

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes/Interests/Lines of Enquiry	<u>Magical Me</u> Visit from the doctor Mummy and Baby visit Birthdays Family Harvest 11/09 BHM Autumn Diwali 24/10 European Languages Day 26/09 Halloween 31/10	<u>Colours</u> Bonfire night 05/11 Remembrance Sunday 12/11 Hanukkah 15/12 Christmas	<u>Transport</u> Fire-engine visit Travel on a bus Local walk – Transport spotting Winter Lunar New Year 22/01 Internet safety 07/02 Valentines 14/02 Shrove Tuesday 21/02	<u>Bears</u> Teddy Bears Picnic (children bring a bear from home) Easter Craft Stay and play session Growing a seed Spring Holi 08/03 Science week 11-20/03 Comic/sport relief 17/03 Mother's Day 19/03 Ramadan 22/03 Easter 09/04	<u>Farm</u> Butterfly hatching 18/04 Visit to Smithills Farm 26/04/23 Eid 21/04	<u>Water</u> Chorlton Water Park Father's Day 18/06
Core Texts	Usborne Going to School Happy to be me The Great Big Book of Families Diwali	The Colour Monster Elmer and his Many Colours Mix it up Little Robin Red Vest Dear Santa	The Big Book of Transport The Train Ride Duck in a Truck The Journey Home from Grandpa's Toot Toot Beep Beep	Teddy bears picnic We're going on a bear hunt Brown bear, brown bear, what do you see? Can't you sleep little bear? Peace at last All about bears (non fiction)	The Gobble Gobble Moo Tractor Farmyard Hullabaloo On the farm Hungry Caterpillar Jaspers Beanstalk We found a seed (Rob Ramsden)	Big red bath Why waters worth it Over and under the pond Life cycle of a Frog Nosy Crow - Seaside Sharing a shell

Shared Read Texts	Owl Babies Peepo Tickle Beetle Each Peach, Pear, Plum Why should I brush my teeth? Harvest Festivals	How do you make a rainbow? I can sign a rainbow I am Wearing a Poppy Handa's Surprise Pink is for Boys Light the candles Pete's Shoes	You can't take an Elephant on a bus You can't let an elephant drive a digger My side of the car Dig dig digging The naughty naughty baddies Cars, Trains, Ships and Planes	Everywhere Bear Old Bear Polar bear, polar bear, what do you hear? Snow bears The Koala who could Corduroy	The most exciting Eid Rosie's Walk Farmer Duck Christopher Nibbles Caterpillars Time for bed Fred My Nanas Garden (Dawn Casey)	Clean up Little Cloud Once upon a rain drop A river Growing frogs (Vivian French) Splash Anna Habiscus Sally and the limpet
Communication & Language	Role Play – Home corner, dressing up Small World Play – Nursery rhymes, school with mini me characters of children	Role Play – Colour monsters den Small world – Colour monster puppets, Elmer story scene, nativity	Role Play – Ticket office and vehicles using chairs Small world – car garage, airport, train track, diggers, boats	Role Play – Teddy bears picnic Small world – we're going on a bear hunt, brown bear habitat, polar bear habitat	Role Play – Farm barn with animals Small world – Farm animals and buildings	Role Play – Small world – Under the pond, Under the sea, frozen world
Physical Development	Outdoor equipment Pencil grip & control Mark making and trace/copy own names Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with help – coats/dressing up. Penpals Fine Motor skills Speed, agility and coordination games. Throwing and catching	Outdoor equipment Pencil grip & control Mark making and trace/copy own names Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with help – coats/dressing up. Penpals Fine Motor skills Speed, agility and coordination games. Throwing and catching	PE: Dance - Circus Gym - High and low Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up.	PE: Dance - Circus Gym - High and low Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area Dressing with increasing independence – coats/dressing up.	PE: Dance - Toys Gym - Travelling, stopping and making shapes Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing/forming recognisable letters Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area	PE: Dance - Toys Gym - Travelling, stopping and making shapes Outdoor equipment Pencil grip & control Mark making and name writing/emergent writing/forming recognisable letters Dough disco Mark-making to music Funky fingers area One-handed tools in provision areas and in group times Toileting Hand washing Brush bus/healthy teeth area

	<ul style="list-style-type: none"> • To begin to control their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • To be able to skip, hop, stand on one leg and hold a pose for a game like musical statues. • Enjoy starting to kick, throw and catch large balls. • Move by walking and running, but be able to change direction to avoid obstacles and other children. • Begin to hop. • Gradually be able to balance and stand on one leg and begin to be able to 'freeze' their body when the music stops, when playing games. • Start taking part in some group activities which they make up for themselves, or in teams. • Walk on different parts of their feet; tiptoes, heels. • Throw beanbags and balls using an underarm and overarm throw. • Roll a ball to a friend and engage in a simple game. • To run confidently at different speeds; fast and slow. • Walk backwards avoiding obstacles. 	<ul style="list-style-type: none"> • To begin to control their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • To be able to skip, hop, stand on one leg and hold a pose for a game like musical statues. • Enjoy starting to kick, throw and catch large balls. • Move by walking and running, but be able to change direction to avoid obstacles and other children. • Begin to hop. • Gradually be able to balance and stand on one leg and begin to be able to 'freeze' their body when the music stops, when playing games. • Start taking part in some group activities which they make up for themselves, or in teams. • Walk on different parts of their feet; tiptoes, heels. • Throw beanbags and balls using an underarm and overarm throw. • Roll a ball to a friend and engage in a simple game. • To run confidently at different speeds; fast and slow. • Walk backwards avoiding obstacles. 	<p>Penpals Fine Motor skills</p> <p>Speed, agility and coordination games. 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Personal, Social & Emotional	PHSE: Being Me in My World	PHSE: Celebrating Differences	PHSE: Dreams and Goals	PHSE: Healthy Me Exercising bodies Physical activity	PHSE: Relationships Family life Friendships	PHSE: Changing Me Bodies Respecting my body


