



Theme Title: Are We Nearly There Yet?

	Week 1 20.04.26	Week 2 27.04.26	Week 3 04.05.26	Week 4 11.05.26	Week 5 18.05.26		
Themes & Events Not an exhaustive list	St. George's Day 23.04.26		Bank Holiday 04.05.26 VE Day 08.05.26	Reception trip to Screech Owl Sanctuary Nursery Kixx Session			
Key Vocab	names of vehicles, map,, farm, food route, journey, passport, travel, produce, harvest, life-cycle, grow			Where will you go on your journey? Where does our food come from? What job does a farmer do? Whose baby am I? Have you been on a special holiday? Where did you go? How did you travel there? What happens to the small, green egg on the leaf? What do caterpillars become? Do all animals lay eggs?			
Key Enquiry Questions	Where will you go on your journey? Where does our food come from? What job does a farmer do? Whose baby am I? Have you been on a special holiday? Where did you go? How did you travel there? What happens to the small, green egg on the leaf? What do caterpillars become? Do all animals lay eggs?			Where will you go on your journey? Where does our food come from? What job does a farmer do? Whose baby am I? Have you been on a special holiday? Where did you go? How did you travel there? What happens to the small, green egg on the leaf? What do caterpillars become? Do all animals lay eggs?			
Key Knowledge	Where will you go on your journey? Where does our food come from? What job does a farmer do? Whose baby am I? Have you been on a special holiday? Where did you go? How did you travel there? What happens to the small, green egg on the leaf? What do caterpillars become? Do all animals lay eggs?			Where will you go on your journey? Where does our food come from? What job does a farmer do? Whose baby am I? Have you been on a special holiday? Where did you go? How did you travel there? What happens to the small, green egg on the leaf? What do caterpillars become? Do all animals lay eggs?			
Key Texts Not an exhaustive list	Monkey Puzzle by Julia Donaldson The Journey By Neil Griffiths and Scott Mann	Awesome Engines: Emergency by Margaret Mayo The Hundred Decker Bus by Mike Smith	You Can't Take an Elephant on the Bus by Patricia Cleveland-Peck The Journey Home from Grandpa's by Jemima Lumley	Busy Trains, Busy Diggers, Busy Airport - Busy Collection Mr Gumpy's Outing by John Birmingham	The Lion on the Bus by Gareth P Jones and Jeff Harter Motor Miles by John Burningham		
Express	Wheelie Day: Use a range of vehicles to ride/push/drive around in the Blue Adventure Zone. Children to create obstacle courses, race each other and discuss the similarities and differences between the different vehicles to talk about e.g. bike, trike, scooter and wheelbarrow. Talk about each vehicle. How do we make it move? What forces are acting on the vehicle? How do we stop/change direction? Adults to observe them and take photographs. Adults to promote discussion about how their vehicles move. Adult to share the safety instructions for the session.						



PRIME - PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT

Self-Regulation, Managing Self, Building Relationships

Key PSED Vocab	<p>Calm, breathe, quiet, feel, friends. Routine, now, next, change, wash hands, healthy, health, play, friends, turn taking, sharing, join in. Sad, help, upset, tissue, problem, solve, together, friends, turn taking. Sorry, upset, sad, accident, help, sorry, promise. Rules, following, safety Happy, like, proud, I can, better, improve. Interest, explain, reason, resilience, try again, rule, directions, listen, next, after that, finally.</p>						
Nursery Outcomes	<p>Calm myself using a strategy that works for me. Better manage my feelings. Show some control over my emotions. Think about how others feel. Manage when routines change. Talk about why we need to wash our hands. Play collaboratively with others and extend others play. Help others who are upset. Begin to solve conflicts with others. Show more social confidence.</p>						
Reception Outcomes	<p>Share, take turns, reason and look after one another. Understand why is important to apologise if they hurt someone accidentally or make someone else upset. Follow instructions from their teachers or school adults. Tell adults and their peers what they have achieved and what they can do to further improve. Confident to try new things. Continue to look after and care for themselves. Continue to build strong bonds with other children in their school and care for their peers e.g. getting them tissues, asking them to join in with a game.</p>						
PSED Curriculum Implementation	<p>Adults modelling calming techniques, children being supported to manage their feelings and given tools to do this independently. Children learning about germs and the importance of washing our hands and bodies to keep safe and clean, children encouraged and supported to play nicely with other children. Children encouraged to make choices about who they want to play with, a give a reason why (shared interest) in the area of their choosing. Adults modelling apologies and explaining to children when an apology is necessary. Adults giving children clear instructions in a range of situations to follow. Children given time to talk to adults and peers to explain their achievements. ‘Must do’ learning opportunities introduced to the class. Discussions around resilience and perseverance. Stories around considering others, prompts to share, collaborate with other children if necessary.</p>						
Nursery Busy Groups Let's Celebrate	Let's Celebrate: Celebrating our Easter holidays. Circle time discussing what we did over the Easter holidays. Photos uploaded to Tapestry to be shared with the class.	Let's Celebrate: Circle time – what did you do in busy learning? Who were you with? Were you inside or outside?	Let's Celebrate: Learning about germs and the importance of washing our hands. Children to discuss why we wash our hands, why it is important.	Let's Celebrate: Understanding our emotions. Teacher to explicitly teach children how to manage their feelings. E.g. count to 10, deep breaths.	Let's Celebrate: Celebrating being a kind friend. Focus on our class rules, how to be a kind friend and what this looks like.		



