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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Whole School Topic** |  | **Whole School Book: I Don’t Like Books. Never. Ever. The End.** |  | **Proud To Be From Bradford** | **Mindfulness Month- 25th April** | **Enterprise fortnight 6th June** |
| **Nursery Topic Theme** | **My Family and Me** | **All Creatures Great and Small** | **The Great Nursery Bake Off** | **All Aboard!** | **In the Garden** | **Everyone is Welcome** |
| **Whole class text/s** | * Whole school Book focus * I like It When * You Hold Me Up * Goldilocks and the Three Bears     **Other Texts:**  Owl Babies | * Oh No, George! * Love is my Favourite Thing * The Very Busy Spider * Dear Zoo * Dear Santa   Stories based on festivals and events will also be shared.  **Other Texts:**  Walking through the Jungle | * Little Red Hen * Mr Wolf’s Pancakes * Baking Day at Grandma’s   **Other Texts:**   * The Gingerbread man * My Five Senses | * Big Blue Train * All Change * Naughty Bus   **Other Texts:**  All Change | * The Hungry Caterpillar * Ten Seeds * Tiny, perfect things   **Other Texts:**   * Oliver’s fruit salad | * I am Brown * All are Welcome * In my Heart   **Other Texts:** |
| **Outdoor Topics** | **“Let’s Play Outside”**  **“It’s Wonderful Outside”**  Introduce outside area- Rules and behaviour expectation | **We Love to Celebrate**  - Halloween  -Diwali- Hindu and Sikh Festival of lights  -Bonfire Night  -11th Nov Remembrance Day  -Hanukkah- Jewish Festival of light  -Christmas  **Outdoor Topic books:** Festival books and watch videos  -We’re going on a Pumpkin Hunt | **Superheroes**  **Pirates**  **Outdoor Topic Books**: -Ten rules of being a Superhero  - The Pirates Next Door | **On the Move**  **All Aboard**  **Outdoor Topic Book:**  All change | **Camping**  **How does your garden grow?**  **Outdoor Topic Books:**  -Pete the Cat goes Camping | **The Funfair**  **Water**  **Outdoor Topic Book:**  - Fun at the Fair  -Drop: An Adventure through the Water Cycle  Noah’s Ark |
| **Role-play** | * **Supermarket** * **Goldilocks and The Three Bears** | * **Pet Shop/Vets** | * **Bakery** | * **Bus Station/Airport** | * **Garden Centre** | * **Doctors** |
| **Narrative/ Innervations/ LA small Groups** | * Say Good Night to the Sleepy Animals * Say Hello to the Animals * Wow said the Owl * **Narrative books from the Narrative Blue Box’s** | * What can rabbit hear? * What can rabbit see? * Say Hello to Snowy Animals * Say Hello to the Jungle Animals * **Narrative books from the Narrative Blue Box’s** | * The Gingerbread Man * Mr Wolf’s Pancakes * **Narrative books from the Narrative Blue Box’s** | * Simple books about vehicles | * The Very Hungry Caterpillar * Ten Seeds * **Narrative books from the Narrative Blue Box’s** * Spots Easter Egg Hunt | * **Narrative books from the Narrative Blue Box’s** |
| **Festivals / Celebrations** | Teddy bears’ picnic  Diwali- 24th October | Bonfire Night- 5th November  Mr Bear’s 4th Birthday  Christmas  Nativity  Christmas party | Chinese New Year- 22nd January | Pancake Day 21st February  Mothers’ Day- 19th March  Easter- 9st April | Eid- 21st April  Father’s Day- 18th June |  |
| **Curriculum Enhancement** | Introduce class pet | Vets (Visit from assistance dogs?)  Road Safety Walk |  | Rhyme challenge  World Book Day- 2nd March  Asda Trip | Caterpillars- April  Crickets and eggs in curiosity cube  Snails  Chicks from reception Class | Visit from the Doctor |
| **Artist** | **Van Gogh**- Sunflowers painting **– ARTS WEEK WB: 10th October (2 weeks in nursery)** | **Wassily Kandinsky-** circles | **Artist- Mark Rothko-** colour field paintings  -exploring colour  - Painting ourselves, drawing our family and friends | **Mick Manning- illustrates children’s books**  **Francis Frith-** old photograph of Bradford | Hungry Caterpillar illustrations inspired by **Eric Carle-** **Artist** | Artist- **Claude Monet-**Water Lilies painting  Sunset painting |
| **Dialogic Talk** | * **Talk Rules**   **Explanation**  **-This is…**  **-It is…**  **-The…is**  **Retelling the Story**  **Then…**  **After…**  **And then…** | * **Opinion- I like/ don’t like…, it is good/nice/beautiful…, It is not nice…, I think it will…, it will… because…, I think that’s…,** * **Describing- it is big/small (Size), it is (Shape names), it feels like, it looks like, it tastes like, it is same/ different because** | * Opinion * Describing   **Introduce**:   * **Retelling the story- First…, then…, after…, and then…, Then what happened…? … happened first, next… happened, then… happened, … happened next, next…and… happened.** * **Explanation- This is…, It is because…, This is because…, when… the…is…** | * Opinion * Describing * Retelling the story * Explanation   **Introduce**:   * **Comparison- It looks the same because… it feels the same because…, it is different because…., this is…. And that is….** * **Sequencing- First…, Next…, Then…, After that…, …and … then, Then… happened, Next… happened it is … because…, it is…** | * Opinion * Describing * Retelling the story * Explanation * Comparison * Sequencing   **Introduce**:   * **Explanation- Maths- it’s the same/different…, it’s the same number…, They/we both have…, altogether I have…, I have more…, I think heavier/lighter…,** * **Hypothesis- It is… because…, I think… because…, the…is…because…, what will happen if…?** | * Opinion * Describing * Retelling the story * Explanation * Comparison * Sequencing * Explanation- Maths   Hypothesis  **Introduce**:   * **Evaluation- I like this because…, I made this…, I did this…,** * **Prediction- I think it will…, It will…., The…will…, The…is going to…, This will…because…, What do you think will happen next?** |
