







Nursery  
Long Term Plan/Skills Progression  
2022-2023



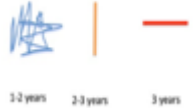
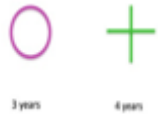

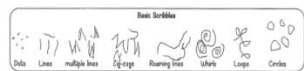
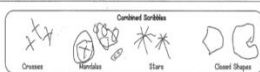
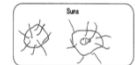

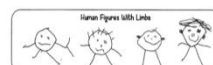

<u>Term</u>	<u>Autumn 1</u> <u>(7.5weeks)</u>	<u>Autumn 2</u> <u>(7.5 Weeks)</u>	<u>Spring 1</u> <u>(5.5 Weeks)</u>	<u>Spring 2</u> <u>(7 Weeks)</u>	<u>Summer 1</u> <u>(5.5 Weeks)</u>	<u>Summer 2</u> <u>(5.5 Weeks)</u>
<b><u>Come and See</u></b>	Myself (Domestic church - Family)  Welcome (Baptism/Confirmation – Belonging)  Birthday (Advent – Christmas – Loving)  Other Faith		Celebrating (Local Church – Community)  Gathering (Eucharist – Relating)  Growing (Lent/ Easter – Giving)  Other Faith		Good news (Pentecost – Serving)  Friends (Reconciliation – Inter relating)  Our World (Universal church – World)  Other Faith	
<b><u>PSED/Jigsaw</u></b>  (Includes RSE)	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
<b><u>Personal, Social and Emotional Development</u></b>  <ul style="list-style-type: none"> <li><i>Self-Regulation</i></li> <li><i>Building Relationships</i></li> </ul>	Throughout the year children will learn about the importance of self care. This will be achieved by developing knowledge and understanding of healthy eating and exercise and promoting independence when dressing, washing and toileting (with a focus on the importance of good hygiene -including oral health).					
	Children will learn about boundaries and golden rules within class.  Children will express a range of emotions and start to talk about these emotions. They will be supported to identify why they feel how they do.	Children will begin to understand how to share or take turns with the support of an adult  They will become more outgoing with unfamiliar people in the safe context of the setting and will play with others	The children will learn how to identify feelings using words like happy, sad, angry  The children's independence will begin to grow and their need for adult support will reduce.	Children will become more confident in new social situations and with new people.  With support and modelling they will begin to resolve conflicts, resolve issues and solve problems.	Children will be open about their feelings and will be able to talk about their feelings and begin to think about the feelings of others.  Children will learn how to follow basic instructions and the "rules" of the setting	Children will begin to show an understanding of how others feel and act accordingly in response to this.  Children will learn how to extend and elaborate their play with others.