PRIME – COMMUNICATION AND LANGUAGE

Listening, Attention & Understanding, Speaking

Key CLL Vocab	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.						
Nursery Outcomes	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.						
Reception Outcomes	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.						
CLL Curriculum Implementation	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.						
Nursery Busy Groups Music – Phase 1 Phonics Oracy	Music Phase 1 Phonics: First day of new term – settling new children.	Music Phase 1 Phonics: Learn to play a xylophone. Teach the children how to use the beater to play the xylophone.	Music Phase 1 Phonics: Explore the music shakers. Listen to the different sounds they make.	Music Phase 1 Phonics: Learn to play a drum. Teach the children how to use their hands to play the drums.	Music Phase 1 Phonics: Learn to play a tambourine. Teach the children how to play the tambourine.		
PRIME – PHYSICAL DEVELOPMENT							
Gross Motor, Fine Motor							



<p>Key PD Vocab</p>	<p>Balance, bike, look, watch, careful, skill, independent, climb, safe, straight, cross legs, cross arms, smart sitting. Pencil, grip, draw, pencil, shape, drawing, care, time, threading. Equipment, ball, cones, safety, careful, running, jumping, stepping, dancing, hopping, skipping, climbing. Scissors, small tools, tripod, fingers, draw, pencils.</p>
<p>Nursery Outcomes</p>	<p>To use a balance bike more confidently. To run with more confidence and skill. To independently use a climbing frame or similar resource. To begin to show good posture when sitting on the carpet. Children using a two finger and a thumb grip. I can draw and paint clearer shapes and pictures when drawing and painting. Children showing some threading skills.</p>
<p>Reception Outcomes</p>	<p>To be able to combine different movements together, with ease and fluency. To develop a range of ball skills including: throwing, catching, sending, receiving, kicking, passing, batting, and aiming. To develop competence when engaging in activities that involve a ball. To develop their small motor skills so that they can use a range of tools competently, safely and confidently, using pencils effectively to write. To revisit showing accuracy and care when drawing.</p>
<p>PD Curriculum Implementation</p>	<p>Children having access to balance bikes to use independently, Children having access to a climbing frame and obstacle like equipment, children given time to sit and listen on the carpet and supported to sit correctly during this time. Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Threading activities and independent activities too e.g. leaves and string, children being able to draw freely. Children having access to a range of tools and equipment such as pens, scissors, balls, rackets, cones to use – children reminded to use this carefully around other children. Adults supporting children to develop their pencil grip – verbally, moving fingers, pencil grips if children need support. Scissors and small tools available in provision for children as well as guided activities using these materials</p>






<p>Nursery Busy Groups</p> <p>Funky Fingers</p> <p>Hall Time</p>	<p>Funky Fingers: Large scale movements with scarves and mark making.</p> <p>Hall Time: First day of term – settling new children.</p>	<p>Funky Fingers: Car Wash – wash the cars. Shaving foam, toothbrushes, sponges etc.</p> <p>Hall Time: Listening games. The bean game, traffic light game, follow the leader.</p>	<p>Funky Fingers: Dough Disco. Focus on movements and dough manipulation.</p> <p>Hall Time: Healthy Movers – Whatever the Weather. Focus on stability and co-ordination.</p>	<p>Funky Fingers: Threading. Thread the resources onto the lace.</p> <p>Hall Time: Healthy Movers – Birds In Trees. Focus on co-ordination, balance and object control.</p>	<p>Funky Fingers: Large scale movements with scarves and mark making.</p> <p>Hall Time: Obstacle Course – A frame, trampoline, mat, bench.</p>		
<p>PHYSICAL EDUCATION</p>	<p>Dance: Ways of moving rhythmically. Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement.</p> <p>Ball skills: Throw and catch a large ball, beanbag or an object. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Fine Motor – Observational drawings of different vehicles and their parts.</p>						
<p style="text-align: center;">SPECIFIC – LITERACY Word Reading, Comprehension, Writing</p>							
<p>Key Literacy Vocab</p>	<p>Sound, letters, Story, discuss, talk, questions, predict, guess, happen next. Fred games, Fred talk, sounds, blend. Digraph, read, tricky word, 4-sound, 5 sound words, blend, special friends, Fred talk. Sequence, story, what, why, difference, non-fiction, fiction, poetry, act out, show me. Marks, pencils, pens, paper, drawing, writing, trace, meaning. Writing, mark making, pencils, pens, trace, pencil grip (nip, flip, grip), hand. Words, writing, sounds, phoneme, graphemes, diagraph, Fred talk, Fred fingers for spelling, independently. Oral, out loud, sentence, rehearse, repeat, check, re-read, writing, full stop, punctuate, end, finger space. Pencil grip (nip, flip, grip). Language linked to being 'ready to write'.</p>						



