

## THE CURRICULUM AT ACORNS NURSERY: PRE-SCHOOL

### The Early Years Foundation Stage (EYFS) Curriculum

At Acorns Nursery we work from the Early Years Foundation Stage Statutory Framework which sets standards for the learning, development and care of children from birth to five years old.

There are four guiding principles in the EYFS. We believe it is important that these principles are used when implementing the seven learning and development areas.

The principles are: -

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
4. The importance of **learning and development**. Children develop and learn at different rates.

For more information see links below.

- [EYFS Statutory Framework](#)
- [Development Matters 2020 \(revised 2021\)](#)

### Areas of learning and development

The curriculum in our nursery is centred around the seven areas of learning and development. The areas are: -

#### Communication and Language:

- Listening, Attention and Understanding
- Speaking

#### Personal, Social and Emotional:

- Self-Regulation
- Managing Self
- Building Relationships

**Physical Development experiences:**

- Gross Motor Skills
- Fine Motor Skills

**Literacy experiences:**

- Comprehension
- Reading
- Writing

**Mathematics experiences:**

- Number
- Numerical Patterns

**Understanding the World:**

- Past and Present
- People, Culture and Communities
- The Natural World

**Expressive Arts & Design:**

- Creating with Materials
- Being imaginative and Expressive

The activities planned by our practitioners are designed with each child's next steps in mind.

Our curriculum for pre-school helps our children to be 'school ready'.

Our allocation of time, space and resources will provide opportunities for every child to develop to their potential, socially, emotionally, physically, intellectually and morally.

**Through carefully planned activities we support and enhance your child's learning.**  
**We plan themes in our long-term plan but these are not 'set in stone' and are**  
**flexible to address the ever-growing and changing needs of all our children and their interests.**

