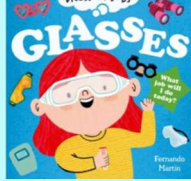
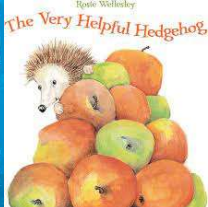
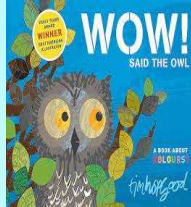
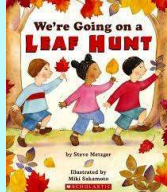
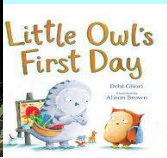
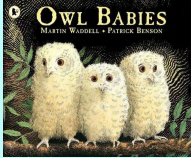
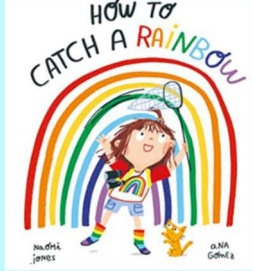
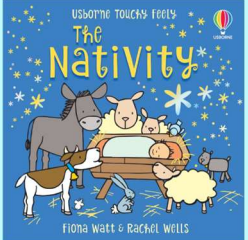
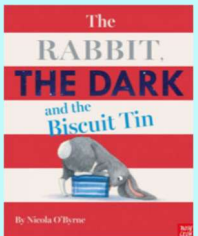
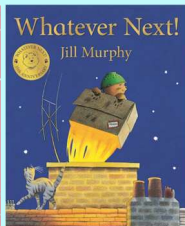
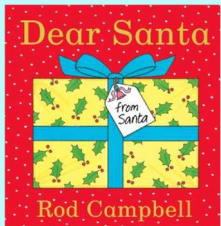
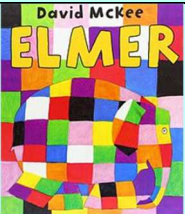
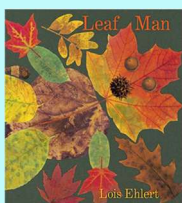
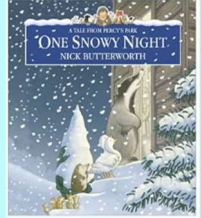
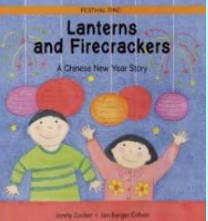
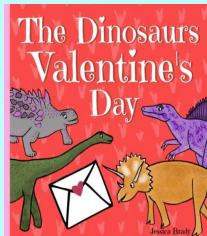
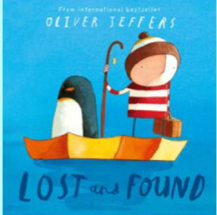
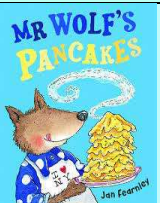
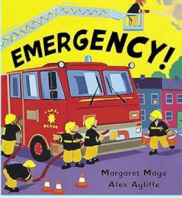
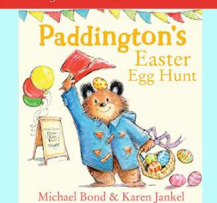
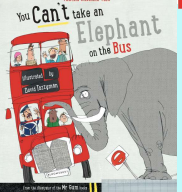
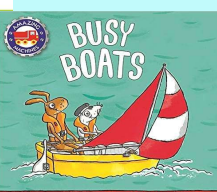
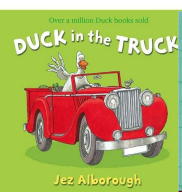
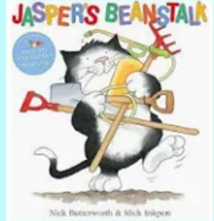
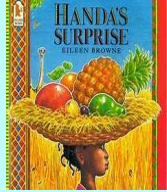
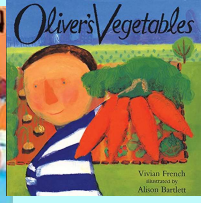
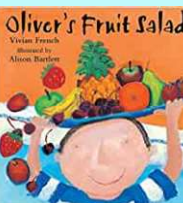
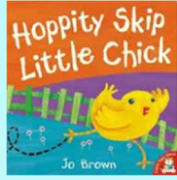
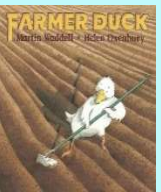


Nursery – Our Curriculum Offer 2026-2027

This EYFS Curriculum has been made in conjunction with the EYFS statutory guidance and with reference to development matters. It is a working document, and therefore themes / topics may change slightly depending on the children’s interests and fascinations. We want the children to experience purposeful learning opportunities that reflect things that are happening in the real world. We will provide essential knowledge, through these experiences, that children will need to prepare them for future learning.

