

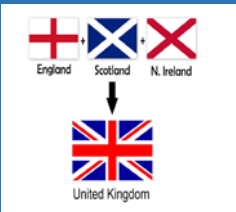
Tweenies Long Term Planning September 2019 to August 2020

Possible Themes	Autumn Term				Spring Term				Summer Term			
	September	October	November	December	January	February	March	April	May	June	July	August
	Focus Books Inform Our Planning											
Focus Books	I'm Starting Nursery (F) My Faith Series (NF) How Do You Feel? (NW)		Whoever You Are (F) We All Have Different Families (NF) Busy Town (NW)		The Very Hungry Caterpillar (F) Chinese New Year (NF) Dear Santa (NW)		The Gruffalo (F) In The Forest (NF) Peep Inside The Zoo (NW)		Maisy Goes To The City (F) Eye Openers: Cars (NF) Things That GO (NW)		Lost and Found (F) Airport Sticker And Story Book (NF) Busy Town (NW)	

Possible Festivals	Harvest Diwali	Diwali Remembrance Day Bonfire Night St Andrew's Day	Hanukah Christmas Remembrance Day	Chinese New Year Australia Day	Valentine's Day Shrove Tuesday (Pancake Day)	Lent Easter Holi (Hindu) World Book Day, Mother's Day St David's Day St Patrick's Day St George's Day	Queen's Birthday / Jubilee	Ramadan Father's Day Ramadan Father's Day	Eid	Notting Hill Carnival
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Possible Trips Visits	Hindu Temple Synagogue Church War Museum	Local Chinese Supermarket to buy ingredients for celebration	Local Primary Schools Local Parks
	Post Office Multicultural Supermarkets	Local Police Station / Visit from Locality Support Officer	Local GP / Nurse Visit
	Continuous Provision of Local Environment Trips	(Focus: Transport, Architecture, Signs, Safety,	Technology, Maths, My Community)
Curiosity Approach	Every Monday, Empty Table set-up for open-ended conversation, sharing and exploring opportunities lead by the children. General everyday items brought from home or planned for, <i>which are not toys</i> . Families to donate any items from home, such as pillows, sheets, kitchen utensils/appliances, maps, keys, furniture... any household items no longer needed. Please hand in to office for Risk Assessment first.		

Learning and teaching in EYFS will carefully follow the statutory and non-statutory guidance provided by the DfE. This planning is given as a guide to show how learning may emerge across the year. However, as it is a requirement that learning and development opportunities are planned around the needs and interests of each individual child, it should be noted that the plan is likely to transform throughout the year in response to our children and the enabling environment we provide for them.

