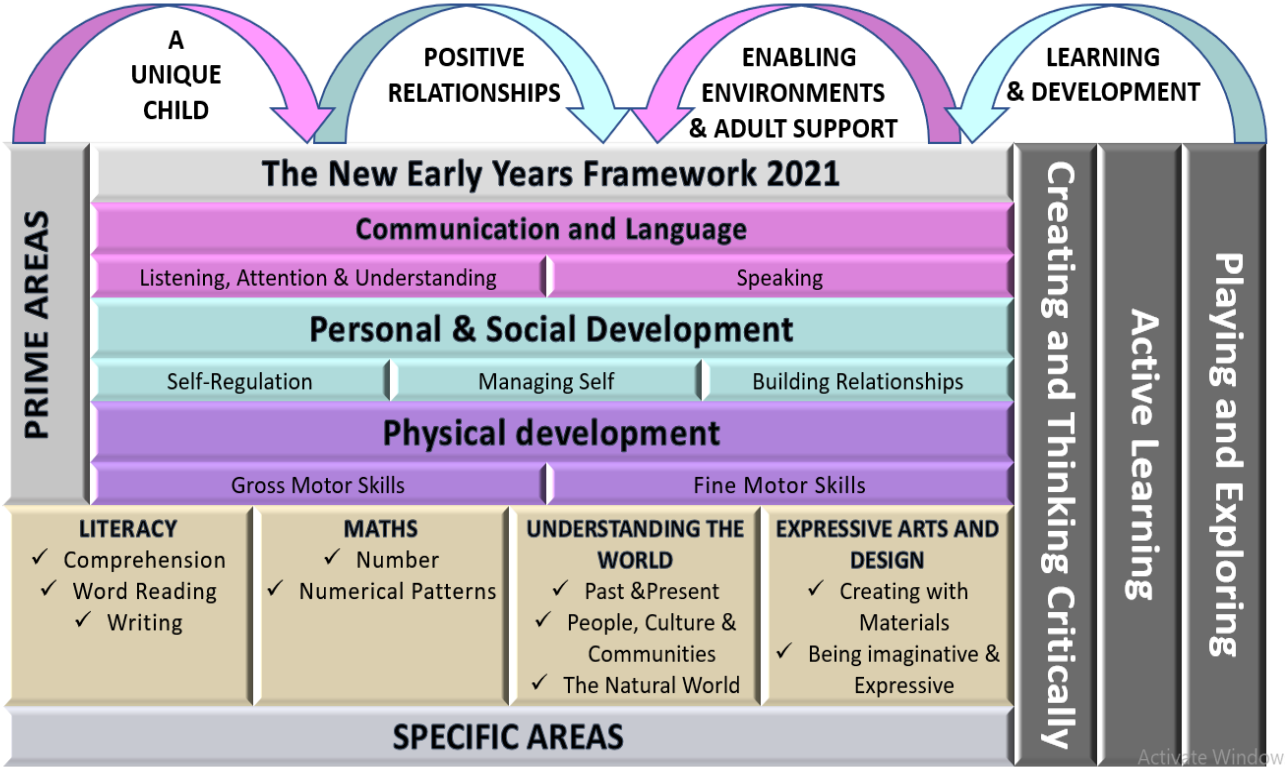
South Tawton Pre-School Class- Long Term Plan

At South Tawton Primary School we make the most of our beautiful surroundings to explore and learn. From our school field, playgrounds, garden, forest area and pond, children are outside enjoying the environment around them.

Upon starting school children learn that we are one big South Tawton family, playing together, helping each other and sharing experiences across age groups.

Our EYFS sparks children's imagination to become enquiring, motivated and thoughtful learners who are independent and self-regulated. Children build upon their own interests enabling them to experience challenge and success. Our dedicated team of staff ensure there is a safe, happy and language rich environment within which children can grow and learn.