**ACORNS NURSERY CURRICULUM AND LONG-TERM PLANNING AT ACORNS NURSERY: PRE SCHOOL**

	<b>AUTUMN TERM 1</b>	<b>AUTUMN TERM 2</b>	<b>SPRING TERM 1</b>	<b>SPRING TERM 2</b>	<b>SUMMER TERM 1</b>	<b>SUMMER TERM 2</b>
<b>THEMES/ TOPICS</b>	<ul style="list-style-type: none"> <li>➤ Baseline assessments</li> <li>➤ All About Me and My family</li> <li>➤ Autumn Season</li> <li>➤ Maths week – Goldilocks &amp; the three bears.</li> <li>➤ Final week of term – key child time and embed knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>➤ I am Super</li> <li>➤ Winter wonderland/Winter</li> <li>➤ Stickman</li> <li>➤ People who help us.</li> <li>➤ The Nativity/Christmas/family Celebrations</li> </ul>	<ul style="list-style-type: none"> <li>➤ Superheroes</li> <li>➤ Our Families are superheroes</li> <li>➤ People Who Help Us</li> <li>➤ Healthy me - Dentist</li> <li>➤ Healthy body - exercise</li> </ul>	<ul style="list-style-type: none"> <li>➤ Emotions and feelings</li> <li>➤ Spring time</li> <li>➤ Easter</li> <li>➤ Goldilocks and the 3 Bears</li> </ul>	<ul style="list-style-type: none"> <li>➤ The great outdoors/Spring</li> <li>➤ Growing plants</li> <li>➤ Minibeasts</li> <li>➤ Life cycle of a butterfly or frog</li> <li>➤ Animals</li> </ul>	<ul style="list-style-type: none"> <li>➤ The Seaside</li> <li>➤ Summer holidays</li> <li>➤ Summer time</li> <li>➤ Teddy Bears Picnic</li> <li>➤ When I grow up</li> </ul>
<b>WOW MOMENTS (INC. CELEBRATIONS; VISITS)</b>	<p>Harvest Festival Diwali Swimming session every week. Yoga School Library visit weekly Baking Rhyme/music every week/day all year</p>	<p>Bonfire Night (Nov 5<sup>th</sup>) Remembrance Day Children in need Christmas Christmas Celebration for parents Stay and play session Swimming session every week. Yoga School Library visit weekly Baking Fire engine visit Lollypop person visit</p>	<p>New Year Chinese New Year Valentine’s Day Stay and play session Swimming session every week. Yoga School Library visit weekly Baking Activity challenge (exercise) Visit to the supermarket Dentist visit</p>	<p>Pancake Day World Book Day Red nose day Mother’s Day Easter Swimming session every week. Yoga School Library visit weekly Baking Scavenger hunt</p>	<p>Earth Day National Pet Month Stay and play session Swimming session every week. Yoga School Library visit weekly Baking</p>	<p>Father’s day Graduation celebration Sports day Parents evening Swimming session every week. Yoga Zoo Lab Visit School Library visit weekly Baking PE transitions (hall) Take home readers Transition visits to school</p>
<b>CORE/ ESSENTIAL TEXTS</b>	<p><u>Supporting Text:</u></p> <ul style="list-style-type: none"> <li>• What I like about Me</li> <li>• I Like Myself</li> <li>• It’s Okay to be Different</li> <li>• We all Have Different Families</li> <li>• I’m Starting Nursery</li> </ul>	<p><u>Supporting Text:</u></p> <ul style="list-style-type: none"> <li>• Lost and found Oliver Jeffers</li> <li>• Penguin</li> <li>• The Polar bear paddle</li> <li>• Betty and the Yeti</li> <li>• Jack Frost</li> </ul>	<p><u>Supporting Text:</u></p> <ul style="list-style-type: none"> <li>• Charlies Superhero Underpants</li> <li>• Supertato</li> <li>• A Superhero like you</li> <li>• Super Duper You</li> <li>• Super Daisy</li> </ul>	<p><u>Supporting Text:</u></p> <ul style="list-style-type: none"> <li>• The Enormous Turnip</li> <li>• Olivers Vegetables</li> <li>• Jack and the beanstalk</li> <li>• Jaspers Beanstalk</li> </ul>	<p><u>Supporting Text:</u></p> <ul style="list-style-type: none"> <li>• How Will I Grow?</li> <li>• Goat and Donkey in The Great Outdoors</li> <li>• Maisie goes camping</li> <li>• Boris Goes Camping</li> </ul>	<p><u>Supporting Text:</u></p> <ul style="list-style-type: none"> <li>• Sharing a shell</li> <li>• Billy’s Bucket</li> <li>• At the Beach</li> <li>• Peppa Pig Great Vacation</li> <li>• What the ladybird heard at the seaside</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>The Three Little Pigs</b></li> <li>• <b>Room on the Broom</b></li> <li>• <b>Meg and Mog</b></li> <li>• <b>Winnie the Witch</b></li> <li>• <b>The Paper Dolls</b></li> <li>• <b>No Matter What</b></li> <li>• <b>All about me</b></li> <li>• <b>My Body</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Big Bear Little Brother</b></li> <li>• <b>Miki</b></li> <li>• <b>Little Penguin Lost</b></li> <li>• <b>The Snow Bear</b></li> <li>• <b>One snowy night</b></li> <li>• <b>The little Christmas Tree</b></li> <li>• <b>The Lost and Found</b></li> <li>• <b>Is it Christmas Yet?</b></li> <li>• <b>I'm a little Firework</b></li> <li>• <b>The Nativity</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Flashing Fire engines</b></li> <li>• <b>Peppa pig the fire engine</b></li> <li>• <b>Maisie goes to hospital</b></li> <li>• <b>A day in the life of a doctor/fire fighter</b></li> <li>• <b>Maisie, Charlie and the wobbly tooth</b></li> <li>• <b>How Things Work</b></li> <li>• <b>Going on a Bear hunt.</b></li> <li>• <b>Hungry Caterpillar</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Maisy goes shopping</b></li> <li>• <b>Maisy makes Gingerbread</b></li> <li>• <b>Hansel and Gretel</b></li> <li>• <b>The Gingerbread Man</b></li> <li>• <b>The Princess and the Pea</b></li> <li>• <b>Magnet Max</b></li> <li>• <b>The ugly duckling</b></li> <li>• <b>Colour Monster</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Percy the Park Keeper</b></li> <li>• <b>The Scarecrows Wedding</b></li> <li>• <b>We're going on a bear hunt</b></li> <li>• <b>Walking Through the Jungle</b></li> <li>• <b>Snail and the Whale</b></li> <li>• <b>Dear zoo</b></li> <li>• <b>The Tiger who came to tea</b></li> <li>• <b>Elmer</b></li> <li>• <b>Roar</b></li> <li>• <b>Three Billy Goats Gruff</b></li> <li>• <b>What a Wonderful World</b></li> <li>• <b>Welcome to our world</b></li> <li>• <b>My World Your World</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ben and Holly's Trip to the seaside</b></li> <li>• <b>Naughty Bus</b></li> <li>• <b>The Blue Balloon</b></li> <li>• <b>The Wheels on the bus go round and round</b></li> <li>• <b>Magic Train Ride</b></li> <li>• <b>The Journey Home from Grandpa's</b></li> <li>• <b>EMERGENCY</b></li> <li>• <b>Tip Tip Dig Dig</b></li> <li>• <b>Cow takes a bow</b></li> <li>• <b>A day at the Circus</b></li> <li>• <b>Spot Goes to the Circus</b></li> <li>• <b>The Sad Clown</b></li> <li>• <b>10 Little Circus Mice</b></li> <li>• <b>BellanyBrickles Circus Dream</b></li> <li>• <b>Paddington at the Circus</b></li> <li>• <b>Nell and the Circus of Dreams</b></li> </ul>
--	---	--	---	---	---	---

