

Grove Road Primary School Nursery Long Term Plan 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What Are My Favourite Things?	What Are We Celebrating?	What Can I find in the Ice?	What Can You See in Spring?	Will You Read Me A Story?	Where In The World Are We Today?
<b>General Themes</b> NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting school My new class New Beginnings My family	Celebrations, both religious and secular Different interpretations of the same event: weddings, birthdays My family and celebrations	Weather & seasons Animals from cold places Under the sea Climates / Hibernation Night and day animals Animal patterns David Attenborough Happy Habitats	Plants & Flowers The great outdoors Life Cycles Planting seeds Andy Goldsworthy Reduce, Reuse & Recycle	Traditional Tales Old favourites Familiar tales	Around the Town Off on holiday - clothes Where in the world shall we go? How do I get there? Where in the world have you been? Animals from around the world Where do we live in the UK / world? Vehicles past and Present Design your own transport
<b>Power of Reading Focus Book</b>	The Everywhere Bear by Julia Donaldson (POR)	A Great Big Cuddle by Michael Rosen (POR)	Blue Penguin by Petr Horáček (POR)	Stanley's Stick by John Hegley (POR)	Little Red Riding Hood and other stories by Lucy Cousins (POR)	Surprising Sharks by Nicola Davies (POR)
<b>Other Texts</b>	<i>Five Minutes Peace</i> by Jill Murphy <i>My Mum and Dad Make Me Laugh</i> by Nick Sharratt <i>Hair Love</i> by Matthew Cherry <i>Can I build Another Me?</i> By Shinsuke Yushitak <i>The Colour Monster</i> by Anna Llenas <i>Rainbow Fish</i> by by Marcus Pfister	<i>The Story of Diwali</i> by Katie Daynes <i>Kipper's Birthday</i> by Mick Inkpen Happy Birthday Jamila by Niki Daly <i>The Scarecrows' Wedding</i> by Julia Donaldson <i>The Crayon's Christmas</i> by Drew Daywalt and Oliver Jeffers <i>Father Christmas Needs a Wee</i> by Nicholas Allan	<i>The Snowflake</i> by Benji Davies <i>Winter Sleep: A Hibernation Story</i> by Alex Morss & Sean Taylor & Cinyee Chiu <i>The Lights that Dance in the Night</i> by Yuval Zommer <i>The Big Freeze</i> by Pippa Curnick <i>Over and Under the Snow</i> by Kate Messner & Christopher Silas Neal <i>The Emperor's Egg</i> by Martin Jenkins & Jane Chapman <i>Robin's Winter Song</i> by Suzanne Barton <i>Immi</i> by Karin Littlewood <i>There's A Bear On My Chair</i> by Ross Collins <i>Can We Really Help The Polar Bears?</i> By Katie Daynes	<i>I Really Wonder What Plant I'm Growing</i> by Lauren Child <i>The Enormous Potato</i> by Aubrey Davis <i>Jasper's Beanstalk</i> by Nick Butterworth <i>Yucky Worms</i> by Vivian French <i>The Very Hungry Caterpillar</i> by Eric Carle <i>Farmer Duck</i> by Martin Waddell <i>Baby Goz</i> by Stephen Weatherill	<i>There is No Dragon in This Story</i> by Lou Carter <i>Who's At the Door?</i> By Jonathan Allen <i>Who's for Dinner</i> by Claire Freedman & Nick East <i>Mixed Up Fairy Tales</i> by Hilary Robinson and Nick Sharratt <i>Once Upon a Time</i> by Nick Sharratt <i>Jack and the Beanstalk - Ladybird Favourite Tales</i> by Audrey Daly and Martin Salisbury  Plus a range of traditional tales	<i>The Lighthouse Keeper's Lunch</i> by David Armitage <i>Tiddler</i> by Julia Donaldson <i>The Snail &amp; The Whale</i> by Julia Donaldson <i>The Naughty Bus</i> by Jan & Jerry Oke <i>World Atlases</i>  Plus any stories from other cultures and countries
<b>'Wow' moments / Enrichment Weeks</b>	Harvest Time Birthdays Favourite Songs Talent show Black History Month	Guy Fawkes Bonfire Night Christmas Time Nativity Diwali	Weather experiments Weather Forecast videos	Hatching ducklings Visit to Kew Gardens Planting seeds Easter time	Storytelling workshop Creating their own tales based on stimulus and acting these out	Post a letter Food tasting – different cultures Map work - Find the Treasure