	Autumn 1 Uniquely Me	Autumn 2 Seasons & Festivals	Spring 1 People Who Help Us	Spring 2 Animals	Summer 1 Lifecycles & Plants	Summer 2 The Big Wide World
N1	**My Body, My Family**	**Seeing, Hearing**	**Getting Around (Transport)**	**Pets**	**Gardens: Planting and Growing**	**My Immediate Environment**
N2	**How do I Feel?**	**Touching, Tasting, Smelling**	**People Who Help Us**	**Farm Animals**	**Gardens: Plants and Pollinators**	**Nearby Environments**
General Themes **NB: M*ay be adapted to allow for children's interests***	My new school, teachers and friends My Body My favorite things Who Lives at Home: Me and My Family My Feelings	What can I cook? Halloween Bonfire night Diwali Remembrance Day Christmas Autumn/Winter Freezing/Melting	Everyday Vehicles Emergency Vehicles Doctors/Nurses Dentist Firefighters Police Dartmoor Rescue Vets Chinese New Year	Farm animals Pets Animals and their Babies Easter	Plants & Flowers Planting beans/seeds Healthy Eating Minibeasts Life Cycle of a butterfly	Forest School Park Village Woods Countryside Moorland Sports Day Starting School
High quality Texts **Diversity**	My nose, your nose So Much Family, family, family My Mum and Dad make me laugh Eat your Peas Blue Kangaroo Amazing Elmer You Choose Every house on Every Street Big Bully Hippo	Meg and Mog Funny Bones Dear Santa Leaf Man A Thing Called Snow Mog's Christmas Squirrel's Snowman Luna Loves Christmas Blue Kangaroo's Christmas A Garland of Lights The Christmas Story	The Train Ride The Duck & the Truck Zog Alan's Big scary Teeth Rumpus at the Vet No Dragons for Tea The Boy on the Bus Chinese New Year Story Chopsticks	Handa's Hen Rosie's Walk Farmer Duck What the Ladybird Heard Dear Zoo Hairy Maclary Skunka Tanka Brown Bear We're Going on a Egg Hunt	The Very Hungry Caterpillar The Very Busy Spider Th Munching Crunching Caterpillar Luna Loves Gardening Who's in the Garden? Bee Ahhh Spider!	We're going on a Bear Hunt The Gruffalo Wow said the Owl Where's My Teddy? Owl Babies
Traditional Tales	The Magic Porridge Pot	The Gingerbread Man	Goldilocks and the Three Bears	The Little Red Hen	The Enormous Turnip	3 Billy Goats Gruff

Nursery Rhymes	Wind the Bobbin Up Once I caught a fish Wheels on the Bus Head, shoulders . . . If you're Happy . . . Tommy Thumb 2 Little Dickie Birds One Finger, one thumb.	Twinkle Twinkle Dingle Dangle Scarecrow 5 Elephants Came out to play I'm a little teapot	Row Your Boat Wheels on the bus Miss Polly Big Red Tractor Twinkle Twinkle Chocolate Bar 5 Little Monkeys	5 Little Ducks Baa Baa Black Sheep Old MacDonald 5 Currant Buns Alice the Camel	Incy Wincy Spider 5 Speckled Frogs 5 Little Speckled Frogs I'm a little bean Alice the Camel	5 Little Men in a Flying Saucer
'Wow' moments / Enrichment	Visit main School- Trim Trail, Field and Climbing Frame Sharing Family Photos - Making Preschool Family Album	Autumn walk- Local Area Christmas Sing-Along & Party including Santa Visit Christmas EYFS Performance Cooking gingerbread Intro to School Hall	Chinese Cooking Nurse/Police/Dartmoor rescue Visit/ Vet Visitor(s) Forest School Introduction	Farm visit Easter Picnic with parents including egg hunt Bring your pet to school week Watch a bird World Book Day (dress up)	Grow a plant Grow caterpillars Making Soup Make a home for Wildlife Create Wild Art Mini Science Fair	Bear Hunt Wellie Walk Sports Day Woodland Walk Village walk and park walk Teddy Bear's Picnic & Mini Graduation