| **Science/Vocabulary Focus** | Fruits names vocabulary- Science  **My Body (Humans)** | -Pets names vocabulary- Science  **Animals**  **Habitats** | Food vocabulary- Science  **Exploring materials**  **Mixing and separating** | Sea Creatures names vocabulary- Science (Pirate’s outdoor theme)  **Exploring materials**  **Floating and sinking** | -Mini-beast names- vocabulary- science  -plants changing vocabulary  -caterpillar life-cycle vocabulary  **Plants** | vegetables name vocabulary- Science  **Human body parts**  **Plants** |
| **Seasons & Weather**  **Electricity**  **Forces**  **Sounds**  **Light** | | | | | |
| **Music** | Let’s be Friends | This is Me | Animal Tea Party | Travel and Movement | I’ve got Feelings | Let’s Jam |
| **R.E** | Who and what are special to us? | What do we celebrate? | Where do we live and who lives there? | What makes a good helper? | What can we see in our wonderful world? | |
| **Yoga/Mindfulness** | * Introduction to Yoga-   Yoga for Kids YouTube | * Yoga- Understanding and dealing with emotions * Zen Den- Mindfulness- Why some people are Mean? Cosmic Kids Yoga * Zen Den- Mindfulness- How to beat nerves: Cosmic Kids Yoga | * Holding a pose during yoga * Standing on one leg- balancing- tree pose * Model ways that you calm yourself down, such as stopping and taking a few deep breaths (PSED). | * Holding a pose during yoga * Standing on one leg- balancing- tree pose * Model ways that you calm yourself down, such as stopping and taking a few deep breaths (PSED). | * Holding a pose during yoga * Standing on one leg- balancing- tree pose * Model ways that you calm yourself down, such as stopping and taking a few deep breaths (PSED). | * Holding a pose during yoga * Standing on one leg- balancing- tree pose * Model ways that you calm yourself down, such as stopping and taking a few deep breaths (PSED). |
| **Topic Songs / Routine** | * Tidy up rumba song * Nursery Rhymes | * Nursery Rhymes * Christmas songs * Care for Pets song * Shape song | * Baking songs * Shape song | * Vehicle songs * Journey songs | * Superhero song * Camping songs * Very Hungry caterpillar song | * Doctors/ people who help us songs * Songs about our bodies * Healthy eating song |
| **British Sign language- Sign of the week** | * Greetings * Seasons * Prime colours | * Good sitting rules * Class signs * Seasons * Farm Animals | * Seasons * Good sitting rules * Class signs * Food signs | * Colours * Seasons * Vehicle | * Animals * Seasons * Minibeast signs | * Seasons * Topic words |
| **Personal, Social & Emotional Development** | * Making relationships with adults and peers * Talking about emotions and understanding ‘happy’ and ‘sad’ emotions linked to the stories and the ‘Leaf’ book * Getting to know each other- rug in a bug * Settling into Routines and adapting into boundaries in nursery * Talking about families and friends * Understanding why rules are important- display behaviour rules * To develop relationship with peers and adults. * Nursery rules using puppets and social stories ( 6 and 7). * Boundaries and routines- increasingly follow rules- Autumn 2 * Children carry out simple tasks e.g. tidy-up or set p snack, tidy up nursery, help set up of put resources/ activities ways etc * Sharing and turn taking with others * Sharing feelings- understand how others might be feeling * Keeping safe- road safety * Mr Bear- send home- Autumn 2 * STAY AND PLAY END OF HALF TERM | | * Children carry out simple tasks e.g. tidy-up or set p snack, tidy up nursery, help set up of put resources/ activities ways etc * Talking about past experiences. * Feelings board- talk about feelings using words like, ‘happy’, ‘sad’, ‘angry’ or ‘worried’. * Adapt behaviour and show confidence in new social situations- e.g. going to Asda * Change in routine e.g. Studio or visiting places * Stranger danger- talking about strangers and keeping safe * Making relationships with adults and peers * Help to find solutions to conflicts and rivalries e.g. when playing games or when peers do not share * Challenges to carry our small task- using and selecting resources independently/ with support * Follow rules without adult reminder * Mindfulness- talk and discuss with children ways to solve conflicts. Model how to listen to someone else and agree a compromise. * children to learning ways to calm themselves- through yoga and mindfulness * STAY AND PLAY END OF HALF TERM | | * Develop friendship with peers and keep play going by responding to what others are saying or doing. * Adapt behaviour to different events, social situation and change in routine * Develop strategies of being assertive * Understand and talk about how others might be feeling * Mindfulness- talk and discuss with children ways to solve conflicts. Model how to listen to someone else and agree a compromise. * children to learning ways to calm themselves- through yoga and mindfulness * Talk to others to solve conflicts e.g. when playing in small group * Transition/ Studio/ visits * STAY AND PLAY END OF HALF TERM | |
