













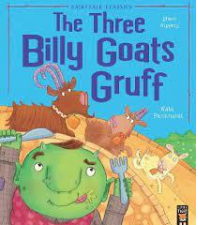
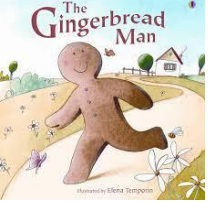





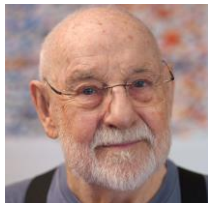







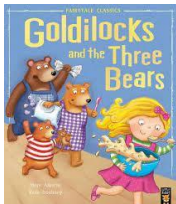





Nursery Curriculum



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All Are Welcome Here!	Celebrations	Talents and Powers	Storytellers	Eco-Warriors Amazing Nature	Globe Trekkers Our World
 Core Texts	 Core Texts	 Core Texts	 Core Texts	 Core Texts	 Core Texts
<p>Brown bear, Brown Bear Eric Carle</p>  <p>This Story uses repetitive language, introduces colours as adjectives and beginning of retelling a story</p> <p>Dear Zoo Martin Waddell</p>  <p>A children's classic in which children will explore a child's quest for the perfect animal.</p> <p>Elmer David McKee</p>	<p>Owl Babies</p>  <p>Through this story, the children will explore the concepts of light and dark, loneliness and the loving bond between children and their parents/carers</p> <p>The Mixed up Chameleon Eric Carle</p>  <p>Through this story, children will explore colours and camouflage. They will also think about the power of being unique.</p> <p>Let's celebrate Kate DePalma</p>  <p>A lyrical, sensory nonfiction text and vibrant illustrations invite readers to experience a child's-eye view of 13 special days</p>	<p>The Tiger who Came to Tea Judith Kerr</p>  <p>An imaginative tale which allows children to think about the tiger's motivations and also about being kind to those that are less fortunate or different.</p> <p>Peepo Janet & Allan Ahlberg</p>  <p>We are going on a Bear Hunt Michael Rosen</p>  <p>An amazing well-known story, which links to our outdoor learning and Forest school provision. The onomatopoeia provides opportunities to children to act along.</p> <p>Florence Nightingale</p>	<p>The Three Billy Goats Gruff</p>  <p>Traditional tales with repetitive language and the rule of three. To be told, learnt and changed following the talk for writing process</p> <p>The Gingerbread Man</p>  <p>This well-known story will support our children's understanding of story structure and language development.</p> <p>Dogger Shirley Hughes (History Link Text)</p>  <p>This is a toy-themed story about a very familiar scenario. Many children will know the heartbreak of losing a favourite toy. Beautiful written and illustrated, this book will support</p>	<p>Oliver's Vegetables Vivian French</p>  <p>Through this story, our children will explore healthy eating, growing and planting, where our food comes from.</p> <p>Fruits A Caribbean Counting Poem Valerie Bloom</p>  <p>Baby Goes to Market Atinuke</p>  <p>Join Baby and his mama at the bustling marketplace for a bright, bouncy read-aloud offering a gentle introduction to numbers. Rhythmic language, visual humour and a bounty of delectable food make this a tale that is sure to whet little appetites for story time.</p> <p>Anansi Gerlad Mcdermott</p>	<p>The Very Hungry Caterpillar Eric Carle</p>  <p>A well-loved story which teaches about the life cycle of a butterfly, healthy eating and caring for animals and the environment.</p> <p>Author study Eric Carle</p>  <p>To develop our children's understanding of authors and poets we will learn about Eric Carle and his unique style of illustration.</p> <p>Nursery children will collect books and poems written by Eric Carle.</p> <p>Rainbow fish Marcus Pfister</p>  <p>This story provides our children with the opportunity to explore aquatic</p>












