



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
<b>Themes &amp; Events</b> Not an exhaustive list	Routines Penrice Farm animal visit	St Piran's Day World Book Day	Mother's Day cards	Comic Relief	Easter Crafts	Easter Egg Hunt Fairy Tale Tea Party	
<b>Key Vocab</b>	old, new, good, bad, grow, change traditional, modern, tales, stories, character, setting, moral, names of, plants/flowers			Everyone has a favourite story. It is important for us to be able to explain why we like/dislike a story. Character in stories play different roles. Each story has a beginning, middle and end. We can learn different lessons in stories called fables. Plants need light, warmth, water and food to grow. Plant do not grow without these things. Plants have roots, stems/stalks, leaves and flowers. There are plants which are native to Cornwall and plants which only grow in other countries.			
<b>Key Enquiry Questions</b>	Which is your favourite story? Why? Who are the characters in the story? How do we know it is spring? How can you describe them? Where is the story set? Which story is this similar to?						
<b>Key Knowledge</b>	Where will you plant your magic bean? What will it grow in to? How can you look after you bean and help it grow?						
<b>Key Texts</b> Not an exhaustive list	The Tiny Seed by Eric Carle The Enormous Turnip – Ladybird The Gingerbread Man by Mara Alperin	Ten Seeds by Ruth Brown Goldilocks and the Three Bears - Usborne Non-fiction texts – plants/growing	Jasper's Beanstalk by Nick Butterworth Titch by Pat Hutchins Jack and the Beanstalk - Usborne Non-fiction texts – plants/growing	Errol's Garden by Gillian Hibbs The Jolly Postman by Janet and Allan Ahlberg	The Three Billy Goats Gruff Irene Yates Books by Julia Donaldson	The Three Little Pigs by Stephen Tucker and Nick Sharratt Books by Julia Donaldson	
<b>Express</b>	<b>Fairy Tale Tea Party</b> – Invite the children to a fairy tale tea party. Ask them to dress up as their favourite fairy tale character. They could help to set out the tables or picnic rugs and enjoy some tasty snacks. Invite parents to stay and share learning.						
<b>PRIME - PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT</b> Self-Regulation, Managing Self, Building Relationships							

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<p><b>Key PSED Vocab</b></p>	<p>Right, good choice, sad choice, feelings, why. Toilet, wipe, flush, wash hands, focus, listen, healthy, not healthy, fruit and vegetables. Friends, special friend, best friend. Choice, explain, say, worry, help. Wait, patient trusted adults, safe, safety. Proud, achieve, healthy, unhealthy, body, mind, wellbeing. Tooth, teeth, brushing. Dress, undress, zip, button, help, perseverance, tricky, hard, challenge, road safety, look both ways, listening. I think, because, why, when, turns, next, finally.</p>						
<p><b>Nursery Outcomes</b></p>	<p>Know what 'right' choices are and try my best to make the right choice. Talk about feelings and explore why I might be feeling that way. Use the toilet independently. Focus on a task for a longer period of time. Talk about healthy food choices. Form friendships with some children in my setting. Become more confident in the social situations.</p>						
<p><b>Reception Outcomes</b></p>	<p>Identify a trusted adult in school. Talk about interests and likes and dislikes at school. Begin to understand why listening is important to help us learn and keep us safe. Know what makes them happy and keeps them healthy and will choose to do these things when possible. Looking after themselves at school (including personal and hygiene needs). Developing resilience and perseverance independently. Build wider friendship groups through play and talk.</p>						
<p><b>PSED Curriculum Implementation</b></p>	<p>Adults prompting children to explain the choices they have made. Children talking about their feelings with adults in the setting and exploring together why they feel this way – discussions, stories etc. Children encouraged to use the toilet independently. Children learn about food choices and what a healthy food choice is. Adults model, in social situations a back and forth conversation. Children encouraged to make choices about who they want to play with in the area of their choosing. Adults prompting children to explain the behaviour choices they have made. Adults to model and explain why we listen and why good listening is important. Stories linked to listening shared. Stories and adult-led tasks based on keeping healthy including tooth brushing, physical activity, screen time (online safety) and healthy eating. Children being asked to independently dress themselves. Children having to explain how to be safe on roads and paths or being taken out of school as a class on a walk. Adults modelling negotiation, children supported to negotiate and play.</p>						
