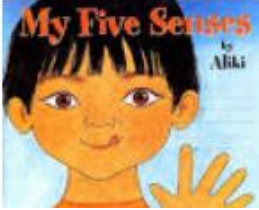


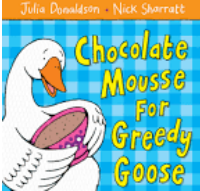
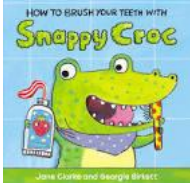
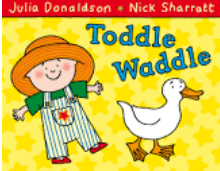


Little Grangers Long Term Curriculum plan

	Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Me and My Family.	Woodland Adventure.	Nursery Rhymes.	Animals on the Farm.	Rossington.	Fun in the Sun.
Key Texts	 <p>Spot Loves His Mum</p>	 <p>WOW Said the Owl.</p>	 <p>The Wheels on the Bus.</p>	 <p>Oh Dear!</p>	 <p>Goat Goes to Playgroup</p>	 <p>Dear Zoo</p>
	 <p>Ten Little Fingers</p>	 <p>One Mole Digging a Hole.</p>	 <p>Miss Polly Had a Dolly.</p>	 <p>Goodnight Tractor.</p>	 <p>The Train ride.</p>	 <p>Shark in the Park</p>
Other Titles	 <p>Head, Shoulders, Knees and Toes.</p>	 <p>Spots First Christmas</p>	 <p>Incy Wincy Spider</p>	 <p>Old McDonald</p>	 <p>Spot Goes Shopping</p>	 <p>Maisy Goes Camping.</p>

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	 <p>My Five Senses by Aki</p>	 <p>Fox's Socks</p>	 <p>Jack and Jill</p>	 <p>Chocolate Mousse for Greedy Goose</p>	 <p>Snappy Croc</p>	 <p>Toddle Waddle</p>
<p>Key Rhymes and poems</p>	<p>Key Songs:</p> <ul style="list-style-type: none"> • Head Shoulders Knees and Toes. • I'm a Little Tea Pot. • Ten Little Fingers. 	<p>Key Songs:</p> <ul style="list-style-type: none"> • Twinkle, Twinkle Little Star. • Teddy Bear Teddy Bear Turn Around. • 2 Little Dicky Birds. 	<p>Key Song:</p> <ul style="list-style-type: none"> • The Wheels on the Bus. • Insy Wincy Spider. • Jack and Jill. • Hey Diddle Diddle. • Miss Polly had a Dolly. 	<p>Key Songs:</p> <ul style="list-style-type: none"> • Baa Baa Black Sheep. • Old McDonald. • 5 Little Ducks. 	<p>Key Songs:</p> <ul style="list-style-type: none"> • Down at the Station. • Tommy Thumb. • Polly put the Kettle on. 	<p>Key Songs:</p> <ul style="list-style-type: none"> • Row, Row, Row your boat. • If You're Happy and you Know It. • The Sun Has got its Hat on.
<p>Role Play and Small World</p>	<p>House Shop Dolls House</p>	<p>Woodland House Woodland tray</p>	<p>Bus Incy Wincy Spider Small world</p>	<p>Farm House Farm Animals small world.</p>	<p>Dentist Road and Rail</p>	<p>Camping Zoo animals</p>
<p>Outdoor Role Play</p>	<p>Cafe</p>	<p>Picnic</p>	<p>Bus Station</p>	<p>Shepherd</p>	<p>Train Station</p>	<p>Seaside area.</p>
<p>Communication and Language</p>						