<ul style="list-style-type: none"><li>Managing Self</li></ul>	<p>Once settled in children will begin to explore the setting knowing that a familiar person is close by.</p> <p>They will develop relationships with their peers and will begin to enjoy the company of other children.</p> <p>Children will use the toilet –sometimes with support/prompting.</p>	<p>cooperatively – only needing support occasionally.</p> <p>The children will use the toilet independently, they will receive support and prompts to ensure good hygiene such as hand washing.</p>	<p>Children’s understanding of the golden rules will be established.</p> <p>They will continue to demonstrate good manners and politeness where appropriate.</p>	<p>The children will be able to manage their own toileting needs including. using the toilet, washing and drying hands</p>	<p>Children will start to handle new experiences with more confidence</p> <p>Children will be able to play with others, inviting them to join in with their play and working together without adult support/promoting.</p>	<p>Children will often find solutions to conflicts and rivalries and suggest other ideas without adult support.</p> <p>Children will be able to use the toilet ind. (inc. hygiene) and usually stay dry throughout the day.</p>
<p><b><u>Physical Development</u></b></p> <ul style="list-style-type: none"><li>Gross Motor Skills</li></ul>	<p>Ongoing development throughout the year through lessons, small group teaching and child-initiated learning. The process of children’s mark making will be continuously monitored. Daily opportunities for both gross and fine motor activities will be provided.</p> <p>Throughout the year children will be partaking in Squiggle Whilst you Wiggle, Dough Disco and developing their self-help skills. Children will be learning and developing following skills:</p>					
	<p>Cooperation games i.e. parachute games.</p> <p>Travelling - Different ways of moving</p> <p>Transitioning into different positions (e.g. sitting, all fours, lying on tummy).</p> <p>Walking smoothly and turning corners.</p> <p>Running with control (still has wide gait).</p> <p>Climbing onto equipment without assistance.</p> <p>Picking up object from the floor without falling over.</p> <p>Rolling a ball.</p> <p>Imitating simple bilateral movements of limbs (e.g. arms up together).</p>	<p>Sensory Activities</p> <p>Yoga</p> <p>Imitating simple bilateral movements of limbs (e.g. arms up together).</p> <p>Imitating an adult standing on one foot.</p> <p>Running with control.</p> <p>Climbing on nature, equipment and ladders.</p> <p>Climbing down from equipment without assistance.</p> <p>Changing direction while walking.</p> <p>Walking up and down stairs with alternating feet.</p> <p>Jumping with two feet together repeatedly.</p>	<p>Obstacle activities - children moving over, under, through and around equipment</p> <p>Walking up and down stairs with alternating feet.</p> <p>Climbing on nature, equipment and ladders.</p> <p>Kicking a ball.</p> <p>Running around obstacles.</p> <p>Walking on tip toes.</p> <p>Walking along a line.</p> <p>Beginning to hop on one foot.</p> <p>Peddalling a tricycle.</p> <p>Jumping over a low object and landing with both feet together.</p>			





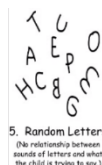

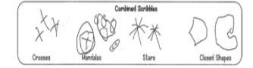


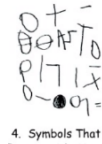
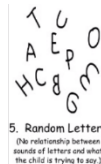
<ul style="list-style-type: none"> <li><i>Fine Motor Skills</i></li> </ul>	<p>Begin to use motor skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc.)</p> <p>Manipulate objects with developing fine motor skills</p> <p>Use tools to effect changes to materials</p> <p>Show a preference for a dominant hand</p>	<p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Draw lines and circles using gross motor movements</p> <p>Holding Small Items</p> <p>Using one handed tools.</p> <p>More independent with dressing - putting on coats etc.</p>	<p>Develop muscle tone to put pencil pressure on paper</p> <p>Begin to only use one hand for fine motor tasks</p> <p>Use one handed tools eg spade for digging sand.</p> <p>Zippering/Buttoning Clothing</p> <p>Cutting with Scissors</p> <p>Build/create things with smaller resources, such as Duplo</p>
<p><i>Fine Motor Skills – Pencil Grip</i></p>	<p><b>Palmar grip</b> - Children hold their writing tool like a dagger, scribbling and using their whole arm.</p> 	<p><b>Digital pronate grip</b> - All fingers are holding the writing tool but the wrist is turned so that the palm is facing down towards the page. Movement now comes mostly from the elbow.</p> 	<div> <p><b>Splayed 4 finger grip</b> -All fingers are held onto the writing tool. Movement is mostly from the wrist and the hand and the fingers move as one.</p>  </div> <div> <p><b>Static tripod grip</b> - This is a 3 finger grasp, where the thumb index finger and middle finger work as one unit</p>  <p>Chn will show preference for dominant hand.</p> </div>
<p><u><b>Communication and Language</b></u></p>	<p>C&amp;L is embedded throughout the entire curriculum and every opportunity is used to develop C&amp;L throughout the year. This is achieved through high quality interactions, teaching sessions, daily group discussions, weekend news, sharing circles, jigsaw, stories, singing, speech and language interventions, EYFS productions, assemblies ect.</p>		
<ul style="list-style-type: none"> <li>Listening, Attention and Understanding</li> </ul>	<p>Children will listen to and join in with lots of different nursery rhymes and songs.</p> <p>Children will listen to lots of different stories and use picture books to follow the story</p> <p>Children will be encouraged to follow simple instructions and become familiar with the daily routine.</p> <p>Children will participate in lots of speaking and listening activities.</p>	<p>Children will listen to repetitive stories and begin to join in with key phrases of the story. Children will be encouraged to retell stories using props and small world resources.</p> <p>Children will be encouraged to ask questions and take part in investigations to understand why things happen.</p> <p>Children will be encouraged to follow instructions and follow the routine of the day.</p> <p>Through speaking and listening activities children will learn how to listen when someone else is speaking and answer questions appropriately.</p>	<p>Children will listen carefully to songs, stories and rhymes. They will be encouraged to respond by joining in.</p> <p>Children will learn to follow instructions and will be encouraged to respond to more complex questions and instructions.</p> <p>Children will learn to understand why questions and will be encouraged to answer. Children will be taught to investigate in order to answer questions.</p> <p>Through speaking and listening activities children will learn to start a coversation and take it in turns to speak and listen.</p>

