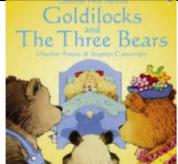
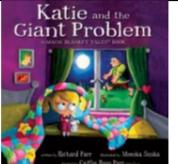
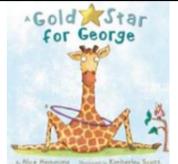
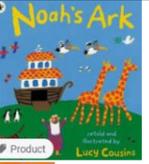
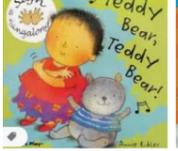
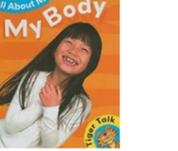
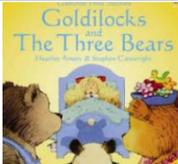
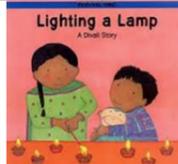
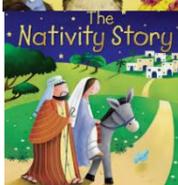
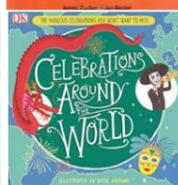
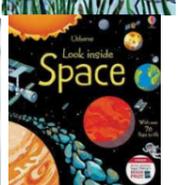
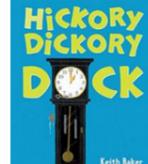
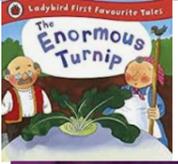
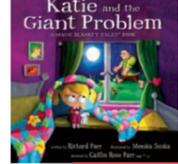
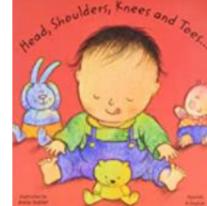
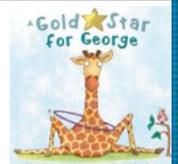
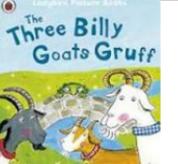
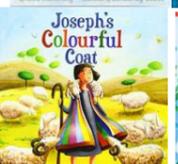
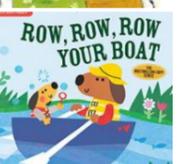
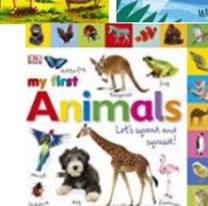
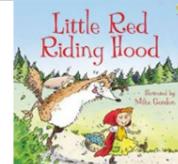
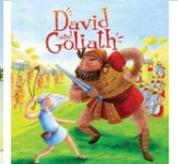
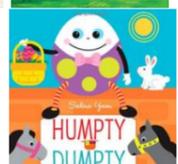
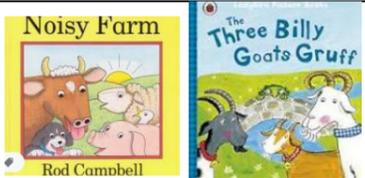




Year Group Curriculum Plan
Nursery

2020/2021	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Value	Community	Hope	Justice	Generosity and Thankfulness	Courage and Perseverance	Love and Respect
RE Focus	<p>Myself/ Family Where do I belong?</p> <ul style="list-style-type: none"> -To look at who is in their family and their homes -To talk about why they are special and what makes them special -To look at how they help others and who helps them -To look at a baptism/ christening and what happens 	<p>Incarnation: Why do Christians perform plays at Christmas?</p> <ul style="list-style-type: none"> - To look at the Christmas story - To look at the meaning behind Christmas -Why is Christmas important to Christians 	<p>Creation – Who do Christians say made the world?</p> <ul style="list-style-type: none"> - To look at how God created the world -To look at how he created the world, what did he make first and why? 	<p>Salvation: Why does Easter matter to Christians?</p> <ul style="list-style-type: none"> - Look at the Easter story - What happens? - Why was it a special time? -Why was it a sad time? 	<p>What makes a place special and why?</p> <ul style="list-style-type: none"> - Does a special place have to be a building or can it be anywhere? 	<p>Stories from the Bible Our World</p> <ul style="list-style-type: none"> - Look at stories from the New testament
Key P4C Texts			 			
5-a-day texts	    	    	    	    	    	    
Personal, social and Emotional Focus	<p>Settling in and establishing routines and relationships</p> <ul style="list-style-type: none"> -To help settling in life in school and routines -To discover what makes a good friend and how they could be a good friend -To build and establish new friendship with their peers and adults in Nursery -Establishing rules and routines -New beginnings -Feelings 	<p>To develop friendships through play and activities, involving others through use of more direct speech. To develop turn taking and sharing.</p> <ul style="list-style-type: none"> - To be able to play as a group, building on role play activities with each other - To encourage children to keep play going, responding to each other -To help children welcome and value praise for what they have achieved - To discuss how to care for living things, what do they need? 	<p>To look at transition and moving into Reception. Look at moving on, feeling secure, safe and happy</p> <ul style="list-style-type: none"> -To look at changes and moving on to Reception - To spend time in Reception to encourage a smooth transition - to introduce a worry monster for the children to share worries with, make a worry doll - To encourage children to discuss what they are excited about in the future 			

			-To address fears/ anxieties about animals and mini-beasts -To look at British values – relate to the rule of law			