Area of Learning	Autumn 1 – All about Me/I am an Owl now Learning about Autumn 8 weeks	Autumn 2 – Colour and Light Celebrations 7 weeks	Spring 1 –Cold Places Near and Far 6 weeks	Spring 2 – It’s time to travel! Vehicles 5 weeks	Summer 1 – Let’s get growing! Food and Making Healthy Choices 6 weeks	Summer 2 –Down on the farm 7 weeks
Core texts						

Above and Beyond	Transition sessions Exploring our school Stay and explore our nursery (with parent/carer)	Dingley Dell woodland exploration Autumn walk World Nursery Rhyme Week – 9th-13th November 2026 Seasonal Sparkle – Stay and play Nativity	Money week Stay and Explore (January starters) Chinese New Year 6 th february Valentine’s Day traditions 14 th February Pancake day – Tuesday 9 th february Valentines stay and play	‘Growing and changing’ World Book Day 4th March <i>Easter crafts stay and play</i> <i>Mothers day 7th march</i>	Teddy bears picnic stay and play	Hesketh Farm visit Fathers day - 20 th June Nursery Graduation Rose Day
Communication and Language 	Children learn and perform the rhyme of the week Story tray provided for each book for children to use new vocabulary. Weekly show and tell sessions in family groups - weekend events, family news, holidays, birthdays Non-fiction books about autumn to be shared and new vocabulary introduced Listening games - everyone with brown hair hop. Games to promote using names of others (x and x switch places) Following simple instructions Introduce social phrases - good morning, how are you? Discuss the order of the day using visual timetable - what will happen next Playing with sounds, songs and rhythms during Law Lau, squiggle whilst you wiggle, rhyme time and story time Answering the register. Re-reading weekly key text and exploring unfamiliar vocabulary. Adults model new vocabulary in role play. Quality interaction between children and staff in all areas at all times. Using simple and complex sentences. Modelling the correct use of language	Children learn and perform the rhyme of the week Listening games (count claps, jump when you hear the bell) Using names of others Following simple instructions Playing with sounds, songs and rhythms in provision using previously taught songs and rhymes and instruments Discuss the changes observed when baking. Non-fiction books about different celebrations to be shared and children share their own experiences of these. Begin to retell stories using props, puppets and costumes. Listen to and recreate bonfire sounds/ celebration sounds Share how / what we celebrate in our homes using photos and objects. Adults to use ‘I wonder..’ questioning to provoke thoughtful interactions with children. Listen to short stories and show awareness of main themes or events. Join in with familiar stories when being read. Begin to make interaction with others in play by commenting of what others are doing. Build up a repertoire of familiar songs and rhymes using gestures. Understand how to be a good listener.	Children learn and perform the rhyme of the week Story tray provided for each book for children to use new vocabulary. Predict the changes when baking. Questioning and answering games (4 corners, would you rather, who am I) Staff to model speaking in full sentences Begin to speak in more complex sentences (and, because) Discuss environmental sounds/ instrument sounds. Join in with familiar songs, rhymes and stories. Adults to use ‘I wonder..’ questioning to provoke thoughtful interactions with children. Follow instruction with two parts. Listen and focus on an activity not of their own choosing for a short period of time. Promote good listening skills (face partner, eye contact, listen then respond) Shift attention from one thing to another without support. Maintain attention in small group.	Children learn and perform the rhyme of the week Questioning and answering games (4 corners, would you rather, who am I) Predict the changes when baking. Non fiction books about transport to be shared and new vocabulary introduced. Retell familiar stories using props, puppets and costumes Staff to model speaking in full sentences Quality interaction between staff and children in all areas at all times Speaking games (what is in the box?) Adults to use ‘I wonder..’ questioning to provoke thoughtful interactions with children. Begin to listen to longer stories. Use talk within play to engage others Begin to use different tenses. Family group problem solving task.	Children learn and perform the rhyme of the week Story tray provided for each book for children to use new vocabulary. Discuss what is a vegetable / fruit. Explain the method when baking (first, next, finally) Non fiction books about growing and farming to be shared with new vocabulary introduced Adults to use ‘I wonder..’ questioning to provoke thoughtful interactions with children. Engage with story time sessions, rhymes and songs and comment on what they have seen and heard. Listen to longer stories Follow and sequence 3 things. Comments on what is being read. Create own story line in play Investigation station with magnifying glasses to encourage children to comment and ask questions. Begin to ask and understand how and why questions	Children learn and perform the rhyme of the week Explain the method when baking (first, next, finally) Non fiction books about animals to be shared. Connect ideas using and, because. Talk about past and present Create own story line in play Adults to use ‘I wonder..’ questioning to provoke thoughtful interactions with children. Begin to ask and understand how and why questions Family group problem solving task

	Adults to use 'I wonder..' questioning to provoke thoughtful interactions with children	Family group problem solving task - how can we let Santa know we have found one of his reindeer?				