<ul style="list-style-type: none"> <li>Speaking</li> </ul>	<p>The children will be learning to talk about their past experiences and things that are familiar to them.</p> <p>The children will be encouraged to use a wide range of vocabulary and learn the names of familiar objects, people and actions.</p> <p>The children will learn to describe objects and talk about their functions. Children will be encouraged to explore a range of objects both natural and man-made.</p> <p>Children will participate in imaginative play using role play areas and small world resources. Children will be encouraged to use a wide range of vocabulary in their imaginative play.</p>	<p>Children will be introduced to a wide range of new vocabulary to describe objects and retell stories.</p> <p>Children will learn to develop their sentences and use longer sentences when speaking or asking questions.</p> <p>Children will be given the opportunity to express their opinions and likes and dislikes.</p>	<p>Children will be given plenty of opportunity to organise their play through the use of language.</p> <p>Children will be taught to use more complex sentences and will learn to link sentences using connectives.</p> <p>Children will be given lots of opportunities to talk about past experiences and things that are familiar to them so that they are able to explain, describe, recount and retell using a wider range of vocabulary</p> <p>Children will learn to join in with conversations and be confident to share their opinions and thoughts.</p> <p>Children will learn how to use much more complex sentences to communicate.</p>
<p><u>Literacy</u></p> <ul style="list-style-type: none"> <li>Comprehension</li> </ul>	<p>Through daily literacy/story lessons, small group teaching and child-initiated learning the children will be exposed to a large range of stories and be actively encouraged to share stories at home. Children will develop an understanding of the five key concepts about print:</p> <ul style="list-style-type: none"> <li>Print has meaning <ul style="list-style-type: none"> <li>Print can have different meanings</li> <li>Print can have different purposes</li> </ul> </li> <li>We read English text from left to right and from top to bottom <ul style="list-style-type: none"> <li>The names of different parts of a book <ul style="list-style-type: none"> <li>Page sequencing</li> </ul> </li> </ul> </li> </ul> <p><b>They will also learn how to:</b></p> <ul style="list-style-type: none"> <li>Joining in with rhymes and showing an interest in stories with repeated refrains.</li> <li>Sequencing familiar stories through the use of pictures to tell the story. <ul style="list-style-type: none"> <li>Retell stories related to events through acting/role play. <ul style="list-style-type: none"> <li>Retelling stories using images / apps.</li> </ul> </li> </ul> </li> <li>Sequence story – use vocabulary of beginning, middle and end.</li> </ul>		