British Values Focus	<p>Democracy</p> <ul style="list-style-type: none"> -To introduce the idea of voting and choice e.g. children vote throughout the day for the story they would like to hear at home time. - to encourage children to make decisions together -To encourage children to value each other's opinions and beliefs - To have circle time to encourage turn taking 	<p>Individual Liberty</p> <ul style="list-style-type: none"> - To be able to encourage three children to have a positive sense of themselves - To provide opportunities to develop self-esteem and confidence in their own abilities -To encourage children to try a range of activities and opportunities -To encourage children to follow and develop their own interests -To be able to reflect upon similarities and differences 	<p>Rule of Law</p> <ul style="list-style-type: none"> - To encourage adults to work together to create group rules - to discuss the need for rules and how we can do them fairly - To teach children to understand their feelings - To work together to create an environment where actions are consistently followed through e.g. adhere to rules, follow up on discussions and explore choices - To encourage and support children to learn right from wrong 	<p>Mutual Respect and Tolerance</p> <ul style="list-style-type: none"> - To provide opportunities for children to make links with the wider community e.g. inviting family in to speak, make links through home school books - To encourage children to learn about faiths, cultures, traditions, families and community - To encourage children to learn about the world around them – both locally and further afield e.g. through using stories and books, cultural days and events and activities 		
Core topic	<p>All about me</p> <p>Question: What makes me marvellous?</p>	<p>Celebrations</p> <p>Question: What are the different traditions and celebrations?</p>	<p>Space</p> <p>Question: Would you like to be an astronaut?</p> <p>Dinosaurs</p> <p>Question: What would it be like if dinosaurs were still alive today?</p> <p>Winter</p> <p>Question: Why do we get ice in winter?</p>	<p>Plants</p> <p>Question: How do plants grow?</p> <p>Life Cycles</p> <p>Question: What is special about a frog?</p>	<p>Farm Animals</p> <p>Question: Would you like to be a farmer?</p> <p>Farm trip</p> <p>Pets</p> <p>Question: Would you rather be a kitten or a cat?</p>	<p>Jungle animals</p> <p>Question: What is it like to live in the jungle?</p> <p>Mini-beasts</p> <p>Question: I spy...What am I?</p> <p>Sea Creatures</p> <p>Question: What animals make a commotion in the ocean?</p>
English Text(s)						
English Focus	<p>All about me: To draw pictures and describe what they have drawn.</p> <ul style="list-style-type: none"> -To listen carefully to stories and rhymes -To identify action words in texts -To understand simple questions using who, what, why and 	<p>Festivals and celebrations: To retell stories using props – looking at the Nativity story. To practise different forms of writing linked to celebrations such as writing cards, making marks related to Diwali</p>	<p>Space, Dinosaurs and Winter: Drawing pictures and describing, learning how to make books about space</p> <p>To understand a range of complex stories</p>	<p>Plants and life cycles – To focus on Jaspers Beanstalk, learning how to describe using specific words, making a bean diary to draw the changes of the bean</p>	<p>Animals – Looking at stories in more depth, retelling stores, looking at rhyme. To develop questioning and answering of questions</p> <ul style="list-style-type: none"> -To draw pictures of animals and describing them -To make a poster regarding what animals need -To look at the stories commotion in the ocean and noisy farm, to help children learn new words and vocabulary. To listen to and join in with the stories 	

	<p>encourage the children to ask their own questions using these words</p> <ul style="list-style-type: none"> -To develop their vocabulary, exploring new vocabulary and learn new words -To use simple sentences in their play and in discussions 	<p>such as Rangoli patterns and drawing Nativity scenes</p> <ul style="list-style-type: none"> - To learn a range of simple nursery rhymes, joining in with the actions. -To draw pictures and describe them, giving meaning to the marks they make -To be familiar with traditional stories and retelling key events in their play. -To further develop their speaking, listening and questioning skills through P4C. -To develop pencil control and grip, applying the correct amount of pressure when trying to write and ensuring the correct position and grip is used. 	