	Autumn 1 **Uniquely me**	**Autumn 2** **Seasons & Festivals**	**Spring 1** **People Who Help Us**	**Spring 2** **Animals**	**Summer 1** **Lifecycles and Plants**	**Summer 2** **The Big Wide World**
Over Arching Principles	**Characteristics of Effective Learning** **Playing and exploring:** - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning **Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. **Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.
Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.
Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.
Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.
PLAY: *We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore we are proud that our EYFS setting has an underlying ethos of 'Learning through play'. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.*

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
General Themes	**Uniquely me**	**Seasons & Festivals**	**People Who Help Us**	**Animals**	**Lifecycles and Plants**	**The Big Wide World**
British Values	**Mutual respect** We are all unique. We have similarities and differences. We respect differences between different people.	**Mutual Tolerance** Similarities and differences between celebrations and beliefs. Everyone is valued; all cultures are celebrated.	**Rule of law** Police visit. School rules: Kind hands, kind words Who to talk to if we do not feel safe.	**Individual liberty** We feel safe to have a go at new activities. We share our own thoughts and opinions and listen to other people's ideas. We understand and celebrate the fact that everyone is different.	**Democracy** We all have the right to be listened to. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	**Recap all British Values**

Assessment opportunities	Baseline data on entry for new children 2 Year Checks ongoing EYFS team meetings Wellcomm assessments for all new children & those on the programme Quick Screener for all N2 children	End of term Assessments on Sonar 2 Year Checks ongoing EYFS team meetings	2 Year Checks ongoing EYFS team meetings	End of term Assessments on Sonar 2 Year Checks ongoing EYFS team meetings Wellcomm assessments for those on the programme	2 Year Checks ongoing EYFS team meetings	End of term Assessments 2 Year Checks ongoing EYFS team meetings Pupil progress meetings Wellcomm assessments for those on the programme
Parental Involvement	Tapestry involvement Daily Stay and Play sessions	Tapestry involvement Daily Stay and Play sessions Christmas performance and party	Tapestry involvement Daily Stay and Play sessions Parents invited to share their job roles with children	Tapestry involvement Daily Stay and Play sessions Parents invited to bring pets into school Easter Picnic & Egg Hunt	Tapestry involvement Daily Stay and Play sessions Mini Science Fair with parents	Tapestry involvement Daily Stay and Play sessions Sports Day Teddy Bear's Picnic & Mini Graduation

	Autumn 1 Uniquely me	Autumn 2 Seasons & Festivals	Spring 1 People Who Help Us	Spring 2 Animals	Summer 1 Lifecycles and Plants	Summer 2 The Big Wide World
Communication and Language	The development of children's communication and language skills 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. Children's **vocabulary development** is **carefully planned** with new vocabulary introduced, taught and embedded throughout the year. **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 teachers, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures.**					
	Activities based around children's interests. Class Family Album: Children talk about themselves, their families, pets and homes –using photos to support. Model using 'Who?' questions. Model talk routines through the day e.g. "Good morning" Model 'what?' & 'where' questions e.g. at Tidy Up Time. Learn rhymes, poems and songs and continue these during the year. Listening Games.	Lots of opportunities for small group discussion. Talking about our own experiences -special events. Talking about the weather and the world around them, using firsthand experience and video clips as stimulus. Following instructions during the daily routine & model prepositions at Tidy Up Time. Using who, what, where questions. Prepositions -naughty Elf hiding under, on top, behind.	Listen to, engage in and talk about non-fiction. Developing language and vocabulary linked to jobs & vehicles including action words. Talk about jobs that interest me. Ask questions to find out more: what, where, who, how, why, when. Prepositions: under, on top, behind at Tidy Up Time. Model using 'and' and 'because'. Listening Games.	Developing language and vocabulary linked to animals. Listen to and talk about stories to build familiarity and understanding including joining in & anticipating repeated phrases. Re-read core books regularly. Prepositions: under, on top, behind -Rosie's Walk When, Why & how questions Model using 'and' and 'because'.	Anticipate what might happen next -both in stories and in real life contexts e.g. when we plant our seeds. How will Caterpillars change? Retell a story with story language -acting out stories, story small worlds. Remember key points from a story. Story invention -small worlds, role play, drawing & adult scribing When, How & why questions. Support use of 'and' and 'because.'	Introduce Colourful Semantics to support sentence structure. W*hy, when, how, who, where* during discussions. Extending sentences - using e.g. and & because