	Autumn	Spring	Summer
<p style="text-align: center;">PROMOTING BRITISH VALUES</p> 	<p style="text-align: center;">Core Value: Rule of Law:</p> <p>Establishing class rules, nice sharing, meal-time choices and routines, expectations and rules for playing games (turn-taking), practicing the safe use of equipment indoors and outdoors, saying 'oh dear' for unkind hands etc.... EYPs to limit resources at time, to encourage opportunities for sharing and turn taking. Tidy-Up time: opportunity to teach children that this is a rule, and it applies to everyone, therefore modelled by all EYPs. Play-Date with Pre-schoolers will embed this.</p> <p style="text-align: center;">Core Value: Mutual Respect:</p> <p>Praise of children's efforts to establish feelings and language of 'pride'. Promoting good manners, kind hands, listening to others i.e. 'My turn.,'. Provision for children to tolerate a peer's choice such as Circle Times: select a story or song of their choice, for the whole group to listen to or sin. Taking turns on the trikes, promoting 'first you then me' philosophy with claps for waiting turn. Bucket Time: Promoting 'some things are mine and some belong to others'. Promote inclusion, 'everyone is welcome', Parachute games, group dancing activities, to present a sense of togetherness. Floor picnics, All About Me Wall. Stay and Play. Bring and Share.</p>	<p style="text-align: center;">Core Value: Tolerance of Faith, Culture & Others</p> <p>Cultural Themes celebrating diversity, supported by visits to places of worship (Synagogue, Church, Hindu and Buddhist Temple...).</p> <p>Cultural Themes celebrating 'where we are' (making maps of the UK, create a flag display, making crowns and dressing up like Kings and The Queen, supported by Royal Party.</p> <p>Encouraging all children to always 'have a go' when they feel they 'can't do it'. Growing responsibility towards one another: wiping each other's face/nose, giving cuddle to upset peer, role play with small world.</p> <p style="text-align: center;">Core Value: Democracy</p> <p>Elective games and activities (choosing in fair ways such as who is next). Children are given opportunities to choose between activities and develop their sense of being able to select and make choices of activities, story, foods etc... Choices at mealtimes (2 fruits), choices of cuddly toys at sleep time, choices of going outside or playing indoors, and choosing 'how' to do. Circle Time opportunities for Hands Up to vote for story.</p> <p>Teach the concept of 'voting' by placing 3 tubs with photo of treat activity, and the children place a ball in the tub they choose. The fullest tube is chosen.</p>	<p style="text-align: center;">Core Value: Personal Responsibility &Liberty</p> <p>Early Years Practitioners, EYPs, to model behaviour of 'fixing' rather than throwing and replacing. Sellotape a broken cardboard box first, before throwing it away. Show children how to use and re-use items in different ways such as milk cartons as vases, cars etc... 'Free-From-Toys-Time' philosophy. Encourage children to fix torn books, and model behaviour of fixing toys. Encourage Junk Modelling EYPs to embed the language of 'fixing' and demonstrate this in their plan.</p> <p>Children's to be given responsibilities, such as Chef's Help during eating routines, a J-Cloth for wiping, washing dollies in the water tubs, asked to pass the Tablets to EYPs, Play-Dates with Babies and Pre-Schoolers for set-activities etc... EYPs to evidence 'Play-dates' with peer from another class, embedding values both ways between the Babies, Tweenies and Pre-Schoolers.</p> <p>Present challenging activities such as obstacle courses opportunities, to increase risk-taking, a sense of achievement and confidence (Can-Do Attitude), and abilities.</p> <p>PROMOTING BRITISH VALUES: Children should demonstrate responsible, caring behaviour, showcasing an embedded sense of shared responsibility through activities of the Core Values experienced throughout the year. Cultural Capital in its foundation years, will carry through into Pre-School, where they can build on this further.</p>

	Autumn	Spring	Summer
	PRIME AREAS		
Personal, Social and Emotional Development	<p>Uses a familiar adult as a secure base from which to explore independently in new environments, e.g. ventures away to play and interact with others, but returns for a cuddle or reassurance if becomes anxious.</p> <p>Separates from main carer with support and encouragement.</p> <p>Seeks comfort from familiar adults when needed.</p> <p>Expresses own preferences and interests. Shows interest in others' play and starting to join in.</p> <p>My Family Board with photos of mum, dad, pets Develop classroom rules so children can recognise and understand the rules for being together with others, (British Values). Talk about feelings such as happy, sad or feeling cross or angry and model ways of noticing how others feel to comfort and help them. Share their pleasure when they do something for themselves. Give children opportunities to make choices, and express their preferences . Establish routines for meals, snack bar, hygiene and rules for using equipment safely Rules and routines in Nursery. Settling into Nursery. Favourite things</p>	<p>Continues to seek comfort from familiar adults when needed.</p> <p>Expresses own preferences and interests.</p> <p>Seeks out others to share experiences.</p> <p>Responds to feelings and wishes of others.</p> <p>Shows understanding and cooperates with boundaries and routines. Interested in other's play and starting to join in.</p> <p>Value and support the decisions that children make. Continue to reinforce classroom rules. Provide resources that promote cooperation between two children such as a big ball to roll throw to each other. Introduce responsibilities, such as Chef Hat for Meal Helper, wiping a peer's nose, wiping up spills with cloth, tidying up and setting up (British Value) Introduce visual concept of accepting peer's choices (Magic Box) (British Values) Introduce Visual Voting (3 Tubs to fill with a ball each for choice of treat activity) Play-Date with Pre-Schoolers Tweenies Art Gallery: display their work in Frames to value effort and develop sense of achievement, pride and 'can-do' attitude</p>	<p>Shows understanding and cooperates with some boundaries and routines. Seeks out others to share experiences.</p> <p>Continues to express own preferences and interests. May form a special friendship.</p> <p>Shows understanding of boundaries and routines.</p> <p>Tries to help give comfort when others are distressed.</p> <p>May form a special friendship with another child. Interested in other's play and starting to join in.</p> <p>Play-Date with Pre-Schoolers Play-Dates with Babies Activities Promoting All Core British Values (making own choices, accepting peer's choices, fixing equipment, voting..)</p> <p>Create our own Art Gallery: Display children' work in Frames to value effort and develop sense of achievement, pride and 'can-do' attitude</p>

