

Whitley Park Nursery Curriculum Sequence. Helping children to know and remember more

Intent:

It is our intent to ensure that children in the Early Years Foundation Stage at Whitley Park "learn and develop well and are kept healthy and safe." We aim to support children to build knowledge and skills in order to lay secure foundations for future learning and development. In accordance with our school values: [Aspire](#), [Believe](#), [Achieve](#) we aim for our children to have high aspirations for themselves as learners, to develop a sense of personal pride in achievement, and to believe by having an 'I can' and 'I will' attitude. We believe that enjoyment through an engaging and purposeful Early Years provision promotes aspiration, belief and achievement. We offer a curriculum based on the educational programmes in the EYFS statutory framework which are rich in memorable experiences and work hard to provide a stimulating learning environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning. We consider which themes, stories and experiences excite our children, and which produce the most powerful learning in terms of building children's communication, vocabulary, knowledge and skills within the Prime and Specific areas of learning. We also remain flexible enough to respond to children's interests and pride ourselves on designing the curriculum to promote interest, challenge and curiosity. It is our **intent** that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent and to interact positively with each other. We understand that play is an integral part of learning and this is at the heart of our Early Years curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.

Historical data tells us that many of our children enter Nursery with much lower than expected levels in Communication and Language and so we respond by planning an environment and provision rich in opportunities to develop language and vocabulary to enable our children to communicate more effectively in order to make progress across all areas of learning. Aiming to reduce the language gap and to improve children's oracy skills lies at the heart of everything we do.

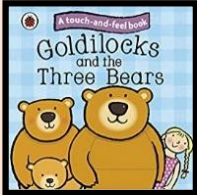


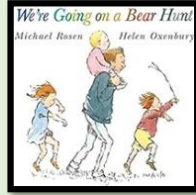
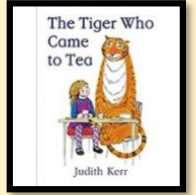
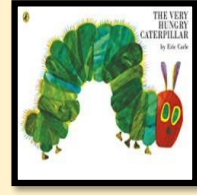
Implementation:

We meet the welfare requirements laid down in the Statutory Framework for the Early Years Foundation Stage effective Sep'21 and actively safeguard and promote the welfare of all of our children. We prioritise creating a 'language rich' environment through the use of core songs, nursery rhymes, stories and providing time for quality interactions between adults and between peers. Trained staff ensure that interactions are positive and progressive and much of our work is centred around supporting children to communicate more effectively, allowing children to flourish and gather and use words in order to become confident communicators. Nursery staff monitor communication skills carefully and work closely with our speech therapist to ensure we are meeting the needs of all children by applying generic strategies such as Colourful Semantics to support talk and by having individual targets for those children who need further support. Children are encouraged to develop early reading awareness through developing a love of books which help them to find out about new things and expand vocabulary and we embed Phase 1 Letters and Sounds principles into our practice to ensure children are well prepared with the pre-requisite skills for learning to communicate and to begin synthetic phonics in Reception. Children learn core number rhymes and develop their mathematical thinking through direct teaching and exploration. We want our children to become confident mathematicians who can apply what they have learnt in their play and exploration of numbers and numerical patterns to real life experiences. We also prioritise children's well-being, involvement and characteristics for effective learning to help them to feel happy, settled and eager to learn. Our fantastic outdoor provision enables our children to strengthen their core muscles through physical play, children spend time outdoors in their natural environment in all weathers. Children are supported to learn to work together, manage their feelings and ask questions through skilled adult facilitated play. We plan core texts as a basis for topic planning and progression of knowledge and skills. We have carefully considered which other books promote enjoyment, knowledge and vocabulary extension to support children's speech, language and communication development. Our topics are enriched with enhancements, trips and visitors. We understand the importance of parental engagement and believe that our parents have a crucial role to play in their children's education. We work hard to create strong partnerships between home and school. Parents receive topic overviews each half term to inform them of what their child is learning each half term. We now use Tapestry to enable parents to engage in their child's learning and share experience from home.

As part of the learning and teaching process, children are observed and assessed against what is typical for their age. These judgements are made on the basis of observations and in-depth knowledge of the children acquired through our interactions with our children. Ongoing observations and assessments are used to inform planning and next steps in teaching and learning for all children throughout their time in the Nursery.