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Listening, Attention, Understanding Skills	Listen to a two-word instruction and follow the action. Listens to simple stories.		Stops on command and follows a simple instruction. Listens to simple stories and makes comments about the pictures.		Listen to simple stories answer a who, what and where question.	
Listening, Attention, Understanding Knowledge	<p>Children will know how to follow two-word instructions such as:</p> <ul style="list-style-type: none"> • Tidy up • Carpet Sitting • Nappy Time <p>Children will learn new language by listening to simple Nursery rhyme lead stories. Children will be able to sit and listen for a short period of time.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn actions to go alongside the nursery rhymes we are reading.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will understand when we shake the tambourine that we stop what we are doing and follow the next instruction of tidy up time.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will begin to identify the animals out of the familiarly read books.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn to talk in a small group about the story we are looking at. Children will be able to point out the characters and talk about what is happening in the story.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will be able to answer simple questions asked about the story of the week.</p>
Speaking Skills	Communicate basic needs using two-word sentences. Uses talk in their pretend play.		Uses simple sentences containing three words Start to develop conversation, often jumping from topic to topic.		Expresses wants using two to three words. Start to say how they are feeling, using words as well as actions.	
Speaking Knowledge	Children will be able to sing parts of the nursery rhyme of the week during their play and with peers with out adult support.	<p>In addition to the previous half-term, children will:</p> <p>Children will be able to communicate their choice at snack time</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will be able to talk to their peers and staff about what they</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn to talk in 3 words</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn to talk about their emotions, expressing</p>	<p>In addition to the previous half-term, children will:</p>

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		when been offered from a selection of two fruits.	are doing during their play.	sentence, such as: "mummy gone to work"	Children will learn to express their needs through short sentences, such as 'drink please'	how they are feeling that day. Children will either use words, facial expressions, or be able to point to a picture of how they are feeling.
Personal, Social and Emotional Development						
Self-Regulation Skills	<p>Uses a comfort object when feel sad.</p> <p>Expresses a range of motions with a key person.</p>		<p>Can carry out two or three self-care activities independently, such as get their own coat.</p>		<p>Seeks out a familiar adult when upset.</p> <p>Talks about their emotions in more elaborated ways.</p>	
Self-Regulation Knowledge	<p>Children will learn to regulate their own emotions; this may be by bringing in a 'special object' from home.</p> <p>Children will learn how to be independent away from parents, all children can bring in a home photo to go on our family wall as a home comfort.</p> <p>Children will form strong bonds with all members of the Little Grangers Team.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will have developed bonds with their key worker and will be able to find comfort from them when needed.</p> <p>Children will learn to put their comforters in their bags, knowing they are there when/if needed.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn to be more independent. Children will be encouraged to get their own coat, chose their own snack, put on their own shoes, collect their own bag at nappy change times.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn how to put on their own coat independently. By putting the hood of the coat at the child's feet, children will be able to put their arms in and flip the coat over their head. (Adult support where needed.)</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will have developed strong bonds with ALL staff in the Little Grangers team and will be able to seek comfort from any member when needed.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn to talk about emotions by looking at the emotions rug and sitting on the spot that shows how they are feeling that day.</p>

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Managing Self Skills	<p>Waits for their turn during the hello song.</p> <p>Can transition from Parent/ Carer to Nursery</p>		<p>Expresses likes and dislikes</p> <p>Is willing to explore new places with key person.</p>		<p>Notices similarities and differences between themselves and others.</p>	
Knowledge	<p>Children will be able to wait their turn when singing the hello song.</p> <p>Children will learn to come into setting without parents after having settling in sessions with parent present. Children can bring home comforts if needed.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn to take turns during small group activities, one to one with another child and in a large group. For example: One to one- taking it in turns to build a tower and then knock it down again. Large group- Taking it in turns to talk at group time.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will be able to express their own likes and dislikes with regards to foods at snack time.</p> <p>Children will learn to explore the new areas around the setting, adults modelling how to play in the area.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn to explore unfamiliar areas, such as a visit to school, or forest school.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn about the differences between themselves and other.</p> <p>Children will learn about different areas in Rossington they can visit with their families.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn that all families live differently and like visiting different places.</p>
Building Relationships Skills	<p>Plays alongside others.</p>		<p>Is able to calm themselves by seeking out their key person.</p> <p>Play with increasing confidence on their own and with other children, because they know their key person is nearby and available</p>		<p>Develops a friendship with another child.</p> <p>Makes a choice using visual/ concrete prompts (eg which rhyme to sing)</p>	
Building Relationships Knowledge	<p>Children will learn to play alongside others. Staff will model play to all children showing</p>	<p>In addition to the previous half-term, children will:</p>	<p>In addition to the previous half-term, children will:</p>	<p>In addition to the previous half-term, children will:</p>	<p>In addition to the previous half-term, children will:</p>	<p>In addition to the previous half-term, children will:</p>