<p><b>Nursery Busy Groups</b>  Let's Celebrate</p>	<p><b>Let's Celebrate:</b> Celebrating being a kind friend. Focus on our class rules, how to be a kind friend and what this looks like.</p>	<p><b>Let's Celebrate:</b> Celebrating St Piran's Day. Focus on what these days are and how we celebrated.</p>	<p><b>Let's Celebrate:</b> Healthy and unhealthy foods. Focus on what is a healthy food and what is an unhealthy food.</p>	<p><b>Let's Celebrate:</b> Healthy and unhealthy foods. Focus on sorting into groups of healthy and unhealthy.</p>	<p><b>Let's Celebrate:</b> The Easter Story. Focus on why Easter is celebrated.</p>	<p><b>Let's Celebrate:</b> The Easter Story. Focus on how Easter is celebrated by others and why. Share experiences of Easter.</p>	

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<p style="text-align: center;"><b>JIGSAW PSHE</b> Healthy Me</p>	<p><b>Lesson 1 – Everybody’s Body!</b> <b>Experience</b> I understand that I need to exercise to keep my body healthy.</p> <p><b>Learning Intention</b> I understand why it is important to exercise.</p> <p><b>Sticky Knowledge/Skills</b> I know that I need to keep my body healthy. I understand the importance of exercise.</p>	<p><b>Lesson 2 – We like to move it, move it!</b> <b>Experience</b> I know which foods are healthy and not so healthy and can make healthy eating choices.</p> <p><b>Learning Intention</b> I know what happens to my body when I exercise.</p> <p><b>Sticky Knowledge/Skills</b> I can explain what happens to my body when I exercise.</p>	<p><b>Lesson 3 – Food, Glorious Food</b> <b>Experience</b> I know what the word ‘healthy’ means and that some foods are healthier than others.</p> <p><b>Learning Intention</b> I can identify foods that are healthy and not healthy. I know that I need to eat a balanced diet.</p> <p><b>Sticky Knowledge/Skills</b> I know the difference between healthy and not healthy foods. I know what a balanced diet is.</p>	<p><b>Lesson 4 – Sweet Dreams</b> <b>Experience</b> I know how to help myself go to sleep and understand why sleep is good for me.</p> <p><b>Learning Intention</b> I know why sleep is important for my body. I can share my night time routine with others.</p> <p><b>Sticky Knowledge/Skills</b> I understand why my body needs sleep.</p>	<p><b>Lesson 5 – Keeping Clean</b> <b>Experience</b> I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet.</p> <p><b>Learning Intention</b> I understand why I need to wash my hands. I can identify times that are especially important to wash my hands.</p> <p><b>Sticky Knowledge/Skills</b> I know why it is important to wash my hands.</p>	<p><b>Lesson 6 – Stranger Danger</b> <b>Experience</b> I know what a stranger is and how to stay safe if a stranger approaches me.</p> <p><b>Learning Intention</b> I understand what a stranger is. I know what I need to do if a stranger approaches me.</p> <p><b>Sticky Knowledge/Skills</b> I know what a stranger is. I understand how to keep myself safe if a stranger approaches me.</p>		
	<p><b>PRIME – COMMUNICATION AND LANGUAGE</b> Listening, Attention &amp; Understanding, Speaking</p>							
	<p><b>Key CLL Vocab</b></p>	<p>Listen, wait, turn, story, carpet, sitting, listening, joining in, group, listen, reply, respond, because, talking, my turn, your turn, turn taking, instructions, listening, questions, get, move. Birthday, weekend, holidays, where, when. Safe, safety, road safety, fire alarm, converse, conversation, compromise, fair, why, how, fiction, non-fiction. Explain, because, why, when, what, how, don’t understand, retell. First, then, next, after that. Text specific vocabulary.</p>						

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<p><b>Nursery Outcomes</b></p>	<p>Enjoys listening to longer stories. Pays greater attention to what is happening in the stories being read. Focuses greater attention on a chosen activity. Sits and listens during quieter or adult led activities when appropriate. Responding during conversations and reasoning using the word 'and' or 'because'. Understands and follows two step instructions and questions. Recites or retells a past event in my life to someone else. Asks 'where' and 'who' questions.</p>						
<p><b>Reception Outcomes</b></p>	<p>When out of school, know it is important to listen to keep safe. Maintain attention in different contexts. Use talk to resolve conflict, discuss their ideas and give reason. Children using newly learnt vocabulary in their responses. Ask questions to clarify understanding and confirm knowledge. Shows a good understanding of texts that have been read to them through their recall. Verbally recall stories in their play. Use talk to clarify their thinking and ideas. Speak in well-formed sentences. Use talk to reason and problem solve. Speak in the appropriate tense.</p>						