Impact:

Our curriculum and its delivery ensure that children, from their own starting points make strong progress. Children develop their characteristics of learning and are able to apply their knowledge and skills learnt to a range of situations. Children become more confident to take risks and discuss their successes and failures with peers and adults drawing on their experiences to improve or adjust what they are doing. They are happy and settled and demonstrate eagerness to learn more. During their time with us children make good progress from their starting points and are prepared well for the reception year. We believe that the strong progress children make in the nursery is due to our carefully planned environment, enriched play-based and language rich curriculum, passion of staff team and the rigour of observation of our children to inform future planning.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Once upon a Story						
Rhymes, songs and poems	Twinkle Twinkle Little Star Twinkle Twinkle Chocolate Bar Baa Baa Black Sheep Baa White Sheep	Humpty Dumpty Jack and Jill 2 Little Dickie Birds 1,2,3,4,5 Once I caught a Fish Alive	Old MacDonald 5 Little Speckled Frogs This Little Piggy went to Market	Wheels on the Bus Wind the Bobbin Teddy Bear Teddy Bear Turn around	I'm a Little Teapot Miss Polly had a Dolly Pat-a-Cake Polly put the Kettle on 5 Currant Buns	Incy Wincy Spider There's a Tiny Caterpillar There's a worm at the Bottom of my Garden 10 in the Bed
Other linked stories to help to build language skills enjoyment and knowledge	Brown bear, Brown Bear Polar Bear Polar Bear Lift the flap-Rod Campbell Nick Sharratt-Rhyming books/Shark in the Dark/Park Helen Oxenbury Little Rabbit Foo Foo Where's Spot Peppa Pig Bartholomew Bear	Julia Donaldson Meg and Mog stories Winnie the Witch Aliens love underpants I want my Potty The Gruffalo The Gruffalo's child Diwali story Supertato Owl babies 'Our First Nativity	Spot the dog Mog stories The Great race-Chinese New Year Rosie's walk The Pig in the Pond Pig gets Stuck The Big Pancake	Going on a Lion hunt Going on an Egg Hunt The train ride The Shopping Basket Non fiction book about Chicks Brown bear, Brown Bear Polar Bear Polar Bear	Elmer stories Giraffes can't dance Down in the jungle Rumble in the jungle Dear Zoo Lift the flap farm stories Non fiction farm big book The elephant and the bad Baby Monkey puzzle	The Munching Crunching Caterpillar What the ladybird Heard Bad tempered ladybird The Mixed up Chameleon The Very Busy Spider