Staff invest quality time with the children to develop strong relationships based on their interests, high quality interactions and sustained conversations. As well as reading to them regularly, staff comment on, model and scaffold language and embed new vocabulary into everyday situations. There are daily group discussions, singing and rhymes, stories, circle times and 'snack chat'. Staff also use speech and language interventions such as 'Lift Off to Language' and 'Wellcomm' as necessary.

CONTINUOUS PROVISION; Our comfy class book corner is well stocked with a range of fiction and non-fiction texts. The addition of puppets and props help the children retell a story both indoors or outdoors. Story small worlds are regularly set up and modelled and children are frequently taught how to act out stories using movement. Stories are chosen from recommended high quality texts. Role play areas are regularly changed and constructed with the children to appeal to their interests. Staff model language and interactions within the role play.

	Autumn 1 Uniquely me	Autumn 2 Seasons & Festivals	Spring 1 People Who Help Us	Spring 2 Animals	Summer 1 Lifecycles and Plants	Summer 2 The Big Wide World
Personal, Social and Emotional Development	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.**					
Managing Self **Self regulation** **Making relationships**	Build strong Key Person relationships to support separation. Enhancements around children's interests to support transition. Name Games -meeting new friends. Introducing new routines. Children supported to explore new environment. Tidy Up Routines - looking after our environment. Talking about ourselves and our families - similarities & differences Naming & understanding feelings -happy, sad, angry, scared.	Similarities & Differences -which festivals do we celebrate? Naming & understanding feelings happy, sad, angry, scared. Playing with others - model & discuss scenarios around sharing, turn taking & being a kind friend -Thinking about how others might feel.	Talking about what I am good at/what I like to do. Who can help me? Thinking about other people's needs & feelings. School rules -why do we have rules? Kind hands, kind words.	Being a Kind Friend. Learning how to join in play -adult modelling & support. Looking after animals.	Looking after plants and my environment. Learning how to compromise & negotiate during play -adult modelling & support Healthy Eating .	I can keep trying I can do it! New experiences -Sports Day, Transitions.

	PSED is a focus throughout the day in Early Years. Children are constantly learning how to **manage their own feelings and behaviors** and how to **work and play cooperatively** with others. Adults sensitively support children to develop these skills both during adult led and child initiated activities. New activities are modelled during a 'Walk/Talk around' to encourage children to explore a wider range of experiences.