Communication and Language	Listening	<p>Enjoys rhymes and demonstrates listening by trying to join in with actions and vocalisations..</p> <p>Enjoys listening to the noises adults make when they read stories.</p> <p>Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door.</p> <p>Single channelled attention. Can shift to a different task if attention is fully obtained – using child’s name.</p> <p>Instrumental sounds from around the world</p> <p>Talk about different sounds they hear, such as a tractors “chug chug” while sharing a book.</p> <p>Encourage repetition, rhythm and rhyme by using tone and intonation as you tell, recite or sing stories, poems and rhymes from books, e.g. ‘We’re Going on a Bear Hunt’.</p>	<p>Continues to enjoy listening to the noises adults make when they read stories.</p> <p>Continues to show interest in play with sounds, songs and rhymes.</p> <p>Continues to recognise and respond to many familiar sounds, e.g. turning to a knock on the door, looking at or going to it.</p> <p>Single channelled attention. Can shift to a different task if attention is fully obtained – using child’s name .</p> <p>Encourage children to learn each other’s names.</p> <p>Use puppets and other props to encourage listening and responding when singing or reading.</p> <p>Junk Music Instruments</p> <p>Hands Up During Circle Time emerging</p>	<p>Continues to enjoy listening to the noises adults make when they read stories.</p> <p>Enjoys rhymes and demonstrates listening by trying to join in with actions and vocalisations.</p> <p>Shows interest in play with sounds, songs and rhymes.</p> <p>Recognises and responds to many familiar sounds, e.g. turning in the direction of a passing train.</p> <p>Beginning to listen to others one to one or in a small group when conversation interests them.</p> <p>Hands Up during Circle Time continued: Listening to one another (British Value)</p> <p>Model being a listener by listening to children and taking account of what they say in your responses to them.</p>
	Understanding	<p>Selects familiar objects by name and will go and find objects when asked, or identify objects from a group.</p> <p>Understands simple sentences (e.g. ‘Throw the ball’). Identifies action words by pointing to the right picture, e.g., “Who’s jumping?”</p> <p>Beginning to understand more complex sentences, e.g. ‘Put your toys away and then we’ll read a book.’</p> <p>Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is..?)</p> <p>Use talk to describe what children are doing</p> <p>Develop understanding by modelling (EYPs to model activities first)</p>	<p>Continues to select familiar objects by name and will go and find objects when asked, or identify objects from a group.</p> <p>Continues to identify action words by pointing to the right picture, e.g. “Who’s jumping?”</p> <p>Understands more complex sentences, e.g. ‘Put your toys away then we’ll read a book.’</p> <p>Continues to understand ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is..?)</p> <p>Developing understanding of simple concepts (e.g. big/little).</p> <p>Begin to ask children to tell you ‘what’ they are doing</p> <p>Build understanding by modelling, and asking children to ‘show you’</p>	<p>Continues to select familiar objects by name and will go and find objects when asked, or identify objects from a group.</p> <p>Continues to identify action words by pointing to the right picture, e.g. “Who’s jumping?”</p> <p>Understands more complex sentences, e.g. ‘Put your toys away then we’ll read a book.’</p> <p>Understands ‘who’, ‘what’, ‘where’ in simple questions (e.g. Who’s that/can? What’s that? Where is..?)</p> <p>Developing understanding of simple concepts (e.g. big/little)</p> <p>Beginning to understand the use of objects (e.g. “What do we use to cut things?)</p> <p>Ask children to tell you ‘how’ they are going to do and ‘how’ they did it</p> <p>Two-Part instructions</p> <p>Secure understanding by asking children to demonstrate</p>

