

# The Good Shepherd Catholic Primary School





## Long Term Planning

2023 – 2024


Nursery 2023 – 2024

## Curriculum Overview and Long-Term Plan - Nursery 2023-24

	AUTUMN TERM 1 <sup>ST</sup> Ourselves and family and friends	AUTUMN TERM 2 <sup>ND</sup> Half My technicolour world	SPRING TERM 1 <sup>ST</sup> Half People who help me	SPRING TERM 2 <sup>ND</sup> Half Who will help me plant this seed?	SUMMER TERM 1 <sup>ST</sup> Half Nursery rhyme time	SUMMER TERM 2 <sup>ND</sup> Half And they all lived Happily ever After.			
RE RED Religious Education Directory									
Come and See	<b>Myself</b>	<b>Welcome</b>	<b>Birthdays</b>	<b>Celebrating</b>	<b>Gathering</b>	<b>Growin g</b>	<b>Good News</b>	<b>Friends</b>	<b>Our World</b>
<b>Key Texts</b>	Odd dog out. Owl Babies Art in Nature- Andy Goldsworthy You Choose Boris the Robot PSHE	Rama and Sita- CBeebies Shadow puppets How Many? - subitizing Elmer the Elephant Babushka Nativity	Occupations, Non-fiction books. Dear Zoo. Chinese New Year.	Oliver's Vegetables. Healthy Eating. The Little Red Hen. The Enormous Turnip. Jack and the Beanstalk. Artist <b>Giuseppe Arcimboldo</b>	Five Currant buns in a baker's shop Five little monkeys jumping on the bed Five little ducks went swimming one day. Five little men in a flying saucer 1,2,3,4,5 once I caught a fish alive 10 Green bottles, 10 in the bed	The Elves and the Shoemaker Goldilocks and the 3 bears 3 little pigs 3 Billy goats Gruff Ginger bread man Little Red Riding Hood Once upon a time by John Prater			
<b>Vocabulary</b>	Same, different, important, special, home, friends, family. Dark, owls, nocturnal, Frightened <b>Explore mouth sounds.</b> Sticks, leaves, symmetry spiral. Ice, rocks, sticks temporary balance place rotate	Mehndi pattern, Fireworks, Feast, Rangoli patterns, Bhangra Dancing. Help Joy and love of a family Home Mary Joseph Angel Jesus Stable kings' shepherds' gifts, light	Job, helping, caring, Doctor hospital appointment, test, stethoscope, body parts.  Animals, sizes, characters.  Nian (mythical animals), Legends, Fire crackers Dragon Dance/unicorn dance/lion dance	Growing, vegetables, taste, healthy/unhealthy. Plant, water, harvest, mill, flour.  Enormous, huge, ginormous. Magic, giants, recap vocab of size. Artist, fruit and vegetables, facial features.	<b>Bakers shop, Buns, money, currents. Monkeys, families Landscape, pond, hill, joy, happiness reunited. Space, planets, moon, flying saucer. Fish, fishing, rod,</b>  <b>All nursery rhymes will be learnt and new language discussed.</b>	<b>Big medium and small, good behaviour, sadness. Houses and homes, materials strong and weak. Bridges, trolls, ordering. Good and bad characters. Happy ending.</b>			
<b>Foundational Knowledge</b> 	The texts chosen for this first term have been chosen to explore families, homes and our uniqueness within the world.  Children will strengthen their noticing skills by searching for groups of 1, 2 and 3 items	We will explore stories from other cultures and investigate how these are celebrated  Including traditions, foods, and clothes.  We will reinforce that Christmas is a celebration of a birthday. Jesus was born on Christmas day.  We will perform a Nativity in our Forest for Parents.	We begin by exploring 'People who Help us' from doctors and nurses to fire fighters and vets. As always there will be role play opportunities which include opticians, hair dressers and Animal hospitals. We will learn about Chinese New Year and explore what and how different cultures and religions celebrate. We will taste new foods and learn the dragon dance. Phonics will start this term, we follow RWInc Nursery Program.	Where does our food come from? Growing food, what do plants need to grow.  What is a healthy diet, what foods are unhealthy. The life cycle of a plant from seed to harvest and seed again. Exploring seeds.	As we explore nursery rhymes we will be supporting out 1:1 correspondence to 5. We will explore words that rhyme and will learn these by rote. We will use both roles play and masks as well as puppets and small world to re-enact the rhymes. All year in our continuous provision there is a pot of objects that represent nursery rhymes, we will add objects in batches of 5 throughout this term. Children can access these independently and during group time.	We will explore helping each other through the Elves and the shoemaker. We will also make reference to Northampton as a shoe town. We will design our own shoes using colour and pattern and explore logo's.  We will learn the pattern of a traditional tale, goodies and bades, the problem and the happy ever after.  We will build houses and bridges using various different natural materials and construction kits.			

