

## William Reynolds Primary School Curriculum Framework Overview Nursery 2021-2022

School Global theme	<b>HEALTHY MIND, HEALTHY BODY</b> (Active Life) 8 weeks/7 weeks		<b>INNOVATION AND INVENTIONS</b> (Technology) 6 weeks/6 weeks		<b>PRESERVING PLANET EARTH</b> (Sustainability) 5 weeks/7 weeks	
Secrets of Success	Try New Things Push Yourself		Imagine Improve Concentrate		Understanding Others Don't Give Up Work Hard	
Significant Person	Captain Webb		Thomas Telford / Thomas Parker William Reynolds		Scott Adams (Exotic Zoo)	
Locality Study			Chinese Culture Visitor		Exotic Zoo	
National & whole school events	International day of democracy 15 <sup>th</sup> Sept Black History Month (October)	Anti-bullying wk. 15 <sup>th</sup> - 19 <sup>th</sup> Nov Children in Need - 13 <sup>th</sup> Nov National School Meals Week 8 <sup>th</sup> - 12 <sup>th</sup> Nov Remembrance Day - 11 <sup>th</sup> Nov	National Handwriting Day 23 <sup>rd</sup> Jan Internet Safety Day - 8 <sup>th</sup> February Winter Olympics - Feb	World Book Day 3 <sup>rd</sup> March World Maths Day 12 <sup>th</sup> March Comic Relief 12 <sup>th</sup> March	World Earth Day 22 <sup>nd</sup> April St Georges Day 23 <sup>rd</sup> April Shakespeare Day 23 <sup>rd</sup> April Mental Health Awareness Week 9 <sup>th</sup> -15 <sup>th</sup> May	Sports Week Arts Week Queens Jubilee
Theme	In the Dark, Dark Wood		Dragon Tales		Balloon For Grandad	
Subject area	AUTUMN TERM 1 <sup>st</sup> Half (7 ½ wks)	AUTUMN TERM 2 <sup>nd</sup> Half (7 wks)	SPRING TERM 1 <sup>st</sup> Half (6 ½ wks)	SPRING TERM 2 <sup>nd</sup> Half (6 wks)	SUMMER TERM 1 <sup>st</sup> Half (5 wks)	SUMMER TERM 2 <sup>nd</sup> Half (7 wks)
PSED	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Interact with a mixed age range of peers in small world and role play</li> <li>Make choices in their learning and play</li> <li>Interact with adults other than their key person</li> <li>Receive rewards and stickers for positive behaviour</li> </ul> <p><b>Focus Teach:</b> Stories linked to 'It's OK to be different' Keep healthy and safe</p> <p><b>EY Outcomes:</b>  <b>BR</b> Become more outgoing with unfamiliar people, in the safe context of their setting.  <b>MS</b> Show more confidence in new social situations.  <b>S-R</b> Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p>		<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Engage in child-led play</li> <li>Use talk partners for news, plan-do-review, story time and learning groups</li> <li>Be challenged to use toys with gender expectations</li> </ul> <p><b>Focus Teach:</b> Stories linked to Feelings and challenging gender expectations.</p> <p><b>EY Outcomes:</b>  <b>BR</b> Play with one or more other children, extending and elaborating play ideas.  <b>MS</b> Show more confidence in new social situations.  <b>S-R</b> Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p>		<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Use talk partners for news, plan-do-review, story time and learning groups</li> <li>Be guided how to interact and resolve conflicts with peers</li> <li>Talk about what they have done well, how they did it and how they could improve (plan-do-review)</li> <li>Co-operate and collaborate</li> </ul> <p><b>Focus Teach:</b> Stories linked to relationships, friendships and change</p> <p><b>EY Outcomes:</b>  <b>BR</b> Begin to understand how others might be feeling.  <b>MS</b> Show more confidence in new social situations.  <b>S-R</b> Increasingly follow rules, understanding why they are important. Talk with others to solve conflicts.</p>	
CL	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Listen to, join in and talk about stories</li> </ul>		<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Engage in focus teach groups</li> </ul>		<p><b>Daily opportunities for children to:</b></p>	