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	them how we play in a small group.	Children will learn to play alongside others. Staff will model play to all children showing them how we play in a small group.	Children will have strong bonds with key person and be able to come into nursery settling themselves, knowing that familiar staff are close by as and when needed.	Children will learn to play with increasing confidence and with other children independently. Staff to start with modelling play in the role play area with 2 children, encouraging the children to join in. When children are invested in their play, staff to remove themselves, leaving children to play confidently together.	Children will use concrete objects to make choices such as picking what song we will sing next.	Children to understand and talk about friendships, look at the book <i>Maisy goes camping</i> , talk about all the animal's friendships, and the friendship's we have in <i>Little Grangers</i> .
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Physical Development

Gross Motor Skills	Rolls a large ball		Kicks a large ball		Throws a large ball	
Gross Motor Knowledge	Children will learn to roll a large ball across the room ensuring the ball stays on the floor.	In addition to the previous half-term, children will: Children to sit in groups of 2 with legs in a V, gently roll the ball back and forth, catching and passing the ball with both hands. The outstretched legs act as a tunnel and will assist in helping the ball roll	In addition to the previous half-term, children will: Children will learn to kick a large ball using one foot. Children will use this skill during Kixx's sessions.	In addition to the previous half-term, children will: Children will learn to kick a large ball at a target. For example, children will kick a large ball at a cone, trying to knock the cone over.	In addition to the previous half-term, children will: Children will learn how to throw a large ball. Children will be in small groups of two stood slightly apart and begin throwing the ball to each other. Every time a child catches the ball they can then take a	In addition to the previous half-term, children will: Children will learn several ball games where they need to work in a team with their peers.

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		close to the child's hands.			step back from their partner.	
Fine Motor Skills	Picks up small items such as raisins or threads.		Participates in finger rhyme actions.		Holds a pencil using whole hand grip.	
Skills			Make vertical, horizontal, and circular marks		Threads chunky beads.	
Fine Motor Skills	Children will be able to use small wooden blocks to build a tower. Children will use their pinchy fingers to pick up the small blocks before stacking them.	In addition to the previous half-term, children will: Children will be able to pick up small items using finger and thumb. Tip and fix puzzles will be provided with grippers for children to pick out using finger and thumb.	In addition to the previous half-term, children will: Children will learn new finger rhyme songs such as, 5 little ducks, 5 currant buns ect. Children will hold up 5 fingers, taking one away each time.	In addition to the previous half-term, children will: Children will learn to make marks on paper using our chunky pencils. Staff to demonstrate making marks such as vertical, horizontal, and circular marks.	In addition to the previous half-term, children will: Children will learn to hold a pencil with whole hand grip. Staff will demonstrate and encourage children to hold pen with whole hand grip when mark making.	In addition to the previous half-term, children will: Children will learn to thread with chunky beads, using finger and thumb to pick the beads up and then threading them onto string.
Literacy						
Comprehension	Enjoy songs and rhymes, tuning in and paying attention. Join in with songs and rhymes, copying sounds, rhythms, tunes, and tempo.	Sing songs and say rhymes independently, for example, singing whilst playing. Enjoy sharing books with an adult.		Repeat words and phrases from familiar stories.		
Skills	Say some of the words in songs and rhymes.			Ask questions about the book.		
				Develop play around favourite stories using props.		