<p>Nursery Outcomes</p>	<p>To begin recognising some words that start with the same initial sound. To begin to recognise some individual letter sounds with support To enjoy listening to longer stories and remember much of what happens. To talk about a story, turning one page at a time. To answer simple questions about stories.</p> <p>Beginning to predict what might happen in a story.</p> <p>Understands that a written word conveys meaning. Name writes with the first letter of their name to 'sign' their mark making.</p> <p>Uses a two finger and a thumb grip when appropriate</p>
<p>Reception Outcomes</p>	<p>RWI progress expectations Count syllables in a word</p> <p>Describe main story setting, events and principal characters in increasing detail.</p> <p>Retell stories and narratives using their own words and story vocabulary.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>To explore the use capital letters as they are introduced incidentally.</p> <p>Re-read what they have written to check that it makes sense.</p>
<p>Literacy Curriculum Implementation</p>	<p>Children having access to text in the environment and in books. Letters and RWI picture & sound cards around in the nursery for children to access.</p> <p>Children having story time with increasingly longer stories being told, Adults asking children what happens in a story they have already read, or what they think might happen in a story, children having access to stories to read Independently</p> <p>Teach Set 1 sounds & Set 2 sounds when appropriate. Modelling blending and building CVC words. Group homogeneously</p> <p>Reading fluency developed and children encouraged to read simple phrases and sentences during phonics lessons and reading time. Children introduced to weekly tricky word to sight read & display on Red Word Wall.</p> <p>Children to sequence a story in their writing. Ask children questions about what will happen next and to give a reason, children to explain the kind of text the class is reading and how they know e.g. fiction books have information, ask 'why' questions about texts.</p> <p>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). Adults to provide children with access to their written name.</p> <p>Tools with pencil grip support e.g. larger pencils, triangular pencils or pencils with a rubber grip on.</p> <p>Extended range of writing opportunities during guided group work drawing on previously read texts.</p> <p>Modelling composing simple sentences, continuing to support children to orally compose a sentence before writing.</p> <p>Super sentence session – three/four word sentence focus.</p>



<p>Talk Through Stories</p>							
<p>TTS Tier 2 Vocab</p>	<p>hunted fluttery (flutters, fluttered) peered waving shiny peeped (peep) scurried skipped</p>		<p>sneaking (sneaks, sneaked, sneaky) gaspd (gaspd, gasp, gasps) crammed (cram, crams) soaring (soar, soars, soared) vast gloomy slithering (slither, slithered) struggled (struggle, struggling)</p>		<p>crept wriggled creaked wearily fled squeezed</p>		
<p>RWI Phonics</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>						
<p>Scribble Club</p>	<p>Mark making opportunities throughout the indoor and outdoor continuous provision. Beginning to give meaning to the marks I make. Holds a pencil or tool with a preferred hand.</p>						
<p>Writing: Drawing Club</p>	<p>The Journey – Where will the boat sail to?</p>	<p>The Hundred Decker Bus The Train Ride Emma Jane's Aeroplane - Draw and describe the vehicles</p>	<p>The Journey Home from Grandpas – Where would you like to go on a journey to?</p>	<p>Wacky Races - Show video clip as inspiration to draw and write</p>	<p>The Very Hungry Caterpillar Superworm - Describe the characters</p>		
<p style="text-align: center;">SPECIFIC – MATHEMATICS Number, Numerical Patterns</p>							