<p><b>CLL Curriculum Implementation</b></p>	<p>Daily story time and discussions around the stories read – what has happened, what might happen, what is happening in the pictures. Carpet time, group work, playing in provision, visual and verbal reminders to sit and listen. Children being asked the reason things and encouraged to use the word 'because'. Modelling asking and answering questions, asking children questions in a variety of situations Adults modelling and supporting children to recount their weekends or special events in their life, adults asking children where and who questions and supporting children to ask these questions too. Discussions around listening and safety such as fire alarms, road safety. Modelling asking and answering questions, asking children questions in a variety of situations, retelling stories as a class through puppets, roleplaying, verbally and story sequencing. Adults modelling and supporting children to resolve problems.</p>						
<p><b>Nursery Busy Groups</b></p> <p>Music – Phase 1 Phonics</p> <p>Oracy</p>	<p><b>Music Phase 1 Phonics:</b> Listening to and copying stick beats. Pass the beat around the circle. Focus on playing a beat and copying a rhythm.</p>	<p><b>World Book Day School Celebrations:</b> WBD themed busy group. Design and colour a book mark, sharing stories with friends and staff.</p>	<p><b>Music Phase 1 Phonics:</b> Explore and play a selection of musical instruments. Focus on drum, tambourine, triangle and xylophone. Focus on playing musical instruments.</p>	<p><b>Music Phase 1 Phonics:</b> Pass the clap/beat around the circle. Focus on listening to and copying a simple beat.</p>	<p><b>Music Phase 1 Phonics:</b> Learning to sing new nursery rhymes with props and actions. Focus on learning new, more complex songs.</p>	<p><b>Music Phase 1 Phonics:</b> Explore and play a selection of musical instruments. Focus on different shakers.</p>	

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<b>Adult-Led Experiences</b>	<p><b>Lesson 1</b> <b>Experience</b> I understand that gingerbread men dissolve in water</p> <p><b>Learning Intention</b> I can explain why a gingerbread man dissolves in water</p> <p><b>Sticky Knowledge/Skills</b> Dissolve Water Liquid Solid Natural reactions Absorb Sugar</p>	<p><b>Lesson 2</b> <b>Experience</b> I can follow instructions to make a gingerbread man.</p> <p><b>Learning Intention</b> I can follow instructions to make a gingerbread man and talk about the steps</p> <p><b>Sticky Knowledge/Skills</b> Following a recipe Change of state Ingredients Recipe</p>	<p><b>Lesson 3</b> <b>Experience</b> I will plant a seed</p> <p><b>Learning Intention</b> I can follow instructions to plant a bean and will be able to talk about how to help it grow</p> <p><b>Sticky Knowledge/Skills</b> Planting seeds Plant Grow Seed Soil</p>	<p><b>Lesson 4</b> <b>Experience</b> I understand signs of Spring</p> <p><b>Learning Intention</b> I can spot signs of spring and compare them with other seasons</p> <p><b>Sticky Knowledge/Skills</b> Seasons Spring Changes Climate</p>	<p><b>Lesson 5</b> <b>Experience</b> I understand how my behaviour choices affect other people</p> <p><b>Learning Intention</b> I can think and do a good deed for someone</p> <p><b>Sticky Knowledge/Skills</b> Behaviour Good deed Baddies Character Kindness Feelings</p>	<p><b>Lesson 6</b> <b>Experience</b> I understand different characters in different contexts</p> <p><b>Learning Intention</b> I can immerse myself into becoming a favourite fairy tale/traditional tale character</p> <p><b>Sticky Knowledge/Skills</b> Character Fairy tale Character Tea party Favourite Author</p>	
	<b>PRIME – PHYSICAL DEVELOPMENT</b>						
	Gross Motor, Fine Motor						
	<b>Key PD Vocab</b>	Kick, large, ball, hands, feet, fast, slow, watch, control, balance, leg, hop, jump, still, dance, obstacle, move, jump. Mark making, pencils, pens, colours, dough, dough disco, rolling, squeezing, balling, patting, poking. Space, surroundings, aware, speed, direction, control, ball, looking, racket, hands, eyes. Letters, trace, rhymes.					
	<b>Nursery Outcomes</b>	Children can kick a large ball with some control. Children can throw a ball with some control. To begin to balance on one leg. To dance with control using different parts of their body. To use the available equipment to create an obstacle course to navigate. Children making more controlled marks when drawing and mark making. Children manipulating dough through rolling, squeezing, balling and patting.					