**OVERVIEW OF THE YEAR**

Area of Learning	PRIME AREAS					
	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
<p><b>COMMUNICATION &amp; LANGUAGE</b></p> <ul style="list-style-type: none"> <li>- <b>Listening, Attention &amp; Understanding</b></li> <li>- <b>Speaking</b></li> </ul>	<p>The children will explore a variety of stories, rhymes, poems and fiction linked to our theme, sharing books throughout the session and during our daily story time.</p> <p>The children will learn to develop their listening and attention during story time. Children will learn to focus on the story and speaker.</p> <p>The children will learn our good sitting, good listening, good looking and good talking prompts.</p> <p>The children will begin to learn new vocabulary that is explored through a variety of texts.</p> <p>The children will be offered a language rich environment in which adults talk with children throughout the day.</p>	<p>Children will engage in daily shared book-reading.</p> <p>The children will extend their vocabulary exploring unfamiliar words and concepts and gaining an understanding of what they mean through stories and other activities.</p> <p>Children will explore new vocabulary which occurs frequently in books and other contexts.</p> <p>Children will be encouraged to talk about what is happening and give their own ideas.</p> <p>Children will be offered lots of interesting things to investigate, encouraging them to ask questions.</p> <p>The children will become familiar with and grow to love a variety books, songs and rhymes.</p>	<p>The children will become familiar with and grow to love a variety books, songs and rhymes.</p> <p>The children will engage in a variety of story retelling activities to help children retell, invent and tell their own rhymes, songs and stories:</p> <ul style="list-style-type: none"> <li>-Small world-based play</li> <li>-Story sacks</li> <li>-Puppet shows</li> <li>-Role play/Dressing up</li> </ul>	<p>Children will hear correct pronunciations modelled to them by teachers and staff members, e.g. 'swimmed/swam'</p> <p>The children will explore a variety of traditional and fairy tales. The children will explore, events and characters.</p> <p>The children will engage in a variety of story retelling activities to help children retell, invent and tell their own rhymes, songs and stories:</p> <ul style="list-style-type: none"> <li>-Small world-based play</li> <li>-Story sacks</li> <li>-Puppet shows</li> <li>-Role play/Dressing up</li> </ul>	<p>Children will engage in back-and-forth interactions with adults.</p> <p>Children will be encouraged to use 'thinking time' before responding.</p> <p>Children will begin to learn to 'work together' in an intellectual way to solve a problem, clarify a concept, evaluate activities and extend a narrative.</p> <p>Children will learn to talk with a partner before sharing ideas during our altogether learning time.</p>	<p>Children will explore 'I wonder' questions to encourage and promote thinking and challenges.</p> <p>Children will engage in scientific investigations to explore their 'thinking'.</p>