	<ul style="list-style-type: none"> <li>Recap and tell stories in their own words</li> <li>Be guided by adults using open questions</li> <li>Engage in planned talk time - news, plan-do-review, talk partners in learning</li> <li>Be stimulated to explore (linked to UW)</li> </ul> <p><b>EY Outcomes:</b>  <b>LAU</b> Enjoy listening to longer stories and can remember much of what happens.  <b>S</b> Use a wider range of vocabulary.</p>	<ul style="list-style-type: none"> <li>Follow two-part instructions first, next</li> <li>Develop technical vocabulary linked to theme</li> <li>Engage in storytelling through role play</li> <li>Engage in two-way conversations during planned talk time - news, talking ted, plan-do-review, talk partners in learning, in play</li> <li>Present weather to peers</li> </ul> <p><b>EY Outcomes:</b>  <b>LAU</b> Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".  <b>S</b> Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<ul style="list-style-type: none"> <li>Be observed interacting during child-led activities</li> <li>Be told (not read) stories and show understanding</li> <li>Hear rhymes and jokes linked to theme</li> <li>Engage in two-way conversations during planned talk time - news, talking ted, plan-do-review, talk partners in learning, in play</li> <li>Develop storylines through thematic role play</li> </ul> <p><b>EY Outcomes:</b>  <b>LAU</b> Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"  <b>S</b> Can start a conversation with an adult or a friend and continue it for many turns.</p>
Literacy	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Talk about features of stories and use story language</li> <li>Hear stories and predict endings</li> <li>Engage in Phase 1 and Phase 2 phonics which includes musical activities linked to rhyme and alliteration, oral blending and segmenting and hearing and recognising phonemes</li> <li>One-to-one reading with adults</li> <li>Draw and write - labels</li> <li>See adults modelling writing</li> </ul> <p><b>Focus Teach: Reading and Mark Making to Represent</b>  <b>Where's my Teddy</b> - awareness of rhyme, draw and describe character/settings, write labels, make simple maps, retell stories,  <b>In a Dark Dark Wood</b> - recognise rhythm in stories, draw and describe characters/settings, write labels, make simple maps, retell stories,  <b>Diwali -Rama and Sita</b> - draw and describe characters, write labels, make simple maps, retell stories  <b>Meg and Mog Owl's Birthday</b> - draw characters, make a card, retell stories  <b>Owl Babies</b> - draw characters, make a card, retell stories  <b>Owls non-fiction</b> - draw animal, write label, give facts about owl  <b>Christmas-</b> cards, labels, list (link to Christmas)</p> <p><b>EY Outcomes:</b>  <b>C</b> Engage in extended conversations about stories, learning new vocabulary.  <b>WR</b> Develop phonological awareness, so that the children can:</p>	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Engage in shared reading with a range of texts including non-fiction</li> <li>Write their name</li> <li>Write letters to represent words - Plan-do-Review</li> <li>See adults modelling writing</li> </ul> <p><b>Focus Teach: Reading and Mark Making to Represent</b>  <b>The Littlest Dragon</b> - shared reading and writing letters to represent name  <b>George and the Dragon: shared reading and letters to represent writing on a thank you card</b>  <b>Room on a Broom</b> - shared reading and letters to represent labels to describe character  <b>Dragon Dance:</b> Shared reading, Chinese writing,  <b>There's no such thing as a dragon:</b> shared reading, describe character  <b>Dragon's Stew</b> - shared reading, write list for stew  Easter</p> <p><b>EY Outcomes:</b>  <b>C</b> Engage in extended conversations about stories, learning new vocabulary.  <b>WR</b> Develop phonological awareness, so that the children can:  - recognise words with the same initial sound, such as money and mother  <b>W</b> Write some or all of their name.