• Word Reading

<p><b>Phonics:</b> Aspect 1 – General sound discrimination – environmental</p> <p>Children will develop an awareness of the sounds around them and to develop their listening skills.</p> <p><b>Phonics:</b> Aspect 2 - General sound discrimination – instrumental sounds</p> <p>Children will develop an awareness of sounds made by various instruments and noise makers.</p> <p>Stories, songs and rhymes</p>	<p><b>Phonics:</b> Aspect 3 - General sound discrimination – body percussion</p> <p>Children will develop an awareness of sounds and rhythms that can be produced with their body including their voice.</p> <p><b>Phonics:</b> Aspect 4 - Rhythm and rhyme</p> <p>Children will develop an appreciation and experiences of rhythm and rhyme in speech.</p> <p>RWI – Fred Talk, learn the pictures.</p> <p>Stories, songs and rhymes</p>	<p><b>Phonics:</b> Aspect 5 - Alliteration</p> <p>Children will focus is on initial sounds of words.</p> <p><b>Phonics:</b> Aspect 6 - Voice sounds</p> <p>Children will begin to distinguish between different vocal sounds and to begin oral blending and segmenting.</p> <p>RWI – Fred Talk, learn the pictures.</p> <p>Stories, songs and rhymes</p>	<p><b>Phonics:</b> Aspect 7- Oral blending and segmenting</p> <p>Children will develop oral blending and segmenting skills.</p> <p>Aspects Recap</p> <p>RWI – Fred Talk, learn the pictures.</p> <p>Stories, songs and rhymes</p>	<p>RWI – Fred Talk, learn the pictures.</p> <p>RWI set 1 sounds</p> <p>Aspects Recap</p> <p>Stories, songs and rhymes</p>	<p>RWI – Fred Talk, learn the pictures.</p> <p>RWI set 1 sounds</p> <p>Aspects Recap</p> <p>Stories, songs and rhymes</p>
<p><b>Mark making -</b></p> <p>Scribbles randomly on paper</p> <p>Scribbles spontaneously in different directions, e.g. straight line, circle</p> <p>Child copies shapes that have multiple movements.</p>  <p>3-2 years    2-3 years    3 years</p>	<p><b>Mark making-</b></p> <p>Copies adult when making marks e.g. lines and circle</p> <p>Imitates shapes that involve multiple movements.</p>  <p>3 years    4 years</p>	<p><b>Mark making –</b></p> <p>Child has an understanding of movement concepts e.g. up, down, around. Children may begin to draw diagonal marks.</p>  <p>4 years 4 months    4 years 6 months    4 years 7 months</p>			
<p><b>Drawing Self</b></p> <p>Basic marks</p>  <p>Combined marks</p> 	<p><b>Drawing Self –</b></p> <p>Suns</p>  <p>Sun faces with features</p> 	<p><b>Drawing Self</b></p> <p>Sun faces with limbs</p>  <p>Human figures with torsos</p> 			

Writing (Pre-writing Skills)

<p><b>Name recognition and writing</b></p> <p>Find name with picture/symbol to help</p> <p>Makes marks to represent name</p> <div><div><p>1. Pictures</p></div><div><p>2. Random Scribbles</p></div></div>		<p><b>Name recognition and writing</b></p> <p>Find name independently</p> <p>Looks at name card to write own name</p> <div><div><p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p></div><div><p>4. Symbols That Represent Letters</p></div></div>		<p><b>Name recognition and writing</b></p> <p>Write own name with or without name card</p> <p>Recognisable as the child's name</p> <p>Child writes own name</p> <div><p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p></div>	
<p><b>Writing to express ideas</b></p> <div><p>Basic Scribbles</p><p>Combined Scribbles</p></div> <p>Children make marks and talk about their pictures, telling you what each part is when asked</p>	<p><b>Writing to express ideas</b></p> <p>Children know that writing is not the same as drawing and their writing begins to take on a more liner/flowing style.</p> <div><p>2. Random Scribbles</p></div>	<p><b>Writing to express ideas</b></p> <p>Children know that writing moves in different directions and start to add loops and more compact upwards and downwards marks.</p> <div><p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p></div>	<p><b>Writing to express ideas</b></p> <p>Children know that writing is composed of separate marks</p> <div><p>4. Symbols That Represent Letters</p></div>	<p><b>Writing to express ideas</b></p> <p>Children notice and copy letters around them and they begin to use letters from their names and important letters such as m and d or from siblings names.</p> <div><p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p></div>	
<p>Key Texts (subject to change based on chn interests)</p>					
<p><b>F: Monkey Puzzle</b></p> <p>Children will have the opportunity to explore the similarities and differences between themselves and others. They will learn that all families are different. Children will become familiar with exploring books and understanding that print has meaning.</p>	<p><b>F: Owl Babies (Tale of Fear)</b></p> <p>Children will explore their emotions and learn to overcome fear. They will learn about their feelings and how to express themselves. Children will become familiar with exploring books and understanding that print has meaning.</p> <p>Children will have access to a wide range</p>	<p><b>The Gingerbread Man</b></p> <p>Children will learn lots of traditional tales and will become familiar with the sequence of stories and learn that stories have beginning middle of end. Children will become familiar with exploring books and understanding that print has meaning.</p> <p>Children will have access to a wide range of books</p>	<p><b>F: Eric Carle- The Very Hungry Caterpillar</b></p> <p>Children will explore the life cycle of insects and learn about changes that happen over time. Children will become familiar with exploring books and understanding that print has meaning.</p> <p>Children will have access to a wide range of books and will learn the names of different parts of a</p>	<p><b>F: Enormous Turnip (Repetitive Tale)</b></p> <p>Children will learn about seasonal changes through stories. They will explore how things begin to grow in Spring. They will explore growing and different parts of plants and their functions. Children will become familiar with exploring books and understanding that print has meaning.</p>	<p><b>F: The Little Red Hen (Journey story)</b></p> <p>Children will learn about Journeys in stories and how characters travel from one place to another throughout the story. Children will become familiar with exploring books and understanding that print has meaning.</p> <p>Children will have access to a wide range of books and will learn the names</p>