	Begin to listen and focus on an activity not of their choosing for a short period of time					
Personal, Social and Emotional Development 	Circle time - Learning names, getting to know each others interests. Small group activities during provision time to encourage interactions and friendships. Put your hand in the air to indicate you wish to speak (turn taking) SLT invited to share a story once per week Class visual timetable visible, explained revisited throughout the day Learning class rules and routines - choose it, use it, put it away Create own owl to hang on the birthday tree - feel a sense of belonging Minimal provision to support tidy up time Family group problem - create class rules Vote for next half term's role play How to pour a cup of water sensibly modelled - drinking water available in provision Support at snack time - collecting, handing out, peeling modelled by adult	Continue to support friendships through games, circle time, family group Re-visit class rules and routines often During WOW week encourage children and parents to share child's interests which can be brought into provision Increase basic provision and learn how to tidy these away Introduce 'look!' area in building area giving chn a chance to save models and feel proud of achievements Children collect own milk and snack at snack time. Faith leaders from our community invited to discuss their celebrations - Diwali and Christmas Children pour own water in provision Children independently wash hands before snack and baking Family group problem - Santa's toys have fallen out! What could they do? Talk about our feelings and examples of when we feel this way Independent toileting and handwashing encouraged. Children encouraged to take shoes and coats off and on independently. Support given with fastenings Discuss how to keep ourselves clean and why it is important to do so.	Deepening friendships, cooperation and working as a team in Dingley Dell and during PE Encourage increasing independence - have challenges in the areas for chn to choose as well as continuous provision Adults to encourage selecting and using resources independently - I wonder what you will make today, how could we join those? Begin to talk about the choices made - I wonder why you chose that box to join with the tube Increase basic provision Children collect own milk and snack at snack time and peel skin with little support. Children pour own water in provision Children wash bowls after baking with support and cups after using the water station Family group problem - puppet is feeling sad. How could we help? Invite parents in once per week to share favourite story Begin class yoga and discuss ways to help us feel calm	Sharing and turn taking - serving yourself at snack times Children collect own milk and snack at snack time and peel skin with little support. Selecting and using resources independently Begin to talk about the choices made Children able to talk confidently about their learning. Children pour own water in provision Children wash bowls after baking with support and cups after using the water station Family group problem - the Easter bunny would like to make a new friend. What could he do? Invite parents in once per week to share favourite story Continue class yoga Discuss how characters are feeling during story time - what could we do to help / have we ever felt this way? Children encouraged to put on all weather kit and wellies independently including fastenings	Deepening friendships/ cooperation and working as a team - PE games, Dingley Dell group tasks Re-visit need for good manners - please and thank you Children able to talk confidently about their learning Children serve a friend milk and snack at snack time and peel skin with little support. Children pour own water in provision Family group problem - there is not enough snack for everyone to eat, what could we do? Children wash bowls after baking and cups after using the water station Invite parents in once per week to share favourite story Children to put on all weather kit and wellies independently including fastenings Discuss healthy food choices and the importance of this	Preparation for transition and graduation - discuss changes (look at photos throughout the year) Visit Reception Talk and ask questions with unfamiliar adults - meet the Reception team. Children able to talk confidently about their learning - look through learning journey Transition and graduation events. Children serve a friend milk and snack at snack time and peel skin with little support. Children pour own water in provision Children wash bowls after baking and cups after using the water station Invite parents in once per week to share favourite story Family group problem - puppet is excited about starting school, how do we feel? What can we do to prepare?