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<p><b>Reception Outcomes</b></p>	<p>To use a fluent style of moving, with developing control and grace. To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. To develop overall body-strength, balance, co-ordination and agility through a range of activities and resources available. To use their small motor skills with a range of tools competently, safely and confidently. Use pencils for drawing and writing, control and grip and accurate letter formation. To begin to show accuracy and care when drawing. To use the skills they need to manage mealtimes successfully using the appropriate tools.</p>						
<p><b>PD Curriculum Implementation</b></p>	<p>Children having a range of different sized balls to play with independently, children supported to balance on one leg and playing games where they balance on one leg, children provided with music to dance to and adults to model dances for children to follow. Children having access to mark making materials to use independently, children having dough to use and manipulate, adults modelling the use of dough and how to draw with skill. Moving around during P.E lessons and negotiating around a range of obstacles at different speeds – replicating it outside in their play. Children being taught letter formations, incorrect formations being corrected and teachers supporting children to correct these, Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support.</p>						
<p><b>Nursery Busy Groups</b></p> <p>Funky Fingers</p> <p>Hall Time</p>	<p><b>Funky Fingers:</b> Dough Disco. Focus on movements and dough manipulation.</p> <p><b>Hall Time:</b> Healthy Movers – Birds In Trees. Focus on co ordination, balance and object control.</p>	<p><b>Funky Fingers:</b> Learn how to hold scissors and practice cutting skills. Focus on scissor safety and how to use scissors.</p> <p><b>World Book Day:</b> Book Sharing afternoon.</p>	<p><b>Funky Fingers:</b> Name writing and mark making. Focus on control and accuracy.</p> <p><b>Hall Time:</b> Obstacle course. Focus on balance and co ordination.</p>	<p><b>Funky Fingers:</b> Peg chat (Greg Bottrill) and mark making pattern tracing sheets. Focus on pincer grip.</p> <p><b>Hall Time:</b> Obstacle course. Focus on balance and co ordination.</p>	<p><b>Funky Fingers:</b> Threading – let’s thread in and out. Weaving in outdoor area, lace etc. Focus on accuracy and control.</p> <p><b>Hall Time:</b> Healthy Movers Whatever the Weather – Focus on stability and co ordination.</p>	<p><b>Funky Fingers:</b> Easter themed funky fingers. Dough disco, pattern tracing etc. Focus on pincer grip, control and accuracy.</p> <p><b>Hall Time:</b> Listening and following games. Follow the leader, bean game. Focus on listening and copying.</p>	
<p><b>PHYSICAL EDUCATION</b> Val Sabin Games</p>	<p style="text-align: center;"><b>See EYFS PE PLANNING</b> <b>Playground Games</b></p> <p style="text-align: center;"><b>Focus: stop/start control, agility, spatial awareness</b></p> <p style="text-align: center;"><i>Magic Beans - Jumping bean etc. Put cards out in outdoor area for children to explore and use with friends.</i></p> <p style="text-align: center;"><i>Gross Motor - Fairy Dust - Handle equipment and tools effectively</i></p> <p style="text-align: center;"><b>Healthy Movers - Hide and Seek , Choo Choo, Steering, Pick up Packets</b></p>						

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<b>SPECIFIC – LITERACY</b> Word Reading, Comprehension, Writing	
<b>Key Literacy Vocab</b>	Meaning, sign, symbol, logo, rhyme, rhyming. Story, words, direction, top, bottom, line, front, cover, title, author. Digraph, read, tricky word, 4-sound, 5 sound words, blend, special friends, Fred talk. Story, order, sequence, retell, end, repeat. Marks, pencils, pens, paper, drawing, writing, trace, meaning. Writing, mark making, pencils, pens, trace, pencil grip, hand. Pencil grip (nip, flick, grip). Words, writing, sounds, phoneme, graphemes, diagraph, Fred talk, Fred fingers for spelling, independently. Oral, out loud, sentence, rehearse, repeat, check, re-read. Language linked to being 'ready to write'.
<b>Nursery Outcomes</b>	To identify signs and symbols in the environment and recall what they mean. Spot or suggest rhymes. To begin to understand we read from left to right and top to bottom. To begin to name the parts of a book e.g., front cover, title, author. Beginning to give meaning to the marks I make. Holds a pencil or tool with a preferred hand.
<b>Reception Outcomes</b>	RWI progress expectations Read some letter groups that each represent one sound. Read a few common exception words. Read simple phrases and sentences. Understand that print can have different purposes. Re-read stories to build fluency and understanding. Use their developing phonic knowledge to write labels and captions. I can say what I want to write before writing it down.