 <p>A humorous tale which supports children's growing understanding of similarities and differences</p> <p>I am Enough Grace Byers</p> 	<p>around the world.</p> <p>The Best Diwali Ever Sonali Shah Chaaya Prabhat</p> 		<p>our children's understanding of toys old and new.</p>		<p>animals and friendships.</p>
<p>Enrichment Texts</p> <p>We will develop our children's positive self-image through this text.</p> <p>All Are Welcome Alexandra Penfold</p>  <p>A bright and uplifting celebration of cultural diversity and</p>		<p>SHHH! Sally Grindly</p>  <p>A catchy book that enables us to talk about feelings and different points of view.</p>	<p>Goldilocks and the Three Bears</p> 		<p>Sharing a Shell Julia Donaldson</p>  <p>A story about friendship and sharing written in Julia Donaldson's rhyming style which children will hook in to.</p> <p>Shark in the Park Nick Sharratt</p>  <p>The style of Nick Sharratt will provide our children with the engaging illustrations and rhyming rhythm</p>

belonging, where all children are welcome in the classroom						to explore pattern and rhyme. Splash Anna Hibiscus Valerie Bloom  A wonderful story about a family that visits the beach. Linking to past experiences Non-fiction: underwater Information books
--	--	--	--	--	--	--










PSED Jigsaw Being Me in My World	PSED Jigsaw Celebrating Difference	PSED Jigsaw Dreams and Goals	PSED Jigsaw Healthy Me	PSED Jigsaw Relationships	PSED Jigsaw Changing Me
--	--	--	----------------------------------	-------------------------------------	-----------------------------------










Rhythm & Rhyme Rhymes and songs If you're happy and you know it Incy Wincy spider Twinkle twinkle little star Jelly on a plate Wheels on the bus Tommy Thumb Power in me 5 little pumpkins	Rhythm & Rhyme Rhymes and songs Diwali song Wind the bobbin' up I can sing a rainbow I hear thunder When Santa got stuck up the chimney	Rhythm & Rhyme Rhymes and songs Cobbler cobbler 5 current buns There was a princess log ago Little Bo Peep Little Miss Muffet There were 10 in the bed When Chinese new Year song	Rhythm & Rhyme Rhymes and songs Animals went in 2 by 2 5 little ducks 5 little monkeys Horse, Horse I went to visit a farm one day Old Mc Donald had a farm Goldilocks went to the house of the bears	Rhythm & Rhyme Rhymes and songs Brush your teeth 5 little apples Head, shoulder s knees and toes I've got a body London bridge is falling down There's a worm at the bottom of the garden	Rhythm & Rhyme Rhymes and songs I'm a pirate When I was one The big ship sailed on the Ally Ally o 1,2,3,4,5 Row, row, row your boat A sailor went to sea sea sea
---	---	--	---	--	--



















 Oracy Communication and Language Supporting children to make friendships and use talk to interact	 Oracy Communication and Language Introduce the Oracy Golden rules	 Oracy Communication and Language Supporting children to speak in full sentences of 4-6 words.
--	--	--