Medium Term Curriculum Plan

2025-26

EYFS – Summer 1



Key CLL Vocab	<p>Count, number, number names, number songs, dice, die, track, counting on, subitise, without counting. Pattern, repeat, colour names, follow, copy, name, describe, shape, shape names, circle, square, triangle. Number, number names, count, addition, larger, smaller, odd, even, more, less, number bonds.</p>						
Nursery Outcomes	<p>To accurately count to 10. To develop an understanding of '5' e.g. giving 5 items or noticing 5 in the environment. To play simple dice and track games developing Subitising skills. To begin to understand what a pattern is and follow a 2 part simple pattern. To begin to describe and name some simple shapes – circle, square, triangle.</p>						
Reception Outcomes	<p>I can recall number bonds for numbers 0–5 and some to 10. I can copy and create repeating patterns including ABBC patterns. I can compare length, weight and capacity.</p>						
Maths Curriculum Implementation	<p>Adults to model counting out loud carefully during learning inputs and daily routines. Adults modelling pattern making and the rules of a repeating pattern, patterns in provision and activities, shapes for children to play with and use. Exploring patterns. Counting on and counting back. Explore doubling, halving and sharing. Beginning to recognise odd and even numbers.</p>						
Winning with Numbers	2D Shapes focus week	Win 55-60 Verbal count to 15 then 20 Compares amounts to 10	Win 61-66 Count 10s Doubles to 10	Win 67-72 Verbal count in 2s to 8 Odds and Evens	Win 73-78 Count to 20 1 more and 1 less		
SPECIFIC – UNDERSTANDING THE WORLD							
Past & Present, People, Places & Communities, The Natural World							
Key UtheW Vocab	<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>						
Nursery Outcomes	<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>Reception Outcomes</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>UtheW Curriculum Implementation</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 (lambs, 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>						
<p>Nursery Busy Groups</p>	<p>Welly Walks: Explore Nature Garden. Re cap rules and expectations.</p>	<p>Welly Walk: Nature collection. Collect pieces of nature in woods and talk about the colours.</p> <p>Cooking: Cupcakes. Focus on weighing and mixing.</p>	<p>Welly Walk: Bark rubbing/leaf rubbing with crayons and paper.</p> <p>Cooking: Cheese Scones. Focus on weighing, rolling and cutting.</p>	<p>Welly Walk: Build a den for the animals. Materials and loose parts to be used as den building materials.</p> <p>Cooking: VE Day – Crispy cakes, red, white and blue icing. Focus on melting, mixing and drizzling.</p>	<p>Welly Walk: Story time in the woods. Children to listen to the story ‘We’re going on a bear hunt’. Children to act out the story.</p> <p>Cooking: Flat bread pizzas. Focus on chopping, grating and spreading.</p>		



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Adult-Led Experiences</p>		<p>Lesson 1 Experience Air, Road and Water</p> <p>Learning Intention I can sort vehicles depending on where they travel</p> <p>Sticky Knowledge/Skills Sorting Understanding and recognising different vehicles Discussing personal experiences</p>	<p>Lesson 2 Experience Where in the World</p> <p>Learning Intention I can compare different holiday destinations/places that I have been to</p> <p>Sticky Knowledge/Skills Listening, attention and understanding Routes, maps and journeys Understanding different parts of the world Talking clearly about personal experiences</p>	<p>Lesson 3 Experience Boat Builder Challenge</p> <p>Learning Intention I can build a boat that will float.</p> <p>Sticky Knowledge/Skills Floating and sinking Materials</p>	<p>Lesson 4 Experience EXPRESS Wheelie Day!</p> <p>Learning Intention I can understand how different vehicles work</p> <p>Sticky Knowledge/Skills Understand the forces they feel as they move their vehicle (pushing/pulling) Talking about why they like their vehicle Understand why we keep safe when using our vehicle</p>		



<p style="text-align: center;">RE Discovery RE Unit: Special People</p>	<p>Lesson 1 Experience I know the story of 'The Boy Who Cried Wolf' and understand the moral of the story.</p> <p>Learning Intention I can listen carefully to the story. I understand and can explain the moral of the story.</p> <p>Sticky Knowledge/Skills I understand why it is important to be honest. I know it is important to tell the truth.</p>	<p>Lesson 2 Experience I know the story of 'The Crocodile and The Priest' and understand the morale of the story.</p> <p>Learning Intention I can listen carefully to the story. I understand that this is a Sikh story. I can explain the moral of the story.</p> <p>Sticky Knowledge/Skills I understand it is important to make others feel happy.</p>	<p>Lesson 3 Experience I know the story of 'Bilal and the Beautiful Butterfly' and understand the morale of the story.</p> <p>Learning Intention I can listen carefully to the story. I understand that this is a Muslim story. I can explain the moral of the story.</p> <p>Sticky Knowledge/Skills I can identify beautiful and special things in the world.</p>	<p>Lesson 4 Experience I know the story of 'The Gold Giving Serpent' and understand the moral of the story.</p> <p>Learning Intention I can listen carefully to the story. I can explain the moral of the story. I can think about how I might have felt if the snake left me a gold coin.</p> <p>Sticky Knowledge/Skills I can think about how others might have been feeling in the story. I understand what greedy</p>	<p>Lesson 5 Experience I know the story 'Best Friends' and understand the moral the story.</p> <p>Learning Intention I can listen carefully to the story. I understand that this is a story from Asia. I can explain the moral of the story. I can explain how I would feel if a friend went away.</p> <p>Sticky Knowledge/Skills I understand what makes someone a good friend.</p>		
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SPECIFIC – EXPRESSIVE ARTS & DESIGN