	Communication and Language Development					
Educational Programme	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.					
Provision Essentials	Goldilocks	Gingerbread Man	Three Little Pigs	Bear Hunt	Tiger who came to tea	Hungry Caterpillar
	House / café/shop The Three Bears' Cottage	Gingerbread man house/Ticket office & bus/ car wash/ garage	Builders /Emergency Services *Whitley Wok 'café	Outside- Sensory path-Bear Hunt Cave	Down in the jungle Outside – hairdressers/Garage	Train journeys/ticket office Bug Corner/ bug hunt School role play to support transitions
Establish shared rules & routines. Tidy up music/signal Good sitting/ Have you got your listening ears? Encourage children to 'use their words' To make eye contact To show awareness of the listener To begin to take turns in conversation MTYT Adults to match +1 and utilise all opportunities to echo back and build on children's talk using newly introduced vocabulary which has been explored through games, resources and in stories	Labelling items in the Nursery – ensure children know what the resources are called and what they are used for. 'What's in the bag' games to develop vocabulary encourage use in everyday play Knowing the names of staff and their peers. Shows interest in play with sounds, songs and rhymes. from spine Action rhymes linking actions to words Who, what, where/Simple prepositions and verbs. Develop concept big/little-Size language big/massive/huge/tiny – linked to topic story Joins in with repeated refrains in story sharing feelings, experiences and thoughts How are you feeling today? Asking for their snack in a full sentence. Remembering to say please and thank you. Understand a simple 2 part instruction-'get your coat and line up at the door' Use Colourful semantics to support children with speaking in full sentences.	Follows a simple 2 part instruction-'get your coat and line up at the door' Listens to stories with increasing attention and recall. Learning to Listen to other children and waiting for your turn to speak Talk about the ingredients for gingerbread men, describing the feel, smell and taste. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. 'Run, run as fast as you can' Understands more complex sentence- understands what, where who. Understanding simple verbs- running, hopping/ link with activities to ensure understanding Can retell a simple past event in correct order Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences – talk about a time they have celebrated e.g. birthday Colourful semantics – can children think of alternative words	Greater attention skills, increasingly able to take turns in conversation. Listen with increasing interest/recall Shows understanding of prepositions in, on, under e.g. wolf on the the roof, pigs in the house. Exploring Verbs – link with outside skills, jumping, hopping, pedalling Responds to simple instructions, e.g. to get or put away an object – can children tell you where it is? Uses word endings-pigs, houses Retell simple past events – what did they do at the weekend? What have they been doing this morning? What is a dragon? Do children think they are real they real – what does the Chinese dragon like to do? Trying noodles – taste, feel, trying to eat with chopsticks, name items of cutlery, which do they prefer to use – why? Adult role playing in restaurant with children – demonstrating language. Colourful Semantics – add 'where' for children who are ready to extend their sentences	Joins in with repeated refrains join in with increasing recall How & why questions Prepositions, in front, behind – use small world characters to demonstrate use of prepositions. Exploring adjectives-kind, scary, Uses more complex sentences – because, re tell events Ask questions? How is the bear feeling? Is there a time they have felt scared/sad/lonely – what could they do to make someone feel better. Builds up vocabulary that reflects the breadth of their experience. Talk about how the mud, grass etc feels on their feet Look at photographs of the settings – ask about their experiences eg have they seen snow, have they splashed in a muddy puddle? <i>Listening game – child closes eyes in middle of circle and other children take turns to say "It's only me!" child has to guess who has spoken.</i> <i>Bear Hunt Kim's game</i> <i>Colourful semantics – modelled and in the environment for children to form their own sentences</i>	Joins in with repeated refrains Can follow directions How & why questions – why did they have to go to the café? How would they feel if a tiger asked to come in for tea? Who would you invite if you had a tea party? Beginning to understand humour, nonsense, rhymes, - Elmer's antics Uses range of tenses, verbs e.g. I went to the shops/tomorrow I'm going to the park Uses intonation, rhythm & phrasing through songs and rhymes e.g. Down in the Jungle Uses talk in pretending that objects stand for something else in play, e.g. Remember what has happened from a longer story Make links to long ago, -The grocer/make comparisons- 'Deliveroo!'	Joins in with repeated refrains, anticipates key events .What do you think might happen next? Independently using the visual timetable to talk about what will happen. Understands humour – is able to find the humour in situations and recognise the humour in pictures and stories. Extends vocab, retells story with books, small world and dressing up, in narrative in play- and will innovate the story changing settings, characters etc. Uses language to imagine and recreate roles and experiences in play situations. Is able to use some life cycle language appropriately – eg. Egg, cocoon, butterfly. Talk about the foods the caterpillar ate, which they like and whether they are healthy. Which foods do they like to eat? How have they changed since they were babies? Speaks in sentences using 4-6 words Use colourful semantics to write the Very Hungry Caterpillar story so that children are able to 'read' it.

	Personal Social and Emotional Development					
Educational Programme	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 peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
Provision Essentials	Goldilocks	Gingerbread Man	Three Little Pigs	Bear Hunt	Tiger who came to tea	Hungry Caterpillar
Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when Encourage children to talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried because.....'	Develop relationship with key worker/teacher. – why it is good to share/take turns. Plays alongside others Interested in others' play and starting to join in. Seeks out others to share experiences- how to join in Separates from mum Becoming familiar with new environment responding to routine Seeks comfort from familiar adults when needed. Can express their own feelings such as sad, happy, cross, scared, worried. Responds to the feelings and wishes of others. Sing songs to learn each other's names eg Greeting song, Ickety tickety bumble bee. Select and use activities and resources, with help when needed	Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Can select and use activities and resources with help. Welcomes and values praise for what they have done. Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. Begin to develop friendships with other children Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities	Develop relationship with key worker/teacher. Demonstrates friendly behaviour Developing confidence, becoming more involved, increased attention Behaviour model/shared rules Sing songs to learn each other's names eg Ickety tickety bumble bee. Has sense of understanding why rules are important Play with one or more children, extending and elaborating play ideas	To play in a group, building up play with others – ring games, board games learning to take turns. To be confident selecting new resources and playing with them. About being a good friend and thinking about how we can help each other – thinking about our kind hands, feet and words. How we feel if someone is unkind- what can we do to make others feel happy? Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. Play with one or more other children, extending and elaborating play ideas.	Respond to what others are saying/ initiates conversations Shows more confidence- with other chn & when seeking help. Communicates more freely about home & community Sing songs to learn new children's names names eg Ickety tickety bumble bee. Begin to understand how others may be feeling -Remember rules without an adult to remind them Become more outgoing with unfamiliar people, in the safe context of their setting.	Takes account of others views, begins to resolve conflict – reflect on how someone else might be feeling make links with their own feelings Welcomes & values praise. Can express interests and opinions. Is secure, confident and shows high levels of well being Behaviour model/shared rules & School role play and school visits/story times to support transitions into Reception Nursery Graduation Picnic Can play alongside others within the environment Can express their feelings Consider the feelings of others Talk with others to solve conflicts Increasingly able to follow rules, understanding why they are important