<ul style="list-style-type: none"> - to listen to, join in with and enjoy Nursery Rhymes and traditional stories - to develop an understanding of simple concepts -To understand simple questions using who, what, why and encourage the children to ask their own questions using these words - To be able to hold a conversation with peers and members of staff -To develop their vocabulary, exploring new vocabulary and learn new words -To use simple sentences in their play and in discussions -To draw pictures and describe them, giving meaning to the marks they make 	<ul style="list-style-type: none"> -To draw pictures and describe them, giving meaning to the marks they make -To be familiar with traditional stories and retelling key events in their play. -To further develop their speaking, listening and questioning skills through P4C. -To develop pencil control and grip, applying the correct amount of pressure when trying to write and ensuring the correct position and grip is used. - To be able to join in with guided reading groups – listen to a story and respond to a picture in a book -To be able to join in with show and tell sessions – developing their ability to ask questions and describe things in more detail 	<ul style="list-style-type: none"> -To realise they can find out information from texts - to be able to handle books with care -To understand simple questions using who, what, why and encourage the children to ask their own questions using these words - To be able to holds a conversation with peers and members of staff -To develop their vocabulary, exploring new vocabulary and learn new words -To use more complex sentences in their play and in discussions -To draw pictures and describe them, giving meaning to the marks they make -To be familiar with traditional stories and retelling key events in their play. -To further develop their speaking, listening and questioning skills through P4C. -To develop pencil control and grip, applying the correct amount of pressure when trying to write and ensuring the correct position and grip is used. - To be able to join in with guided reading groups – listen to a story and respond to a picture in a book -To be able to join in with show and tell sessions – developing their ability to ask questions and describe things in more detail
<p>Phonics Focus</p>	<p>Phase 1 - Aspect 1 Environmental Sounds</p> <ul style="list-style-type: none"> -To recognise familiar sounds -To identify what makes a sound 	<p>Phase 1 - Aspect 1 Environmental Sounds</p> <ul style="list-style-type: none"> -To recognise familiar sounds -To identify what makes a sound <p>Aspect 2 – instrumental sounds</p> <ul style="list-style-type: none"> -look at sounds made by instruments -To make loud and quite sounds <p>Aspect 3 – body percussion</p> <ul style="list-style-type: none"> -develop an awareness of sounds and rhythm -develop sound vocabulary 	<p>- To play and explore sounds Phase 1: Aspect 4 – Rhythm and rhyme</p> <ul style="list-style-type: none"> -develop experience of rhythm and rhyme in speech - to be able to clap out syllables <p>Aspect 5 – alliteration</p> <ul style="list-style-type: none"> - To focus on the initial sounds of words <p>Aspect 6 – Voice sounds</p> <ul style="list-style-type: none"> - to distinguish between different vocal sounds -To begin oral blending and segmenting 	<p>-To Introduce phase 2 – Start with set 1 S, a, t, p</p> <ul style="list-style-type: none"> -once they have been introduced, encourage children to use letter sounds to blend and sound out words 	<p>Phase 2</p> <ul style="list-style-type: none"> - to introduce set 2 – l, n, m, d Possibly - set 3 – g, o, c, k -once they have been introduced, encourage children to use letter sounds to blend and sound out words <p>Phase 2</p> <ul style="list-style-type: none"> - to introduce set 3, 4, 5 set 3 – g, o, c, k set 4 – ck, e, u, r set 5 – h, b, f, ff, l, ll, ss -once they have been introduced, encourage children to use letter sounds to blend and sound out words

			<p>Aspect 7 – Oral blending and Segmenting -to continue developing oral segmenting and blending</p>			