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Physical Development Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. **We have daily opportunities for Fine Motor Gross motor and Physical activities**	Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.**					
	Gross motor: sweeping, swinging ribbons, Climbing Steps, Wheeled Toys, Dancing -imitating movement Running, walking, climbing on different surfaces & levels outside. Fine Motor activities: Threading, playdough, cutting, brushes. Finger rhymes & Action Songs -2 Little Dickie Birds; One Finger, one thumb. Mark Making: Form lines and circles using gross motor movements -indoors, outdoors, different scales.	Continue all & add: Balance & Movement skills: rolling - crawling - walking – running. Jumping -both feet in the air; Forwards a short distance. Negotiate space Travelling with confidence -Obstacle courses. Kick & throw a ball. Taking off & Putting on shoes, boots & coats. Moving in response to music. Walk a good distance - Autumn Walk.	Continue all & add: Encourage children to draw/mark make freely. Adult led mark making/drawing activities. Ball skills: throwing, catching, kicking Using different sized balls/beanbags etc. Balance & Movement skills: rolling - crawling - walking – running – jumping. Balance on one foot & hopping. Understands importance of washing & drying hands.	Continue all & add: Ball skills: throwing, catching, kicking Using different sized balls/beanbags etc. Follow the rules of a game -Duck, Duck, Goose; Banana Tag Develop scissor skills. Understand how to use scissors safely. Draw pictures that are recognizable.	Continue all & add: Use a knife and fork to cut. Begin to form letters from your name. Begin to zip/button coats independently Balance & Movement skills: rolling - crawling - walking – running – jumping - hopping. Skipping. Healthy Eating	Continue all & add: Name Writing. Build things with smaller linking blocks, such as Lego Running skills Agility Consolidate throwing, catching and negotiating space. Obstacle courses - understands how to move the big bricks safely. Sports day Climbing -Trim Trail, Climbing Frame, Park Visits

	Handling tools: Jugs, spades, buckets, hammers. Taking off shoes, boots and coats. Putting on boots. Snack Time: Cups for milk.	Handling tools: pipettes & syringes, scissors, rollers etc.				
	CONTINUOUS PROVISION: Children are encouraged to participate in cooperation games i.e. parachute games & team activities. There are climbing opportunities when we visit the park or school grounds. We provide a range of wheeled resources for children to balance, sit or ride on including three wheeled scooters, tricycles, scuttle bugs and prams. Children can choose resources to develop their dance and creativity such as ribbons and scarves. Other enhancements are regularly available. Malleable, fine motor and funky finger activities are chosen to support children's hand eye coordination including scissors, threading and tweezers. Children are encouraged to join in with daily physical activities such as dancing, yoga and active games. Each child is supported to develop good personal hygiene by providing regular reminders about thorough handwashing and toileting. Children are supported to develop independence with toileting when they are ready.					

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Literacy Developing a passion and confidence for reading. At South Tawton we use the Read Write Inc scheme to deliver phonics from EYFS and KS1.	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.)					
	Show interest in favourite books. Joins in actions/words in rhymes & stories. Fills in the missing word/phrase in familiar rhymes/stories. Re-read core texts so they are familiar & leave them in the reading corner for children to look at, support children to repeat key words/phrases from the stories. Set up story small worlds & role plays. Mark making using paper, screen & different textures. Recognising own name -self registration.	Joins in repeated refrains & anticipates key events & phrases in familiar stories -re-read core texts, pausing to allow children to join in. Set up story small worlds & role plays & support children to use words/phrases from the story. Mark Making -gives meaning to marks -model drawing simple pictures & talk about what they are. Encourage children to talk about what they area drawing, adult to scribe on children's work, celebrate & display their work. Recognising own name -name games. Shared reading of Gingerbread recipe, shared write of shopping list.	Show interest and answer simple questions about stories they have heard. Talk about events and characters in a familiar story. Shows interest in print in the environment in various situations (role play, recipes, signs etc). Model writing from left to right, top to bottom, scribing a list of questions for our visitors. Mark Making in context e.g. diaries, clipboards, maps in role play. Name recognition.	Suggest how the story might end -read less familiar stories to the children & use TTYP for them to share ideas of what might happen next. Shared writing -our own story based on 'We're Goin on a Bear Hunt.' Set up story small worlds & role plays & support children to re-tell parts of the story as they play or to make their own story using the props. Regular adult led teaching of mark making/drawing simple pictures.	Introduce Daily Shared Writing of a Sentence (Colourful Semantics to support). Shared writing -our own story based on 'The Enormous Turnip.'-drawing own version Making soup -shared reading of the recipe, shared write of shopping list. Identifying shop from bag. Who's in the Garden-make own lift the flap book. Regular adult led teaching of mark making/drawing. N2 children supported to begin to write their own names on work.	Enjoy choosing texts to share with others or alone. Use new vocabulary in talk. Mark Making for a reason –role play, labels etc. Name Writing for N2.