Educational Programme	Literacy					
	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).					
Provision Essentials	Goldilocks	Gingerbread Man	Three Little Pigs	Bear Hunt	Tiger who came to tea	Hungry Caterpillar
	In the Nursery we echo the thoughts of Pie Corbett and believe that through repetitive, memorable and meaningful storytelling of a well-known text children build vital reading skills. They learn about settings, characters, events and story sequence and they also learn new vocabulary. By following a story map when exploring our core texts children are developing the tracking skills necessary to follow pictures and print. They learn to internalise the story so that it becomes their own. Language is learned by 'hearing it' and then by 'saying it' The core texts we have selected are repetitive and memorable because we also plan rich learning experiences in our provision to bring the stories to life.					
Understand the 5 key principles about print <ul style="list-style-type: none"> Print has meaning It has different purposes English Text is read from left to right and top to bottom The names of different parts of a book Page sequencing Engage in extended conversations about stories learning new vocabulary	Goldilocks & The 3 Bears/ Brown Bear, Brown Bear Nursery rhymes – Humpty Dumpty, Twinkle, Twinkle, Baa Baa Black sheep Letters & sounds –Listening skills – identifying sound of instrument when played behind screen recognising own name Family names Who box Trace/ copy/ write name Phonics - Letters and sounds Phase 1 - General sound discrimination Show whole body listening – show picture prompt listening moments, listening walks, mimic me, describe and find it, Listening to adults and each other Environmental sound – What's inside the jar, sounds have meaning.	Gingerbread Man/ Nativity Fill in missing words in nursery rhymes Oral sound talk Phase 1 letters and sounds activities Advertising logos Letters in my name Who box Trace/ copy/ write name Firework words Phonics - Letters and sounds Phase 1 – General discrimination and instrumental Sing nursery rhymes with props/ Change the endings. Learn a few instrument names and play – which instrument, change volume children to copy, Make shakers – children to play loudly and quietly. Make a Celebration cards	3 little Pigs/ Pets Rhyming words Advertising logos Oral blending/ segmenting-“ Can you find the p-i-g, d-o-g? etc Trace/ copy/ write name Phonics - Letters and sounds Phase 1 – General discrimination and Body percussion – Action songs, Animal sounds, Ring games – this is the way we..., Pied Piper game, syllable tracker, onset posting, onset rhyme, learn about rhyming – play rhyming games, share rhyming books, rhyming lotto Make a Valentine's day card	We're going on a Bear Hunt Tell story allowing time for children to join in. Use puppets to tell story and leave out for children to use. Rhyming words Story sequencing cards Figures in small world area Encourage children to join in with repeated refrain Read We're going on an Egg Hunt Bear shaped paper to draw/write' their story Demonstrate a giant story map leave out special paper for their own Phonics - Letters and sounds Phase 1 – Voice sounds Mouth movements with mirrors – blowing, sucking, wiggling and stretching their tongues Make a trumpet and experiment with making different sounds – the wail of a siren, the honk of a horn, the peep of a bird Chain games with sounds, target sounds Talk about how we change our voice when telling stories – practise with the Bear Hunt story Matching sound pairs, sound corner run. Make a Mother's Day card	The Tiger Who Came to Tea Early phonics Songs and rhymes Using puppets and small world to retell the story Phonics - Letters and sounds Phase 1 – Initial sounds and alliteration, talking about and remembering sounds Dinosaur initial sound game, objects in the ice I spy games using children's names Use children's names with alliteration eg Sam's super scarf Making aliens, Digging for treasure, Bertha goes to the zoo Tony the train's busy day, Our sound bag, hidden in the sand I went to the shop and bought a... Silly soup, I spy Make a Father's Day card	The Very Hungry Caterpillar Reading story and retelling using puppets/ small world Story maps demonstrated and special paper left for children to record their own attempts Advertising logos Trace/ copy/ write name/ label/ caption/letter formation Phonics - Letters and sounds Phase 1 – Oral blending and segmenting Metal Mike does segmenting and blending, toy talk, clapping sounds, cross the river game, seggy rhyme Make a postcard and send it (trip to the post box)