<p>Maths Focus</p>	<p>Numbers 1-5, counting out, recognising and representing, looking at size and comparing, number and shape of the week</p> <ul style="list-style-type: none"> -To explore number of the week (1-5) by representing the number in different ways e.g. through claps, jumps, on a tens grid, on a dice, through objects and the numeral -To begin to use comparative language when exploring quantity and size -To recite number names -To notice simple patterns and shapes -To select a small number from a group of objects -To explore numbers in the environment 		<p>Numbers 1-10, counting out, recognising and representing, number and shape of the week, match number to quantity and focus on positional language</p> <ul style="list-style-type: none"> -To explore number of the week (1-10) by representing the number in different ways e.g. through claps, jumps, on a tens grid, on a dice, through objects and the numeral -To recite number names -To explore numbers and shapes in the environment -To be able to match numerals to quantity To know a group changes when you add or takeaway -To be able to categories objects in different ways To show an understanding in positional language 	<p>Numbers 1-10, counting out, recognising and representing, number and shape of the week, match number to quantity, focus on noticing shapes in their environment, name shapes and shape properties</p> <ul style="list-style-type: none"> -To explore number of the week (1-10) by representing the number in different ways e.g. through claps, jumps, on a tens grid, on a dice, through objects and the numeral -To recite number names - To know that numbers identify a set of objects -To match numeral to quantity -To be able to represent numbers using marks or fingers - To use shapes to create pictures - To show an awareness of shapes and similarities and differences in them 		
<p>Understanding the World Focus: The World</p>	<p>All about me – looking at their body, Autumn and the weather</p> <ul style="list-style-type: none"> -To explore the seasons looking at the changes as we move into Autumn -To look at the celebration of Harvest -To observe the changes in the weather -To look at our local environment and the homes we live in -To look at the main features of our faces and make comparison to other. 	<p>Festivals and Celebrations: looking at what a celebration is, traditions of birthdays, Christmas, Diwali and how they are celebrated</p> <ul style="list-style-type: none"> - to use small world resources to create homes around the world -Use resources in the tuff tray to recreate firework shapes - To notice detailed features of their environment - To talk about why things happen and how things work -To comment and ask questions about birthdays, Diwali, Christmas, seasons and the weather -To look at traditions and festivals of Christians and other faiths -to focus on celebrations and why they are important to people 	<p>Shorter topics of space, dinosaur, Winter, plants and life cycles: find out information and facts and use this to help us explore and learn with small world provision such as a space station, dinosaur land, winter wonderland and by growing our own beanstalk</p> <ul style="list-style-type: none"> -To comment and ask questions about the Chinese New Year, pancake day, Mother's day and Easter. -To develop an understanding of changes over time – seasons and weather - to use small world resources to explore Space - to notice detailed features wen looking at the topic space, dinosaurs, -to develop an understanding of growth and decay - To be able to talk about some of the things they have observed such as plants, animals, natural and found objects 	<p>Animals – find out about a range of animals, what they are like, their habitat, what they eat match the babies to the mother and how we look after them.</p> <ul style="list-style-type: none"> -To comment and ask questions about animals, including farm animals, mini-beasts, pets, sea creatures and jungle animals, what would you find linked to each topic? What do animals need? -To develop an understanding of changes over time – seasons and weather - To explore a farm small world using a range of materials -To be able to match mummy and baby animals To be able to talk about what they see during our farm visit. To ask questions of the farmer. To show care and concern for living things. 		