	Read Write Inc Ready: Environmental Sounds; Instrumental Sounds; Body Percussion	**Read Write Inc Ready:** Voice Sounds; Rhythm and Rhyme	**Read Write Inc Ready:** Environmental Sounds; Instrumental Sounds; Body Percussion; Rhythm and Rhyme	**Read Write Inc Ready:** Voice Sounds; Alliteration	**Read Write Inc Ready:** Alliteration Blending and Segmenting Fred Talk	**Read Write Inc Ready:** Blending and Segmenting Fred Talk
CONTINUOUS PROVISION; Our comfy class book corner is well stocked with a range of fiction and non-fiction texts. The addition of puppets and props help the children retell a story both indoors or outdoors. Our buddy system enables children to read and be read to by an older pupil. Children are read to each day; stories are chosen from recommended high quality texts and library books are provided for children to share at home with their adults. Phonics learning is further embedded through play. Children have access to a wide range of writing, mark making and fine motor equipment indoors and outdoors for a range of purposes (role play, constructions lists, menus). Staff model writing and 'story scribe' for children to develop their story telling and language.						

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Maths *"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers."* *– **Shakuntala Devi***	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**, begin to develop a deep understanding of **numbers to 5**, 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.					
	Number Rhymes; Daily Routine: Now and Later - Visual Timetable; Daily counting of the children & along the number line; Counting Actions; Finger patterns to 3; Sorting; Language of Quantity -lots, more, less	Continue all & add: Language of quantity: Lots, more, less, same Patterns: Sound & Action patterns; Making arrangements, simple repeating patterns with colours/shapes/loose parts Finger patterns to 5; Subitising to 3;	Continue all & add: Shape: Using shapes appropriately for tasks. Making own patterns. Weight: Heavy/Light Size: Goldilocks	Continue all & add: Length: Finding the longer/shorter snake Recognising numerals. Matching quantities to numerals. Problems solving -real world problems with quantities up to 5. Shape: Creating enclosures.	Continue all & add: Height: Finding the taller/shorter beanstalk Alternative ways of showing 'finger numbers' to 5 Partition numbers to 5 into different groups and group them back together again. Subitising to 4 Weight:	Continue all, focus on: 1:1 counting to 10 Counting backwards from 10 Subitising to 5 Recognising numerals to 5 Capacity: Empty/Full/Half Empty Positional Language

	Filling & emptying different sized containers -water, sand etc Capacity -the magic porridge pot 2D Shapes: Circle, square, triangle, rectangle	Give me 1/2/3 objects from a group; Positional Language		Positional Language	Finding the heavier/lighter objects Size: The Enormous Turnip	

CONTINUOUS PROVISION: Children have access to maths resources throughout the provision. Water and sand play contains measuring, capacity and size equipment as well as shapes and various building apparatus being easily accessible for all. Adults support children to develop their mathematical understanding by using mathematical language as they play and explore. Adults support children to develop their basic counting skills in a variety of contexts throughout the day.

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Understanding the World	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 and farms 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.					
	Family Album: Talking about ourselves, our families & our pets. Noticing similarities and differences. Home corner & small world play. Explore mechanical and technological toys. Technology in the home -phones &	Exploring new and familiar experiences in nature -leaves, conkers, ice etc. Looking closely at natural materials. Commenting & Asking questions. Talking about significant events in own experience. Compare similarities and differences between celebrations	Shows an interest in different occupations: Visits from nurse, PCSO, vet from our community. Model & encourage children to ask questions. Preparing questions for our visitors. Take photos of our visitors to support children to talk about them later. Role plays based around people who help us e.g. police station, vets etc.	Farm Visit Pet Week Take photos of the children's experiences to support them to talk about it later. Talk about animals that we have observed. Model & encourage children to ask questions. Care & concern for living things and the environment -how do we look after animals?	Talk about growth, decay and changes over time. Why and How questions. Care & concern for living things and the environment -how can we look after our plants? Growing caterpillars. Magnifying glasses to look closely at features of plants & minibeasts.	Notice Similarities & Differences between different environments e.g. village/park/woods. Talk about my favourite places/places that are special to me. Talk about how habitats and homes differ. Similarities and differences -Me and my friends transition activities