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<p>Comprehension Knowledge</p>	<p>Children will learn new songs and rhymes; children will be encouraged to join in with actions and words or using finger puppets. Staff will model by showing children the actions to each song.</p> <p>Children to be offered musical instruments whilst singing nursery rhymes. Can we shake our instrument to the beat?</p>	<p>In addition to the previous half-term, children will:</p> <p>Song props/finger puppets will be left out at free flow time so children can use them singing songs with their peers without adult support.</p> <p>Children will learn rhymes from familiar books we have been looking at, the book will be left out for children to look at and sing along to their favourite songs, and will have access to all farm books, songs and rhymes.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn new language from songs and nursery rhymes and staff will introduce new song related to the traditional tales we are looking at. For example, Debbie and friends- The three little pigs' song.</p> <p>Children will learn to explore books with great depth getting to know the story very well. Children will have opportunities to re tell the story themselves in the role play area. The role play area will set out as seen in the book.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will be able to retell stories from previous topics, such as WOW said the owl. All familiar books will be in the book corner for children to explore and recap. Pictures and art work will also be paced around the classroom as conversation starters.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will be read to daily by staff, becoming familiar with stories we are reading.</p> <p>Children will learn to talk in small groups about the book and have opportunities to ask questions to staff and their peers about things they have seen in the book.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will be able to retell the stories they are getting to know in great depth, in our story mirrored role play areas.</p> <p>Children will be able to ask questions in small groups about the story.</p>
<p>Reading Skills</p>	<p>Responds to the picture in a book.</p>		<p>Responds to the words in a book.</p>		<p>Notices some print, such as the first letter of my name, a bus or door number, or a familiar logo.</p>	
<p>Reading Knowledge</p>	<p>Children will learn to handle books with care and find a love for looking at new and inviting print, exploring new environments from books.</p> <p>Children will be provided with high-</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will follow their own interests from what they have explored in books to provided extension activities such as</p>	<p>In addition to the previous half-term, children will:</p> <p>Children be able to point to print in the book or props being used that link to the part of the story/ rhyme being read. For example</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will be able to join in with actions to the story.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will notice print in the environment and will be able to talk about what it means. For example, when having the role play</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn that print such as letters and numbers has meaning. This might be from the cooking book in the role play area that staff can</p>

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	<p>quality books, matching a range of different interests of the children in our setting.</p> <p>The reading area will be cosy and inviting, encouraging children to get comfy and independently or with peers look at book.</p>	<p>dressing up clothes to match the story.</p>	<p>parts of the bus for the Wheels on the Bus.</p>	<p>Children will repeat words during the story. Staff will repeat and emphasise words with expression so Children can react to the story. For example, 'No eggs here, Oh Dear!!'</p> <p>Children will extend spoken language by staff introducing new words in context, drawing attention to letters and sounds.</p>	<p>(ASDA shop) outdoors, children will recognise the sign from going to Asda in the village. Children will then be able to talk about what they get there, and other places they visit in the village.</p>	<p>read to them, or the menu in the role play café. Familiar logos children will often see when out in the community or at home will be printed out and around setting for children to explore and use as conversation starters.</p>
<p>Writing Skills</p>	<p>Develops a range of mark-making movements.</p>		<p>Makes marks on paper.</p> <p>Enjoys drawing freely.</p>		<p>Ascribes meaning to marks</p> <p>Adds marks to drawings to add meaning.</p>	
<p>Writing Knowledge</p>	<p>Children will learn that they can make marks from their movements. Children will engage in sensory activities such as wet sand play using large print rollers. Learning that pushing the roller through the wet sand will leave tracks. Or using a large digger to push through paint.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn that they can use their own body parts to make marks using paint. Children to have a large piece of paper and paint, using their fingers/hands and feet to mark make.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn that they can use a range of materials to make marks on paper. Children will be provided with stimulating mark making equipment such as, pencils, pens, paint, and paint brushes.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn to draw independently with paper and pencils provided on the writing table. Can children mark large marks, developing muscle coordination, where other children may be able to begin drawing circles, straight lines ect...</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn that adding marks to pictures can add a meaning. For example, children to mark make on their own Fathers Day card, 'writing their own name.'</p> <p>Children will be able to make their own pictures and put their</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will be able to draw their own pictures and be able to talk to staff about what they are drawing and why.</p>