<p>Understanding the World Focus: People and Communities</p>	<p>All about me – talk about our families and those important to them</p> <ul style="list-style-type: none"> -To talk about our families -To explore the similarities and differences of homes around the world -To explore school life -To share experiences from home through the 'Red books' – parent contact and a chance for the children to draw and talk about what they have done at home. 	<p>All about me – talk about traditions linked to their families and what they do during important celebrations</p> <ul style="list-style-type: none"> -To talk about our family tradition for bonfire night and Christmas e.g. decorating a tree, choosing a new ornament each year, eating Christmas dinner with family -To look at how birthdays are celebrated at home -To look at a celebration – what is a celebration? How do people celebrate? How do you celebrate? -Focus on Diwali as the Festival of light, look at why light is so important, look at the story behind Diwali -To share experiences from home through the 'Red books' – parent contact and a chance for the children to draw and talk about what they have done at home. 	<p>Special days, family and experiences – Look at the importance of Pancake day and Chinese New Year. Discuss family and experiences shared with family through the use of the red book</p> <ul style="list-style-type: none"> -To focus on friendships and sharing, developing teamwork through games, and den building - To talk about what happened at Christmas, how did they celebrate Christmas? Who did they celebrate with? -To share experiences from home through the 'Red books' – parent contact and a chance for the children to draw and talk about what they have done at home. - To look at pancake day, Chinese New Year and the New Year, why we celebrate it, how we celebrate and the traditions/ meaning of them 	<p>Special days, family and experiences – Look at the importance of Pancake Easter and Mothers day. Discuss family and experiences shared with family through the use of the red book</p> <ul style="list-style-type: none"> -To focus on friendships and sharing, developing teamwork through games, and den building -To share experiences from home through the 'Red books' – parent contact and a chance for the children to draw and talk about what they have done at home. -To look at Easter – importance of Easter. Does anyone go to Church? what happens during Easter celebrations? What do we learn? -To look at Mother's day, why are mum's important/ special? What is special about your mum 	<p>People who help us: Look at family and those in professions that help others</p> <ul style="list-style-type: none"> -To focus on friendships and sharing, developing teamwork through games, and den building -To share experiences from home through the 'Red books' – parent contact and a chance for the children to draw and talk about what they have done at home. -To look at different occupations and ways of life – look at a police offer, nurse, vet, any occupation the children are familiar with. Role play jobs, look at the roles and why they are important. 	<p>People who help us: Look at family and those in professions that help others</p> <p>To focus on friendships and sharing, developing teamwork through games, and den building</p> <ul style="list-style-type: none"> -To share experiences from home through the 'Red books' – parent contact and a chance for the children to draw and talk about what they have done at home. -To look at different occupations and ways of life – look at a police offer, nurse, vet, any occupation the children are familiar with. Role play jobs, look at the roles and why they are important.
<p>Understanding the World Focus: Art, Technology, Food Technology.</p>	<p>Autumn Art</p> <ul style="list-style-type: none"> -leaf rubbing, leaf prints, leaf puppets -To make and decorate a leaf biscuit -To design and making a home-linked to the three pigs 	<p>Festivals and celebrations – using a range of art skills and food technology</p> <ul style="list-style-type: none"> - To create Bonfire art – using paint, chalk - Explore the artist Jackson Pollock - Splatter painting -To make a firework using ribbon, paper, glitter and glue -To make Christmas crafts as seen below -To make sweets for Diwali – Weigh and mix ingredients together, roll 	<p>Chinese New Year/ Mother's Day celebration: making stir fry and decorations for Chinese New Year, making Mother's day cards and celebrating Mothers</p> <ul style="list-style-type: none"> -To look at Chinese New Year – See activities below - To Create Winter art pictures – paint with ice paint, explore paint and other resources in ice – look at it melting and why ice melts. Look at how ice is made. - Introduce block paints – children to learn to wet the brush, run it over the paint 	<p>Easter: Easter crafts and Easter buns</p> <ul style="list-style-type: none"> - To