			After half term we will be learning all about growing our own food, what is healthy and what is not. We will do some planting of our own and become familiar with some classic stories			We will consider our story telling voice and how we can use this to create an atmosphere.
Literacy (English) RWInc	Phase One		Nursery RWInc Program begins		Continue RWInc Program	
	<b>Word reading</b>	Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Copy finger movements and other gestures or actions. Sing songs and say rhymes independently, for example, singing whilst playing.	<b>Word reading</b>	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Understand the five key concepts about print: Print has meaning Print can have different purposes We read English text from left to right and from top to bottom The names of the different parts of a book Page sequencing	<b>Word reading</b>	Develop their phonological awareness to: Spot rhymes in familiar stories and poems. Count or clap syllables in a word. Recognise words with the same initial sound. Begin to read individual letters by saying the sounds for them.
	<b>Comprehension</b>	Enjoy sharing books with an adult. Pay attention when listening to stories and respond to the pictures or the words. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.	<b>Comprehension</b>	Ask questions about the book. Make comments and shares their own ideas. Develop play around favourite stories using props.	<b>Comprehension</b>	Engage in extended conversations about stories, learning new vocabulary. Repeat new vocabulary in a context of a story. Repeat words and phrases from familiar stories.
	<b>Writing</b>	Add some marks to their drawings which they give meaning to for example "That says Mummy". Make marks on their picture to stand for their name	<b>Writing</b>	Write some or all of their first name. Begin to write initial sounds as captions for drawings. Use some of their print and letter knowledge in early writing such as a pretend shopping list.	<b>Writing</b>	Write their first name independently. Sequence a familiar story, using pictures or props to support. Can add captions to their pictures using initial sounds.
Structured Story time  Cusp						
Maths	<b>Number</b>	Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Show 'finger numbers' up to 5. Joins in and sings counting songs and number rhymes. Listen to and enjoy stories that involve counting.	<b>Number</b>	Develop fast recognition of up to 3 objects, without having to count them individually. Link numerals and amounts: for example, showing the right number of objects to match the numeral up to 5. Know that the last number reached when counting a small set of objects, tells you how many there are in total ('cardinal principle').	<b>Number</b>	Develop the key skills of counting objects including saying the numbers in order and matching one number name to each item. Estimate and guess how many there might be before counting.
	<b>Numerical Patterns</b>	Experiments with their own symbols and marks as well as numerals.	<b>Numerical Patterns</b>	Solve real world mathematical problems with numbers up to 5. Compare quantities using language 'more than', 'fewer than'.	<b>Numerical Patterns</b>	Use vocabulary 'more than', 'less than', 'fewer', 'the same as', 'equal to'. Become familiar with some two-digit numbers and start to notice patterns within them. Distribute items evenly from a group.
	<b>Shape</b>	Talk about and explore 2D and 3D shapes, using informal and mathematical language: 'sides' 'corners' 'straight' 'flat' 'round'. Describe a familiar route and the order of things seen on the way. Understand position through words alone – for example, "the bag is under the table" – with no pointing. Selects shapes appropriately: flat surfaces for building, a triangular prism for a roof.	<b>Shape</b>	Discuss routines and locations using words like 'in front of' and 'behind'. Make comparisons between objects relating to size, length, weight and capacity. Combine shapes to make bigger ones – an arch, a bigger triangle etc Begin to describe a sequence of events, real or fictional, using words such as a 'first', 'then'.	<b>Shape</b>	Talk about and identify 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.
Maths Through key text	What is the same and what is different. Big and small, ordering 3 sizes. Repeated patterns.	Using the book How Many? Subitizing 1,2 and 3. Grouping in 1's 2's and 3's	Sharing equally for a celebration. Matching. Categorizing animals. What is the same? What is different.	Growth and how we can measure this. Seed sorting. Subitizing groups of seeds 1,2 and 3	1:1 correspondence to 5 then 10. Saying the numbers in the correct order forwards and backwards to 5 then 10. Using a five frame then a ten (these are used for self-registration and throughout other topics all year round) Be introduced to one less.	Look at patterns in nature and man-made objects such as shoes. Understand that a pair is 2 objects. Recap on 2D shapes and 3D shapes whilst building and designing.
Communication and Language	Talking about family/ routines and special occasions Following instructions in routines	To have the opportunity to learn words and phrases from other pupils who are multilingual.	To be able to use their voices when re-enacting stories- their story voice, modelled and used by adults.			