	<p>Children will have access to a wide range of books and will learn the names of different parts of a book. Children will be encouraged to sequence stories and become familiar with stories. Children will be encouraged to explore different types of print such as menus, recipe books, catalogues, magazines and none fiction books.</p> <p><b>Linked books-</b> Our class is a family Waiting for Baby I'm a big brother None fiction books about families</p>	<p>of books and will learn the names of different parts of a book. Children will be encouraged to sequence stories and become familiar with stories. Children will be encouraged to explore different types of print such as menus, recipe books, catalogues, magazines and none fiction books.</p> <p><b>Linked Books-</b> Orion and the Dark The Jolly Christmas Postman NF: Wrapping presents</p>	<p>and will learn the names of different parts of a book. Children will be encouraged to sequence stories and become familiar with stories. Children will be encouraged to explore different types of print such as menus, recipe books, catalogues, magazines and none fiction books.</p> <p><b>Linked Books-</b> The Jolly Postman The Three Little Pigs Little Red Riding Hood Goldilocks and the Three Bears</p>	<p>book. Children will be encouraged to sequence stories and become familiar with stories. Children will be encouraged to explore different types of print such as menus, recipe books, catalogues, magazines and none fiction books.</p> <p><b>Linked Books-</b> The Very Busy Spider What the Ladybird Heard The Snail and the Whale NF: Life cycle diary</p>	<p>Children will have access to a wide range of books and will learn the names of different parts of a book. Children will be encouraged to sequence stories and become familiar with stories. Children will be encouraged to explore different types of print such as menus, recipe books, catalogues, magazines and none fiction books.</p> <p><b>Linked Books-</b> Jaspers Beanstalk Sam Plants a Sunflower Jack and the Beanstalk The Giant of Jum NF: Healthy Food – My Menu</p>	<p>of different parts of a book. Children will be encouraged to sequence stories and become familiar with stories. Children will be encouraged to explore different types of print such as menus, recipe books, catalogues, magazines and none fiction books.</p> <p><b>Linked Books-</b> Handa's Surprise Were going on Bear Hunt Gruffalo Dear Zoo NF: Animals and Their Young</p>
<p><b>Mathematics</b></p> <p><b>(See Maths Overview)</b></p> <ul style="list-style-type: none"> <li>Number</li> <li>Numerical Patterns</li> </ul>	<p>Number Songs</p> <p>Colours</p> <p>Match</p> <p>Sort</p>	<p>Compare Amounts</p> <p>Compare Size, Mass and Capacity</p> <p>Simple Patterns</p>	<p>Number 1</p> <p>Weight</p> <p>Number 2</p>	<p>Number 3</p> <p>Length and Height</p> <p>Number 4</p>	<p>Number 5</p> <p>One More One Less</p> <p>Shapes</p>	<p>My Day</p> <p>Capacity</p> <p>Positional Language</p>
<b>Understanding The World</b>	<p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals/cultures and groups within their own community.</p>					