<p>with others 1:1, and in small groups. Adults will notice and encourage children's utterances and introduce new vocabulary in play. Adults will model how to take turns in a conversation and look at the speaker. Children will be introduced to the vocabulary for the areas around the classroom. Daily story times in a group.</p>	<p>Using visual prompts and modelling our speaking and listening expectations. Children will begin to enjoy listening to longer stories read to the class. Adults will model thinking out loud about the stories and asking themselves 'Why' questions.</p>		<p>Supporting children to ask questions linked to our topics of Growing and Land Ahoy! Encourage taking turns to talk, and asking what their partner thinks and supporting children to express their point of view and to debate when they disagree using words as well as actions. Understand 'Why' questions e.g. Why did Rainbow Fish share his scales.</p>		
<p> Little Wandle Phonics</p>	<p> Little Wandle Phonics</p> <p>Teach children to hear the same initial sound for words and names of objects.</p>	<p> Little Wandle Phonics</p> <p>Teach children to identify initial sounds of words and names of objects. Teach children to distinguish different sounds.</p>	<p> Little Wandle Phonics</p> <p>Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds.</p>	<p> Little Wandle Phonics</p> <p>Teach children to identify initial sounds of words and objects.</p>	<p> Little Wandle Phonics</p> <p>Teach children to identify the final sounds of words and objects.</p>
<p> Literacy Key Experiences</p> <p>Print around us across all areas of provision e.g. labels to support independence and vocabulary development, books linked to interests and themes</p> <p>-Locating their name with support and placing it on the 5 frame self-registration board. -Exploring and learning the names of the mark making implements with support from adults. -Pre-writing skills, mark making and sensory activities using different media.</p>	<p> Literacy Key Experiences</p> <p>Print around us across all areas of provision e.g. labels to support independence and vocabulary development, books linked to interests and themes -Taking part in drawing activities linked to children's interests and our themed learning such as letters to Father Christmas. --- Enjoying reading and looking at a</p>	<p> Literacy Key Experiences</p> <p>Print around us across all areas of provision e.g. labels to support independence and vocabulary development, books linked to interests and themes -Children will continue to explore the letters</p>	<p> Literacy Key Experiences</p> <p>Print around us across all areas of provision e.g. labels to support independence and vocabulary development, books linked to interests and themes -Emergent Writing of labels and prescriptions at the vets -Children will continue to explore stories and use the story maps created to use the vocabulary and repeated refrains from the stories using the visual prompts and props. - Children will begin to use their name labels to begin to copy/write their names. -Bringing children's attention to the labels in the classroom and the purpose of these.</p>	<p>Literacy Key Experiences</p> <p>Print around us across all areas of provision e.g. labels to support independence and vocabulary development, books linked to interests and themes - Emergent writing of lists, and</p>	<p> Literacy Key Experiences</p> <p>Print around us across all areas of provision e.g. labels to support independence and vocabulary development, books linked to interests and themes Emergent writing- names, through play using known GPC's -Developing confidence in speaking about their writing and children will be provided with opportunities to write and draw lists and maps -Writing their name on their work, making labels for their creations and putting them up.</p>















<p>-Children will be supported to display their work.</p> <p>Exploring stories – diverse stories, characters and authors</p>	<p>variety of selected texts in the environment independently and with an adult</p> <p>Beginning to appreciate the key concepts about print</p> <ul style="list-style-type: none"> -<i>naming the different parts of a book</i> -<i>page sequencing</i> <p>-Making the shape of the letters in their name through sensory play.</p>	<p>in their names.</p> <ul style="list-style-type: none"> -Clapping syllables for their names and other words - Participating in class discussions about stories read in class and learning the creation of class story maps to represent stories read. <p>-Children will continue to explore the key concepts of print:</p> <ul style="list-style-type: none"> -<i>print has meaning</i> -<i>read from left to right and top to bottom</i> 		<p>making simple Life cycle books, adults notice what children have written and ask questions supporting children to express their ideas and share what they wrote.</p> <ul style="list-style-type: none"> -Making props for their role play using the available resources - Developing confidence with telling stories using prompts and props - Children will continue to explore the key concepts of print: -<i>print can have different purposes</i> 	
--	---	---	--	--	--