	Begin to understand different feelings through story characters Children taught hand washing routine before snack and baking and discuss importance of this Support during toilet breaks, reminding children how to clean themselves and wash hands independently. Children taught how to put on all weather kit and wellies and to take shoes off		Children encouraged to put on all weather kit and wellies independently and taught to use zips	Discuss how to keep ourselves safe and people who can help us to do this		
Physical Development Children improve their gross and fine motor skills daily by engaging in different ‘finger gym’activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, playdough modelling	Gross/fine motor Adults will model how to use outside climbing/ balancing / building equipment Weekly Laulau, dough disco, squiggle whilst you wiggle sessions in family groups Parachute games during movement afternoon and outdoor gross motor exploration Danny Go and action songs each morning to encourage crossing the mid line Finger gym activities in provision - tweezers, sorting with small objects, cutting, messy play with foam Triangular pencils in provision Teaching scissors in provision Zips and fastenings modelled to chn Chn taught how to put a coat on independently	Gross/fine motor Move our bodies in different ways during hall movement time (crawl, slither, hop, skip, jump, balance) Children encouraged to work in teams when accessing the building equipment, carrying larger bricks and planks together. Children encouraged to copy and create movements to Nativity and Diwali songs. Weekly Laulau, dough disco, squiggle whilst you wiggle sessions in family groups Danny Go and action songs each morning to encourage crossing the mid line Teaching scissors in provision Triangular pencils in provision with grips Chn encouraged to put a coat on independently. Zips and fastenings modelled to chn - available on dolls clothing and dress up costumes in class	Gross/fine motor Circle games and movement in response to music during hall movement time Chopsticks in provision Scarves to be used to create movements to traditional Chinese music Weekly Laulau, dough disco, squiggle whilst you wiggle sessions in family groups Hole punchers and paper ties in provision to make snowflakes Danny Go and action songs each morning to encourage crossing the mid line Chn encouraged to write the first letter of their name in sand, glitter, paint, chalk Chalk to create rainbows outside Create movement story for whatever next (sit down, blast into space, splash in a bath, lay down for bed) Cutting patterns in provision	Gross/fine motor Team games - relays during outdoor gross movement time and hall time Dough Disco, squiggle while you wiggle, Lau Lau Single hole punchers and paper ties in provision Danny Go and action songs each morning to encourage crossing the mid line Chn encouraged to write the first letter of their name on paper/ whiteboard Traffic light game, exploring speed and managing changes in direction Movement in response to transport songs - wheels on the bus, big red tractor Transport and paint on large paper for children to make tracks along the floor	Gross/fine motor Ball skills taught during outdoor gross motor exploration Spades and shovels outside to support planting and growing topic Dance - responding to sounds with movement Dough Disco, squiggle while you wiggle, Lau Lau Chn encouraged to copy their first name Paper clips, split pins, treasury tags in provision Morning whiteboard drawing task	Gross/fine motor Obstacle courses during outdoor gross motor exploration for chn to decide whether to hop, roll, run across an area/ apparatus Hoppity skip little chick obstacle course during hall movement time Take part in Nursery sports day Rose Day dance rehearsal and performance Improve and consolidate gross and fine motor skills Chn encouraged to write their first name Dough Disco, squiggle while you wiggle, Lau Lau Morning whiteboard drawing task Paper clips, split pins, treasury tags in provision
Literacy  Books read daily	<u>Reading</u> 'book of the week' and linked story tray Daily stories Labels and books in all provision areas When chn are tidying point to labels with pictures and text explaining print carries meaning	<u>Reading</u> 'book of the week' and linked story tray Daily stories Learn alternative rhymes (twinkle twinkle chocolate bar) and change words in rhymes baa baa pink sheep Learn the names for different parts of the book Labels and books in all provision areas etc Indoor and outdoor reading opportunities	<u>Reading</u> 'book of the week' and linked story tray Daily stories Visits to Reading Village and library Labels and books in all provision areas etc Sort objects beginning with the same initial sound	<u>Reading</u> 'book of the week' and linked story tray Daily stories visits to reading village and library Labels and books in all provision areas etc Indoor and outdoor reading opportunities	<u>Reading</u> 'book of the week' and linked story tray Daily stories visits to reading village and library Labels and books in all provision areas etc Indoor and outdoor reading opportunities	<u>Reading</u> 'book of the week' and linked story tray Daily stories Visits to reading village and library Labels and books in all provision areas etc