</p>	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Apply phonic knowledge to reading and writing in a range of contexts for different purposes</li> <li>Read and write common words</li> <li>Shared and independent reading</li> </ul> <p><b>Focus Teach: Guided Reading</b></p> <p><b>Guided Write (as part of phonics teach)</b>  <b>A Balloon for Grandad:</b> write name label for balloon  <b>Walking through the Jungle:</b> shared reading and writing use and apply phonics to write labels for animals  <b>Jungle Animals (non-fiction)</b> - shared reading and writing use and apply phonics to write labels for an animal  <b>The Hungry Caterpillar: Shared reading and writing,</b> use and apply phonics to label the lifecycle, and make lists  <b>Is that a Coconut, Yuk! shared reading and writing simple captions to retell the story</b>  <b>Monkey Puzzle: shared reading and writing simple captions to retell the story</b></p> <p><b>EY Outcomes:</b>  <b>C</b> Engage in extended conversations about stories, learning new vocabulary.  <b>WR</b> Understand the five key concepts about print:</p>

	<ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> </ul> <p><b>W</b> Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top</p>		<ol style="list-style-type: none"> <li>1. Print has meaning</li> <li>2. Print can have different purposes</li> <li>3. We read English text from left to right and from top to bottom</li> <li>4. The names of the different parts of a book</li> <li>5. Page sequencing</li> </ol> <p><b>W</b> Write some letters accurately.</p>
Quality Texts	<p>Where's my Teddy In the deep dark wood Rama and Sita Owl's birthday (Meg and Mog online) Owl Babies Owls Non-fiction</p>	<p>The Littlest Dragon George and the Dragon Room on a Broom Dragon Dance There's no such thing as a dragon Dragon's Stew</p>	<p>A Balloon for Grandad Walking through the jungle Jungle Animals The Very Hungry Caterpillar Is that a Coconut Yuk! Monkey Puzzle</p>
Role Play	<p>Tree House - nest with beds and dolls. Cottage in the woods Dark den Signposts Paths Sticks and den building. Signposts Mud kitchen Hide in the forest Car</p>	<p>Chinese Restaurant Dragon cave. Dragon footprints, dragon tails Dragon Boat Mud kitchen Car</p>	<p>Explorer camp site Vet Safari Mangrove Exploring equipment- maps, binoculars, clipboard papers, rucksacks. Booking area to look at brochures and book holidays (till and money) Pop tents- campfire and dens. Mud kitchen Car</p>
PD	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>• Play outdoors, moving in a variety of ways</li> <li>• Access fine motor development activities</li> <li>• Use a range of tools in different contexts</li> <li>• Be guided to use equipment safely</li> <li>• See correct letter formation being modelled</li> </ul> <p><b>Focus Teach:</b> Handwriting (trace over and copy name)</p> <p><b>EY Outcomes:</b></p> <p><b>Outdoor Play</b> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. <b>Handwriting</b> Show a preference for a dominant hand. <b>Using Tools</b> Use one-handed tools and equipment, for example, making snips in paper with scissors. <b>Health and Self Care</b> Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</p>	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>• Play outdoors, moving in a variety of ways and using climbing and balancing equipment</li> <li>• Access fine motor development activities</li> <li>• Use a range of tools in different contexts</li> <li>• Be guided to use equipment safely</li> <li>• See correct letter formation being modelled</li> </ul> <p><b>Focus Teach:</b> Jarman Handwriting How to be o? (stay fit and healthy)</p> <p><b>EY Outcomes:</b></p> <p><b>Outdoor Play</b> Skip, hop, stand on one leg and hold a pose for a game like musical statues. <b>Handwriting</b> Start to eat independently and learning how to use a knife and fork. <b>Using Tools</b> Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p>	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>• Play outdoors, moving in a variety of ways using climbing and balancing equipment</li> <li>• Access fine motor development activities</li> <li>• Use a range of tools and techniques in different contexts</li> <li>• Talk about and demonstrate safety</li> <li>• See correct letter formation being modelled</li> </ul> <p><b>Focus Teach:</b> Games, Top Start PE Jarman Handwriting Teach simple techniques - cut, fold, join with tape, staples, treasury tags, glue. Water safety, Sun Safety.</p> <p><b>EY Outcomes:</b></p> <p><b>Outdoor Play</b> Start taking part in some group activities which they make up for themselves, or in teams. <b>Handwriting</b> Use a comfortable grip with good control when holding pens and pencils.</p>