	Mathematics					
Educational Programme	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.					
Provision Essentials	Goldilocks	Gingerbread Man	Three Little Pigs	Bear Hunt	Tiger who came to tea	Hungry Caterpillar
Count in everyday contexts, bring opportunities for maths in all areas of provision Encourage children to notice patterns and arrangements Provide 'sort and talk' collections Develop fast recognition of small quantities of objects to at least 3 (subitise) Recite numbers past 5 Daily model of Saying one number for each item in order Know last number in count = total (cardinal principle) Lots of practise of 'show me' fingers to 5 Describe a familiar route/ discuss routes and location	Counting/reciting no. names in sequence/ matching number & quantity/sets of/more/less/number track/dice, Counting 3 bears, bowls, chairs and beds. Counting children when in group, lining up Counting drinks and fruit Time, - looking at our visual timetable and now and next board. Measures looking at the sizes of the bears comparing – big, bigger, biggest, small, smaller, smallest – also use compare bears, Sort and talk table-bears/ natural –leaves, conkers, acorns, cones. objects. Shop- food sorting / categorising/ counting back into baskets counting & sorting by colour Birthday Bear we are 3, we are 4, candles on cakes. How tall, measuring Wallpaper patterns	Counting/reciting no. names in sequence/ matching number & quantity/number track/dice sets of/more/less/same Time, shapes, measures buying tickets, bus maths, matching numbers on seats, how many on, off bus/ traffic survey sort & talk- transport sorts ingredients, first, next, counting conkers/ leaves Make ABAB patterns such as stick, leaf, stick, leaf and draw attention to patterns e-g spots/stripes in everyday contexts	Counting/reciting no. names in sequence/ matching number & quantity/sets number track more /less/same/add Time,shapes, measures.House sorting-how many rooms, sort & talk –furniture/ petsDoor numbers /counting pigs/ sorting pigs 999 emergency-telephone numbers/ Fav. café.Sort and talk fruit & veg Sorting	Counting/reciting no. names in sequence/ matching number & quantity/sets/ number track of/more/less/same/add/subtr act Count how many times they could catch the pancake/ how many times they dropped it. Easter egg hunt – who found more/fewer – open them and count the treasure inside match quantity to the number. Weighing ingredients for pancakes – do we need more or less of each ingredient	Counting/reciting no. names in sequence/ matching number & quantity/sets /number track of/more/less/same/add/ subtract Time, shapes, Big and little-shoe sorts can you find your shoe's pair. Counting reliably to 10 (and beyond) Ladybird doubles Counting animal Using dice to count animals into field-how many altogether /animal dominoes	Counting/reciting no. names in sequence/ matching number & quantity – how many pieces of each fruit did the caterpillar try? Adding the some of the food together to find out how a subtract/ number track Time, shapes, measures Where are we going- times and timetables, how long, how many people going etc Sort & talk clothing- packing a suitcase. Sock sorting- counting in 2's finding doubles Butterfly symmetry – paintings, Duplo and in the environment