We follow Read Write Inc for Phonics from Summer 1	Encourage chn to join in with repetitions in books	Themed reading area Recognise words with the same initial sounds Make a Christmas list and miss out the first letter of each word for chn to help fill Name recognition at self-registration and in provision (name lanyards in writing/ art / junk modelling stations) Phase 1 games	Miss out words in the previously learnt rhymes for chn to fill in the blank Indoor and outdoor reading opportunities Name recognition at self-registration and in provision (name lanyards in writing/ art / junk modelling stations) Independent book time before registration Phase 1 games	Independent book time before registration Name recognition at self-registration and in provision (name lanyards in writing/ art / junk modelling stations) Clap out syllables in words - use rhythm sticks Phase 1 games	Independent book time before registration Name recognition at self-registration and in provision (name lanyards in writing/ art / junk modelling stations) Use magnetic letters to make vc and cvc words Phase 1 games	Indoor and outdoor reading opportunities Independent book time before registration Name recognition at self-registration and in provision (name lanyards in writing/ art / junk modelling stations) Phase 1 games
	Sounds recognition Listening skill development- phase 1 activities Environmental sounds - What’s that sound? game, environmental sounds, listening walks, what sounds can you make? Outdoor drumming – chn use a stick to make different sounds outside, sound bingo, what’s in the box?, describe and find (this animal has 4 legs and oinks), list sounds likes (songs) and not liked (dog bark) Instrumental – new words to old songs, which instrument? Adjust the volume, movement match to instrument (chn move to different instruments and decide how to do so for each different one) Matching sound makers (each child has an instrument and T plays an instrument can chn identify if theirs), story sounds, musical show and tell, animal sounds Body percussion – action songs, listen to music, roly poly, follow the sound, noisy neighbour, words about sound, pied piper Rhythm and rhyme – rhyming books, learning songs and rhymes, listen to the beat, our favourite rhymes, rhyming soup, rhyming bingo, playing with words, rhyming pairs, songs and rhymes, find the rhyme, rhyming puppets, odd one out, I know a word Alliteration – I spy names, sounds around, making aliens, digging for treasure, Bertha goes to the zoo, Tony the train’s busy day, musical corners, our sound bag, name play, mirror play, silly soup Voice sounds – mouth movements, voice sounds, making trumpets, metal mike, chain games, target sounds, whose voice?, sound lotto, give me a sound, sound story time, watch my sounds, animal noises, singing songs Oral blending and segmenting – simon says (touch your t-oe-s), toy talk, clapping sounds, which one?, cross the river, I spy, segmenting, sounds, counting phonemes,					Phonics Read Write Inc summer term Phonics Read Write Inc starts set 1 sounds m a s t d l p n g o c k u b f k e l h r j v w y z x (25 single letter sounds) digraphs for more able – sh, ch, th, qu
	<u>Writing Opportunities</u> Strengthening fine motor skills with daily finger gym opportunities (dough, dough disco, tweezers, threading, cutting) Different mark making tools available – pens, pencils, felt tips, crayons, paint Pencil grips to support correct formation Lined paper, cards, plain paper available in provision	<u>Writing Opportunities</u> Name lanyards in writing/ art / junk modelling stations Opportunities to make marks in messy areas – sand, glitter, play snow, shaving foam Different mark making tools available – pens, pencils, felt tips, crayons.	<u>Writing Opportunities</u> Name lanyards in writing/ art / junk modelling stations Support to record first letter of name Grips and techniques shared to promote pencil being held correctly Making marks with a purpose – enhancements added to provision Making cards ie Mothers’ day/ Chinese New Year / valentines day Black paint, red paper and alphabet mats provided to write in the style of a Chinese writer	<u>Writing Opportunities</u> Chn directed to lanyards to support writing letters in names Name lanyards in writing/ art / junk modelling stations Name writing activities with paint, pens, chalk, glitter and paintbrushes Making marks with a purpose – enhancements in provision Making cards ie Easter Write travel tickets / passports.	<u>Writing Opportunities</u> Writing first name – with lanyard support Name lanyards in writing/ art / junk modelling stations Name writing activities with paint, pens, chalk, glitter and paintbrushes Understanding marks made – name of self and others Making labels for plants Write a shopping list with healthy food	<u>Writing Opportunities</u> Understanding marks made – name of self and others Letters and postcards from holidays and the seaside Name writing activities with paint, pens, chalk, glitter and paintbrushes Animal lists