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		Children will learn that they can use resources out in the environment to mark make, such as leaves.	Children will learn to use large-muscle co-ordination whilst mark making developing this skill.		own ideas down on paper through marks relation to stories we have been reading.	
Mathematics						
Number Skills	I know a number rhyme to 5		I can use my fingers in a counting rhyme		I can compare amounts using vocabulary lots, more and same.	
Number Knowledge	<p>Children to learn nursery rhymes that are number rhymes to 5.</p> <ul style="list-style-type: none"> - 1,2,3,4,5 once I caught a fish alive. - Five currant buns - Five little ducks. - Five little men in a flying saucer. <p>Finger puppets will be provided, and actions will be modelled by staff.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will continue to learn number rhymes to 5. This term being encouraged to join in with actions and words.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will join in with holding up fingers to the number in the songs. "We have 2 currant buns left, can you show me 2" Staff will model how many fingers to hold up, encouraging children to copy and join in.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn to use finger counting in rhymes and whilst looking at our story of the week, such as the three little pigs.</p> <p>Children will revisit the story 10 Little Fingers, they will be able to show you 10 fingers, and count using finger during song time.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn to compare amounts such as lots, more and same by staff drawing attention to amounts. For example, when exploring the song 5 currant buns, "we had 5 currant buns and then one was eaten, do we have more or less now?"</p> <p>Staff will point out thing in the environment, such as adding more blocks to the pile.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn to compare amounts by playing with compare bears. Adult led compare bear activities comparing amounts in each bowl.</p>
Key Vocabulary	<p>Count</p> <p>Next</p>					

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	Number Lots More Same Sort Give me					
Numerical Patterns Skills	Combine objects like stacking blocks and cups.		Complete inset puzzles		Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. Notices patterns and arrange things in patterns.	
Numerical Patterns Skills	Children will learn to stack by being provided with a wide range of stackable objects such as building blocks, cups. Children will learn that you can combine objects in different ways, such as using building blocks to build a tower, or make a line.	In addition to the previous half-term, children will: Children will learn how to use shape sorters, posting items in the correctly shaped hole, having to organise and find the correct shaped hole first.	In addition to the previous half-term, children will: Children will learn to use inset puzzles with some support from adult when needed. Staff will demonstrate how to use the inset puzzle and talk to children about the different shapes of the pieces, and how we look at where it might fit.	In addition to the previous half-term, children will: Children will learn to use inset puzzles independently, finding the correct shaped piece to fit.	In addition to the previous half-term, children will: Children will learn new mathematical language and explore differences in items. Such as, small cup/big cup, high table/ low table. Staff will use language of size and weight in everyday context feeding children new language, pointing out differences in the items they are playing with.	In addition to the previous half-term, children will: Children will learn to compare sizes from items they see around the environment. Children will learn to notice patterns begin with matching one-to-one with objects, pictures, or numbers.

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Key Vocabulary	<p>Stack</p> <p>Build</p> <p>Big</p> <p>Small</p> <p>Tall</p> <p>Heavy</p> <p>Light</p> <p>Together</p> <p>High</p> <p>Low</p> <p>Match</p>
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Understanding The World