	Speaking	Developing vocabulary.		
		Value non-verbal communications and those offered in home languages.		
		<p>Uses different types of everyday words (nouns, verbs and adjectives e.g. banana, go, sleep, hot) Asks simple questions. Talks about people and things that are not present. Beginning to use language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Beginning to hold conversation jumping from topic to topic. Learns new words very rapidly and is able to use them in communicating. Uses simple sentences (e.g. Mummy gonna work')</p> <p>Bucket Time: Speech & Language Development Therapy Programme</p> <p>Non-Word Focus Books introduced to allow children to freely interpret what they see</p>	<p>Learns new words very rapidly and is able to use them in communicating. Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. Continues to use simple sentences (e.g. 'Mummy gonna work') Beginning to use word endings (e.g. going, cats)</p> <p>Bucket Time: Speech & Language Development Therapy Programme</p> <p>Focus Books: Anticipate what will happen next, sequence and main characters Trips: Reflection time: remind children what they did/saw</p>	<p>Continues to learn new words very rapidly and use them in communicating. Talks about people and things that are not present. Beginning to use word endings (e.g. going, cats) Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <p>Bucket Time: Speech & Language Development Therapy Programme</p> <p>Focus Books: Can tell the main characters in the story using recall memory Trips: Reflection time: ask children to tell you about their trip</p>

Physical development	Moving and Handling	<p>Makes connections between their movements and the marks they make. Runs safely on whole foot. Squats with steadiness to rest or play with an object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery climbing equipment. Turns pages in a book, sometimes several at once. Beginning to show control in holding and using jugs to pour, hammers, books and mark making tools. Beginning to use three fingers (tripod grip) to hold writing tools</p> <p>Encourage independence for children to explore in different ways—Schemas: Trajectory, Rotation, Transporting, Enclosure... Provide sticks, rollers, and moulds for children to use in dough, gloop, clay and sand. Finger printing/writing in different media Outdoor obstacle course Focus Book handling modelled by EYPs Support books in different Play Areas to introduce familiarity throughout the environment (cooking book in Home Corner...) Home Corner to support meal time independence (pouring, serving, wiping...) Tunnels and Dens Simon Says Fixing Time: EYPs to model time to ‘fix’ toys rather than throw (sellotape, tighten, bind, screw, unbend, wash etc...) Promoting British Values and Cultural Capital</p>	<p>Continues to run safely on whole foot. Climbs confidently and is beginning to pull themselves up on climbing equipment in the park. Shows control in holding and using jugs to pour, hammers, books and mark making tools. Imitates drawing simple shapes such as circles and lines. Can kick a large ball</p> <p>Encourage children to serve their food using serving spoons or tongs Provide materials that enable children to help with chores such as sweeping, pouring, digging or feeding pets. Plan trips to parks that provide opportunities for children to tackle a range of levels and surfaces including flat and hilly ground, grass, pebbles, asphalt, smooth floors and carpets Plastic scissors provision Parachute Just Dance Junk modelling, handling tools for purpose Gardening Trikes and scooters Tweezers and Pegs Snack Bar self-help Fixing Time: allocated time to ‘fix’ toys rather than throw (sellotape, tighten, bind, screw, unbend, wash, use for a different purpose etc...) Promoting British Values and Cultural Capital</p>	<p>Maybe beginning to show preference for a dominant hand. Squats with steadiness to rest or play with an object on the ground, and rises to feet without using hands. Climbs confidently and is beginning to pull themselves up on nursery climbing equipment. Beginning to use three fingers (tripod grip) to hold writing tools. Imitates drawing simple lines and circles.</p> <p>EPYs to talk about children’s movements Indoor Wooden Blocks Obstacle Course Outdoor Large Blocks Obstacle Course Tunnels Yoga Just Dance Finger writing in messy media (foam, oats, jelly...) Floor and Wall Marking Junk Modelling Garden Care Floor body work (roll, squat, slither...) Trikes and scooters Snack Bar and Lunch Self-Help Fixing Time: allocated time to ‘fix’ toys rather than throw (sellotape, tighten, bind, screw, unbend, wash, use for a different purpose etc...) Promoting British Values and Cultural Capital</p>

Health and Self Care

Clearly communicates wet or soiled nappy or pants.
Shows desire to help with dressing/undressing and hygiene routines.
Feeds self competently with a spoon or fork.
Drinks well from an open cup without spilling.
Beginning to be independent in self-care, but still often needs adult support.

