soft toy bear. Can the children work out which story you are going to read to them? Why do they think it is going to be that story? Read Goldilocks and the three bears.</p> <p>Set up a Goldilocks small world scene Goldilocks and the Three Bears Characters, small world trees, a play cottage and a path. During play, encourage the children to develop a story line</p> <p>Put the cards in a tray of dry porridge oats, children to trace the patterns on the cards, using their finger or sticks</p> <p>Use pictures to retell the story</p> <p>The children can draw their own family photo or the bears' family photo and have a go at writing the name of</p>	<p>Phonics Aspect 5 – Alliteration</p> <p>Phonics Aspect 6 – Voice sounds</p> <p>Phonics Aspect 7 – Oral blending and segmenting</p> <p>Nursery rhymes and story at snack time.</p> <p>Introduce and talk about the Colour Monster story – identifying structure.</p> <p>Provide the children with pots of powder paint, demonstrate how to use this by adding some water and show them how to paint a colour monster on the concrete.</p> <p>Pencil tracing activity</p> <p>Anticlockwise movements retrace vertical lines using a variety of mark making tools, inside and outside.</p> <p>Write children’s names on paper. Invite them to create rainbow names by tracing over or copying their name using their favourite colours.</p> <p>Share some spring-themed rhymes such as Daffodils</p> <p>Finger Actions Rhyme. As they recite or sing the rhyme, encourage them to listen for rhyming words.</p>	<p>Phonics – RWI</p> <p>Nursery rhymes at snack time</p> <p>Use key texts as vehicles for extended conversations including new vocabulary</p> <p>Continue to retell familiar stories and introduce how to change an element of a story – for example choosing a different pet</p> <p>Use fiction and non-fiction texts to introduce differences</p> <p>Pet posters – children can draw pet or use image – add initial sound if able/mark make</p> <p>Continue to develop name writing, using name cards/traceable names</p> <p>Writing opportunities to form letters - Creating dog/cat name tags</p> <p>Alphabet puzzles</p> <p>Pet Pairs Rhyming Game. Can they find a rhyming word for each type of pet?</p> <p>Alliteration game – Coco the cat always names her kittens starting with the same letter. Invite children to group kittens by the initial sound in their name.</p>	<p>Phonics – RWI</p> <p>Nursery rhymes at snack time</p> <p>Read people who help us themed books to promote conversation and extend vocabulary.</p> <p>Make super hero belts/badges with the initial sound from their name.</p> <p>Provide special paper and envelopes for the children to write letters or draw pictures to send to people who help us.</p> <p>Red, orange and yellow paint mixed with shaving foam to encourage mark making.</p> <p>Make a help desk, answer the phones and take messages.</p> <p>Missing posters – Draw toy that is missing to display, add sounds they can hear/mark make.</p>

			<p>each person under the drawing.</p> <p>Introduce self-registration cards – one side name other side photo. Encourage children to look for the letter shapes that they recognise in their name and turn it over to check the photo.</p> <p>Children to make invitations to invite Goldilocks to a teddy bears picnic.</p> <p>Children to use the coloured bears to create a bear village on the Tuff Spot or use the blue track to create a town to transport the bears around.</p>	<p>Have a selection of mark-making tools available for children to use next to a spring interest table, or clipboards and pencils for children to use as they explore the area for signs of spring. Use Spring Page Borders paper to capture their interest. Encourage them to tell one another what they have written.</p> <p>Listening and responding to the Easter Story.</p> <p>Write the children's names onto some egg-shaped pieces of paper. Challenge children to find the egg showing their name and decorate it in their favourite colours.</p>		
Maths	<p>Exploring Jigsaw puzzles and shape pictures Number, construction and people jigsaws Shape jigsaws</p> <p>Counting using autumnal objects</p> <p>Singing counting rhymes and using props to act them out</p> <p>Classifying by organising and arranging toys</p> <p>Puppies – sorting by colour (coloured paper</p> <p>Matching spots on dominoes and matching fish</p>	<p>Children will recognise number of cubes used to form a numberblocks and recreate these with the multilink cubes.</p> <p>Children will hunt for objects within the shredded paper and identify whether there are 1 2 or 3 of those objects. They will place the objects down the guttering to the corresponding numeral within the lower tray.</p> <p>Bears Birthday party counting out number of objects</p> <p>5 little latkes song- Leave the frying pan and latkes and observe what the children do. Prompt by asking questions</p> <p>Children to help put the sequencing pictures in the</p>	<p>Explore numbers and counting by using loose parts and Numicon. Introduce five frames for the children to place objects onto.