	Name lanyards in writing/ art / junk modelling stations	Lined paper, cards, plain paper available in provision Clipboards added to building area and lists in home corner Colouring opportunities in provision to encourage mark making Christmas cards, lists				
Mathematics Following White Rose Maths	Autumn 1 Settling in / routines / order of the day / day / date Counting chn in small groups / when lining up / after register Number songs, counting children at carpet time / lining up, counting in provision WRM - Comparison 1 (2 weeks) WRW - Explore and build with shapes and objects(2 weeks)	Autumn 2 Routines / order of the day / day / date Counting chn in small groups / when lining up / after register Mark making tools available in maths area Number songs, counting children at carpet time / lining up, counting in provision Order the nursery timetable WRM - Explore repeats WRM - Hear and say number names (2 weeks) WRM - Begin to order number names WRM - I see 1, 2, 3 (2 weeks) WRM - Join in with repeats	Spring 1 Routines / order of the day / day / date Counting chn in small groups / when lining up / after register Mark making tools available in provision Number songs, counting children at carpet time / lining up, counting in provision Make a story map WRM - Explore position and space WRM - Show me 1, 2, 3 WRM - Move and label 1, 2, 3 WRM - Explore position and routes WRM - Explore patterns (2 weeks)	Spring 2 Routines / order of the day / day / date Counting chn in small groups / when lining up / after register Make a classroom map Number songs, counting children at carpet time / lining up, counting in provision WRM - Take and give 1, 2, 3 (2 weeks) WRM - Match, talk, push and pull WRM - Talk about dots WRM - Compare and sort collections	Summer 1 Routines / order of the day / day / date Counting chn in small groups / when lining up / after register Number songs, counting children at carpet time / lining up, counting in provision Make a map to Dingle Dell WRM - lead on own repeats WRM - Start to puzzle WRM - Making patterns together (2 weeks) WRM - make games and actions WRM - Show mw 5	Summer 2 Routines / order of the day / day / date Counting chn in small groups / when lining up / after register Number songs, counting children at carpet time / lining up, counting in provision WRM - Show me 5 WRM - My own pattern (2 weeks) WRM - Stop at 1, 2, 3, 4, 5 (2 weeks) WRM - Match, sort, compare (2 weeks)
Understanding the World	What's happening in the world outside including: Harvest Signs of Autumn rhymes and poems Apple Day is 21st October Making autumn nature music What can we see / hear in Dingley Dell? Look at different jobs (Glasses book) what job does your mum/ dad/ grandma do. What job would you like to do? 	What's happening in the world outside including: Look for seasonal changes Leaf collecting and sorting Collecting and sorting objects found in Dingley Dell How can we care for Dingley Dell? Halloween - traditional games - apple bobbing etc Discuss how we know it is night / day. Which do we prefer and why Family group time - share photos of special family events	What's happening in the world outside including: New Year Signs of winter What is Chinese New Year? Look at how an apple changes over time - decay - regrowth with seed - link to winter/spring Family group time - discuss how the seasons have changed and how we have changed. Look at baby photos. What is different now?	What's happening in the world outside including: Signs of Spring -New buds /Gradual warmth and light return /Bulbs start to emerge /New animal life Easter traditions - egg rolling, cards, basket baking Pancake Day - what is it? Vote for favourite pancake topping Make pancakes	What's happening in the world outside? Signs of summer Warmth and changes in the earth's appearance Family group - why is your dad special to you? Weekly baking session Plant seeds - investigate changes RE - Agreed Syllabus - Believing and Belonging - key questions	My own year's journey and changes in me - what can I do now? What am I ready to do next? Graduation to celebrate the year. Animal homes Animals and their young Sorting animals farm and other Weekly baking session