continue using block paints – children to learn to wet the brush, run it over the paint block to get paint on the brush and then paint. Look at the difference between block paints and normal squeezy paint. - To create Easter crafts, see below 	<p>Animals: Animal art, patterns, painting using powder paint, textures</p> <ul style="list-style-type: none"> - To create Animal art – look at types of pattern, link to animal patterns. See activities below -To introduce powder paints – children to learn to add water to the powder and mix together to create the paint. Children to explore mixing the paints to create secondary colours. Explore colour 	<p>Summer and Plants: Art using natural resources</p> <ul style="list-style-type: none"> -Summer pictures - To create seed pictures to explore different textures and talk about how seeds turn into plants. -To continue using powder paints – children to learn to add water to the powder and mix together to create the paint. Children to explore mixing the paints to create secondary colours. Explore colour

		<p>them into a ball and coat in chocolate.</p> <ul style="list-style-type: none"> -To create Rangoli patterns with coloured rice, look at patterns -To dance to a range of music using ribbons and coloured scarves 	<p>block to get paint on the brush and then paint. Look at the difference between block paints and normal squeeze paint.</p> <ul style="list-style-type: none"> - To make bird feeders, look at why this is important to do at this time of year 			
<p>Expressive Arts and Design – Music and All Focus</p>	<p>Autumn Art, natural sounds</p> <ul style="list-style-type: none"> -To listen to natural sounds and explore ways to make their own sounds -To enjoy listening to Harvest songs -To design and make a house -To explore movement through 'Go Noodle' 	<p>Sounds from fireworks, Nativity songs</p> <ul style="list-style-type: none"> - To make bonfire night art such as splatter pictures with paint, creating fireworks using workshop resources, paint, using the salt/ sand combo to draw with a finger and by using chalks/ colours to create a picture - To have a birthday party for Eric the elephant. What do we need for a party/ celebration. Make the different things we need such as hats, cards, presents - To focus on Christmas <ul style="list-style-type: none"> ➤ To make a Christmas tree biscuit – learning skills such as mixing, weighing, rolling and cutting. ➤ Make decorations ➤ Make a Christmas card learning cutting skills and drawing ➤ Christmas calendar ➤ Learn Christmas songs ➤ Act out the nativity story, using props 	<p>Music from around the world, explore beat</p> <ul style="list-style-type: none"> -To focus on the Chinese New Year <ul style="list-style-type: none"> ➤ Make lanterns ➤ Explore clay using a range of tools and their hands ➤ Prepare vegetables for making a stir fry ➤ Eating a stir fry - trying a range of veg ➤ Make decorations -To create Winter art <ul style="list-style-type: none"> ➤ Pictures using cotton wool and glitter ➤ Make a snowflake using cutting skills -To explore beat <ul style="list-style-type: none"> ➤ Through a range of instruments/ resources in the classroom, listening to songs, can the children notice the difference between a fast and slow beat -To look at Nursery rhymes – listen to and sing/ say Nursery rhymes -To listen to and introduce rhyming books – can the children notice them rhyme 	<p>Explore beat through the use of instruments</p> <ul style="list-style-type: none"> - To focus on Easter <ul style="list-style-type: none"> ➤ Retell/ understand the Easter story ➤ Make an Easter nest using coco pops ➤ Easter baskets – make/ decorate ➤ Easter cards ➤ Printing ➤ Decorate eggs using paint and / or glue and sequins -To explore beat <ul style="list-style-type: none"> ➤ Through a range of instruments/ resources in the classroom, listening to songs, can the children notice the difference between a fast and slow beat -To look at Nursery rhymes – listen to and sing/ say Nursery rhymes -To listen to and introduce rhyming books – can the children notice them rhyme 	<p>Sounds animals make, action songs</p> <ul style="list-style-type: none"> - To make and look at animal art <ul style="list-style-type: none"> ➤ Look at patterns – stripes/ spots ➤ Printing – make a rainbow fish ➤ Match the animals to the spot – create a new kind of animal with different shapes for its fur/ skin ➤ Make different animals using workshop resources, practising cutting skills and using a range of media ➤ Create an under the sea collage as a class ➤ Paint different animals, describing what they have used and why - To look at action songs, joining in with movement as well as signing -To explore movement through 'Go Noodle' 	<p>Sounds from nature e.g. waterfalls, action songs</p> <ul style="list-style-type: none"> -To create Summer pictures <ul style="list-style-type: none"> ➤ Make a nature face using collected leaves, sticks etc. ➤ Create butterflies with repeating patterns - To look at action songs, joining in with movement as well as signing -To explore movement through 'Go Noodle'