| **Communication & Language** | * Set up an area where children can enjoy rhymes and stories. * Rhyming, singing and sound discrimination activities e.g. what’s the sound, noisy neighbour etc. * Make a class book- I like to… in the nursery * Engage in activities where children follow simple instructions i.e. baking, turn taking activities and tidy time. * Action activities using Mr Bear) i.e. what is Mr bear doing? * Introduce terms who, what and where through makaton (staff to have coloured labels on lanyard). * Enjoy rhymes and stories. * Engage in activities where children follow simple instructions i.e. baking, turn taking activities and tidy time. * Rhyming, singing and sound discrimination activities * Enjoy listening to longer stories and remember much of what happened in the stories. * Use variety of questions and simple sentences when talking. * Discuss Mr Bear’s experience at their house * Identification games using action words. * Talking about road safely and keeping * Share experiences and books in order for children to understand ‘why’ questions e.g. Why do you think we need to hold hands when crossing the road? | | * Introduce new vocabulary around the topic in order for children to use a wide range of vocabulary. * Talking about families and objects inside the house. * Enjoy listening to longer stories and remember much of what happened in the stories. * Engage in activities where children follow simple instructions i.e. baking, turn taking activities and tidy time. * Is the child using the future and past tense: “I am going to the town tomorrow” and “I did baking with my mum”? * Enjoy listening to longer stories and remember much of what happened in the stories. * Share experiences and books in order for children to understand ‘why’ questions e.g. Why did Lucy make you feel sad? (talking about feelings and themselves) * Introduce new vocabulary around the topic in order for children to use a wide range of vocabulary. * Discuss Mr Bear’s experience at their house * Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” * Is the child using the future and past tense: “I am going to the town tomorrow” and “I did baking with my mum”? | | * Introduce new vocabulary relating to flowers, plants, fruits and vegetables. * Enjoy listening to longer stories and remember much of what happened in the stories. * Share experiences and books in order for children to understand ‘why’ questions e.g. Why do you think the Caterpillar got so fat? * Mind mapping and question time relating to all things growing. * Express a point of view and to debate when they disagree with an adult or a friend. * Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” * Talk about what the fruit taste, smell and feels like * Is the child using the future and past tense: “I am going to the park” and “I saw butterfly in my garden”? * Introduce new vocabulary relating to animals and minibeasts. * Share experiences and books in order for children to understand ‘why’ questions. * Mind mapping and question time relating to animals and minibeasts. * Rhyming, singing and sound discrimination activities * Discuss Mr Bear’s experience at their house * Sharing experiences of going on a journey | |
| **Physical Development/ Studio** | * Drawing, mark making activities. * Finger-gym activities to develop fine-motor, muscles in fingers and tripod grip. * Play dough to support fine-motor skills, hand-eye coordination and hand muscles * Outdoor play- supporting children with steps, slides, bikes etc. * Talking about healthy habits snack table and toilet routines. * Begin to make snips in paper using the scissor * Encouraging children to dress themselves wearing waterproofs * Developing confidence in fine-motor and gross-motor activities * Use paint, chalk or make marks with water on large vertical surfaces. Use walls as well as easels to stimulate large shoulder and arm movements. * Increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.   **Studio: Me and myself**  **Studio: Ball skills** | | * Drawing, mark making activities indoor and outdoor. * Finger-gym activities to develop fine-motor, muscles in fingers and tripod grip. * Outdoor play- supporting children using different apparatuses. * Studio- running and chasing games- movement vocabulary and vocabulary of instruction e.g. ‘gallop’, ‘slither’ and ‘follow’, ‘lead’, ‘copy’ * Introduce sequences and patterns of movements which are related to music and rhythm in studio and outside * Developing confidence in fine-motor and gross-motor activities * Use paint, chalk or make marks with water on large vertical surfaces. Use walls as well as easels to stimulate large shoulder and arm movements * Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. * Develop independence in dressing and undressing e.g. taking shoes and socks off and putting them on in studio. * Holding a pose during yoga   **Studio: Fitness**  **Studio: Dance** | | Fine- motor movement- writing   * Talking about healthy habits and exercise. * Developing confidence in using the scissors. * Studio throwing and catching- ball skills * Continue sequences and patterns of movements which are related to music and rhythm in studio and outside * Use physical skills to tasks and activities indoors and outdoors. Use large apparatus and planks for children to decide whether to crawl, walk or run across a plank. * Dressing up in the home corner, e.g. doctors surgery * Increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. * Holding a pose during yoga   **Studio: Fun and games**  **Studio: Dance** | |
| **Literacy** | * Messy play and parachute games to develop large-muscle co-ordination * Share simple picture books, including those with no text to learn new vocabulary (for example, naming what’s in the picture). * Sharing stories- talking about characters in the story * Share stories in provision and carpet time- draw attention to parts of a book e.g. cover, author, words, page number etc * Environmental sounds games * Share wide range of examples of print with different functions such as, sign to indicate a bus stop, a menu for choosing what you want to eat, or a logo that stands for a particular shop. * Reading Christmas story * Handling books carefully * Filling in missing words in rhyme in stories or songs e.g. “Run, run, as fast as you can, you can’t catch me I’m the gingerbread —." * Miss Polly had a Dolly * Head, shoulders, knees and toes. * I’ve got a body- song * Christmas songs * Drawing activities of our body and our face * Painting and drawing animals * Christmas cards * Name writing * Birthday cards * Use small brushes for painting and pencils for drawing. Introduce language of direction (‘up’, ‘down’, ‘round’, ‘back’ etc). * Environmental sounds games road sounds Oral blending | | * Filling in missing words in rhyme in stories or songs e.g. “Run, run, as fast as you can, you can’t catch me I’m the gingerbread —." * Re-telling stories * Reading traditional tails * Write using in a wide range of ways e.g. clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. * Drawing and painting activities * Pictures of their houses * Wring Shopping list * Messy play and parachute games to develop large-muscle co-ordination * Share simple picture books, including those with no text to learn new vocabulary (for example, naming what’s in the picture). * Share wide range of examples of print with different functions such as, sign to indicate a bus stop, a menu for choosing what you want to eat, or a logo that stands for a particular shop. * Share stories in provision and carpet time- draw attention to parts of a book e.g. cover, author, words, page number, some words longer than other etc. * Draw attention to how English print is read left to right and top to bottom. * Use magnet letters to spell a word ending like ‘at’. Encourage children to put other letters in front to create rhyming words like ‘hat’ and ‘cat’. * Plays games to develop their phonological awareness, so that they can: * - spot and suggest rhymes * - count or clap syllables in a word * - recognise words with the same initial sound, such as money and mother * The Wheels on the Bus * Studio- Come Alive Listening Seaside song * Puffer Train * 5 little men in a flying saucer * Rhyming stories and stories with repeated refrains * -Use small brushes for painting and pencils for drawing. Use language of direction (‘up’, ‘down’, ‘round’, ‘back’ etc). * Simple home-made books, different coloured paper and paper decorated with fancy frames. * Playing phonics games * Drawing and painting activities * Practise writing the letter of the week and own names accurately * Drawing vehicles in construction area and drawing table * Write name on the plane ticket * Phonics | | * Filling in missing words in rhyme in stories or songs e.g. “Run, run, as fast as you can, you can’t catch me I’m the gingerbread —." * Share stories in provision and carpet time- draw attention to parts of a book e.g. cover, author, words, capital letter, full stop, some words longer than other etc. * Draw attention to how English print is read left to right and top to bottom. * Encourage children to speculate what happens next and how the story might end * Story structure- beginning, middle and end * Plays games to develop their phonological awareness, so that they can: * - spot and suggest rhymes * - count or clap syllables in a word * - recognise words with the same initial sound, such as money and mother * Creepy Crawly Caterpillar * Observational drawings of animals and fruits * I’m a Little Sunflower * Rhyming stories and stories with repeated refrains * Rhyming activities * Write using in a wide range of ways e.g. clipboards outdoors, chalks for paving stones, boards and notepads in the home corner. * Range of pencils, crayons, chalks and pens to choose from. Apps on tablets to mix marks, photos and video to express meanings and tell their own stories. * Simple home-made books, different coloured paper and paper decorated with fancy frames. * Writing a list using initial sounds learnt in letters and sound * Observational drawing plants * Share stories in provision and carpet time- draw attention to parts of a book e.g. cover, author, words, capital letter, full stop, some words longer than other etc. * Draw attention to how English print is read left to right and top to bottom. * Encourage children to speculate what happens next and how the story might end * Story structure- beginning, middle and end * Letter sounds- recap on previous sounds and learn new letter sounds * Writing a list/ captions * Practise writing the letter of the week and own names accurately * Phonics | |
| **Mathematics** | **Count with Me! (Getting to know you)**  **Just Like Me!**  -match and sort   1. -compare amounts 2. **-one-one principle-** children line up objects and touch each one as they count saying one number name per objects 3. -recite and count out loud to large number- **stable order principle** 4. -Recite numbers past 5. 5. Say one number for each item in order: 1,2,3,4,5. 6. -count out up to 3 from a large group and say ‘how many’ they have (total) without counting again- Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). 7. -Show ‘finger numbers’ up to 3. 8. -**abstraction principle**- counting actions 9. -**the order irrelevance principle-** order we count objects is irrelevant- there will be still the same number**- up to 3**   -Experiment with their own symbols and marks as well as numerals.  -Notices patterns in objects and pictures and begin to arrange things in patterns.  -Plays with blocks, shapes, puzzles etc in provision  Uses the language of size e.g. big, small, heavy, tall. | | **Just Like Me!**   1. **It’s Me 1,2,3!** 2. -Fast recognition of up to 3 objects, without having to count them individually (‘subitising’). 3. -Recite numbers past 5. 4. Say one number for each item in order: 1,2,3,4,5. 5. -Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). 6. -Show ‘finger numbers’ up to 3. 7. -Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 3.   -Experiment with their own symbols and marks as well as numerals.   1. -Solve real world mathematical problems with numbers up to 3. 2. -**the order irrelevance principle-** order we count objects is irrelevant- there will be still the same number**- up to 3**   -compare everyday objects quantities using language ‘more than’ and ‘fewer than’.  - Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.  - Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.  -Understand simple position through words and actions– for example, “The bag is under the table,”.  Sequencing- first, next, then- Wolfs journey to the 3rd Pigs brick house  -Make comparisons between objects relating to size, length, weight and capacity.  -notice and explore natural objects to create simple ABAB patterns – stick, leaf, stick, leaf. | | **Light & Dark**   1. **Alive in 5** 2. -Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). 3. -Show ‘finger numbers’ up to 5. 4. -**the order irrelevance principle-** order we count objects is irrelevant- there will be still the same number**- up to 4** 5. -recognise numerals up to 5 in the environment and dring number activities and in their play 6. -Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.   -Experiment with their own symbols and begin to record some numerals.   1. -Solve real world mathematical problems with numbers up to 5.   -compare everyday objects quantities using language ‘more than’ and ‘fewer than’.  -Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.  -Make comparisons between objects relating to length, weight and capacity.  -Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’ etc.  -Extend and create ABAB patterns – stick, leaf, stick, leaf.  -Notice and correct an error in a repeating pattern.  -Understand simple position through words and actions– for example, “The bag is under the table,”. | |