<b>Literacy Curriculum Implementation</b>	Adults to provide a variety of print around the nursery e.g. fire exit, logos, labels for items and areas. Children signing songs and rhymes, playing rhyming games words. Stories shared daily with the children, adults to model reading the story using their finger along the words they read. Adult to tell the children the parts of the book and book title and author when sharing the story with the class. Teach Set 1 sounds + SF. Modelling blending and building CVC words. Group homogeneously. Reading fluency developed and children encouraged to read simple phrases and sentences across the day. Children introduced to weekly tricky word to sight read & display on Red Word Wall. Give picture cards of stories, create story maps or provide small world areas with the characters from read stories, discuss and display new vocabulary, ask children for their predictions of how a story is going to end, ask children if they liked or disliked a story and to give a reason. Adults to provide children with writing equipment in provision for children to access independently at any time, across all areas of provision (inside and outside). Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on. CVC writing opportunities during guided group work and as independent challenges in the classroom, modelled during shared inputs. Roleplay areas to have writing materials. Modelling composing captions during learning inputs, children repeating your sentence back to you as a whole class, supporting children to orally compose a sentence during guided literacy tasks. Super sentence session – three word sentence focus.

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<p><b>Nursery Busy Groups</b></p> <p>Library Visit</p>	<p><b>Library Visit:</b> Listen to a story together and engage in book talk. Time to explore the children's picture book section of the library with friends.</p>	<p><b>Library Visit:</b> Listen to a story together and engage in book talk. Time to explore the children's picture book section of the library with friends.</p>	<p><b>Library Visit:</b> Listen to a story together and engage in book talk. Time to explore the children's picture book section of the library with friends.</p>	<p><b>Library Visit:</b> Listen to a story together and engage in book talk. Time to explore the children's picture book section of the library with friends.</p>	<p><b>Library Visit:</b> Listen to a story together and engage in book talk. Time to explore the children's picture book section of the library with friends.</p>	<p><b>Library Visit:</b> Listen to a story together and engage in book talk. Time to explore the children's picture book section of the library with friends.</p>	
<p><b>Drawing Club</b></p>	<p>Elmer by David McKee</p>		<p>The Wall and the Wild by Christina Dendy</p>		<p>Ravi's Roar by Tom Percival</p>		
<p><b>TTS Tier 2 Vocab</b></p>	<p>slipped away (slip away) absolutely serious burst gasp celebrate decorate (decorated, decorating)</p>		<p>wild nibble (nibbled, nibbling) wondrous dull grubby soar (soared, soaring) mighty creep (creeps, creeping, crept)</p>		<p>squash (squashes, squashed) furious growled (growl, growls, growling) nervous leapt dared (dare, dares) wild</p>		
<p><b>RWI Phonics</b></p>	<p>Phonics will be taught between 9am and 10am each morning. Children will be taught in homogenous groups depending on their reading ability. In addition to the daily phonics session, children will engage in Fred Games and Pinny Time throughout the day. Some children may also require 1:1 tuition to support them to 'keep up' not 'catch up'.</p>						

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<p><b>Mark-Making</b> Beginning to give meaning to the marks I make. Holds a pencil or tool with a preferred hand.</p> <p><b>Writing</b> Writing phonetically decodable words, phrases and captions</p>	<p>Mark making opportunities throughout the indoor and outdoor continuous provision.</p> <p>Letter formation and rhyming words</p> <p>Fairy Tales Asking questions</p>	<p>Mark making opportunities throughout the indoor and outdoor continuous provision.</p> <p>Write the three bears a shopping list</p> <p>Once Upon a Time Becoming a storyteller</p>	<p>Mark making opportunities throughout the indoor and outdoor continuous provision.</p> <p>Bean Diary Planting a Beanstalk Instruction Writing</p> <p>Perfect Porridge Following instructions (recipe)</p>	<p>Mark making opportunities throughout the indoor and outdoor continuous provision.</p> <p>Signs of Spring</p> <p>Ruler for the Day Make a special rule for others to follow</p>	<p>Mark making opportunities throughout the indoor and outdoor continuous provision.</p> <p>The Scarecrow's Wedding – Invite your grown up to school</p> <p>Goodies and Baddies Exploring different fairy tale characters</p>	<p>Mark making opportunities throughout the indoor and outdoor continuous provision.</p> <p>Bean Diary finish Make an Easter Card</p> <p>Character Fact File – describe your favourite character and explain why</p>	