<p>Understanding the World – technology</p>	<p>Basic technology, introduce IWB</p> <ul style="list-style-type: none"> -To explore basic technology e.g. button toys, torches, light box -To begin to use games and software on the IWB 	<p>Basic technology, introduce Bee bots and computer in classroom</p> <ul style="list-style-type: none"> -To explore basic technology e.g. button toys, torches, light box 	<p>Basic technology, introduce Bee bots and computer and I pads</p> <ul style="list-style-type: none"> -To explore basic technology e.g. button toys, torches, light box 	<p>2Simple – range of computer programs and purple mash</p> <ul style="list-style-type: none"> -To explore basic technology e.g. button toys, torches, light box 	<p>Digital art, making toys work</p> <ul style="list-style-type: none"> - To look at using digital art to make different effects 	<p>Digital art</p> <ul style="list-style-type: none"> - To look at using digital art to make different effects - Show skill in making toys work by pressing parts, lifting

		<ul style="list-style-type: none"> -To begin to use games and software on the IWB - To explore the 2simple program, learn how to use the program 2paint, draw a picture using the class computer/ tablet and describe it -To use the Bee bots with adult support 	<ul style="list-style-type: none"> -To begin to use games and software on the IWB - To explore a range of the 2simple programs – draw a picture, use the interactive animal zoo and recycling activities -To use the Bee bots with adult support 	<ul style="list-style-type: none"> -To begin to use games and software on the IWB - To explore a range of the 2simple programs – draw a picture, use the interactive animal zoo and recycling activities - To look at and explore purple mash 	<ul style="list-style-type: none"> - Show skill in making toys work by pressing parts, lifting flaps or achieving effects such as sound -To feel more confident using games and software on the IWB - To explore a range of the 2simple programs – draw a picture, use the interactive animal zoo and recycling activities - To look at and explore purple mash 	<ul style="list-style-type: none"> flaps or achieving effects such as sound -To feel more confident using games and software on the IWB - To explore a range of the 2simple programs – draw a picture, use the interactive animal zoo and recycling activities - To look at and explore purple mash
PE Focus	<p>Yoga – led by outside company</p> <ul style="list-style-type: none"> -To join in with simple actions and yoga movements -To join in with the yoga story and adventures. <p>-To join in with a range of dance, movement and music programmes to support the development of core strength</p> <ul style="list-style-type: none"> *Sticky kids *Dough disco *Go Noodle *Thai Chi *Andy's wild workout *Cosmic Yoga 	<p>Yoga – led Miss Marlborough and Miss Wright</p> <ul style="list-style-type: none"> -To join in with simple actions and yoga movements -To join in with the yoga story and adventures. <p>-To join in with a range of dance, movement and music programmes to support the development of core strength</p> <ul style="list-style-type: none"> *Sticky kids *Dough disco *Go Noodle *Thai Chi *Andy's wild workout *Cosmic Yoga 	<p>- Gymnastics – To learn how to warm up and cool down, to learn what a space is and how to find a space and a range of gymnastic movements such as balancing, rolling etc.</p> <ul style="list-style-type: none"> -To join in with a range of dance, movement and music programmes to support the development of core strength <ul style="list-style-type: none"> *Sticky kids *Dough disco *Go Noodle *Thai Chi *Andy's wild workout *Cosmic Yoga 	<p>Go to the hall or gym, learn how to move in different ways and use equipment safely and appropriately</p> <ul style="list-style-type: none"> -To join in with a range of dance, movement and music programmes to support the development of core strength <ul style="list-style-type: none"> *Sticky kids *Dough disco *Go Noodle *Thai Chi *Andy's wild workout *Cosmic Yoga 	<p>Games - To learn how to move in a variety of ways - wall, run, hop, skip, jump etc. To play team games and to learn ball skills – rolling, throwing, catching</p> <ul style="list-style-type: none"> -To join in with a range of dance, movement and music programmes to support the development of core strength <ul style="list-style-type: none"> *Sticky kids *Dough disco *Go Noodle *Thai Chi *Andy's wild workout *Cosmic Yoga 	<p>Sports day, Games - To learn how to move in a variety of ways - wall, run, hop, skip, jump etc. To play team games and to learn ball skills – rolling, throwing, catching</p> <ul style="list-style-type: none"> -To join in with a range of dance, movement and music programmes to support the development of core strength <ul style="list-style-type: none"> *Sticky kids *Dough disco *Go Noodle *Thai Chi *Andy's wild workout *Cosmic Yoga