	Who helps us in school? Meet HT, DHT, caretaker Family group time - Discuss who is in our family Weekly baking session RE - Agreed Syllabus - 'Believing and Belonging Key questions Who belongs in my family and community? Baking - discuss changes made to ingredients Weekly visit to Dingley Dell - rules and explore	Learn about Diwali and Christmas - explore lights in these festivals Keeping safe at night In family groups discuss our similarities and differences and the importance of this. Look at similarities/ differences between celebrations Investigate shadows - can we make our own? Can we make it bigger/ smaller? Weekly baking session RE - Agreed Syllabus - Believing and Belonging - key questions How do people celebrate special times? Baking - discuss changes made to ingredients Weekly visit to Dingley Dell - look for seasonal changes	Discuss hot and Cold places around the World - have we visited any? Share photos Explore melting in the water tray - can we speed it up? Stop it? Look at similarities and differences between our new year and Chinese new year Weekly baking session RE - Agreed Syllabus - Believing and Belonging - key questions How do we understand and care for our World? Weekly visit to Dingley Dell - look for seasonal changes Baking - can you predict the change?	Mother's Day What is Mothering Sunday? Magnetic experiment Experiment with sinking boats in the water tray - why does it sink/float Can we make a boat that floats with dough? Family group - why is your mum special to you? How can we keep ourselves safe? Meet with a PCSO, paramedic, firefighter Weekly baking session RE - Agreed Syllabus - Believing and Belonging - key questions Which places are special to members of our community? Weekly visit to Dingley Dell Baking - can you predict the change?	Who cares for me and how do I help others? Weekly visit to Dingley Dell - look for seasonal changes Explore how different materials float Look at similarities and differences between our plants. Why is that?	RE - Agreed Syllabus - Believing and Belonging - key questions Why are some objects special Weekly visit to Dingley Dell
Expressive Arts and Design  Squiggle whilst you wiggle and laulau weekly. Different genres of music played in provision.	Exploration of a variety of different media eg clay, cornflour, leaves, paint Sing familiar songs - head shoulders knees and toes Use autumn colours to make art Self portrait Apple printing Clay hedgehog Learn how to use the painting station Junk - Basic joining skills - masking tape and glue Using playdough to model Looking at illustrations in our book of the week and making own illustrations Introduce junk modelling station with tape and glue sticks, boxes of different sizes Home corner	Exploration of a variety of different media and tools - pattern printers, patterned scissors Sing familiar songs - leaves are falling Seasonal crafts - Bonfire/ Halloween/ Christmas Learn Nativity songs Wrap presents Explore colour mixing Print wrapping paper Use box, cullender, wellies, picnic mat to re-tell whatever next Dip dip mix station - colour mixing Rhythm sticks , clapping games. Junk modelling station to now include celotape and patterned scissors, foil, coloured paper Make leaf men Collage leaf animals, leaf printing	Continue exploration of a variety of different media eg cloud dough, glitter and brushes, ice paint Sing familiar songs - rain rain go away Self portrait Seasonal crafts - valentine's day Heart art Make Chinese lanterns Music Focus - move in response to different genres Exploring sound on our percussion instruments Squiggle whilst you wiggle and Lau Lau Junk modelling station to include a focus task, and provide include liquid glue. Snow themed reading area Dinosaur small world	Continue exploration of a variety of different media eg water colours, oil pastels Sing familiar songs - peter rabbit Easter crafts Explore water colours Easter nests/ mothers' day cards. Music Focus - copying a pattern with sticks, drums, claps, tambourines Make a vehicle Junk modelling station to include hole punchers and string Aeroplane role play experience Train track small world	Colour missing with paint, cellophane. Self portrait Sing familiar songs - 5 current buns Explore making marks with natural materials - fruits, juices, mud Encourage and celebrate original ideas and creativity Father's day craft Junk area to include pompoms, pipe cleaners, bottle tops, corks, lolly sticks Collage a caterpillar/ butterfly Junk modelling station to include 'show me' area where children explain how they made their creation and teach another child to do the same	Encourage and celebrate original ideas and creativity Sing familiar songs - old mcdonald Movement to music - Rose Day dance Junk area to include pompoms, pipe cleaners, bottle tops, corks, lolly sticks Make enclosures for animals Animal masks Junk modelling station to include 'show me' area where children explain how they made their creation and teach another child to do the same Farm small world

	Autumn small world exploration area People who help us costumes	Santa's workshop role play Space small world Poles small world Christmas/ Diwali at home in home corner Nativity small world story area			Garden centre role play Gardening small world	