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	What do I want to be when I grow up? Video for parents	Hannukah Remembrance day	Under the Sea – singing songs and sea shanties	Nature Scavenger Hunt Easter Festival Easter Egg Hunt		Trip to Hobbledown
<b>Characteristics of Effective Learning</b>	<p><b>Playing and exploring:</b> Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<b>Overarching Principles of the EYFS</b>	<p><b>Unique Child:</b> Every child is a unique child, who is constantly learning and who can be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children learn to be strong and independent through positive relationships.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.</p> <p><b>Learning and Development:</b> We recognise the importance of learning and development. Children develop and learn at different rates.</p>					
<b>Grove Road Curriculum Principles</b>	<p><b>Healthy Body &amp; Mind:</b> This starts in our Early Years Foundation Stage by staff developing positive relationships with parents/ carers and children and exploring children’s interests, using these to engage and motivate them. We ensure children feel safe by developing their understanding of routines, expectations and behaviour and teach them how to stay healthy e.g. washing their hands, making healthy lunch choices. We Support the children to recognise their emotions and understand how to deal with them in a suitable manner, building self-confidence to talk about themselves in positive terms and to show sensitivity to other’s needs and feelings.</p> <p><b>Life-Long Skills:</b> Adults support our children to become independent, modelling and supporting the development of important skills like using cutlery, changing clothes and washing hands. Reading is placed at the heart of all topic work with key texts shared regularly to help children explore themes. A love of books is promoted and encouraged. Children have opportunities to share their favourite stories regularly. All staff are committed to developing children’s vocabulary and introducing new words at every opportunity. Phonics, maths and writing is regularly and explicitly taught at different times throughout the day and both teacher-led and self-initiated opportunities to challenge thinking, explore ideas and try again are crafted.</p> <p><b>Global Citizens:</b> Using the children’s own experiences as a starting point for learning and then deepening and developing their understanding by providing a range of activities will give children a broad knowledge and understanding of the world around them including people, animals, places, transport, cultures, materials and weather. Staff have the confidence to adapt teaching and learning within a theme to follow the children’s interests and the lines of enquiry they create. There are planned opportunities for the children to share what is important to them and supporting them to understand that friends might have different interests.</p> <p><b>Live Our School Values:</b> Staff develop and stretch children’s vocabulary at every opportunity so they are able to confidently talk about their surroundings and question things that are happening. Children are given opportunities to self-initiate their learning and make choices about the equipment they will use to explore their ideas, where adults allow children to have the opportunities to explore their own ideas with carefully timed intervention to move learning forward. Children are encouraged to ask questions, having question words explicitly taught and modelled by adults in the setting.</p> <p><b>Appreciate The Arts:</b> Carefully planned opportunities for the children to use their senses to explore experiences, materials and objects are throughout every topic. Children are given opportunities to explore music through singing, playing instruments and performing for their peers. Children have access to a stage area in the outdoor learning environment and a variety of musical instruments. Children are given regular opportunities to listen and respond to music using movement, and are given access to art materials at all times so they can independently select which media to use whilst being supported to use it in new and unusual ways</p>					
<b>Our School Values</b>	<b>Initiative</b> Independently select resources and equipment from the environment to achieve a desired outcome.	<b>Resilience</b> Try again even when a task might be tricky	<b>Empathy</b> We think about how our actions and words affect our friends	<b>Self-confidence</b> We try new things and can say what we are good at	<b>Curiosity</b> We take time to explore the world around us	<b>Creativity</b> it’s time to add some personal flair or just be creative with what we have
<b>Assessment Opportunities</b>	In-house - Baseline data on entry Set up Tapestry	On going assessments Pupil progress meetings Parents evening	EYFS team meetings Phase meeting and internal moderations	Pupil progress meetings Parents evening EYFS team meetings	Cluster moderation EYFS team meetings	Pupil progress meetings End of year reports End of Year Data