Respond to how children communicate their need for food, drinks or the toilet.
Create opportunities for moving towards independence, e.g. washing hands, pouring their own drinks, setting the dining table for snack or lunch time, water the plants, chose a story or hold a puppet. Realistic everyday objects in Home Corner will promote this
Display a menu with healthy meals and snacks and discuss choices with the children, reminding them of something they ate previously and might like to try again or encouraging them to try something new
Simple cooking activities
Introduced to own peg

Beginning to clearly communicate their need for the potty or toilet.
Continues to feed self and drink from open cup.
Beginning to recognise danger and seeks support of significant adults for help.
Helps with clothing e.g. puts a hat on, unzips zipper on jacket, takes off unbuttoned shirt.
Beginning to be independent in self-care, but still often needs adult support.

Encourage and support children's responses to picture books and stories you read with them.
Make photo book with photos of family members, significant people in child's life and familiar everyday objects.
Provide books in all areas.
Cooking and Own Snack preparation
Dressing up with real clothing and shoes to practice Velcro, zips and buttons
Familiar with own peg to put own clothing and take for outside play
Washing and caring for dollies (nappies, potty, wipes...)

Beginning to tell adults when hungry or tired or when they want to rest or play.
Beginning to be independent in self-care, but still often needs adult support.
Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt or coat.

Encourage and support children's responses to picture books and stories you read with them.
Make photo book with photos of family members, significant people in child's life and familiar everyday objects.
Provide books in all areas.
Cooking and Snack preparation
Real clothing (zips, buttons, velcro, ties)
Confident in putting own clothes on and off own peg

Writing

Distinguishes between the different makes that they make.

Listen and support what children tell you about the marks they make.
Introduce children to marks, signs and symbols found throughout the nursery and talk about what they represent
Provision for Mark Making in different Play Zones i.e. stabled long paper at the Home Corner with Pencil, to 'write shopping lists', Green Paper at Doctor Set to 'write prescriptions' etc...
Scraping for effect (over the brick, over the rubber mat, over leaves, over textured mats, etc...)

Distinguishing between the different marks that they make.
Sometimes gives meaning to marks as they draw and paint.

Listen and support what children tell you about the marks they make.
Introduce the children to marks, signs and symbols in the environment and talk about what they see.
Provide a variety of writing tools and vary where children can make marks, e.g. chalk board, paper spread out on the floor, in salt....
Introduce children to marks, signs and symbols in the environment (trips) and talk about what they represent
Junk Writing (on tubs, boxes, ribbons, egg boxes, cartons, reusable items...)

Distinguishes between the different makes that they make.
Sometimes gives meaning to marks as they draw and paint.

Listen and support what children tell you about the marks they make.
Introduce the children to marks, signs and symbols in the environment and talk about what they see.
Provide a variety of writing tools and vary where children can make marks, e.g. chalk board, paper spread out on the floor, in salt....
Junk Writing (on tubs, boxes, ribbons, egg boxes, cartons, reusable items...)

Mathematics

Organises and categorises objects, e.g. putting all the bears together and cars in separate piles.
Says some counting words randomly.
Sometimes successfully, fits shapes into spaces on inset boards or jigsaw puzzles.
Understands that things might happen 'now'.
Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.
Anticipates specific time based events such as mealtimes or home time.
Notice shapes and patterns in pictures.
Begin to categorise objects according to properties such as size, colour or shape.

Focus Book Activities in this area

Natural Objects and Everyday Objects to be used to provide maths development (i.e. shoes for counting/pairing, keys for sorting, cutlery for sequencing et...)