		The children will take part in our Christmas celebration				
<p><b>PERSONAL, SOCIAL &amp; EMOTIONAL DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>- <b>Self-regulation</b></li> <li>- <b>Managing Self</b></li> <li>- <b>Building Relationships</b></li> </ul>	<p>Establish routines and boundaries with the nursery environment.</p> <p>Become familiar with our nursery routines.</p> <p>Independently explore the nursery environment. Select and use activities and resources asking for help if needed.</p> <p>Give children appropriate tasks to carry out to develop a sense of responsibility and membership of the community:</p> <ul style="list-style-type: none"> <li>- Self-registration on arrival to nursery.</li> <li>- Learn self-care routines such as hanging own coat and bag up</li> </ul> <p>Pouring own drinks at snack.</p>	<p>Reflect on the rules and routines we have been learning to follow.</p> <p>Create our own visual reminders, for example take photographs of children following the rules, e.g. lining up and sitting nicely on the carpet. Talk about these and share as a group.</p>	<p>We will talk about what makes us special and discuss how everyone has their own super skills, as well as likes and dislikes. We will share our skills and thank others for using their skills in helpful ways.</p> <p>We will explore what makes us a superhero and think of 'real superheroes' in our community. For example, people who help us.</p> <p>Invite professional people/ parents into the setting to talk about and show the work they do. For example, fire fighters, nurses, police men, post men etc.</p> <p>Ask parents to post photographs onto tapestry explaining their jobs or things they do to help people. We will create a display of superheroes helping other people.</p>	<p>Yoga – learn ways to calm ourselves down through breathing techniques, quiet spaces and listening to calming music.</p> <p>Talk about solving conflicts, being kind to others, sharing and turn taking.</p> <p>Explore 'What if' questions.</p> <p>The children will be supported through the use of back chaining when developing their self-help and independence skills e.g. gradually reduce help until child can do each step independently. Providing lots of time and opportunities for practice.</p>	<p>Yoga – learn ways to calm ourselves down through breathing techniques, quiet spaces and listening to calming music.</p> <p>Begin to talk about feelings and explore different situations from different points of view.</p> <p>Talk together about how others might be feeling.</p> <p>Importance of healthy eating and brushing teeth. Visit from the dentist.</p>	<p>Yoga – learn ways to calm ourselves down through breathing techniques, quiet spaces and listening to calming music.</p> <p>Begin to talk about feelings and explore different situations from different points of view.</p> <p>Talk together about how others might be feeling.</p> <p>Bring ideas of feelings into children's pretend play.</p> <p>Importance of healthy eating and brushing teeth.</p> <p>Reviewing school readiness targets and supporting those children who need extra support with self-help skills.</p>

			Involve the children in creating a role play area linked to the theme – superheroes. Encourage children to share their ideas within a group.			
<b>PHYSICAL DEVELOPMENT</b> <ul style="list-style-type: none"> <li>- <b>Gross motor skills</b></li> <li>- <b>Fine motor skills</b></li> </ul>	Balancing, riding and ball skills. Explore climbing frame confidently, safely and independently Using large muscle movements, large shoulder and arm movements – large chalk boards, ribbons and flags.	Team games Introduce vocabulary for movement. For example, gallop, slither, lead, follow. Introduce music and rhythm. Finger strengthening activities	Outdoor loose parts play and creating with a purpose in mind. (tyres, large planks, wooden crates etc.) Encouraging different ways of moving, crawling, walking, running etc. Learn about safety when handling tools, and moving equipment and materials. Create clear and sensible rules as a group. Learn to collaborate with others when managing large items.	Introduce a variety of one-handed tools throughout nursery, e.g. scissors, hammers. Use hand over hand help until children can use them independently. Pencil control activities, encouraging children to hold pencil correctly and with good control. Lots of opportunities for writing. (shopping lists, instructions etc.)	Introduce a variety of one-handed tools throughout nursery, e.g. scissors, hammers, gardening tools, den making tools. Pencil control activities, encouraging children to hold pencil correctly and with good control.	Introduce a variety of one-handed tools throughout nursery, e.g. scissors, hammers. Pencil control activities, encouraging children to hold pencil correctly and with good control. The children will explore the circus theme, they will engage in a variety of obstacles such as balancing, catching, throwing and different ways of moving.
	<b>SPECIFIC AREAS</b>					
<b>LITERACY</b> <ul style="list-style-type: none"> <li>- <b>Comprehension</b></li> <li>- <b>Word Reading</b></li> <li>- <b>Writing</b></li> </ul>	<u>Comprehension:</u> Explore a wide range of examples of print with different functions, for example, signs, menus and logos. Explore a variety of stories, rhymes, poems and fiction text. Explore different parts of a book, for example, the cover, the author and the page number. Learn how to look after books by handling them carefully. Learn how to turn the pages of a book, one by one. Explore the meaning of text (capital letters, sentences, words, letters, full stops, spaces) Explore how we read books in English print (left to right).					