Creating with Materials, Being Imaginative & Expressive

<p>Key EAD Vocab</p>	<p>Construction, build, ideas, paint, print, why, what, colour, mixing, new, create, collaborate, friend, together. Actions, songs, words, join in, singing, roleplay (enhanced domestic), friends, props, home, local area, holiday, weekend, family. Colours, colour names, change, lighter, darker, mix, primary colour, secondary colours, light, dark, shades. Paint, painting, colour, choice, surface, paper, card, brushes, thick, thin, difference. Props, puppets, folding, technique, fan, book, material, feather headdress. Pitch, instruments, play, music, sounds, singing, songs, nursery rhymes, listen, loud /quiet / fast / slow, dance, shouting, listen, like, dislike, sad, happy, exciting, angry, scary. Join in, pretend, roleplay (travel agents), retell, stories, converse, conversation, represent, real life, imagination, celebrations, daily life, shopping, school.</p>
<p>Nursery Outcomes</p>	<p>Building using smaller construction kits correctly, uses a range of painting and printing materials to explore form and function, children experimenting and mixing colours together, Children may create with a friend. Children joining in with the actions to songs, children engaging in roleplay in and out of the home-corner and becoming more immersed in their play.</p>
<p>Reception Outcomes</p>	<p>Exploring how to change colours through colour mixing and how white and black can change a colour. Continue to develop a wide range of experience with using paint on a small and large scale. Explore using different brush types and noticing artists who also do this. Children specifically using certain materials for their own ideas. Experimenting with changing my voice with different tempo, pitch and dynamics. Describing instrument sounds. Singing a range of familiar nursery rhymes and songs – singing sometimes in tune. Talk about how music makes me feel. Children continuing to extend and develop the storylines they are role playing in school.</p>
<p>EAD Curriculum Implementation</p>	<p>Children having a range of construction kits available (developing fine motor skills over the year). Children having access to printing materials and tools. Daily singing of a range of songs and learnt rhymes where children join in and follow the actions too. Children having access to small world and roleplay materials to use create their own play. Exploring black and white and how it can change a colour, a range of colours available on the painting table for children to explore. Creative area - exploration of a range of media. Exploration of puppets, discussing and modelling ways to make puppets, looking at folding techniques together – modelling and giving children the materials to access, giving children a range of materials to access from. Daily singing of a range of songs and learnt rhymes, discussions around music and emotions – exploring a wide range of appropriate songs. 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>



<p>Nursery Busy Groups</p> <p>Singing Music</p>	<p>Singing: Learn to sing a range of nursery rhyme songs with actions and props.</p> <p>Music: Learn to sing 'If you're happy and you know it'. If you're happy and you know it - BBC Bitesize Add on parts of the song as confidence increases.</p>						
<p>Adult-Led Experiences</p>	<p>Lesson 1 Experience Boat Builder Challenge</p> <p>Learning Intention I can use the resources to design and make a bottlecap boat</p> <p>Sticky Knowledge/Skills Understanding about objects/materials that float and sink Fine motor skills Following pictorial instructions Reasoning skills</p>	<p>Lesson 2 Experience Junk model vehicles</p> <p>Learning Intention I can use the resources to design and make a vehicle of my choice</p> <p>Sticky Knowledge/Skills Joining using different tools and media Fine motor skills Decorating and colour selection Teamwork</p>	<p>Lesson 2 Experience Tyre track mark-making</p> <p>Learning Intention I can use toy vehicles as a tool for mark-making</p> <p>Sticky Knowledge/Skills Use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Colour mixing Fine motor skills</p>	<p>Lesson 2 Experience Painting pictures of vehicles</p> <p>Learning Intention I can create my own painting of a vehicle</p> <p>Sticky Knowledge/Skills Share their creations, explaining the process they have used</p>			