<p><b>SPECIFIC – MATHEMATICS</b> Number, Numerical Patterns</p>							
<p><b>Key CLL Vocab</b></p>	<p>Count, number, number names, number songs, more, less. Long, short, describe, compare, height, size, forwards, backwards. Number, number names, addition, add, more, count, without counting, how many, altogether, number pairs, number bonds.</p>						
<p><b>Nursery Outcomes</b></p>	<p>To verbally count to 10 with developing accuracy. To develop an understanding of '4' e.g. giving 4 items or noticing 4 in the environment. To compare quantities that are significantly more and less visually without counting them. To use the terms 'long' and 'short' when describing height and size. To understand and follow the instructions 'forwards' and 'backwards'.</p>						
<p><b>Reception Outcomes</b></p>	<p>I can explore composition of numbers to 10. I can count beyond ten. I can extend and create ABAB patterns.</p>						
<p><b>Maths Curriculum Implementation</b></p>	<p>Adults to model counting out loud carefully during learning inputs and daily routines, Adults modelling the use of language, modelling forwards and backwards and playing games involving the skill. Using number bonds to identify missing parts to 10. Continuing a simple pattern. Space and shape; explore length, height and weight.</p>						

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<p><b>Winning with Numbers</b> Win 39-52</p>	<p>Win 39 – Counts down from 10-0</p> <p>Win 40 – Finds remaining items in subtraction</p> <p>Win 41 – Finds total items in addition</p>	<p>Win 42 – Counts and doubles</p> <p>Win 43 – Attaches value to ‘6’ and ‘7’.</p>	<p>Win 44 – Counts up to 10 items</p> <p>Win 45 – Operates and finds remaining items in subtraction.</p>	<p>Win 46 – Addition</p> <p>Win 47 – Add facts 1+1, 2+2, 3+3, 4+4, 5+5</p>	<p>Win 48 – Attaches value to 8, 9 and 10.</p> <p>Win 49 – Makes towers of ‘10 and 3’</p>	<p>Win 50 – counts through ‘ten and one, ten and two’.</p> <p>Win 51 – Subtraction</p>	
<p><b>SPECIFIC – UNDERSTANDING THE WORLD</b> Past &amp; Present, People, Places &amp; Communities, The Natural World</p>							
<p><b>Key UtheW Vocab</b></p>	<p>Past, happens, events, experiences, Easter, egg hunt, same, different, old, new. Differences, same, similar, jobs, firefighter, police officer, shop worker, postal worker, driver, doctor, nurse. Weather, sunny, raining, snowing, ice, autumn, winter, summer, spring, Changes, baby, toddler, child, teenager, adult, elderly, ages. Questions, why, country, community, where I live, story, visitor, celebrations. Maps, mapping, environment, bee-bot, left, right, under, beside, on top, google maps.</p>						
<p><b>Nursery Outcomes</b></p>	<p>Children commenting on their own past experiences e.g. Easter. Children showing curiosity about objects from the past. Children speaking positively about differences between people and ways of life. Children showing an interest in people with a range of occupations. Children exploring the changing weather and seasons (Spring), Children learning about new life and plants based around Spring time</p>						
<p><b>Reception Outcomes</b></p>	<p>I can share information about figures from the past (people from the community and wider world) and what life was like in the past To identify features of other environments. I can describe different celebrations and how and where they are celebrated I can identify features of other environments and begin to compare to my own. I can express some signs of Spring.</p>						
<p><b>UtheW Curriculum Implementation</b></p>	<p>Children discussing how they have celebrated Easter in the past. Children looking at photos and objects or books from the past. Children listening to stories that celebrate diversity and equality and encouraged and supported to do so in nursery too. Stories, discussions and activities based on the weather and seasons. Learning opportunities modelled and shared linked to life-cycles and spring (lamb, chicks, tadpoles). Adults supporting children to plant their own seeds and grow them, Children re-visiting their plants to see how they have grown. Learning about life cycles of animals, learning about how we grow and change as people. Children taught about respect, children taught about curiosity, asking questions and why we need to learn. Modelling positional language. Children being shown what Google maps is and its uses. Modelling how to create maps of indoor and outdoor space.</p>						