	<p>Developing listening skills and phonological awareness Developing social phrases e.g. 'good morning!' Asking why. Engaging in story times. Body parts and actions.</p>	<p>To be introduced to new words and use them during role play and small world.</p>	<p>To be able to talk about the stories they have heard.</p>																		
<p>Personal, Social and Emotional Development (PSHE)</p>	<table border="1"> <tr> <td><b>Listening attention and understanding.</b></td> <td>Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.</td> </tr> <tr> <td><b>Speaking</b></td> <td>Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Start a conversation with an adult or a friend and continue it taking turns to speak.</td> </tr> </table>	<b>Listening attention and understanding.</b>	Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time, which can be difficult.	<b>Speaking</b>	Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Start a conversation with an adult or a friend and continue it taking turns to speak.	<table border="1"> <tr> <td><b>Listening attention and understanding.</b></td> <td>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?".</td> </tr> <tr> <td><b>Speaking</b></td> <td>Use a wider range of vocabulary. Use longer sentences of four or six words. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver".</td> </tr> </table>	<b>Listening attention and understanding.</b>	Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Understand 'why' questions, like: "Why do you think the caterpillar got so fat?".	<b>Speaking</b>	Use a wider range of vocabulary. Use longer sentences of four or six words. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver".	<table border="1"> <tr> <td><b>Listening attention and understanding.</b></td> <td>Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</td> </tr> <tr> <td><b>Speaking</b></td> <td>Be able to express a point of view to debate when they disagree with an adult or friend, using words as well as actions. Develop their pronunciation but may have problems saying: Some sounds: r, j, th, ch and sh Multi syllabic such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</td> </tr> </table>	<b>Listening attention and understanding.</b>	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	<b>Speaking</b>	Be able to express a point of view to debate when they disagree with an adult or friend, using words as well as actions. Develop their pronunciation but may have problems saying: Some sounds: r, j, th, ch and sh Multi syllabic such as 'pterodactyl', 'planetarium' or 'hippopotamus'.						
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	<p>Get Heartsmart</p>	<p>Don't Forget to Let Love in!</p>	<p>Too much Selfie isn't Healthy</p>	<p>Don't rub it in, Rub it out.</p>	<p>Fake is a Mistake! (I tell the truth)</p>	<p>'No Way Through' isn't True (I can do it!)</p>															
<p>Physical Development (Physical Education)</p>	<table border="1"> <tr> <td><b>Gross motor skills</b></td> <td>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.</td> </tr> <tr> <td><b>Fine motor skills</b></td> <td>Use one-handed tools and equipment, for example, making snips in paper with scissors, making marks on paper.</td> </tr> <tr> <td><b>Health and self-care</b></td> <td>Start eating independently and learning how to use a knife and fork. Using the toilet independently. Taking off and putting on their own coat, hat.</td> </tr> </table>	<b>Gross motor skills</b>	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.	<b>Fine motor skills</b>	Use one-handed tools and equipment, for example, making snips in paper with scissors, making marks on paper.	<b>Health and self-care</b>	Start eating independently and learning how to use a knife and fork. Using the toilet independently. Taking off and putting on their own coat, hat.	<table border="1"> <tr> <td><b>Gross motor skills</b></td> <td>Start taking part in some group activities which they make up for themselves or in teams. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to walk, crawl or run across a plank, depending on its length.</td> </tr> <tr> <td><b>Fine motor skills</b></td> <td>Use a comfortable grip with good control when holding pens and pencils. Use one handed tools such as scissors.