Math Songs (1,2,3,4,5, Once I Caught A Fish Alive, 5 Little Dickie Birds, etc...) with props

Provide selection of objects that can be sorted and matched i.e. Metal, Wooden, Heavy, Light, Hard, Soft Using everyday Objects (pine cones, corks, pebbles, shells...)

Make a display with the children about their favourite things and talk about how many like bananas or spaghetti or which of them watches a particular programme on TV, introducing language of time (last night at bedtime, this morning at nursery, when the bell rings at lunch-time etc...)

Talk about and help children recognise patterns (spotty Cheetah, Stripy Zebra...)

Recites numbers names in sequence.
Creates and experiments with symbols and marks representing the idea of numbers.
Notices simple shapes and patterns in pictures.
Beginning to categorise objects according to properties such as shape or size.
Understands some talk about immediate past and future, e.g. 'before', 'later', or 'soon'.
Anticipates specific time-based events such as meal times or home time.

Focus Book Activities in this area

Math Songs with Props

Give numbers to the Trikes develop language of sequence (first, second...)

Numbers in the environment (Trips: Bus Nr, Prices in supermarkets...) children to be provided with small clip-boards to make representations of the numbers seen

Shapes in the Environment (Trips) and Garden

Play games that refer to number order, such as Skittles, target games and Hop scotch.

Use props to act out nursery counting rhymes.

Incorporate numbers in different areas such as home corner, water or construction area.

Draw children's attention to the patterns e.g. square/oblong/square which emerges when you fold or unfold a napkin or tablecloth.

Using everyday Objects (pine cones, corks, pebbles, shells...)

Playground group games (What's The Time Mr Woolf...)

Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'.
Begins to make comparisons between quantities.
Uses some language of quantities, such as 'more' and 'a lot'.
Knows that a group of things changes in quantity when something is added or taken away.
Understands some talk about immediate past and future, e.g. 'before', 'later', or 'soon'.
Anticipates specific time based events such as mealtimes or home time.
Begins to use language of size.

Focus Book Activities in this area

Collect pictures that illustrate the use of shapes and patterns from a variety of cultures e.g. Arabic or Chinese designs. Use descriptive words like 'big' and 'little' in play and through books and stories.

Provide different sizes and shapes of containers, so children can experiment with quantity.

Give numbers to the Trikes develop language of sequence (first, second...)