			<p><b>Health and Self Care</b> Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</p>	<p><b>Using Tools</b> Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p><b>Health and Self Care</b> Make healthy choices about food, drink, activity and tooth brushing.</p>
Maths	N	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Recite numbers</li> <li>Count the number of children</li> <li>Recognise and represent numbers</li> <li>Match numbers to amounts</li> <li>Use numbers in their play</li> <li>Access books about numbers and counting</li> </ul> <p><b>Focus Teach:</b>          Recognising numerals          Counting and matching numerals to objects          Representing numbers          Arrange 3 or 4 objects in different ways          Number problems</p> <p><b>EY Outcomes:</b></p> <p><b>N</b> Fast recognition of up to 3 objects, without having to count them individually ('subitising').          Recite numbers past 5.          Say one number for each item in order: 1,2,3,4,5.</p>	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Work with numbers up to 10</li> <li>Ordering numbers</li> <li>Recite numbers forwards and backwards</li> <li>Count the number of children</li> <li>Recognise and represent numbers</li> <li>Match numbers to amounts</li> <li>Use numbers in their play</li> <li>Access books about numbers and counting</li> </ul> <p><b>Focus Teach: with numbers to 10</b>          Recognising numerals          Counting images and matching numerals          Compare groups of objects          Find totals          Find one more          Find one less          Number problems</p> <p><b>EY Outcomes:</b></p> <p><b>N</b> Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').          Show 'finger numbers' up to 5.          Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Work with numbers up to 10</li> <li>Ordering numbers</li> <li>Recite numbers forwards and backwards</li> <li>Count the number of children</li> <li>Recognise and represent numbers</li> <li>Match numbers to amounts</li> <li>Use numbers in their play</li> <li>Play dominoes and dice games</li> <li>Access books about numbers and counting</li> </ul> <p><b>Focus Teach: with numbers to 10</b>          Recognising numerals          Counting out from a group          Counting images and matching numerals          Compare groups of objects          Find totals          Find one more          Find one less          Number problems</p> <p><b>EY Outcomes:</b></p> <p><b>N</b> Experiment with their own symbols and marks as well as numerals.          Solve real world mathematical problems with numbers up to 5.          Compare quantities using language: 'more than', 'fewer than'.</p>
	NP	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Use shapes as part of their play - letters and parcels of different shapes and sizes</li> <li>Access books about shape</li> </ul> <p><b>Focus Teach:</b> Matching similar shapes - Shape Money          Shape hunts, what could it be? Positional language games</p>	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Explore comparing measures as part of their play - length, height, weight, capacity,</li> <li>Explore making patterns with objects and shapes</li> <li>Use positional language</li> <li>Access books about shapes and measures</li> </ul> <p><b>Focus Teach:</b> Name and describe 2d shapes Make patterns with natural objects. Make patterns with shape. Compare and order length of rope, height of ladders, weight of animals, capacity of buckets</p>	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Explore comparing measures as part of their play - length, height, weight, capacity, time</li> <li>Make models</li> <li>Use everyday language of time and money</li> <li>Access books about shapes and measures</li> </ul> <p><b>Focus Teach:</b> Name and describe 3d shape, Sequence familiar events Build farm animals using 3d shape</p>