 <p>Mathematics</p> <p>Early exploration of patterns and use of informal language ‘pointy’, ‘spotty’, ‘blobs’</p> <p>Engaging with visual timetables with supportive adults to encourage children to settle in to routines and feel safe and secure.</p> <p>2D Shapes – Developing the vocabulary and language of shape</p> <p>Begin to count objects that can be moved</p> <p>Begin to recite numbers in order</p> <p>Comparing objects e.g. size Begin to use positional language Using 5 frames during self-registration routines.</p> <p>Singing and participating in activities linked to number rhymes.</p>	 <p>Mathematics</p> <p>Recite numbers past 5 and show ‘finger numbers’ up to 5</p> <p>Say 1 number for each item in order</p> <p>Know that the last number reached when counting as set tells you how many there are in total (cardinality)</p> <p>Noticing, exploring and creating patterns ABAB</p> <p>Explore with their own symbols and marks in play</p> <p>Fast recognition of up to 3 objects without having to count them individually (subitising)</p> <p>Select shapes appropriately to build and create and use informal mathematical language ‘sides’ ‘corners’ ‘straight’, ‘flat’, ‘round’.</p>	 <p>Mathematics</p> <p>Measure and making comparisons with length weight and capacity.</p> <p>Understand position through words along e.g. ‘The bag is under the table’ with no pointing</p> <p>Describe and discuss routes with words like ‘in front of’ and ‘behind’</p> <p>Extend and create ABAB patterns, spot errors in patterns.</p> <p>Begin to describe a sequence of events using words such as ‘first’, ‘then’, ‘next’, ‘after’.</p> <p>Talk about and explore 2D and 3D shapes</p> <p>Make comparisons between objects relating to weight, size, and capacity.</p>
<p>Expressive Arts and Design</p>	<p>Expressive Arts and Design</p>	<p>Expressive Arts and Design</p>
 <p>Art</p> <p>Drawing</p> <p>Introduction to Mark-making: using broad range of tools to explore different qualities of line: (sticks, cotton buds sponges, toothbrushes, rollers, stamps, paint). A variety of paperweights, texture and sizes. Tools: Chunky pencils, felt tipped pens and paintbrushes, crayons.</p> <p>Introduction to techniques - Autumnal Art Firework pictures, conker rolling, leaf printing</p> <p>Design and Technology</p>	 <p>Art</p> <p>Painting</p> <p>Introduction to Colour-mixing: using poster paint and learning the names of the primary and secondary colours when mixing: Red + yellow = orange Red + blue = purple Blue + yellow = green</p> <p>Mood: Going on a Bear Hunt Introduce the concept that different colours create different moods. Children create a painting to show emotion/mood using tools and finger-painting.</p>	 <p>Art</p> <p>3D</p> <p>Introduction to Clay: Free modelling and playing with clay. Children must explore the feel of it, practise rolling and chopping it and sinking fingers into it as they familiarize themselves with the material.</p> <p>To create simple one-piece model using the Very Hungry Caterpillar as stimulus.</p> <p>Drawing: Observational drawings of sunflowers. Art experience focus on Vincent Van Gogh – Sunflowers</p>
 <p>Clay - Touching and Discovering</p> <p>This stage is all about exploring the tactile qualities of clay. Children use their fingers and hands to squeeze, pinch, poke, and prod the clay, discovering its texture and malleability. This stage helps children develop fine motor skills and spatial awareness, as well as an appreciation for the</p>	 <p>Clay - Piling</p> <p>Piling clay into different shapes and forms is a fun way for children to experiment with balance and stability. This stage also encourages children to think creatively about how they can use different forms and shapes to create interesting compositions and designs. The simple task of piling turns into</p>	 <p>Clay - Pounding</p> <p>The act of pounding is a fabulous way to children’s inherent need to use force!</p> <p>Pounding clay with hands or tools helps children develop gross motor skills and strength. This stage is all about exploring the physical properties of clay and experimenting with different forms of manipulation. Children may also enjoy making</p>