Sequence and Pattern Pin Pads



Understanding the World	People and Communities	<p>Is curious about people and shows interest in stories about themselves and their family.</p> <p>Enjoys pictures and stories about themselves, their families and other people.</p> <p>Has a sense of own immediate family and relations.</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p>Beginning to have own friends.</p> <p>Celebrate and value cultural, religious and community events and experiences Promoting British Values Core Value</p> <p>Trip to the local community.</p> <p>Share photos of children’s families, friends, pets or favourite people: All About Me Board</p> <p>Provide positive images of all children including those with diverse physical characteristics, including disabilities.</p> <p>Support children’s understanding of differences and empathy using props puppets or dolls to tell stories about diverse experiences, ensuring that negative stereotyping is avoided.</p> <p>Support books about Inclusion are introduced (fiction)</p> <p>Play-Dates with Preschoolers and Babies</p> <p>Stay and Play</p>	<p>Has a sense of own immediate family and relations.</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea.</p> <p>Beginning to have own friends.</p> <p>Celebrate and value cultural, religious and community events and experiences.</p> <p>Trip to the local community.</p> <p>Share photos of children’s families, friends, pets or favourite people.</p> <p>Provide positive images of all children including those with diverse physical characteristics, including disabilities.</p> <p>Support children’s understanding of differences and empathy using props puppets or dolls to tell stories about diverse experiences, ensuring that negative stereotyping is avoided.</p> <p>Support books about inclusion are used alongside Focus Books (non-fiction)</p> <p>We are all Superheroes philosophy: children and EYPs to describe themselves in positive ways (i.e. what am I good at doing? What do I really like to do? Etc...) and learn to celebrate being unique</p> <p>Play-Dates with Preschoolers and Babies</p> <p>Stay and Play</p> <p>Culturally Diverse equipment and toys available throughout provision such as shakers from Peru, drums from South Africa, Cymbal from Italy...)</p> <p>Home Corner: chop sticks, menus, packaging...</p>	<p>Learns that they have similarities and differences that connect them to, and distinguish them from others.</p> <p>Celebrate and value cultural, religious and community events and experiences.</p> <p>Trip to the local community.</p> <p>Share photos of children’s families, friends, pets or favourite people.</p> <p>Provide positive images of all children including those with diverse physical characteristics, including disabilities.</p> <p>Support children’s understanding of differences and empathy using props puppets or dolls to tell stories about diverse experiences, ensuring that negative stereotyping is avoided.</p> <p>We are all Superheroes philosophy; children to describe themselves in positive ways and continue to celebrate being unique Core Value Promoting British Values</p> <p>Display with dress, materials and artefacts that are culturally diverse</p> <p>Stay and Play</p> <p>Play-Dates with Preschoolers and Babies</p> <p>Ethnically diverse dressing up</p>
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	The World	<p>Explores objects by linking together different approaches; shaking, hitting, looking, feeling, tasting, mouthing, pulling turning and poking.</p> <p>Matches parts of objects that fit together.</p> <p>Enjoys playing with small-world models such as farm, a garage, or train track.</p> <p>Notices detailed features of objects in their environment.</p> <p>Trips around the environment to observe, touch and remember (mould, path, brick wall, fence, grass, zebra crossing...) Helping to prepare the Garden My Family Board to begin Minibeasts in Garden</p>	<p>Explores objects by linking together different approaches; shaking, hitting, looking, feeling, tasting, mouthing, pulling turning and poking.</p> <p>Matches parts of objects that fit together.</p> <p>Enjoys playing with small-world models such as farm, a garage, or train track.</p> <p>Notices detailed features of objects in their environment.</p> <p>Junk Modelling to create Small World open-ended play Making own instruments (experimenting) pots, pans, metal jugs, sensory bottles... Sewing Indoor and Greenhouse Plants Trips to Local independent supermarkets (not chains) Asian, Afro-Caribbean, Polish, Romanian etc... to purchase ingredients to cook, taste or plant. Make A Bug House in the Garden (use specials magnifying boxes to observe insets and bugs)</p>	<p>Explores objects by linking together different approaches; shaking, hitting, looking, feeling, tasting, mouthing, pulling turning and poking.</p> <p>Matches parts of objects that fit together.</p> <p>Enjoys playing with small-world models such as farm, a garage, or train track.</p> <p>Notices detailed features of objects in their environment.</p> <p>Beginning to comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Garden: collecting fruit and vegetables Children to be involved in choosing which of the local markets they would like to go to next and why/what for? (Promoting British Values) Continue to observe details of minibeasts in the Bug House</p>
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	Technology	<p>Shows interest in toys with buttons, flaps, and simple mechanisms and beginning to learn to operate them.</p> <p>Seeks to acquire basic skills in turning on and operating some ICT equipment.</p> <p>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back a friction car.</p> <p>Interactive Screen: exploring the mark-making programme Simple ICT toys (lights and sounds, turns and songs) Support children in exploring the control technology of toys, e.g. toy electronic keyboard, cars, torches, radios and walkie-talkies. Talk about what the ICT toys do and how they can use them safely. Baskets with dead technology On trips to the local area give children the chance to press the button at the pelican crossing or speak into the intercom when they arrive at nursery.</p>	<p>Shows interest in toys with buttons, flaps, and simple mechanisms and beginning to learn to operate them.</p> <p>Seeks to acquire basic skills in turning on and operating some ICT equipment.</p> <p>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back a friction car.</p> <p>Interactive Screen: begins to operate On/Off, select colour Age Appropriate Laptops introduction Dead Technology Torches in Dens Exploring technology in the nursery environment (intercom, press Print at photocopier...) Support children in exploring the control technology of toys, e.g. toy electronic keyboard, cars, torches, radios. Talk about what the ICT toys do and how they can use them safely. On trips to the local area give children the chance to press the button at the pelican crossing or speak into the intercom when they arrive at nursery.</p>	<p>Shows interest in toys with buttons, flaps, and simple mechanisms and beginning to learn to operate them.</p> <p>Seeks to acquire basic skills in turning on and operating some ICT equipment.</p> <p>Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back a friction car.</p> <p>Beginning to show interest in operating simple equipment, e.g. turns on a CD player and uses remote control.</p> <p>Interactive Screen: continues to operate On/Off, select colour, eraser. Age appropriate Laptops continued</p> <p>Support children in exploring the control technology of toys, e.g. toy electronic keyboard, cars, torches, radios. Talk about what the ICT toys do and how they can use them safely. On trips to the local area give children the chance to press the button at the pelican crossing or speak into the intercom when they arrive at nursery.</p>
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	<p>EAD: Exploring and Using Media and Materials</p>	<p>Moves to music, listens to or joins in rhymes or songs. Notices and is interested in the effects of making movements which leave marks. Joins in singing favourite songs.</p> <p>Listen with children to a variety of sounds, talk about favourite sounds, songs and music. Introduce children to language which describes sound and rhythm, e.g. loud, soft, fast and slow. Value children's creations. Provide space and time for movement and dance both indoors and outdoors. Include the Curiosity approach- by providing unusual and interesting materials and resources that inspire exploration such as textured wall paper, raffia, string, translucent paper. Provide opportunities for mark making in different areas.</p>	<p>Joins in singing favourite songs# Creates sounds by banging, shaking, tapping or blowing. Shows interest in the way musical instruments sound. Experiments with blocks, colours and marks.</p> <p>Create and explore sounds with musical instrument and other objects such as, pots, wooden spoons, tins Select different media to mix and experiment for different effects (play-dough and sprinkles, rice and paint...) Use natural materials in creative ways (dry leaves, crunch and glue, paint.) Raw vegetable printing Cooked Vegetables to explore Fruit tasting Junk Modelling Large and Small Scale Free-From-Toys time</p>	<p>Joins in singing favourite songs# Creates sounds by banging, shaking, tapping or blowing. Shows interest in the way musical instruments sound. Experiments with blocks, colours and marks. Enjoys joining in with dancing and ring games.</p> <p>Continue to select and mix media for their own effects (porridge oats and jelly, gloop, glue and ribbons...) Mix paints and observe changes to colours Interactive Screen: Just Dance</p> <p>Use natural materials in creative ways (bark, sticks, seashells, leaves, dry flowers...) Raw vegetable printing Cooked Vegetables to explore Fruit tasting Large Construction using large building materials Junk Modelling Large and Fine scale Free-From-Toys time Play-Date: projects with Pre-School peer</p>
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Expressive Arts and Design EAD: Being Imaginative