</p> <p>Explore capacity by providing dry oats and different-sized bowls and spoons in a large activity tray. Using Goldilocks and the Three Bears pictures to sort by size.</p> <p>Provide Playdough Mats to encourage children to use playdough to create and compare objects of different sizes.</p> <p>Using some coloured bear, children can explore sorting and grouping. They could also explore making patterns.</p>	<p>Children to create their own monsters using a variety of shapes.</p> <p>Sorting objects by colour using tweezers/pegs</p> <p>Introduce Numberblock 5 Children re-enact the rhyme 5 little speckled frogs using the props.</p> <p>Number formation sheets.</p> <p>Colour necklaces – create a colour pattern using the pasta.</p> <p>Exploring capacity using different containers and coloured water.</p>	<p>Consolidate children's number skills up to 5 through counting activities, exploration of objects, rhymes etc.</p> <p>Count number of pets in pet shops/colourful dogs/number of items a pet needs feeding etc</p> <p>Explore groups of things changing in quantity through story and provision – adding/taking away the pets in the pet shop/role play, play games with small world animals with some going to 'live' in a house/kennel</p> <p>Explore estimation through provision – how many dogs are in the pet shop/how many fish would fit in the bowl –</p>	<p>Place five emergency vehicles on a car mat. Ask the children to tell you how many they can see. To encourage the children to subitise, you might park two at the station, two near the park and one at the garage. Talk about the groups you can see. Drive the cars around the mat and park them up in different places. How many now?</p> <p>Draw a large firefighter ladder on the ground, encourage the children to climb the ladder as they count.</p> <p>Firefighter obstacle course – over, under through – describe the course using prepositional language. Add timers to the activity can they</p>

		<p>correct order for how to build a snowman. Count out the snowballs for each snowman to match the numeral. Provide Numberblocks pictures to colour based on the children's interest Encourage children to talk about patterns using informal language with this Christmas Bauble Pattern Matching</p>	<p>Children to make groups of 1,2,3 using manipulatives and also mark making. Introduce Numberblocks 1,2,3</p> <p>Number formation sheets/mark making materials Children to set the table for a tea party – making sure there are 4 plates, and 4 cookies on each plate</p>	<p>Parent and their young matching puzzle – children to name the animal, introduce name of the baby i.e. Sheep/lamb.</p> <p>Sorting spring objects into colours – flowers, chicks, eggs.</p> <p>Matching egg halves by colour/pattern.</p> <p>Cut out some circles and triangles from yellow and orange paper. Invite children to explore arranging the shapes to create pictures of Easter chicks. Invite children to talk about the shapes and their properties.</p> <p>Draw the outlines of some Easter eggs on the ground outside using chalk. Draw some details onto the eggs, such as different 2D shapes. Provide chinks for children to use to decorate the eggs.</p>	<p>using language of <i>lots/one/only a few</i></p> <p>Have a selection of laminated Size Ordering Pictures. Start with three of each and encourage the children to sort them into hoops – all of the small pets in one hoop, the medium in another hoop, etc. Ordering pets by height/length/ weight – link to vets role play.</p> <p>Use some soft toys to create a pet shop. Add some price labels and provide some role-play money and a till. Encourage children to read the prices and use the coins to make the correct amounts to buy a pet/ equipment/pet food from the role-play shop.</p> <p>Explore positional language by placing a soft toy pet into different places around the setting. Encourage children to describe where the toy is hidden.</p> <p>Use sponge printing to create ABAB patterns of coloured paw prints. Encourage the children to describe, extend and create repeating patterns of paw prints.</p>	<p>time themselves and their friends? Label the wheeled toys with numbers can they park them in the parking bay with the matching numeral? Sort a range of vehicles into different categories Make a bus using crates. Encourage discussion about the number of seats left on the bus etc.</p>