Past and Present Skills	Names members of their immediate family.		Names members of their extended family.		Talks about key events that have happened within their family.	
Past and Present Knowledge	Children will bring in photos from home, these photos will be displayed in the home corner. Children will be able to identify their immediate family members and can use these photos as a comfort and conversation starter.	In addition to the previous half-term, children will: Children will learn to talk about home life with peers and practitioner, talking about events that have happened at home with	In addition to the previous half-term, children will: Children will be able to name extended member of their family by looking at photos brought in from home.	In addition to the previous half-term, children will: Children will learn about features, and will be able to draw a member of their extended family to take home.	In addition to the previous half-term, children will: Children will be able to recall and talk about special events that has happened at home such as: -Birthdays -Easter - Christmas	In addition to the previous half-term, children will: Children will be able to recall and talk about special events that has happened at home such as: -Birthdays -Easter

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		their family. Can the children tell you?			- Holidays	- Christmas - Holidays
Key Vocabulary	I Me My Mum Dad Brother Sister Party Birthday Holiday					
People, Culture and Communities	Learns names of key workers.		Identifies who has the same hair colour and eye colour as themselves		Notices differences between people, such as hair colour, eye colour, clothes they wear, toys they like to play with etc.	
Skills						
People, Culture and Communities	Children will learn the names of key workers within Little Grangers team when starting nursery. Daily, children will join in with the good morning song going around the circle and singing to each child and staff, encouraging children to joining in, learning names.	In addition to the previous half-term, children will: Children will form good bonds with all staff in Little Grangers, learning to come into setting with confidence and make a special bond with Key worker.	In addition to the previous half-term, children will: Children will learn that no two children or adults are the same. We will look at differences between peers, hair colour, eye colour ect..	In addition to the previous half-term, children will: Children will learn to identify differences between themselves and their peer group, for example noticing the different in eye colour. "my eyes are brown, your eyes are blue."	In addition to the previous half-term, children will: Children will be provided with reading material in the story corner that provided positive images of people who are disabled, and books and play materials that reflect the diversity of life in modern Britain including racial and religious diversity.	In addition to the previous half-term, children will: Children will learn to identify differences in peers and characters in stories. We will talk about all the different animals in the book Dear Zoo and look at the differences between them.
Knowledge						
Key Vocabulary	Name Hair Eye Colour					

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	Friend Different Same					
The Natural World Skills	Enjoys exploring natural materials through play. Pushes and pulls vehicles. Makes marks using chalk on tree bark.		Knows that when you add water to dry sand you can make a sandcastle. Understands you must push a wheeled toy hard to make it go faster.		Can roll a ball with enough force to reach a desired target. To identify bugs in the outdoor environment.	
The Natural world Knowledge	Children will learn to play with push and pull vehicles learning the names of each vehicle. Photos of real vehicles will be displayed in the small world area as conversation starters. Children will be provided with chalk in the outdoor area, staff modelling using chalk on tree bark.	In addition to the previous half-term, children will: Children will learn what the vehicles are used for. Children will be provided with different reading materials about transport, staff to read facts to children.	In addition to the previous half-term, children will: Children will learn that the harder you pull a wheeled toy, or object the faster it will go. Children will experiment with the vehicles pushing them one by one seeing who can push them the furthest.	In addition to the previous half-term, children will: Children will learn that they push and pull objects all day long. Children will explore things they do throughout the day pushing and pulling. For example, pulling out their chair at snack time, then pushing the chair back under the table when they have finished.	In addition to the previous half-term, children will: Children will explore the story Oh Dear! Looking at the different animals Buster meets along the way. Children will learn the names of the animals from the story. Children will learn the force to throw a ball to be able to reach a desired target.	In addition to the previous half-term, children will: Children will learn the names of 5 different bugs. Children will be looking at different bugs from books and reading materials and will also explore the outdoor area using magnifying glasses looking for bugs.
Key Vocabulary	Push Pull Tree Fast Slow Roll Bug					
Expressive Arts and Design						