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<p><b>Nursery Busy Groups</b></p> <p>Garden or Woods</p> <p>Cooking</p> <p>Computing</p>	<p><b>Garden/Woods:</b> Planting Cress. Focus on process and key vocabulary.</p> <p><b>Cooking:</b> Flapjacks. Focus on melting and mixing.</p>	<p><b>Garden/Woods:</b> Colour spotting in the environment using colour charts.</p> <p><b>St Piran's Day. Scones cooking.</b></p> <p><b>Cooking:</b> Scones. Focus on weighing, rolling and cutting.</p>	<p><b>Garden/Woods:</b> Plant a beanstalk. Focus on process and how to care for our plant.</p> <p><b>Cooking:</b> Banana muffins. Focus on weighing and mixing.</p>	<p><b>Garden/Woods:</b> Signs of spring walk. Focus on seasons and spring.</p> <p><b>Cooking:</b> Gingerbread men. Focus on weighing, rolling and cutting.</p>	<p><b>Garden/Woods:</b> Natural object picture making. Focus on natural objects and spring.</p> <p><b>Cooking:</b> Fairy cakes. Focus on weighing and mixing.</p>	<p><b>Garden/Woods:</b> Natural objects weaving. Focus on fine motor and natural objects.</p> <p><b>Cooking:</b> Easter nests. Focus on melting and mixing.</p>	
<p><b>Adult-Led Experiences</b></p>	<p><b>Lesson 1 Experience</b> I understand that gingerbread men dissolve in water</p> <p><b>Learning Intention</b> I can explain why a gingerbread man dissolves in water</p> <p><b>Sticky Knowledge/Skills</b> Dissolve Water Liquid Solid Natural reactions Absorb Sugar</p>	<p><b>Lesson 2 Experience</b> I understand that gingerbread men dissolve in water</p> <p><b>Learning Intention</b> I can explain why a gingerbread man dissolves in water</p> <p><b>Sticky Knowledge/Skills</b> Dissolve Water Liquid Solid Natural reactions Absorb Sugar</p>	<p><b>Lesson 3 Experience</b> I can understand the changing states of matter when cooking gingerbread men.</p> <p><b>Learning Intention</b> I can explain how the gingerbread changes when cooked.</p> <p><b>Sticky Knowledge/Skills</b> Cook Stir Harden Rise Squidgy Crunchy</p>	<p><b>Lesson 3 Experience</b> I understand different characters in different contexts</p> <p><b>Learning Intention</b> I can immerse myself into becoming a favourite fairy tale/traditional tale character</p> <p><b>Sticky Knowledge/Skills</b> Character Fairy tale Character Tea party Favourite Author</p>			

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<b>RE</b>	<p><b>Lesson 1</b> <b>Experience</b> I can identify signs of spring and the changes that occur throughout the seasons.</p> <p><b>Learning Intention</b> I can name the four seasons. I can outline the key signs of spring and explain how these are different in each season.</p> <p><b>Sticky Knowledge/Skills</b> I know the four seasons. I can identify the different signs of spring.</p>	<p><b>Lesson 2</b> <b>Experience</b> I can identify the changes that occur in spring.</p> <p><b>Learning Intention</b> I can identify the changes that occur in spring. I understand the life cycle of a butterfly.</p> <p><b>Sticky Knowledge/Skills</b> I can re tell the life cycle of a butterfly. I understand the different changes that happen in spring. I know the four seasons.</p>	<p><b>Lesson 3</b> <b>Experience</b> I can share what I already know about Easter.</p> <p><b>Learning Intention</b> I can re call what I already know about Easter. I can share my knowledge of Easter with others.</p> <p><b>Sticky Knowledge/Skills</b> I can re call and share what I already know about Easter.</p>	<p><b>Lesson 4</b> <b>Experience</b> I understand the Easter story.</p> <p><b>Learning Intention</b> I understand the first part of the Easter story. I can re tell the first part of the Easter story.</p> <p><b>Sticky Knowledge/Skills</b> I can re tell what I know of the Easter story.</p>	<p><b>Lesson 5</b> <b>Experience</b> I understand the Easter story and why it is important to Christians.</p> <p><b>Learning Intention</b> I understand the Easter story. I can re tell what happens in the Easter story.</p> <p><b>Sticky Knowledge/Skills</b> I can re tell the Easter story. I know the Easter story.</p>	<p><b>Lesson 6</b> <b>Experience</b> I understand the Easter story and why it is important to Christians. I can explain how and why Easter is celebrated.</p> <p><b>Learning Intention</b> I understand what a miracle is. I can explain who celebrates Easter and why.</p> <p><b>Sticky Knowledge/Skills</b> I know the Easter story. I know who celebrates Easter.</p>	
	<b>SPECIFIC – EXPRESSIVE ARTS &amp; DESIGN</b>						
	Creating with Materials, Being Imaginative & Expressive						