</td> </tr> <tr> <td><b>Health and self-care</b></td> <td>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</td> </tr> </table>	<b>Gross motor skills</b>	Start taking part in some group activities which they make up for themselves or in teams. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to walk, crawl or run across a plank, depending on its length.	<b>Fine motor skills</b>	Use a comfortable grip with good control when holding pens and pencils. Use one handed tools such as scissors.	<b>Health and self-care</b>	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.	<table border="1"> <tr> <td><b>Gross motor skills</b></td> <td>Choose the right resource to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</td> </tr> <tr> <td><b>Fine motor skills</b></td> <td>Show preference for a dominant hand. Use scissors confidently. Use a comfortable grip with good control when holding pens and pencils.</td> </tr> </table>	<b>Gross motor skills</b>	Choose the right resource to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	<b>Fine motor skills</b>	Show preference for a dominant hand. Use scissors confidently. Use a comfortable grip with good control when holding pens and pencils.		
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Expressive Arts and Design (Art, Music (Kapow) Design and Technology)	<b>Creating with materials</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. Join different materials and explore different textures.	<b>Creating with materials</b>	Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.	<b>Creating with materials</b>	Show different emotions in their drawing and paintings, like happiness, sadness, fear etc. Explore colour and colour-mixing.
	<b>Being imaginative and expressive</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. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	<b>Being imaginative and expressive</b>	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Play instruments with increasing control to express their feelings and ideas.	<b>Being imaginative and expressive</b>	Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know.
Opportunities and Experiences 	<p>For the first few weeks the children will be given an opportunity to settle, to become familiar with the routines of the day. The learning opportunities will be designed around the childrens' interests.</p> <p>Making friends, feeling safe and happy. Learning and understanding our class rules.</p> <p>Learning our School Mission statement and trying to follow it in all we do.</p> <p>Visiting our Forest School and learning the 3 rules.</p> <p>The texts chosen for this first term have been chosen to explore families, homes and our uniqueness within the world.</p> <p>We will explore stories from other cultures and investigate how these are celebrated. We will learn about the story of the Nativity and celebrate together.</p> <p>We will all take part in a school Nativity in our Forest School.</p>		<p>To understand that China is another country and has a different culture. That celebrations in different cultures have different traditions meanings- Reference to Diwali and Christmas/Easter. Legends are stories.</p>		<p>Through our theme 'Nursery Rhyme Time' we will explore 5, we will use five frames and become familiar with the patterns for each number. We will also introduce 10 frames.</p> <p>We will learn new songs and act them out both with adults and independently. Role play and small world will allow the children to recall and replay these rhymes in a practical way. We will learn our Rolling Numbers the 1's and practice counting to 5 and then 10.</p> <p>After half term our focus changes to ....and they all lived happily ever after. Within this theme we will explore Traditional tales, we will learn about repetition and the repeated refrain. We will re-enact these stories using roleplay and small world. We will explore subitising to 3 and practise this skill.</p> <p>We will learn whilst we play both adults led and child directed. Our continuous provision will reflect the tales we are exploring.</p>	