Expresses self through physical action and sound.
Pretends that one object represents another, especially when objects have characteristics in common.
Beginning to use representation to communicate, e.g. drawing in a line and saying 'That's me'.
Beginning to make believe by pretending.

Provide a variety of familiar resources that reflect everyday life, such as magazines, real kitchen items, telephones or washing materials.
Provide story boxes filled with interesting items to spark children's storytelling ideas.
Encourage and observe children to make-believe in play.
Create pretend fun scenarios and sometimes speak quietly, slowly or gruffly.
Microphone and stage for children to be creative with sound and movement

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Beginning to make believe by pretending.

Den's for imaginary play
Junk modelling for interpretive play such as wooden spoon for mummy, cereal box for police car...
Junk Materials for representational play
Free-From-Toy space (no toys) to spark curiosity and take ownership of their own play not pre-designed by typical toys
Selecting and mixing Media

Pretends that one object represents another, especially when objects have characteristics in common.
Beginning to use representation to communicate, e.g. drawing in a line and saying 'That's me'.
Beginning to make believe by pretending.
Beginning to develop preferences for forms of expression.
Free-from-toys space to create a blank platform for children to come up with their own imaginary play, selecting own objects to represent what they choose.
Selecting and mixing media of choice
Junk Instruments
Junk Modelling