<ul style="list-style-type: none"> <li><i>Past and Present</i></li> </ul>	<p>Settling in activities – all about me. Who am I? What do I like and dislike?</p> <p>Who lives in my house? <b>Talk about members of their immediate family.</b></p> <p>Can talk about what they do with their family and places they have been with their family.</p>	<p>My family – who is in my family?</p> <p>Why are families special?</p> <p>Different types of families. Begin to compare similarities and differences.</p> <p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p>	<p>Growing and changing</p> <p>What was I like as a baby?</p> <p>How have I changed?</p> <p>Comparing differences of young-old.</p> <p>Talk about own and family's history (grandparents, parents, etc.)</p>
<ul style="list-style-type: none"> <li><i>The Natural World</i></li> </ul>	<p>Seasonal Changes – Summer - Autumn opportunities for children to note and record the weather.</p> <p>Experience the seasons by exploring outdoors - How the natural environment around us changes as each season passes. Foster curiosity touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Children will be given opportunities explore natural and man- made materials and will be encouraged to talk about natural materials using a wide vocabulary linked to all senses.</p>	<p>Seasonal Changes –Autumn to Winter to spring opportunities for children to note and record the weather.</p> <p>Experience the seasons by exploring outdoors - How the natural environment around us changes as each season passes. Foster curiosity touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Life cycles of butterflies/insects – explore a range of mini beasts – how will we care for them? Building bug hotels.</p> <p>We will have opportunities to conservative and draw pictures of the natural world, including animals and plants.</p>	<p>Seasonal Changes – Spring - Summer. Opportunities for children to note and record the weather.</p> <p>Experience the seasons by exploring outdoors - How the natural environment around us changes as each season passes. Foster curiosity touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Life cycles of plants - Children will plant beans and a range of plants they will learn how to care for the environment and plants.</p> <p>We will have opportunities to conservative and draw pictures of the natural world, including animals and plants.</p> <p>Life cycles of chicks/animals.</p> <p>Children will be able to talk about the key features of life cycles using key vocabulary</p> <p>Children will be describing and commenting on things they have seen whilst outside, including plants and animals.</p>



<ul style="list-style-type: none"><li>People, Culture and Communities</li></ul>	<p>Children will start to notice some of the differences between people – starting with how we are different from our friends in class.</p> <p>Children will be introduced to different occupations and how they use transport to help them in their jobs. - Stranger danger talking about occupations and how to identify strangers that can help them when they are in need.</p> <p>Share experiences of past birthdays/celebrations. Celebrate key dates/holidays in other cultures including immersive experiences including food tasting/music/dancing ect.</p> <p>Talk about what they have done with their families during Christmas’ in the past. Show photos of how Christmas used to be celebrated in the past.</p>	<p>Use world maps to show children where some stories are based.</p> <p>Share different cultures versions of famous fairy tales.</p> <p>Through this children will begin to name other countries in the world.</p> <p>Children will be taught how differences make us unique and special. They will be positive about the differences between people.</p> <p>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</p> <p>Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p>	<p>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p> <p>Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons.</p> <p>Children will be drawing/painting or constructing their homes.</p> <p>Share non-fiction texts that offer an insight into contrasting environments/homes.</p> <p>Children will be able to talk about the differences I have seen in people, countries and communities.</p>			
<p><b>EAD</b></p> <p><b>Possible enhancements</b></p> <ul style="list-style-type: none"><li>Creating with Materials</li><li>Being Imaginative and Expressive</li></ul>	<p>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</p>					
	<p>Join in with songs.</p> <p>Beginning to mix colours.</p> <p>Join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Self-portraits, junk modelling,</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p>	<p>Winter Colours</p> <p>Diwali decorations</p> <p>Firework Pictures</p> <p>Junk Modelling Poppies.</p> <p>Anti bullying posters</p> <p>Christmas Cards/decorations</p> <p>Use different textures and materials.</p> <p>Christmas songs/poems</p>	<p>Portraits</p> <p>Wool snowballs</p> <p>Snowflakes</p> <p>Making Pancakes</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using.</p> <p>Making lanterns, Chinese dragon art – folding paper. Chinese writing,</p>	<p>Making butterflies</p> <p>Life Cycles/collage</p> <p>Making/painting/drawing favourite animals</p> <p>Vegetable printing</p> <p>Spring colours</p> <p>Make different textures; make patterns using different colours</p> <p>Collage-farm animals / Making houses.</p>	<p>Portraits</p> <p>Environment saving banners.</p> <p>Pentecost art</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories</p> <p>Creating outer of space pictures</p>	<p>Father’s day cards</p> <p>Summer colours.</p> <p>Sand pictures / Rainbow fish collages</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Water pictures, collage, shading by adding black or white, making passports.</p> <p>Colour mixing</p>