UW	<p>Explore resources by using Magnifying glasses, shells and stones</p> <p>Exploring resources by pouring water to transport the fish from one tray to another.</p> <p>Pour water to transport the spiders down the spout from one tray to another.</p>	<p>Share own experiences of birthdays- Allow the children to take the conversation their way.</p> <p>Set up a picnic style party with Monkey in the middle- Children to sing Happy Birthday and eat party food.</p>	<p>Porridge tasting - Children to vote whether they liked or disliked the porridge – add to a class pictogram and discuss the results with the children.</p> <p>Children to share photos of their own family, talk about who is in their family and display in the home corner.</p>	<p>Add a basket of props for the children to use as part of their play, encourage them to engage in pretend play.</p> <p>Provide the children with a selection of natural ingredients to add to their cooking.</p>	<p>Begin to understand life cycles in simple terms – puppies/dogs/kittens/cats</p> <p>Begin to understand how to care for living things including animals – possibilities – vets Use Vet Display Photos and Information Poster to encourage children to learn about a vet and what they do.</p>	<p>Share people who help us photos. Encourage children to make observations and share their thoughts.</p> <p>Invite parents/carers into Nursery to talk about their jobs.</p> <p>Discuss keeping outdoor area safe and tidy. What jobs need</p>

<p>Autumn Walk around the school grounds, to observe trees and collect autumnal objects.</p>	<p>Watch the video about celebrating Hanukkah, show real objects Menorah, dreidel</p> <p>Making bird feeders to care for the birds in winter.</p> <p>Create a polar world in the small world area</p> <p>Talk about warm foods and drinks that are good to eat when it is cold e.g. porridge, soup and hot chocolate add these to the home corner.</p> <p>Sorting Summer and Winter clothes</p>	<p>Watch a video about Chinese New Year and how it is celebrated.</p> <p>Set up a simple pouring activity for the children to explore. Place a large bucket onto the floor and balance guttering so it leads into the bucket. Add a smaller bucket of oats next to it. Can the children manage to get all of the oats from one bucket to the other? They can investigate how the oats travel down the guttering and into the bucket.</p> <p>Woodland walk – what can you see, hear and smell?</p> <p>What else could we make for breakfast? – Provide the children with a selection of cereal boxes/ toast/ fruit add to the home corner</p> <p>Children to bring a soft toy from home to the teddy bears' picnic in Nursery.</p>	<p>Add gravel to the tuff spot with the small diggers.</p> <p>Explore the festival of Holi, through stories and video clips</p> <p>Tasting a rainbow – fruit and vegetables. Can they eat a rainbow at home?</p> <p>Light box and translucent coloured objects for the children to explore.</p> <p>How is nature changing outside, what can we see (use our senses) colour changes in Spring - Colour hunt.</p> <p>Colour changing flowers or celery experiment -put white flower etc in jars and watch them change colour.</p> <p>Planting Spring flowers in the raised bed and planters – focus on how to care for the plants.</p> <p>Watching video clips of how Easter is celebrated, encourage the children to talk about their own experiences</p>	<p>If possible, invite a local vet into the setting to talk to the children about their job.</p> <p>Begin to understand that there are different countries and some animals live in these different countries</p> <p>Observe differences in materials linked to pets' skin/fur. Use different materials to begin to identify properties of materials</p> <p>Set up a vet's surgery role-play area. Provide soft toy animals and talk about how to care for animals. Fact Cards could be useful for leading discussions.</p> <p>Encourage children to explore magnetism to play a pet-themed game. Fasten some paperclips onto paper carrots. Provide children with magnets to use to collect the carrots to feed to toy rabbits.</p> <p>Learning about special pets – guide dogs/hearing dogs introducing new vocabulary. Learning about what animal charities do.</p>	<p>to be done? Who carries them out? Invite SSO to speak to the children about their role.</p> <p>Explore different materials to make uniforms. Share a waterproof jacket, helmet, a coat with reflective patches and some protective gloves. How do the materials feel? Do they all feel the same?</p> <p>Use an ink pad and paper to make fingerprints, provide magnifying glasses.</p> <p>Range of people who help us costumes – Who are they pretending to be and why?</p> <p>Tinkering table – pretend to be mechanics and fix broken vehicles. Provide nuts, bolts and screws.</p> <p>Display a range of photographs of people who help us from around the world – discuss similarities and differences they see.</p> <p>Keeping the outside area tidy – provide gardening equipment, large brushes and wheelbarrows.</p> <p>Talk about keeping safe when crossing the road. Set up lollipop role-play.</p> <p>Photographs of missing toys – Pretend to be the police and hunt for them, provide magnifying glasses and note books.</p>
--	---	---	--	--	---

						Make a 'sea' using cornflour, water and blue food colouring. Can the children drive lifeboats around and help to rescue small world figures?