Nursery Autumn 2023		Understanding the World (Science, History, Geography, Computing)		Cusp
Sep 4	KUW	<b>Wellcomm Baseline</b> Talking about family/ routines and special occasions. Following instructions in routines. Developing listening skills and phonological awareness. Developing social phrases e.g. 'good morning!' Asking why. Engaging in story times. Body parts and actions		
	Art and Design			
	Communication and language			
11	KUW	<b>Make a collage of themselves</b>  Base line with Wellcomm		
	Art and Design			
	Communication and Language			
18	KUW	Learn about our class Saint, Saint Joseph,  From the Book Odd Dog Out- to create their own dog using pattern.  Begin Chatterway in groups, area identified in assessments.		
	Art and Design			
	Communication and Language			

25	KUW	Through our topic Art in Nature we will compare and sort leaves and seeds (Conkers) We will talk about Autumn as a season.		
	Art and Design	We will explore the Artist Andy Goldsworthy and make temporary sculptures using leaves, within the forest and Nursery.		
	Communication and Language	Becoming familiar with the daily songs and mission statement. Using the language of colour size and shape.		
Oct 2	KUW	With in the Forest School sessions the children will explore the forest playing find the owl.		
	Art and Design	From the book Owl Babies the children will make their own owl and give it a name. Explore the colour Blue.		
	Communication and Language	Using prompts the children will have an opportunity to retell the story.		
9	KUW	'Using the book You choose@ we will explore different types of homes. We will build homes for our forest cuddlies in the Forest.		
	Art and Design	Explore the colour Yellow.		
	Communication and Language	To be able to talk about the choices we make.		
16				
23	Half Term			
30	KUW	Diwali- We will be exploring colour, shape and pattern making connections with nature.		
	Art and Design	We will be learning and performing Bangrah dancing.		
Nov 6	KUW	Diwali- Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Learning about the celebration of Diwali the festival of light Discussing how people celebrate festivals in different ways (including the use of fireworks) <i>We will be looking inside fruit and vegetables whilst we explore the book How Many? We will look at seeds and patterns inside these.</i>		
	Art and Design	Create Mendhi patterns on hands Create Rangoli patterns  <i>Print using fruit and veg</i>		
13	KUW	Using the book Elmer, We will explore Diversity in the Jungle and the Forest. We will sort small world animals.		
	Art and Design	We will be talking about remembering.  Create our own unique Elmer. 3D or 2D Create a wreath using poppies.		
20	KUW	Maths Week		
	Art and Design			
27	KUW	We will be using the story Babushka to explore journeys.		
	Art and Design	We will be exploring three, using the language of size. Reenacting the story of Babushka using both Role Play and Small World.		
Dec 4	KUW	Advent Nativity story .		
	Art and Design	Making advent wreath. Making a Christmas Tree in the Forest.		
11	KUW	Preparing for Christmas.		
	Art and Design	Wrapping presents, making cards, stockings		

18 - 3 day week	Christmas performance			
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Nursery Spring 2024		Understanding the World (Science, History, Geography, Computing)	CUSP	
Jan 1 <small>(start Wed 3/1)</small>	KUW	Re- Settling into Nursery.		
	Art and Design			
8	KUW	Doctors surgery-Role play Teacher led-Independent		
	Art and Design	Building Bridges using pots and stick plus construction kits		
15	KUW	Dentist Surgery- How and why do we brush our teeth.		
	Art and Design	Mark Making in the sand		
22	KUW	A Vets surgery as role play.		
	Art and Design	Creating a zoo using small world and construction kits.		
29	KUW	Dear Zoo- Exploring biodiversity. What is the difference between a pet and a wild animal.		
	Art and Design	Looking at animal prints and creating our own.		
Feb 5	KUW	<b>Chinese New Year 10<sup>th</sup> Feb 2024</b> Role Play Chinese restaurant, taking orders and serving food. The Great Race, which animals were chosen and who won.		
	Creating with materials			
12	KUW	Celebrating Chinese New Year- The significance of Red. The Legend of Nian and the very first New Year.	Celebrate Shrove Tuesday 13 <sup>th</sup> Feb.	
	Creating with materials	Making Masks of Dragons- 2024 Animal. Making lantern		
19	<b>Half term</b>			
26	KUW	Oliver's Vegetables We can grow food in our Gardens. Small world garden with compost and veg.		
	Creating with materials	Using collage to create our own gardens. Using vegetables to make prints.		
Mar 4	KUW	Non-Fiction- Ready Steady Grow. Children will learn to plant seeds and care for these plants.		
	Creating with materials	Continuous provision. - playdough/making.		
11	KUW	Healthy Eating- Children will explore healthy choices		
	Creating with materials	Create their own pizza.		
18	KUW	The Little Red Hen- Children are still tending to their plants. They will learn the process of making flour the bread and make their own bread.		
	Creating with materials	Children will have a taste test of different kinds of breads.		