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<p><b>Key EAD Vocab</b></p>	<p>Scissors, careful, snip, print, paint, colour, clear, sponge, shapes, shape names, drawing, pencils, copy, ideas. Instruments, music, listen, play, bang, hit, play, sing, story, join in, play, dress up. Roleplay (enhanced domestic). Colours, colour names, nature, outside, style, similar, leaves, grass, soil, mud. Paint, painting, colour, choice, mix, new, primary and secondary Loud, quiet, fast, slow, instruments, play, music, sounds, singing, songs, listen, loud /quiet / fast / slow, dance, voices, whispering, voices, talking voices, change, high, low. Join in, pretend, roleplay (library), retell, stories, acting out, puppets, toys, small world, masks, home corner, conversations, taking on a role, pretending.</p>
<p><b>Nursery Outcomes</b></p>	<p>Using spring loaded scissors to snip, using printing materials in the paint such as sponges and shapes, Continues to develop their drawing skill. Children exploring a range of musical instruments and learning to hold a beat, children using vocals and instruments to make music either together or separately, children linking real life and stories into the small world, children using props in their play.</p>
<p><b>Reception Outcomes</b></p>	<p>Exploring the colour work of Andy Goldsworthy – Nature. Children continuing to become more confident and independent when painting and using the skills and techniques they've been taught and seen through a range of artists. Children exploring how natural resources can be manipulated to make 3d sculptures. Children continuing to use the props available in school and ones they have made themselves.</p>
<p><b>EAD Curriculum Implementation</b></p>	<p>Children having access to spring loaded scissors. Children having scissor-based activities to develop their scissor skills, adults modelling scissor safety, adults to name the tools and then these to be available in the provision for children to use themselves. Children exploring a range of musical instruments together. Children having access to small world and roleplay materials to use create their own play. Using a colour charts and paint charts outside to identify colours. Creative area - exploration of mixing paints to make new colours. Going outside to see living art and nature, creating repeating patterns with nature, building with natural objects outdoors. Music lessons based on adapting and changing voices using a range of methods, picture cues in provision, instruments in provision, exploring instruments to describe their sound in comparison to others and using new musical vocabulary. Nursery rhymes and singing opportunities daily. Teaching traditional nursery rhymes and circle songs including: Mulberry Bush, Farmer's in his Den and Dusty Bluebells. Updated roleplay area, creative area with resource for children to create and build from, modelling of how to use the role play area and creative area, stories read as a class, small world area available to children.</p>

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<p><b>Nursery Busy Groups</b></p> <p>Singing Music</p>	<p><b>Singing/Music:</b> Music from around the world video. <a href="#">A Musical Journey - SongLibrary</a> Focus on different countries.</p>	<p><b>Singing/Music:</b> Listen to and respond to the African Music. Focus on sounds and dance. <a href="#">Jalikunda African Drums take the Montserrat African Music Festival by storm</a></p>	<p><b>Singing/Music:</b> Listen to and respond to the Scottish bagpipe music. Focus on sounds and volume. <a href="#">Dark Isle Bagpiper: Scotland the Brave</a></p>	<p><b>Singing/Music:</b> Listen to and respond to the Indian drumming music. Focus on sounds and volume. <a href="#">Drummers Delight   Dhol Players   The ULTIMATE Wedding Entrance - YouTube</a></p>	<p><b>Singing/Music:</b> Listen to and respond to the Australian didgeridoo music. Focus on sounds and volume. <a href="#">Australian Aboriginal Didgeridoo Music</a></p>	<p><b>Singing/Music:</b> Re cap of learning this half term. The different instruments sounds and volumes explored from the different countries. Focus on countries, sounds, instruments.</p>	
<p><b>Adult-Led Experiences</b></p>	<p><b>Signs of Spring</b> Observational drawings and paintings of daffodils and other spring flowers.</p>	<p><b>Colour charts</b> Using a colour charts and paint charts outside to identify colours. Use in creative area - exploration of mixing paints to make new colours.</p>	<p><b>Exploring the colour work of Andy Goldsworthy – Nature.</b> Going outside to see living art and nature, creating repeating patterns with nature, building with natural objects outdoors. Children exploring how natural resources can be manipulated to make 3d sculptures.</p>	<p><b>Royal Workshop</b> Make crowns, shields swords etc. fit for a prince or a princess.  Creating storytelling props.</p>	<p><b>Storytelling with props</b> Adult modelling to use props in play alongside use of key vocabulary.</p>	<p><b>Gingerbread men</b> Decorate gingerbread men using a range of craft materials.  <b>Easter cards</b> Printing with various objects to decorate Easter eggs for cards.</p>	