| **Understanding the World** | * Showing curiosity about family and stories about themselves. * Make sense of their own life-story and family’s history e.g. family photos or baby photos * Family tree display in the homecorner * Changes- from baby to adult * Where all different but similar too * Explore how things work e.g. mechanical equipment to play with and investigate. Such as, wind-up toys, pulleys, sets of cogs with pegs and boards. * Role- play- Shop/ Supermarket * Explore how things work e.g. mechanical equipment to play with and investigate. Such as, wind-up toys, pulleys, sets of cogs with pegs and boards. * Explore natural materials indoors and outdoors * Showing curiosity about family and stories about themselves. * Showing awareness of own family and relations. * Seeking basic skills in operating some ICT equipment. * Role-play- Vets surgery/ Pet shop- introduce new vocabulary for children to use in their play and talk * Continue to develop positive attitudes about the differences between people e.g. celebrating Christmas and Diwali- talking about similarities and differences * Pictures of Diwali lights in Bradford * Pictures of Christmas lights in Bradford * Create class book and displays about what children like to do in the nursery. * Encourage children to talk about each other’s families. * Diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences. * Imaginative play in home-corner and small word | | * Explore how things work e.g. mechanical equipment to play with and investigate. Such as, wind-up toys, pulleys, sets of cogs with pegs and boards. * Enjoy playing with small world toys and construction * Talk about the differences between materials and changes they notice e.g. change materials from one state to another such as cooking, combining different ingredients and then cooling and heating them. * Sharing experiences of when children have done baking at home. Who do you bake with? * Talk about how materials change when you cook- flour to cakes/biscuits- mixing water, making dough and cooking in heat. * What do you notice? * Talk about the differences between materials and changes they notice. * -Begin to make sense of their own life-story and family’s history. * Adults share what they like baking and who they bake with. * -Watch a video of people around the world what they like to bake. * Melting- leaving chocolate or ice-cubes out in the sun, see what happens when you shake salt onto them (outside) * Refer to books, wall displays and online resources to support children’s investigations and extend their knowledge and ways of thinking e.g. cooking books, baking instructions, researching recipes etc. * Talk about what they see, using a wide vocabulary. * Role-play- Bakery-- introduce new vocabulary for children to use in their play and talk * Imaginative play in home-corner and small word * Baking focusing of different county- staff special each week * Create class book and displays about children’s families e.g. baking at home. * Diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences. * Diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences. * Make sense of their own life-story and family’s history e.g. talk about Eid celebrations * Enjoy playing with small world toys and construction * Use a magnifying app and magnifying glass to support investigation of natural materials e.g. bark, leaves, seeds, rocks, shells or pebbles (talk about similar and/or different properties). * Talk about what they see, using a wide vocabulary. * Refer to books, wall displays and online resources to support children’s investigations and extend their knowledge and ways of thinking e.g. cooking books, baking instructions, researching recipes etc. * Talk about the differences between materials and changes they notice e.g. change materials from one state to another such as cooking, combining different ingredients and then cooling and heating them. * Explore how you can shine light through some materials, but not others. Investigate shadows. * Continue to develop positive attitudes about the differences between people e.g. celebrating Eid and comparing with Christmas/ Diwali celebrations * Talk positively about different appearances, skin colours and hair types. * Role-play- Bus station-- introduce new vocabulary for children to use in their play and talk * Finding out about their local environment- Walk to Asda * Making videos of the local environment- talking about where, what, who, when * -Talking about things that make them unique, similar and different in relation to friends and family   -talking about own-life story and family history  - develop positive attitudes about the differences between people.   * -Know that there are different countries in the world and talk about the differences they have experienced or looking at photos. * - Research place of birth of adults in Nursery e.g. Poland, Pakistan * - Children in Poland, Pakistan and children in Britain- compare school, homes, food, clothing etc. * - Research about Mark Rothko- place of birth: Russia and then moved to America * -Compare Russia and Britain- research and explore famous food, clothing and places | | * Local environment- Finding tiny perfect things in their environment- Go for a walk- local area * Explore objects- natural materials * Eggs in the curiosity cube- making predictions * Use a magnifying app and magnifying glass to support investigation of natural materials e.g. bark, leaves, seeds, rocks, shells