<p>material itself. Children will be able to experience clay on a large scale on tuff spots.</p>	<p>building tall and problem-solving to make it stay.</p>	<p>imprints or marks on the clay using their fists or other objects.</p>
 <p>Investigate, Play and Explore with Materials & Resources</p> <ul style="list-style-type: none"> Investigate treasure baskets and collections of natural and manufactured resources. An introduction to collage. Using PVA glue and spreaders. Play with everyday objects such as empty boxes, blocks and construction kits e.g. Duplo, Large K'Nex, wooden bricks, Mobilo, Popoids (on a small and large scale) Explore and experiment with tools such as scissors, hammers (pin a shape), hole punches. Explore how to use materials and resources such as sellotape, masking tape, Pritt Stick and PVA Glue 	 <p>Investigate, Play and Explore with Materials & Resources</p> <ul style="list-style-type: none"> Explore how to fold, cut and decorate paper and card. Begin to explore how to fix and join materials using resources such as sellotape, masking tape, Pritt Stick, PVA Glue. Explore objects that move e.g. cars, balls and guttering, books with levers and sliders. 	 <p>Investigate, Play and Explore with Materials & Resources</p> <ul style="list-style-type: none"> Begin to create items which represent other objects e.g. a box covered in glue with scraps of paper, paint and fabric stuck to it could represent a house, car or a trap for monsters. Become more proficient in fixing and joining materials with resources available.
 <p>Construction Joining simple construction pieces together duplo, stickle bricks, wooden blocks, building upwards and sideways.</p>	 <p>Construction Joining simple construction pieces together duplo, stickle bricks, wooden blocks, moving on to bridging space</p>	 <p>Construction <i>Creating enclosures with a variety of construction materials</i> Use large construction resources (e.g. wooden bricks) to represent another object e.g. house, bus, train etc.</p>
 <p>Food</p> <p>Taste different types of fruit and vegetables – explore different textures and tastes.</p> <p>Know that tools are not toys and should be treated with care.</p> <p>Use plastic knives to cut playdough.</p> <p>Begin to hold a knife correctly. Using child safe knives and with supervision, begin to cut soft fruits such as bananas.</p> <p>Begin to use knives to spread e.g. butter/jam on toast.</p>	 <p>Food</p> <p>Continue to taste a range of different fruits and vegetables and know the names of them.</p> <p>Develop knife hold and demonstrate an understanding of safety.</p> <p>Develop cutting skills to include other soft fruits.</p> <p>Develop skills when peeling oranges and bananas.</p> <p>Take part in cookery activities – stirring, mixing, using cutters for biscuits etc.</p>	 <p>Food</p> <p>Show confidence when holding a knife correctly and cutting soft fruits.</p> <p>Begin to use a sawing motion to cut harder fruits such as apples.</p> <p>Continue to take part in cookery activities – measuring, stirring, mixing, cutting, skewering.</p>

 Scissor Skills An introduction to scissors safety and technique. Making snips in paper with scissors. Master how to open and close scissors. Begin to snip the edges of firm paper and other items e.g. straws, playdough etc. Paper may held by an adult at this stage. (Alternative scissors can be used e.g. spring loaded, double ended).		 Scissor Skills Begin to develop correct scissor hold and the use of a dominant hand. Begin to use non-cutting hand to hold paper and cut with a forward motion along a piece of paper that has no line. (Adaptations – use thin strips of card/paper, needing only 2 snips before reaching end, increase distance as confidence and skill develops, firmer paper is easier to cut)		 Scissor Skills Begin to develop correct scissor hold and the use of a dominant hand. Begin to use non-cutting hand to hold paper and cut with a forward motion along a piece of paper that has no line. (Adaptations – use thin strips of card/paper, needing only 2 snips before reaching end, increase distance as confidence and skill develops, firmer paper is easier to cut) Refining scissors skills cutting along a straight line and beginning to cut geometric shapes.							
 Sewing		 Sewing		 Sewing							
 Photography		 Photography		 Photography							
 Woodwork		 Woodwork		 Woodwork							
 Music I can sing a song! In this unit of work the children will be introduced to a range of nursery rhymes. A large repertoire of nursery rhymes and songs will be taught throughout the year based upon the topics of learning. I can remember and sing entire songs (EAD) I can sing a large repertoire of songs (C&L)		 Music I can sing a song! In this unit of work the children will continue to learn to sing nursery rhymes and in this half term the children will learn and perform songs for a Christmas production. The children will learn a range of call and response songs and will begin to explore using their voice to create different pitches with support from		 Music I can hear sounds In this unit of work the children will listen to a range of music from different genres and cultures and comment upon the different sounds they hear whilst listening. I can listen to music		 Music I can hear sounds In this unit of work the children will continue to listen to music from a range of different genres and cultures and they will be able to express their thoughts upon what they have heard. The children will begin to express their feelings towards the music they hear through dance and movement. I can respond to what I have heard, expressing my thoughts and feelings. (EAD) I can express my point of view and to debate when they disagree with an adult or a friend, using words as well as actions. (C&L) I can speak in longer sentences of four to six words. (C&L)		 Music I am a musician In this unit of work the children will continue to play and explore different musical instruments and will begin to create their own songs and this could be based upon the repertoire of songs taught throughout the nursery year. I can create my own songs or improve a song based on one I already know. (EAD) Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. (PD)		 Music I am a musician In this unit of work the children will continue to play and explore different musical instruments and will begin to create their own songs and this could be based upon the repertoire of songs taught throughout the nursery year. I can create my own songs or improve a song based on one I already know. (EAD) Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. (PD)	