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		EYFS team meetings In house moderation		Tapestry data	Phase meeting and internal moderations	
<b>Parental Involvement</b>	Harvest Assembly	Christmas Singing Afternoon Parents Evening	Stay and Play	Easter Singing Afternoon Parents Evening	Stay and Learn	EYFS Assembly Sports Day
<b>Communication &amp; Language</b>	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
<b>Daily Story Time Aims</b>	<b>Welcome to Nursery!</b> Stories retold repeatedly so they become familiar and leaving space for children to comment, join in and recall.  Read stories which model sequence of sentences describing the events and characters	<b>Tell Me A Story!</b> Encourage children to expand on their thoughts and add details to their accounts.	<b>Tell Me Why!</b> Give children thinking time so they are enabled to form what they want to say without the adult providing the words. Open conversations with 'I wonder what ..., why ...	<b>Talk it through!</b> Bring words encountered in stories and within activities to children's attention and encourage their use. Plan explicitly for new vocabulary to be introduced in activities and discussions	<b>What happened?</b> Provide role play and small world provision which enable children to replay familiar stories	<b>Time to share!</b> Give children thinking time to share their own predictions as to what might happen next in a story
<b>PSED</b>	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.					
<b>Managing Self &amp; Self-Regulation</b>  <b>Jigsaw PSHE</b>	<b>Being Me in My World</b> Help others feel welcome Try to make our Nursery a better place Think about other people's feelings Working with others  Children are encouraged to try different activities both inside and outside the classroom and they are praised when they try a new activity, choose their own resources and show independence	<b>Celebrating Difference</b> What am I good at? Including others when I am working and playing Know how to help someone Solving problems Use kind words Giving and receiving compliments  Adults encourage children's independence and creativity by commenting on ideas, choice and use of resources	<b>Dreams &amp; Goals</b> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	<b>Healthy Me</b> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	<b>Relationships</b> Knowing how to make friends Solving problems with my friends Helping others to feel part of a group Showing respect  Know how to help oneself or others when they feel upset Talk about the feelings of characters in stories and make links with children's own experiences and feelings	<b>Changing Me</b> Know that everyone is unique and special Expressing feelings when change happens Growing from a baby into an adult Who to ask for help if worried about change Looking forward to change

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<b>Physical Development</b>	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
<b>Get Set 4 PE Unit Indoor PE</b>				<b>Introduction to PE: Unit 1</b>	<b>Introduction to PE: Unit 2</b>	<b>Games: Unit 1</b>
<b>Fine Motor</b>	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills	Threading, cutting, weaving, playdough, Fine Motor activities.	Threading, cutting, weaving, playdough, Fine Motor activities.	Threading, cutting, weaving, playdough, Fine Motor activities.	Threading, cutting, weaving, playdough, Fine Motor activities.	Threading, cutting, weaving, playdough, Fine Motor activities. Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip
<b>Gross Motor</b>	Walk over low obstacle course, over wooden blocks, planks, balancing and jumping and how to land Provide large surfaces – walls, ground for large painting with water to develop arm and shoulder movement	Bikes, scooters, balancing bikes – follow a course, incorporate in role play, develop precision using pedestrian crossings, road signs, parking encouraging manoeuvres and control and changes in speed	Waving streamers, flags and scarves in windy weather Carrying large objects co-operatively and safely. Throwing and catching Bean bags in the hoop Moving like different animals	Building with large wooden blocks and planks	Walk over low obstacle course, over wooden blocks, planks, balancing and jumping and how to land Provide large surfaces – walls, ground for large painting with water to develop arm and shoulder movement	Creating group obstacle races as a team
<b>Literacy</b>	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
<b>Comprehension</b>	Enjoy looking at books on their own and with others Carefully consider and comment on illustrations in books Understand how to handle a book with care Begin to turn pages of thicker board books one at a time	Show increasing independence when selecting and looking at books Share ideas about books and links these to their own experiences Join in familiar rhymes Play with familiar stories using props and puppets		Finish sentences when adult pauses during familiar stories Ask and answer 'what' and 'where' questions Turn pages in a book one page at a time		
<b>Word Reading</b>	<p><b>Recognising print:</b> Identify familiar print e.g. authentic labelling on home corner items, logos etc.</p> <p><b>Listening and Attention and Auditory memory and sequencing:</b> Follow and join in with listening and attention games and action songs e.g. Simon Says. Retrieve up to 1-2 objects when asked.</p> <p><b>Environmental, instrumental, voice and body sounds:</b> Identify environmental sounds such as cars, knocking on a door, jumping in puddles etc. Identify and create common animal noises Begin to explore and understand that they can make noises with their voices and body. Begin to explore the noise instruments make.</p> <p><b>Rhythm and rhyme:</b> Enjoy and join in with number of different Nursery Rhymes Has a favourite Nursery Rhyme Begin to fill in missing rhyming words during story time Clap a simple beat with an adult (my turn, your turn) Begin to identify 2-3 syllables in words</p>					