	Understanding the World					
Educational Programme	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.					
Provision Essentials	Goldilocks	Gingerbread Man	Three Little Pigs	Bear Hunt	Tiger who came to tea	Hungry Caterpillar
Use all their senses to explore hands on experiences of natural materials- sensory tuff trays of collections with similar and/or different properties- 'sort and talk' using widening vocabulary eg collection of bark, leaves, seeds. Shells and pebbles and provide magnifiers Provide lots of opportunities to experience changes to materials- cooking/melting /sinking/floating Develop awareness of different features/places/ countries in our world	Harvest / Diwali/ Dashain colour / pattern Halloween/ lights/ henna hands Family, similarities, differences, traditions, special events- birthdays celebrations/customs Invite parents in to talk about how they celebrate Small world-dolls house, animals dinosaurs etc Talking buttons, mob phones, laptops, in role play CD player Beginning to make sense of own family history-family photo albums for children to visit and re visit/ add to throughout year .Harvest apples and make crumble	Bonfire night-sights & sounds Use binoculars and magnifying glasses to look at natural materials Autumn- colours/ natural world/looking closely at signs of autumn/ weather/day and night Animals- fox, hedgehog, owls, Hibernation. Small world- Small world-transport/garage/ road mats/Woodland/animals /boats /nativity /technological toys Encourage care and respect for living things e.g. spiders and bugs we find in and around Nursery Find out why the gingerbread man could not go in the river – children to experiment with water and a gingerbread man. Plant bulbs	People who help us Whitley Wok Café Interest in different occupations emergency services/walkie/talkies Where do we live & links to wider world/ animal homes Celebrating promoting British Values modelling & supporting Sounds lotto /materials Talk about different forces they can feel when they stretch/ how the water pushes up when they push a plastic boat under it Builder to visit to show us how to build a strong house. Visit library with children and parents encourage parents to become members	Talk about what they observe- growing, gardening-plants, animals, natural objects Cooking/ tasting/ pancakes food using cameras / digital photo frame What changes take place when you make pancakes could you flip a pancake when the mixture first goes in the pan – get children to explain their answers. Model correct vocabulary whilst making the pancakes – reinforce/listen out for language in role play area. Where do eggs come from? What happens to an egg when if it is looked after by its mother? Plant seeds to grow – 'long wavy grass'	Farm animals & young Visiting farm Care and concern for living creatures Wild animal facts-non fiction - finding information in books and the internet. Sounds lotto environmental noises Look at the tiger's teeth – how can we look after our own teeth. Use large teeth/toothbrush to demonstrate a good cleaning routine. Talk to the children about their dental hygiene routine. Trip to the park – look at a simple map to find out how to get there.	Local Environment Recycling develop understanding of growth, decay, change over time Computer and tablets-age app games Exploring other countries/cultures and traditions-where are we on the world map Bug facts – use bug catchers – discuss the importance of handling carefully,returning them to where they were found. Finding the Uk on a world map – finding out where Reading is on a Uk map. Make and send a postcard (trip to the postbox) Observe the changes that take place with a butterfly from egg to butterfly.

Commented [SP1]:

	Expressive Arts and Design					
Educational Programme	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					
Provision Essentials	Goldilocks	Gingerbread Man	Three Little Pigs	Bear Hunt	Tiger who came to tea	Hungry Caterpillar
	Investigate range of construction Enjoy learning & joining in with new songs Develop sense of rhythm through dance Explore different musical instruments Model use of paints, glue sticks and other materials Explore paint /malleable materials/ printing technique Ourselves paintings Colour collages/ junk modelling Dancing-streamers/ ribbons/ dressing up	Investigate range of construction Explore use of. hole punch, stapler, tape and glue Enjoy learning & joining in with new songs Develop sense of rhythm through dance Explore different musical instruments Leaf printing/ sewing gingerbread men /make a boat Christmas art & craft activities Christmas Nativity play Make decorations and cards	Investigate range of construction Enjoy learning & joining in with new songs Develop sense of rhythm through dance Explore different musical instruments Building houses/ vehicles Role play café. Making dragon, dragon dances Listen and dance to Chinese music.	Investigate range of construction Enjoy learning & joining in with new songs Develop sense of rhythm through dance Explore different musical instruments Easter arts & crafts- Easter baskets Building dens/ shelters for pets/ camping – large paper to draw plans Paint/collage bears Learn rhymes and songs about bears Use clay/salt dough to make bears – paint and add features when dry/cooked	Investigate range of construction Enjoy learning & joining in with new songs Develop sense of rhythm through dance Explore different musical instruments Exploring pattern/colour & materials Elmer's parade Painting elephants and tigers Letters and Sounds – Aspect 6: Voice sounds Talking about sounds Main purpose To talk about the different sounds that we can make with our voices Singing songs Provide a wide selection of rhymes and songs on CD or tape so that the children can choose to listen to and join in with their favourites, and can extend their repertoire. Look, listen and note Look, listen and note how well children: use appropriate vocabulary to talk about different voice and speech sounds.	Investigate range of construction Enjoy learning & joining in with new songs Develop sense of rhythm through dance Explore different musical instruments Maps and pans Mixed media pictures of themselves with their medals. Paintings from photos of local area observations