	<p>adults.</p> <p>I can sing the pitch of a tone snug by another person ('pitch match') (EAD)</p> <p>I can sing the melodic shape (moving melody, such as, up and down, down and up of a familiar song). (EAD)</p>	<p>with increased attention to sounds. (EAD)</p> <p>I can speak in longer sentences of four to six words. (C&L)</p> <p>I can express my point of view and to debate when they disagree with an adult or a friend, using words as well as actions. (C&L)</p>	<p>I can talk about my feelings using words like 'happy', 'sad', 'angry' or 'worried'. (PSED)</p>	<p>children will learn about traditional African music and the instruments used in this genre of music.</p> <p>I can play instruments with increasing control to express my feelings and ideas. (EAD)</p>	
<p> Physical development</p> <p>Experience all areas of the provision and learn how to use the space safely</p> <p>-Begin taking part in some group activities.</p> <p>-Match developing physical skills to tasks.</p>	<p> Physical development</p> <p>Dance</p> <p>-Learn simple sequences and patterns of movement.</p> <p>-Move to different types of music.</p> <p>-Use large muscle groups to wave flags and ribbons.</p> <p>-Remember sequences and patterns related to music and rhythm.</p>	<p> Physical development</p> <p>Gymnastics</p> <p>-Begin to become familiar with simple rolls.</p> <p>-Perform at least 2 different ways of travelling.</p> <p>-Balance with confidence on different apparatus.</p> <p>-Climb onto apparatus using steps or stairs using alternate feet.</p>	<p>Physical development</p> <p></p> <p>Sending and Receiving</p> <p>-Roll balls to an intended target.</p> <p>-Bounce balls of different sizes in different directions.</p>	<p>Physical development</p> <p> Athletics</p> <p>-Take turns to participate in different races such as egg & spoon.</p> <p>-Skip, hop and stand on one leg.</p>	
<p> Understanding the World- Geography</p> <p>Continue to develop positive attitudes between the differences between people.</p>				<p> Understanding the World- Geography</p> <p>Share their experiences of the different places they have travelled to or seen.</p>	