		<p><b>EY Outcomes:</b>  <b>NP</b> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.          Understand position through words alone - for example, "The bag is under the table," - with no pointing.          Describe a familiar route.</p>	<p><b>EY Outcomes:</b>  <b>NP</b> Discuss routes and locations, using words like 'in front of' and 'behind'.          Make comparisons between objects relating to size, length, weight and capacity.          Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</p>	<p><b>EY Outcomes:</b>  <b>NP</b> Combine shapes to make new ones - an arch, a bigger triangle etc.          Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.          Extend and create ABAB patterns - stick, leaf, stick, leaf.          Notice and correct an error in a repeating pattern.</p>
UW	P,C & C	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Engage in talking partners with their peers - talking ted, plan-do-review, text related discussions</li> <li>Respond to targeted questions about their family and friends</li> </ul> <p><b>Focus Teach:</b> Local walk - woodland, Birthdays and Christmas Diwali</p> <p><b>EY Outcomes:</b>          Show interest in different occupations.          Continue to develop positive attitudes about the differences between people.</p>	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Engage in talking partners with their peers - talking ted, plan-do-review, text related discussions</li> <li>Respond to targeted questions about their family and friends</li> </ul> <p><b>Focus Teach:</b> Family celebrations; Birthdays, Mother's Day New year, Pancake Day Chinese New Year, Chinese food, Easter</p> <p><b>Visit from Chinese lady, visit to restaurant?</b></p> <p><b>EY Outcomes:</b>          Continue to develop positive attitudes about the differences between people.</p>	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Engage in talking partners with their peers - talking ted, plan-do-review, text related discussions</li> <li>Respond to targeted questions about their family and friends</li> </ul> <p><b>Focus Teach:</b> Camping, Grandparents in Birthdays, Father's Day</p> <p><b>EY Outcomes:</b>          Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>
	NW	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Explore and investigate Autumn table</li> <li>Read books about Autumn</li> <li>Talk about what they see and find</li> <li>Record and discuss the weather daily</li> </ul> <p><b>Focus Teach:</b> Autumn Walk. Autumn Trees Explore and plant bulbs.</p> <p><b>EY Outcomes:</b>          Use all their senses in hands-on exploration of natural materials.          Explore collections of materials with similar and/or different properties.</p> <p><b>Focus Scientist:</b> Rachel Carson was a great Botanist and Zoologist</p>	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Explore and investigate Winter and Spring table</li> <li>Read books about Winter and Spring</li> <li>Talk about what they see and find</li> <li>Record and compare weather</li> </ul> <p><b>Focus Teach:</b> Change: ice, Similarities/differences - woodland animals, Signs of spring - walk Growing - in propagators, winter pansies, spring bulbs</p> <p><b>EY Outcomes:</b>          Understand the key features of the life cycle of a plant and an animal.          Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>Explore and investigate Summer</li> <li>Read books about Summer</li> <li>Talk about what they see and find</li> <li>Record and compare weather</li> </ul> <p><b>Focus Teach:</b> Change: lifecycle of a butterfly Similarities/differences - jungle animals, butterflies</p> <p><b>EY Outcomes:</b>          Talk about the differences between materials and changes they notice.          Explore how things work.</p> <p><b>Focus Scientist:</b> Sir Joseph Banks was a Botanist (plant scientist). He travelled with Captain James Cook on his first expedition he collected lots of different species of plants.</p>

			Focus Scientist: Archimedes discovered the answer to why things float or sink.	