ExAD	<p>Mark making with pens on backing paper on the easel - to draw on the paper and replace the lid on the pen when finished.</p> <p>A3 paper on the table with variety of crayons.</p> <p>Children will use a printing tool to print within the outline of a spider (following their excitement for spotting a spider last week in the outdoor zone)</p> <p>Fingerprint baubles for Cauliflower cards (PTA fundraising)</p> <p>Children will create pictures with mark making tools and leaves.</p> <p>Children will print within an outline of a squirrel using corks, cotton reels and cotton buds.</p>	<p>Children will print with precut tubes to represent fireworks. Facilitators will encourage the use of voice to represent the noses of fireworks.</p> <p>Children will create rangoli patterns using materials of their choice including gems and sequins. They will need to control a glue spreader.</p> <p>Children will perform to their friends on the stage. Provide musical instructions, microphones, costumes-scaffold learning by modelling how to use them.</p> <p>Making decorations/ Party Hats</p> <p>provide a variety of resources for making decoration bunting, menorah hand printing, colouring,</p> <p>Make a Star of David using lolly sticks and sequins.</p> <p>Provide some black paper and white paint for the children to paint snowman and snowy pictures. Talk about the shapes and colours that the children create.</p> <p>Roll lengths of bubble wrap 'snow' out on the floors for children to stomp over in their wellington boots. Can they describe the sounds that the bubble wrap makes?</p>	<p>Provide children with a selection of colouring sheets linked to Goldilocks as well as plain and coloured paper for them to create their own pictures.</p> <p>Baby bear collage using a variety of materials.</p> <p>Add a selection of bear posters to the painting area to inspire the children's painting creations.</p> <p>Children build a house for the bears using Duplo or blocks.</p> <p>Gather together a selection of hard and soft materials, such as a stone, petal, cotton wool and wood. Goldilocks found Daddy Bear's bed too hard and Mummy Bear's bed too soft. Explore the meaning of the words 'hard' and 'soft'.</p> <p>Allow the children time to feel, talk about and sort the different materials.</p> <p>Create a bed for Goldilocks choosing from a range of materials</p> <p>Add porridge oats to your mud kitchen. Can the children pretend to make and serve porridge to three teddies?</p>	<p>Add some colour monster pictures, can the children create music to show different emotions.</p> <p>Create own colour monsters using a variety of resources.</p> <p>Colour splash – Children to recreate Holi by each throwing a water balloon filled with water and powdered paint onto the playground – Discuss the colours created and the feeling of fun and enjoyment.</p> <p>Colour mixing - Decorating an elephant link to Holi and Elmer.</p> <p>Divide a large activity tray into coloured sections. Invite children to use construction toys to create and build colour towns and cities for different coloured characters to live in, such as 'Purple Land' or 'Yellow Village'.</p> <p>Provide kitchen roll tubes, cellophane and elastic bands for the children to make kaleidoscopes</p> <p>Finger painting – patterns/rainbow link to Colour Monsters.</p> <p>Making Mother's Day Cards.</p>	<p>Explore movement of animals through dance – look for possible music linked to animals which are pets</p> <p>Use a range of materials to create a collage of different pets - explore textures and allow children to choose most suitable</p> <p>Use of clay to make a pet 'sculpture' and explore sculpting and moulding</p> <p>Use musical instruments to represent animal noises/movements, exploring how to change and adapt sounds</p> <p>Provide paint and invite children to explore colours and colour mixing to paint pictures of their pets or a pet they would like. Can they mix colours to match their pets?</p> <p>Ask children to share photos of their pets. Provide pencils and crayons for children to use to draw pictures of their pets.</p> <p>Invite children to create their own version of the song 'Old MacDonald Had a Farm', replacing the farm animals with pet sounds. 'Old MacDonald had a pet shop'</p>	<p>Play a CD with environmental sounds, including sirens. Use percussion instruments to make the sound of sirens.</p> <p>Provide instruments and fabric – create their own songs about people who help us.</p> <p>Create emergency vehicles using junk modelling</p> <p>Explore colour mixing – paint 1 hand red and other yellow, mix together.</p> <p>Create portrait of a person who helps us using a range of media and materials.</p> <p>Add crates, planks, boxes and other large construction materials for making vehicles, such as fire engines, ambulances and post vans.</p>

		<p>Learning Christmas songs and actions to perform to parents including playing jingle bells</p> <p>Provide the children with green tree-shaped outline that they can decorate with sequins, pipe cleaners, pom-poms, bows and buttons.</p> <p>Making Christmas cards for family and friends</p>	<p>Provide the children with rollers and paint brushes to explore making marks and using different colours. What do they notice?</p> <p>Use items collected from the woodland area to add as ingredients in the mud kitchen</p> <p>Add a basket of bears to the construction area. Can you make a new chair or bed for the bears?</p>	<p>Stained glass windows – sticky back plastic on window, sticky side out, children stick coloured tissue paper onto it.</p> <p>Make potions using different coloured water/liquids/make potions outside with different natural colours/petals/plants etc.</p> <p>Painting spring flowers.</p> <p>Making Easter cards for family and friends.</p> <p>Decorating Easter Eggs.</p>	<p>Have a variety of building materials in the construction area for children to build pet models and beds for soft toys.</p> <p>Provide some paper plates and a range of different materials for children to use to make masks of their favourite type of pet – animal parade.</p> <p>Use papier-mâché over some balloons to create pet models. Encourage children to decorate the dried shapes to look like different pets. They could use paint, cardboard tubes and paper shapes to add details such as eyes, ears, tails and legs.</p>	
--	--	--	---	--	---	--