or pebbles (talk about similar and/or different properties). * Talk about what they see, using a wide vocabulary. * Show and explain the concepts of growth, change and decay with natural materials. Such as, plant seeds and bulbs to observe growth and decay over time. * Observe an apple core going brown and mouldy over time * Children help to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars * Encourage children to use the new vocabulary introduced to discuss their findings and ideas e.g. the changes in plants and animals e.g. caterpillar. * Notices detail feature of objects in their environment * Talk about plants and animals and natural objects they have observed. * Role-play- Flower shop/ Garden centre- introduce new vocabulary for children to use in their play and talk * Answer their questions and encourage discussion. Suggestion: talk positively about different appearances, skin colours and hair types. * Explore floating and sinking * Explore different materials things on with wheels can travel with ease or struggle- e.g. ramps, slide, bumpy surface, gravel, etc. * Investigate why and how? What might happen? Making prediction and testing ideas. Explore forces- pull and push * Explore and talk about different forces they can feel. * -Explore Magnetism * Notices detail feature of objects in their environment * Talk about plants and animals and natural objects they have observed. * Show interest in technological toys and programmes on the computer * Explore how different materials sink and float. * Create class books and displays about holidays children have been on. Encourage children to talk about each other’s families and ask questions. * Doctor’s role-play- introduce new vocabulary for children to use in their play and talk | |
| **Expressive Arts & Design** | * Singing songs and sound discriminations * Imaginative play in home-corner and small word * Experimenting with material and different textures for collage activity. * Colour of the week * Musical instruments * Making a photo frame with lolly sticks- family picture * Imaginative play in home-corner and small word * Making gingerbread man * Colour of the week * Draw and paint from their imagination and observation adding details to their work e.g. drawing animals/ pets. * Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line. | | * Imaginative play in home-corner and small word * Guessing the instrument games * Experimenting with material and different textures for collage activity. * Develop own ideas and decide which materials to use to express them. * Den building on a large scale outside * Develop drawing and model-making e.g. spend sustained time alongside children to develop their own creative ideas. * Talk together about the meanings children give to their drawings and models. * Draw and paint from their imagination and observation adding details to their work e.g. characters from stories or imagination * Explore colour mixing and talk about differences between colours. * Begin to show different emotions in their drawings and paintings, like happiness, sadness, fear etc. * Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line. * Invite artists, musicians and craftspeople into the setting, to widen the range of ideas which children can draw on. * Develop own ideas and decide which materials to use to express them * Use glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners. * Draw and paint from their imagination and observation adding details to their work e.g. drawing different vehicles looking at details such as, wheels, doors, windows etc. * Use musical instruments to tap out a simple rhythm * Draw and paint from their imagination and observation adding details to their work e.g. drawing family and friends looking at differences. * Local environment buildings- making different buildings e.g. mosque, houses, Cathedral * Making Supermarket using construction materials- pictures of different local supermarkets | | * Building camping site outside * Fruit painting * Flower pressing * Use musical instruments to tap out a simple rhythm * Observational painting and drawing * Designing a plant pot * Use glue and masking tape for sticking pieces of scrap materials onto old cardboard boxes, hammers and nails, glue guns, paperclips and fasteners. * Draw and paint from their imagination and observation adding details to their work e.g. drawing life cycle of caterpillar or plant. * Explore colour mixing and talk about differences between colours. * Making an animal habitat using recycling materials- minibeasts * Junk modelling- making mini beasts * Develop own ideas and decide which materials to use to express them e.g. building vehicles/houses * Begin to show different emotions in their drawings and paintings, like happiness, sadness, fear etc. * Introduce children to the work of artists from across times and cultures. Help them to notice where features of artists’ work overlap with the children’s, for example in details, colour, movement or line. | |