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<b>Writing</b> See focus texts at start of document	Make marks using different movements Make marks in different media	Use the whole arm to make spontaneous marks and scribbles Make distinct marks	Make vertical marks and lines Make circular scribbles using clockwise and anticlockwise movements Show an understanding of direction in their mark making e.g. up, down, round, back, etc.	Produce side to side and to-and-fro scribble Continue to develop fine motor skills and pencil grip	Produce lines that intersect, beginning to make cross and grid-like patterns Scribble using v shapes, loops and vertical lines	Create and experiment with different symbols and marks Begin to make marks that convey meaning Write some letters accurately
<b>Maths</b>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding- such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
<b>Maths</b>	Recognise, name and match colours Sort by various attributes e.g. shape, colour Use the language of size when comparing objects e.g. big and small correctly To understand the concept of more Understand that counting starts at the number 1 Continue simple AB patterns Begin to use 1:1 correspondence when counting Count in rote to 3		Use some number names and language in their play Begin to subitise 1 and 2 objects Understand the concept of weight, beginning to use heavy and weight Identify objects that are different Compare amounts that are significantly different Match objects to stencils of the same shape Finding specific amounts of a number		Orders events in the day Complete a simple jigsaw Tag a larger number of objects using fingers when counting which may or may not always be accurate Count in rote to 5 Show an awareness of capacity e.g. which jug has the most water in Begin to use the language of height	

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<b>Understanding the World</b>	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them –from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
	<p>Identifying their family Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations and how they use transport to help them in their jobs. Long ago – How time has changed. Using cameras.</p>	<p>Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations. Talk about what they have done with their families during Christmas’ in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p>	<p>Listening to stories and placing events in chronological order. What can we do here to take care of animals in the arctic? Compare animals from a cold setting to those on a farm. Explore a range of arctic animals. Learn their names and label their body parts. Nocturnal Animals Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. What is best to wear in the cold? How do things melt? What melts. Mixing things, sieving and separating</p>	<p>School trip - discuss what we will see on our journey to the park and how we will get there. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a ‘Bug Hotel’ Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Look for children incorporating their understanding of the seasons and weather in their play. After close observation, draw pictures of the natural world, including animals and plants</p>	<p>Recognise similarities and differences between story settings and their own lives Understand how the school library and local library work and experience selecting books based on preferences and enjoyment Recognise key important figures in stories such as police officers Understand stranger danger and what to do to keep ourselves safe What happens at night and what is in the sky What makes things move</p>	<p>Use Handa’s Surprise to explore a different country. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes Making sense of different environments and habitats for animals Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Can children differentiate between land and water. Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>

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<b>Expressive Arts &amp; Design</b>	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	<p>Join in with songs, join in with role play games and use resources available for props</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Begin to mix colours, build models using construction equipment.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Listen to music and make their own dances in response.</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play parties and celebrations</p> <p>Role Play of The Nativity</p>	<p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Puppet making, Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Artwork themed around Eric Carle / The Seasons Art</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats, thinking about form and function.</p> <p>Encourage children to create their own music.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Retelling familiar stories</p> <p>Provide children with a range of materials for children to construct with</p>	<p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing underwater pictures.</p> <p>Learn a traditional African song and dance and perform it</p> <p>Exploration of other countries – dressing up in different costumes</p>