	<u>Environmental Sounds</u>	<u>Instrumental Sounds</u>	<u>Body Percussion</u>	<u>Rhythm and Rhyme</u>	<u>Alliteration</u>	<u>Oral Blending and Segmenting</u>
	<p>Notice sounds around them. Recognise that different objects make different sounds. Start to identify and name sounds. Talk about environmental sounds, describing and comparing them.</p>	<p>Explore instrumental sounds. Build awareness of how to use instruments to make sounds. Start to identify the sounds of familiar instruments, naming them. Build awareness of how you act upon an instrument affects the sound it makes. Talk about instrumental sounds, describing and comparing them. Use instruments to recreate a sound from a given instruction, e.g. Tap the drum loudly, shake the tambourine quietly.</p>	<p>Explore the sounds their bodies can make. Join in and copy actions of familiar songs. Join in and copy body percussion patterns and sequences. Build awareness of how they can change body percussion sounds. Create their own sequences of body percussions. Join in with longer sequences of body percussion. Describe body percussion. Follow instructions to recreate body percussion sounds, e.g. Stamp feet loudly. Clap hands softly.</p>	<p>Join in with songs and rhymes. Recognise familiar rhythms and rhymes. Recognise that words rhyme. Copy and keep a simple beat. Join in and copy breaking words into syllables with a beat. Play with rhyme. Make up their own rhyming words. Complete sentences with their own rhymes orally. Break words down into syllables with a beat. Create their own beat.</p>	<p>Explore initial sounds of words. Select objects with a given initial sound from a choice of two. Identify initial sounds of words. Match to objects with the same initial sound. Play with alliteration.</p> <p><u>Voice Sounds</u></p> <p>Explore different mouth movements and sounds. Copy different voice sounds and mouth movements. Recognise different voice sounds. Make a variety of different voice sounds, including animal sounds. Say speech sounds clearly. Talk about voice sounds. Describe and compare voice sounds. Create their own ideas for voices of characters/ imitating voices.</p>	<p>Identify the initial sounds of words. Build awareness that words can be broken up into sounds. Choose the correct object when hearing the word broken into single sounds. Blend and say a simple CVC and VC word after hearing it broken down into its individual sounds. Segment CVC and VC words into their individual sounds. Start to blend the sounds of longer words. Identify how many sounds are in a CVC or VC word.</p>