	P & P	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>• Talk partners</li> <li>• Plan, do, review in key person groups</li> <li>• Access books that that reflect different jobs people can have</li> <li>• Listen to stories about the past.</li> </ul> <p><b>Focus Teach:</b> Discuss events that happened in the children's own life.</p> <p><b>EY Outcomes</b> Begin to make sense of their own life-story and family's history</p>	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>• Talk partners</li> <li>• Plan, do, review in key person groups</li> <li>• Access books that that reflect different jobs people can have</li> <li>• Listen to stories about the past.</li> </ul> <p><b>Focus Teach:</b> Compare everyday objects from the past to the present.</p> <p><b>EY Outcomes</b> Begin to make sense of their own life-story and family's history</p>	<p><b>Daily opportunities for children to:</b></p> <ul style="list-style-type: none"> <li>• Talk partners</li> <li>• Plan, do, review in key person groups</li> <li>• Access books that that reflect different jobs people can have</li> <li>• Listen to stories about the past.</li> </ul> <p><b>Focus Teach:</b> Discuss the seaside now and what the children may have experienced at the sea side.</p> <p><b>EY Outcomes</b> Begin to make sense of their own life-story and family's history.</p>
EA & D	BI & E	<p><b>Daily opportunities for:</b></p> <ul style="list-style-type: none"> <li>• Singing and music making linked to Phase 1 phonics</li> <li>• Exploring instruments indoors during child led</li> <li>• Exploring outdoor sound board and sound making in the environment - tapping on different materials</li> </ul> <p><b>Focus Teach:</b> Naming the instruments and how to play them. Being able to spot an instrument by its sound. Learning songs.</p> <p><b>EY Outcomes:</b> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Play instruments with increasing control to express their feelings and ideas.</p>	<p><b>Daily opportunities for:</b></p> <ul style="list-style-type: none"> <li>• Singing and music making</li> <li>• Exploring instruments indoors during child led</li> <li>• Exploring outdoor sound board - tapping and scraping using wooden implements and sticks</li> </ul> <p><b>Focus Teach:</b> Making up stories in the role play area. Acting out stories.</p> <p><b>EY Outcomes:</b> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. Explores the different sounds of instruments.</p>	<p><b>Daily opportunities for:</b></p> <ul style="list-style-type: none"> <li>• Singing and music making</li> <li>• Exploring instruments indoors during child led</li> <li>• Exploring outdoor sound board - tapping metal with metal to create bell sounds and turning objects with different fillings to be rainmakers</li> </ul> <p><b>Focus Teach:</b> Telling stories using props. Using the stage for performance.</p> <p><b>EY Outcomes:</b> Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p>

	CM	<p><b>Daily opportunities for:</b></p> <ul style="list-style-type: none"> <li>• children to access creative areas independently indoor and out</li> <li>• adults to observe children's choices, experiences and responses in a range of imaginative play</li> </ul> <p><b>EY Outcomes:</b> Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.</p> <p>Focus Artist: Mondrian - trees, make an owl/hedgehog - clay</p>	<p><b>Daily opportunities for:</b></p> <ul style="list-style-type: none"> <li>• children to access creative areas independently indoor and out</li> <li>• adults to observe children's choices, experiences and responses in a range of imaginative play</li> </ul> <p><b>EY Outcomes:</b> Join different materials and explore different textures. Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>Focus Artist: Paolo Ucello - dragons</p>	<p><b>Daily opportunities for:</b></p> <ul style="list-style-type: none"> <li>• children to access creative areas independently indoor and out</li> <li>• adults to observe children's choices, experiences and responses in a range of imaginative play</li> </ul> <p><b>EY Outcomes:</b> Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.</p> <p>Focus Artist: Rousseau - Jungle landscapes</p>
Healthy Lifestyles		<i>Fire Drill, PE &amp; Healthy Eating, E-Safety, Forest School</i>	<i>E safety, PE &amp; Healthy Eating, Fire Drill, Forest School</i>	<i>Road Safety. E-Safety, PE &amp; Healthy Eating, Fire Drill, Sports Day, Recycling.</i>
Learning in the community		<i>Theatre Visit. Parent Partnership - Lets Read Together Morning. Learning journals comments.</i>	<i>Visit - Chinese Cultural Centre -. Parent Partnership - Lets Read Together Morning. Learning journals comments</i>	<i>Visit - Exotic Zoo Trip. Arts Week. Parent Partnership - Lets Read Together Morning. Learning journals comments.</i>