	<p>Baking Bread</p> <p>Autumn Colours</p> <p>Autumn transient art</p>	<p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play of The Nativity</p>	<p>puppet making, Chinese music and composition</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Pastel drawings, printing, patterns on Easter eggs</p> <p>Flowers-Sun flowers</p> <p>Mother's Day crafts</p> <p>Easter crafts</p> <p>Home Corner role play</p>	<p>Provide children with a range of materials for children to construct with.</p>	<p>Father's Day Crafts</p> <p>Working together to develop and realise creative ideas.</p>
<b><u>Possible first hand experiences</u></b>	<p>Autumn Walks</p> <p>Stay and Play</p>	<p>Elf on shelf in class</p> <p>Santa visit/Breakfast with Santa</p>	<p>Chinese tasting Chop sticks</p> <p>Pancake making</p>	<p>Bean/sunflower planting.</p> <p>Caterpillars/Butterflies in class</p>	<p>Duckling/Chick Eggs</p>	<p>Trying range of healthy foods</p> <p>Farm/Zoo visit</p>
<p><b><u>Key Dates</u></b></p> <p><i>Possible Mini Topics/ Celebrations</i></p>	<p>Harvest Festival</p> <p>Diwali</p> <p>Black History Month - October</p> <p>World Space Week</p> <p>World Mental Health Day</p>	<p>Christmas</p> <p>New Year</p> <p>Halloween</p> <p>Hanukkah</p> <p>Black History Month - October</p> <p>All Saints Day – Bonfire Night</p> <p>World Science Day</p> <p>Remembrance Day</p> <p>Children In Need – Nov</p> <p>Anti-Bullying Week</p> <p>Road Safety Week</p> <p>First Sunday of Advent</p> <p>St. Andrew's Day</p>	<p>World Religion Day</p> <p>Handwriting Day</p> <p>Number Day</p> <p>Safer Internet Day</p> <p>Chinese New Year</p> <p>Valentine's Day</p> <p>Shrove Tuesday</p>	<p>Easter</p> <p>World Thinking Day</p> <p>Fairtrade Fortnight</p> <p>Sports Relief</p> <p>St. David's Day</p> <p>World Book Day</p> <p>International Women's Day</p> <p>British Science Week</p> <p>Mother's Day</p> <p>St. Patrick's Day</p> <p>Palm Sunday</p> <p>Maundy Thursday</p>	<p>Earth Day</p> <p>St. George's Day</p> <p>International Dance Day</p> <p>Walk to School Week</p> <p>Deaf Awareness Week</p> <p>Ascension Day</p> <p>Space Day</p> <p>Pentecost</p>	<p>Healthy eating week</p> <p>World Environment Day</p> <p>Father's Day</p> <p>Summer Solstice</p> <p>Transition</p>

<u>Parental Involvement</u>	<b>Tapestry Monthly Newsletters Stay and Play Parents Evening Nativity</b>	<b>Tapestry Monthly Newsletters Stay and Play</b>	<b>Tapestry Monthly Newsletters Stay and Play Parents Evening</b>
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