 <p>Understanding the World-History</p> <p>My History Name and talk about their family and memories. Children share photos of family and favourite toy. Begin to make sense of their own life story and family history.</p>	 <p>Understanding the World - History</p> <p>Develop positive attitudes about the differences between people</p> <p>Diwali</p> <p>The Best Diwali Ever Making Rangoli Patterns</p> <p>Remembrance Day Making handprint poppies</p>	 <p>Understanding the World-History</p> <p>Show an interest in different occupations linked to role-play areas. The children will have the opportunity to talk about people who have helped them in their lives. There will be visits to school from people who help people in real life. The children will learn about Florence Nightingale and how she helped soldiers in the past.</p>	 <p>Understanding the World-History</p> <p>A look at toys through the ages.</p>	 <p>Understanding the World - History</p> <p>Noticing and talking the growth of growing plants. Children will be able to talk about how the plant has changed over time.</p> <p>Noticing and talking about the life cycle of a butterfly. Children will talk about the change over time.</p>	
 <p>Science</p> <p>Use all their senses in hands on exploration of natural materials. Explore how things work Explore me, explore my family by noting simple observations and asking basic questions to find out more.</p> <p>Seasons (Simple observations) What can we notice about outside? (influenced by weather/ plants outside/forest school area)</p>		 <p>Science</p> <p>Explore and talk about the different forces they can feel. Floating and sinking, pushing and pulling; making basic observations and asking simple questions to explore. (Simple observations) Children will begin to explore freezing and melting talking about what they see using a wide range of vocabulary.</p> <p>Seasons (Simple observations) What do we notice about the outside? (influenced by weather/ plants outside/ discoveries in the forest school area)</p>		 <p>Science</p> <p>Plant seeds with and make basic observations on how they grow Exploring stages of growth in living things such as caterpillars/ butterflies. Talk about what they see using a variety of language. Children will learn to respect living things. Explore natural materials Understand the need to care and respect the environment and living things</p> <p>Seasons What do we notice outside? (influenced by weather/ plants outside/ other seasonal features)</p>	
 <p>R.E</p> <p>Belonging to a family - Sharing photos of their families. Creating a class book.</p> <p>Harvest Festival Exploring different fruit and vegetables.</p> <p>Identity and Belonging -</p>	 <p>R.E</p> <p>Diwali Discussing how some families will be celebrating Diwali. Explore rangoli and fireworks.</p> <p>The Christmas Story</p>	 <p>R.E</p> <p>The Natural World Explore the changes in the Natural World throughout the Spring. Support children to</p>	 <p>R.E</p> <p>Justice and Fairness - People Who Helps us- How do these people ensure justice and fairness?</p> <p>The Easter Story- A look at how Easter is celebrated in our community. Invite children to share their</p>	 <p>R.E</p> <p>The Natural World Caring for the Natural world and asking questions about the</p>	 <p>R.E</p> <p>The Natural World Caring for the Natural world and asking questions about the world around them. Developing respect for the natural world and celebrating and appreciating its wonders.</p> <p>The story of Noah's Ark</p>

<p>Exploring and talking about our families. Children share a picture of a family celebration</p>	<p>Discussions on Christmas celebrations and developing the children's understanding of diversity. Some families may not celebrate Christmas.</p> <p>The Nativity</p>	<p>discuss and share their observations of changes they see.</p> <p>Justice and Fairness</p> <p>- Understand what is right, wrong and why. Consider the consequences of their actions and words on others.</p>	<p>own experiences of celebrations.</p>	<p>world around them. Developing respect for the natural world and celebrating and appreciating its wonders.</p> <p>Eid</p> <p>Discussing and sharing how some families celebrate Eid.</p>	
<p>Computing Technology in the environment</p>		<p>Computing Digital Art Internet Safety Day</p>		<p>Computing Using technology to record</p>	
<p> Forest School</p> <p>Getting to know the forest, rules and boundaries and exploring Autumn</p>	<p> Forest School</p> <p>Signs of Winter Weaving and making Christmas decorations</p>	<p> Forest School</p> <p>Traps, tracks and trails.</p>	<p> Forest School</p> <p>Climbing and hiding Signs of Spring</p>	<p> Forest School</p> <p>Habitats and den building</p>	<p> Forest School</p> <p>Minibeasts and caring for the environment</p>
<p> Enrichment & Special Events</p> <p>Going on a Bear Hunt Bear toast Bring in baby photo <i>Black History Month</i></p>	<p> Enrichment & Special Events</p> <p>Making cakes <i>Armistice Day</i> <i>Making Diwas</i> Making poppy art <i>Christmas Crafts</i> <i>Christmas Party</i> <i>Nativity</i></p>	<p> Enrichment & Special Events</p> <p>A visit from the Dentist Making and decorating gingerbread men Library visit Chinese New Year</p>	<p> Enrichment & Special Events</p> <p>Mothers' day</p>	<p> Enrichment & Special Events</p> <p>Fruit Kebabs Fathers' Day</p>	<p> Enrichment & Special Events</p> <p>Beach Day</p>

		Valentine's Day			
--	--	-----------------	--	--	--

Throughout the year we will put on Google Classroom requests for items to be sent in. Here is an overview of what we will be asking for your child to bring in to support them with their learning and development.

Upload a picture of your family and your favourite toy for a class book	Upload a picture of something you celebrate-share this with the class	Parent visits to talk about their jobs and what they do	Upload a picture of your pet or your favourite animal		
---	---	---	---	--	--