	<p>Finger gym activities and exercises to strengthen finger muscles</p> <p>Write Dance – Encouraging large muscle co-ordination =, whole body, leg, arm and foot.</p> <p>Climbing, swinging, messy play and parachute games.</p>	<p>Provide opportunities for writing in a wide range of ways:</p> <ul style="list-style-type: none"> <li>- Tickets for the Polar Express</li> <li>- Christmas cards</li> <li>- Invitations</li> <li>- Nativity Tickets</li> <li>- Lists for Father Christmas</li> </ul> <p>Use a variety of materials to explore:</p> <ul style="list-style-type: none"> <li>- Pencils</li> <li>- Crayons</li> <li>- Chalks</li> <li>- Paint</li> <li>- Ink</li> </ul>	<p>Provide writing opportunities within the role play areas:</p> <ul style="list-style-type: none"> <li>- Post office – letters, stamps, parcels</li> <li>- Police station – provide clipboards and stamps</li> <li>- Hospital – prescriptions and appointment cards</li> <li>- Hairdressers, vets, grocers etc.</li> </ul>	<p>Provide writing opportunities within the role play areas:</p> <ul style="list-style-type: none"> <li>- Shopping lists/ingredients lists to bake gingerbread men</li> <li>- create gardening and growing instruction booklets</li> <li>- invitations for a teddy bears picnic</li> </ul> <p>Use apps on tablets to mix colour and make marks.</p> <p>Use photographs and videos over tapestry for children to tell their own stories.</p>	<p>Use name cards to encourage children to write some or all of their name.</p> <p>-create homemade animal booklets using different coloured paper and paper decorated with fancy frames.</p> <p>Encourage children to use photographs from the zoo trip to tell their own stories and to create their own booklets.</p>	<p>Write postcards from around the our holidays/the seaside.</p> <p>Encourage children to write some letters accurately. Encourage children to use the language ‘up, down, round, back etc.) to help them when writing.</p> <p>Use name cards to encourage children to write some or all of their name.</p>
<p><b>MATHEMATICS</b></p> <ul style="list-style-type: none"> <li>- <b>Number</b></li> <li>- <b>Numerical Patterns</b></li> </ul>	<p>Baseline: counting, sorting, basic shapes.</p> <p>-Subitising up to 3</p> <p>- counting in sequence (forwards, backwards, using actions and through songs and games).</p> <p>- counting objects, pointing out the last number.</p> <p>-Introducing basic shapes.</p>	<ul style="list-style-type: none"> <li>- counting objects, pointing out the last number.</li> <li>- number games and collecting a specific number of items.</li> <li>- Finger numbers up to 5</li> <li>- Linking numerals and amounts throughout the setting.</li> <li>- sorting by size and capacity (vehicles and trucks)</li> <li>- categorising by colour</li> </ul>	<p>Explore numerals and number tracks</p> <p>Introduce real world mathematical problems with numbers up to 5 during, snack time, group time etc. Have a ‘number problem of the day’.</p> <p>Activities using simple visual comparisons introducing more than and fewer than.</p> <p>Exploring 2D and 3D shapes.</p>	<p>Prepositions in real life contexts.</p> <p>Using positional language to plan a ‘route’ for example a trip to the shop or super market.</p> <p>Take children out to the shop and recall the route that was planned.</p> <p>Loose parts den making, talking about shapes and how their properties suit the purpose.</p>	<p>Comparing lengths and weights (vegetables, natural materials,zoo animals). Use photographs from our trip to the zoo to talk about real life vents.</p> <p>Encourage children to talk about what we did throughout the day using, ‘first, then, next’ language.</p> <p>Link numerals to amounts.</p>	<p>Patterns from different cultures e.g fabrics.</p> <p>Introduce vocabulary to describe patterns.</p> <p>Describe a pattern</p> <p>Copy a pattern</p> <p>Create their own patterns using a variety of materials</p> <p>Create musical patterns using clapping and stamping.</p>

<p><b>UNDERSTANDING THE WORLD</b>  <b>-Past and Present</b>  <b>- People, Culture and Communities</b>  <b>- The Natural World</b></p>	<p>The children will learn to make connections between the features of their families and other families. The children will begin to notice differences between people. The children will continue to develop positive attitudes about the differences between people.</p> <p>The children will use all their senses to explore a variety of natural materials. Children will make collections of natural materials to investigate and talk about. The children will use magnifying glasses and talk about what they see, using a wide vocabulary.</p>	<p>The children will spend time talking about family celebrations. The children will talk about photos and memories. Parents will be encouraged to post photographs of Christmas memories that children can enjoy retelling within their groups.</p> <p>The children will explore the artic and antarctica (polar regions) through a variety of books, photographs and videos. We will look at the weather in our local region and compare it to the weather in the polar regions. We will look and talk about the different animals/creatures that live in the polar regions and we will learn about the importance of keeping our oceans clean.</p> <p>We will use a simple atlas, world map and globe to talk about our World.</p> <p>The children will plan and take part in a variety of scientific investigations such as:</p>	<p>The children will experience visits from a range of occupations in nursery such as firefighters, police, paramedic, farmer, hairdresser etc.</p> <p>Invite parents to come and talk about their professions or jobs that they do.</p> <p>Plan and introduce new vocabulary related to the occupation, and encourage children to use it in their talks and play.</p> <p>The children will then discuss and talk about what they have observed or found.</p>	<p>The children will explore growth and decay over time linked to plants in the garden. The children will plant seeds and vegetables and learn how to care for them.</p> <p>The children will talk about different vegetables and how they grow.</p> <p>The children will learn about a variety of foods and the importance of healthy eating and good dental care.</p> <p>The children will visit a local supermarket or shop.</p> <p>The children will talk about forces such as pushes and pulls. For example, pushing the seeds into the ground and pulling out the enormous turnip.</p> <p>The children will explore and investigate how different toys work such wind-up toys, pulleys, sets og cogs and pegs with boards.</p> <p>The children will plan and take part in a</p>	<p>The children will explore the great outdoors, we will plan nature walks and explore outdoor related role play areas (for example a camping pitch).</p> <p>The children will use of all their senses in hands on exploration, of natural materials and animals.</p> <p>They will explore natural materials in the outdoor environment to investigate and talk about. The children will compare animals found in our local environment compared to those found at the zoo.</p> <p>Learn to identify a variety of zoo animals, matching adult animals to their young. The children will learn to understand the life cycle of a zoo animal.</p> <p>A visit from ZooLab: Talking about the foods different animals eat and the life cycle.</p>	<p>The children will create books and displays about children’s families around the world or the holidays they have been on. The children will talk about these and ask questions.</p> <p>The children will explore a diverse range of props, puppets, dolls and books to encourage children to notice about similarities and differences.</p> <p>The children will learn that there are different countries in our world and be able to talk about the differences that they have experienced or seen in photographs.</p> <p>The children will learn about the different ways in which we can travel and how to keep safe.</p>
---	--	--	---	---	---	---