		Children will use a puppet theatre to create their own version of the story		
25	KUW	The Enormous Turnip- First, Next Then -Last Re visit Seeds, cutting up fruit and comparing shape size and colour.		
	Creating with materials	Artist Giuseppe Arcimboldo- creating our own pieces in the style of this artist.		
	Easter break			

Nursery Summer 2024		Understanding the World (Science, History, Geography, Computing)		Cusp		
Apr 15	KUW	Noticing changes in the forest- The blue bells are now gone				
	Creating with materials	Making current buns using play dough.				
22	KUW	Looking at the pond wildlife- have the ducks returned. What has changed.				
	Creating with materials	Making flags for st Georges day 23rd April. Making pasta necklaces and mixing colours to paint them.				
29	KUW	Exploring mud, making buns-consistently.				
	Creating with materials	Building circuits and enclosures using kits.				
May 6	KUW	The earth Is a planet, the moon spins around the earth and the earth spins around the sun. Learn song about the planets Kids song 123. I am the earth.				
	Creating with materials	Creating aliens using playdough and collage resources- How many eyes, legs, how do they move, what does their voice sound like.				
13	KUW	Looking for mini beasts in the forest, turning logs and making sure we turn them back. Using Identification guides.				
	Creating with materials	Creating our own rainbow fish exploring repeated patterns				
20	KUW	Naming mini beasts and categorising by the number of legs. Plus, wings or no wings.				
	Creating with materials	Using mini beasts in our roll play café. naming dishes using the mini beasts name, Lady bird soup etc.				
27	Half Term					
Jun 3	KUW	Using dry sand and sieves children to collect and pair up shoes, mid-week wet sand with digging tools and brushes. Observe the texture and form of the sand when water is added.				
	Creating with materials	<b>Make reference to Northampton- as a shoe making capital in history and today. - Watch Prince Charles video at Trickers</b> Design our own trainer- look at logo's patterns and designs.				
10	KUW	Hot and cold, Salty and sweet.				
	Creating with materials	Lumpy and smooth  Making homes for 3 cuddlies in the forest, decorating with leaves.				



17	KUW	Bridge building in the forest, mixing cement using straw and mud. Testing for strength. Can we go under and over?		
	Creating with materials	Looking at rhythm using body sounds-adding in percussion instruments where appropriate.		
24	KUW	Different herbs have different smells- creating our own perfume using herbs from our garden and petals-Forest.		
	Creating with materials	Playing a rhythm in the Forest using drums and body sounds.		
Jul 1	KUW	Exploring a pulley in the forest. How big a log can we lift?		
	Creating with materials	Making our own Ginger bread men- Collage.		
8	KUW	Where do we come from in the world- using IT explore where children come from? (RE God made the World)		
	Creating with materials	Within the travel agents Role play, children to create their own post cards using travel brochures.		
15	ENRICHMENT - Use these flexible blocks to enrich the curriculum - 19 <sup>th</sup> July term ends Graduation Party from Nursery Parents invited.			