Outdoor Learning	<p>Autumn Walk, exploring resources outside</p> <ul style="list-style-type: none"> -Collecting items for Autumn pictures -To explore mixing, combining, measuring and role play in the Mud kitchen -To explore problem solving, measures and team work in the water play -To use a range of materials to construct den's -To take part in a range of sounds walks, exploring sounds around us 	<p>Welly walk looking for signs of Winter and exploring mud kitchen and water play through use of tubes and bucket</p> <ul style="list-style-type: none"> - Walk around the grounds looking for changes in the weather and signs that we are now in Winter, looking for ice, no leaves on the trees etc. -To explore mixing, combining, measuring and role play in the Mud kitchen 	<p>We're going on bear hunt: Walk around the school grounds and end at the fire pit, linked to the story, children and teachers to retell the story whilst acting bits out e.g. mud, squelchy mud, we can't go over it, we can't go under it, we will have to go through and then children to trudge through mud.</p> <ul style="list-style-type: none"> - Ice exploration – look inside the tyres to see if we can see ice, what is ice? How is it made? Can we see 	<p>Spring walk – look for signs of spring, signs of new life, buds on trees etc.</p> <ul style="list-style-type: none"> - Collect items for Sprint pictures -To explore mixing, combining, measuring and role play in the Mud kitchen -To explore problem solving, measures and team work in the water play 	<p>Sprint to Summer: Walk – looking for signs of changes in the weather and changes from Spring to Summer. Explore mixing colours outside using powder paint</p> <ul style="list-style-type: none"> -To explore mixing, combining, measuring and role play in the Mud kitchen -To explore problem solving, measures and team work in the water play 	<p>Summer walk looking for signs of summer and the world around us in summer time</p> <ul style="list-style-type: none"> - Collect items on the walk to make summer pictures -To explore mixing, combining, measuring and role play in the Mud kitchen -To explore problem solving, measures and team work in the water play -To use a range of materials to construct den's

	<ul style="list-style-type: none"> -Chalks to use on the chalkboard or the floor. -Mixing chalks with water to make a texture of paint 	<ul style="list-style-type: none"> -To explore problem solving, measures and team work in the water play -To use a range of materials to construct den's - To take part in a range of sounds walks, exploring sounds around us -Chalks to use on the chalkboard or the floor. -Mixing chalks with water to make a texture of paint - To use watered down paint outside to create splatter pictures for a firework effect 	<ul style="list-style-type: none"> any icicles? Explore ice in a tough tray. - To explore mixing, combining, measuring and role play in the Mud kitchen -To explore problem solving, measures and team work in the water play -To use a range of materials to construct den's -Chalks to use on the chalkboard or the floor. 	<ul style="list-style-type: none"> -To use a range of materials to construct den's - To take part in a range of sounds walks, exploring sounds around us -Chalks to use on the chalkboard or the floor. - use water to make marks on the walls 	<ul style="list-style-type: none"> -To use a range of materials to construct den's - To take part in a range of sounds walks, exploring sounds around us -Chalks to use on the chalkboard or the floor. 	<ul style="list-style-type: none"> - To take part in a range of sounds walks, exploring sounds around us -Chalks to use on the chalkboard or the floor.
<p>Curriculum Enhancement</p>	<p>Autumn</p> <ul style="list-style-type: none"> -School environment walks looking for signs of Autumn 	<p>Changes from Autumn to Winter</p> <ul style="list-style-type: none"> - School environment walks looking for changes from Autumn to Winter 	<p>Winter</p> <ul style="list-style-type: none"> - School environment walks looking at Winter and Ice - To go on a walk around the school grounds and complete activities along the way, re-enacting the story 'Were going on a bear hunt' 	<p>Spring</p> <ul style="list-style-type: none"> - School environment walks looking at Spring 	<p>Changes from Spring to Summer and farm trip</p> <ul style="list-style-type: none"> - School environment walks looking at the changes from Spring to Summer - Hesketh Farm visit – to start our topic off. Look at baby animals, feed them, have a tractor ride, look at and investigate an egg and then look at some baby chicks. 	<p>Summer</p> <ul style="list-style-type: none"> - School environment walks looking at the world around us in summer time.