		<ul style="list-style-type: none"> <li>- Melting and freezing</li> <li>- Cooking</li> <li>- Colour mixing</li> </ul>		variety of scientific investigations such as: <ul style="list-style-type: none"> <li>- Melting and freezing</li> <li>- Cooking</li> <li>- Colour mixing</li> </ul>		
<b>EXPRESSIVE ARTS AND DESIGN</b> <ul style="list-style-type: none"> <li>- <b>Creating with Materials</b></li> <li>- <b>Being Imaginative and Expressive</b></li> </ul>	<p>The children will explore different materials using all of their senses to investigate them. They will manipulate and play with different materials. The children will be provided with a range of found materials, such as: blocks, clay, soft wood, off cuts of fabric with different textures. They will use these materials to express their ideas and feelings. The children explore new vocabulary.</p> <p>The children will engage in variety of role play experiences. The children will have access to lots of flexible and open-ended resources to enhance children's imaginative play.</p> <p>The children will engage in daily singing and rhyme time.</p>	<p>The children will engage in variety of role play experiences. The children will have access to lots of flexible and open-ended resources to enhance children's imaginative play.</p> <p>The children will explore colour mixing and talk about the differences between colours.</p> <p>The children will express their ideas and feelings through making marks and sometimes giving meaning to their marks.</p> <p>The children will remember entire songs and perform these during our Christmas nativity performance.</p> <p>The children will be able to explore and use a variety of percussion instruments through phonic acquisition and free exploration.</p>	<p>The children will engage in variety of role play experiences. The children will have access to lots of flexible and open-ended resources to enhance children's imaginative play.</p> <p>The children will explore different materials freely. Children will begin to plan to build with a purpose in mind.</p> <p>The children will explore how to join material together.</p> <p>The children will learn a variety of songs and will move to the music/songs.</p>	<p>Children will learn to develop their drawing and model-making skills. The children will begin to give meanings to their drawings and models. The children will share their ideas and talk together about these meanings.</p> <p>The children will explore colour mixing and talk about the differences between colours.</p> <p>The children will learn a variety of songs and will move to the music/songs.</p> <p>The children will begin to develop their 'singing voice' using a range of pitches. The children will engage in pitch matching activities.</p>	<p>The children will begin to draw from their imagination and from observations. The children will draw their own animals. The children will begin to add details to their drawings by selecting interesting objects to draw and by point out key features and discussing them. For example, a malelion has four legs, a mane and two eyes.</p> <p>The children will begin to develop their 'singing voice' using a range of pitches. The children will engage in pitch matching activities. The children will begin to create their own songs and rhymes.</p>	<p>The children will explore a range of different emotions. The children will begin to show different emotions within their drawings and paintings.</p> <p>The children will develop their listening skills through a range of activities.</p> <p>The children will play, share and perform a wide variety of music and songs from different cultures and historical periods, for example music from around the world.</p> <p>The children will explore musical instruments to express feelings and to tap and clap out different rhythms and pulses to music.</p>

	The children will develop their listening skills through a range of activities.					
--	---	--	--	--	--	--