	computers in role play area. Pouring and filling in the water tray.	such as Diwali, Christmas. Using I-pads and other technology.	Technology in the work place -include in role play area. Using pipes and tunnels to carry water.	Use images, video clips and other resources to allow children to experience a wide range of different animals. Children talk about what they see.	What do plants need to grow? Sorting minibeasts - differences and similarities. Finding information using a computer -make our own digital book about minibeasts.	
CONTINUOUS PROVISION: Children have daily access to the 'Outdoor Area' where they are encouraged to explore and learn using all of their senses. There are spaces for them to dig and to observe minibeasts, plants and birds. Children are encouraged to look closely at living things and natural materials using magnifying glasses and to talk about what they can see. A range of resources are provided for children to experiment with and learn about simple forces and processes, for example, guttering, pipes, listening tubes and wet/dry sand. Staff support children to use these resources in different ways. Opportunities are used to observe weather and seasonal changes throughout the year, for example falling leaves, freezing puddles. Cultural events are discussed and celebrated throughout the year, for example, Diwali, Christmas, Chinese New Year. Children have access to simple technological toys such as remote control cars.						

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Expressive Arts and Design *Mark making, Painting, junk modelling, messy play, cutting and sticking, role play, threading, moving to music, playdough, exploring instruments, singing songs, making instruments. Work will be displayed in the*	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.					
	Self portraits Explore mark making in different ways including finger painting, pencil, pen, crayon, paint, pastel, chalk, fingers/tools in trays of glitter/salt/sand. Fixing and joining: Glue sticks and gloopy glue	Fireworks pictures Christmas crafts and cards Nativity -Act out the Story together; Learn and perform Christmas songs and dances Autumn Art -leaf & tree rubbings	Making Chinese lanterns, Chinese dragon dance and puppets. Making instruments 3D models -junk modelling Police Station/Fire Station/Hospital Role Play Areas	Easter Activities Explore mixing colours Tapping out Repeated Rhythms Join in with songs & rhymes. Make our own Farm -paper plate animals	Observational drawing of flowers and plants. Combining materials to make flowers/plants in different ways. Join in with songs & rhymes. Draw pictures to accompany stories.	Join in with songs & rhymes. Role Play based around children's interests - planning and making props to support Tapping out Repeated Rhythms Create own movements to music.

classroom. Children to explain their work to others	Join in with songs & rhymes. Explore Instruments - loud, quiet, fast, slow Moving to music Home Corner Role Play Small World dolls house, train track, cars etc. Explore construction materials -learning how to join, balance, stack vertically and horizontally, making enclosures and creating spaces.	Fixing & Joining: Tape (wrapping presents) Listen, move to and describe different types of music e.g. Scary music for Halloween Making Ice-Art	Making props to support role play e.g. Cardboard box emergency vehicles	Acting out stories using physical movement Use story maps, props, puppets & story bags to retell and adapt stories. Drawing to represent actions & objects. Building enclosures for the animals.	Combining materials to make minibeasts -clay and natural materials or playdough and loose parts Moving like a minibeast to music Mark-making to music e.g. flight of the bumblebee	
CONTINUOUS PROVISION: Our 'Creative Area' keeps children supplied in a wide range of materials and tools that they can access independently each day. Additional enhancements are added to support the development of children's skills. Construction resources are rotated so that children can experience a variety of materials with which to create. Our role-play area is regularly adapted to complement themes, stories or children's interests -children are often involved in setting up the area and making props to enhance their role-play.						