Little Grangers Long Term Curriculum plan

Creating with Materials Skills	<p>Can stack 2 or more blocks.</p> <p>Makes marks unintentionally.</p>		<p>Is able to join Duplo together.</p> <p>Uses fingers to paint.</p> <p>Paints dots using fingers.</p>		<p>Uses blocks and Duplo to make simple models.</p> <p>Uses a large paint brush to make marks.</p> <p>Paints lines using a large paint brush.</p> <p>Sometimes give meaning to the marks they make.</p>	
Creating with Materials Knowledge	<p>Children will learn to stack blocks with confidence without the tower falling. Children will be able to build places that they are familiar with, such as build their house.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn that movements can make marks. Explore the environment, children to walk through puddles and to see the foot prints their wellies leave on the ground after.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn how to play with Duplo, connecting the pieces together. Can children build their own structure? What are they building?</p> <p>Children to use Duplo to build their own houses like the like the 3 little pigs did.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will explore with paint, using their hand and a large piece of paper. Children to explore the textures and different marks they can make with their fingers, eg. Dots, lines, circles.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn to use paint brushes using a whole hand grip to make marks on a medium size piece of paper.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will be able to give meanings to the marks they are making when painting. Are they able to paint something from a special experience?</p>
Key Vocabulary	<p>Pencil</p> <p>Draw</p> <p>Paint</p> <p>Dot</p> <p>Build</p> <p>Make</p>					

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<p style="text-align: center;">Being Imaginative and Expressive</p> <p style="text-align: center;">Skills</p>	<p style="text-align: center;">Moves body to music.</p> <p style="text-align: center;">Joins in with songs and rhymes making some sounds</p>		<p style="text-align: center;">Claps hands and makes actions in response to music.</p> <p style="text-align: center;">Can beat a drum when listening to music.</p>	<p style="text-align: center;">Makes sounds with voice in response to music.</p> <p style="text-align: center;">Can make loud and quiet sounds on a drum.</p> <p style="text-align: center;">Takes part in action songs and rhymes.</p> <p style="text-align: center;">Remembers and Sings 1 nursery rhyme.</p>		
<p style="text-align: center;">Being Imaginative and Expressive</p> <p style="text-align: center;">Knowledge</p>	<p>Children will begin to learn nursery rhymes promoting new language, practitioners to model actions to songs.</p> <p>Children will learn the good morning song. Singing to each child and staff member, welcoming them into nursery today and learning their name. setting the platform for forming good friendships.</p>	<p>In addition to the previous half-term, children will:</p> <p>Introduce children to Debbi Doo. Children will learn different dancing actions, learning to move their bodies in different ways.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn actions to the nursery rhymes we have been learning.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn to use musical instruments and use in instrument in time to the beat.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will learn to make quite sounds and then loud sounds on a drum, this may be by doing tiny taps and then big taps on a football.</p> <p>Children will be able to sing a familiar nursery rhyme and do the actions in a small group.</p>	<p>In addition to the previous half-term, children will:</p> <p>Children will be able to sing a familiar nursery rhyme on their own.</p>
<p style="text-align: center;">Key Vocabulary</p>	<p style="text-align: center;">Song</p> <p style="text-align: center;">Rhyme</p> <p style="text-align: center;">Sound</p> <p style="text-align: center;">Bang</p> <p style="text-align: center;">Drum</p> <p style="text-align: center;">Loud</p> <p style="text-align: center;">Quiet</p>					

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	Sing					
Safeguarding/ British Values	Safer Internet Day Bonfire night safety Road Safety Remembrance Day Kind Hands talk Sun Safety Stranger Dancer MacMillan coffee morning Wear Yellow Wear Green Teddy Bear's Picnic Healthy Eating Shoe Box Appeal Key Worker Groups					
Visits/Visitors	Kixx A walk around school.	Kixx Santa Visit Pastor Simpson to sing carols	Kixx A walk to the school library. Delta Bus to visit school.	Kixx Chicks in School	Kixx A walk to the shop to buy something.	Kixx Sam's Safari
Parent Workshops	Settling in sessions. Story time workshop.	Carol singing with parents.	Settling in sessions. Nursery rhyme stay and play session	Physical development stay and play session.	Settling in sessions. Fine motor stay and play session.	Pre-Phonics stay and play session.