Development	<p>Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities</p> <p>Brushing teeth</p>	<p>Identifying talents Being special Families Where we live Making friends Standing up for yourself</p> <p>Brushing teeth</p>	<p>Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals</p> <p>Brushing teeth</p>	<p>Healthy food Sleep Keeping clean Safety</p> <p>Brushing teeth</p>	<p>Breaking friendships Falling out Dealing with bullying Being a good friend</p> <p>Brushing teeth</p>	<p>Growing up Growth and change Fun and fears Celebrations</p> <p>Brushing teeth</p>
Literacy	<p>Foundations for phonics – high quality stories and poems, range of nursery/action rhymes, attention to high quality language with children Activities that develop focused listening and attention –</p> <ul style="list-style-type: none"> • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables <p>Trace/copy own names, mark-making – focused group time sessions. Mark-making to music.</p> <p>Story times – whole class and small group – encouraging conversations about stories and naming parts of the book.</p> <p>Sharing poems and rhymes.</p> <p>Shared read – high quality text.</p>	<p>Foundations for phonics – high quality stories and poems, range of nursery/action rhymes, attention to high quality language with children Activities that develop focused listening and attention –</p> <p>Recap –</p> <ul style="list-style-type: none"> • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables <p>Introduce –</p> <ul style="list-style-type: none"> • Recognising words with same initial sounds • Spotting and suggesting rhymes <p>Trace/copy own names, mark-making – focused group time sessions. Introduce morning names. Mark-making to music.</p> <p>Story times – whole class and small group – encouraging conversations about</p>	<p>Foundations for phonics – high quality stories and poems, range of nursery/action rhymes, attention to high quality language with children Activities that develop focused listening and attention –</p> <p>Recap –</p> <ul style="list-style-type: none"> • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables <ul style="list-style-type: none"> • Recognising words with same initial sounds • Spotting and suggesting rhymes <p>Introduce –</p> <ul style="list-style-type: none"> • Oral blending and segmenting <p>Name writing and mark making/emergent writing – in focused group times, independent in CP and outside. Mark-making to music.</p>	<p>Foundations for phonics – high quality stories and poems, range of nursery/action rhymes, attention to high quality language with children Activities that develop focused listening and attention –</p> <p>Recap –</p> <ul style="list-style-type: none"> • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables <ul style="list-style-type: none"> • Recognising words with same initial sounds • Spotting and suggesting rhymes <p>Focus –</p> <ul style="list-style-type: none"> • Oral blending and segmenting <p>Name writing and mark-making/emergent writing – in focused group times, independent in CP and outside. Mark-making to music.</p>	<p>Foundations for phonics – high quality stories and poems, range of nursery/action rhymes, attention to high quality language with children Activities that develop focused listening and attention –</p> <p>Recap –</p> <ul style="list-style-type: none"> • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables <ul style="list-style-type: none"> • Recognising words with same initial sounds • Spotting and suggesting rhymes <p>Focus -</p> <ul style="list-style-type: none"> • Oral blending and segmenting <p>Name writing, mark making/emergent writing and forming recognisable letters – in focused group times, independent in CP and outside. Mark-making to music.</p>	<p>Foundations for phonics – high quality stories and poems, range of nursery/action rhymes, attention to high quality language with children Activities that develop focused listening and attention –</p> <p>Recap –</p> <ul style="list-style-type: none"> • Environmental sounds • Body percussion • Voice sounds • Instrumental sounds • Clapping and counting syllables <ul style="list-style-type: none"> • Recognising words with same initial sounds • Spotting and suggesting rhymes <p>Focus -</p> <ul style="list-style-type: none"> • Oral blending and segmenting <p>Name writing, mark making/emergent writing and forming recognisable letters – in focused group times, independent in CP and outside. Mark-making to music.</p>

		<p>stories and naming parts of the book.</p> <p>Sharing poems and rhymes.</p> <p>Shared read – high quality text.</p> <p>Sending story books home to share with parents/carers.</p>	<p>Story times – encouraging conversations about stories and understanding concepts about print – page sequencing, print has meaning, reading English left-right and top-bottom.</p> <p>Sharing poems and rhymes.</p> <p>Shared read – high quality text.</p> <p>Sending story books home to share with parents/carers.</p>	<p>Story times – whole class and small group – encouraging conversations about stories and understanding concepts about print – page sequencing, print has meaning, reading English left-right and top-bottom.</p> <p>Sharing poems and rhymes.</p> <p>Shared read – high quality text.</p> <p>Sending story books home to share with parents/carers.</p>	<p>Story times – whole class and small group – encouraging conversations about stories and understanding concepts about print – page sequencing, print has meaning, reading English left-right and top-bottom, print has different purposes.</p> <p>Sharing poems and rhymes.</p> <p>Shared read – high quality text.</p> <p>Sending story books home to share with parents/carers.</p>	<p>Story times – whole class and small group - encouraging conversations about stories and understanding concepts about print – page sequencing, print has meaning, reading English left-right and top-bottom, print has different purposes.</p> <p>Sharing poems and rhymes.</p> <p>Shared read – high quality text.</p> <p>Sending story books home to share with parents/carers.</p>
Mathematics	<p>Number: I can sing a range of number rhymes using numbers to 5. I can recite numbers to 5. I can show finger numbers up to 5.</p> <p>Shape, space and measure: I can sort different objects and begin to talk about similarities and differences.</p>	<p>Number: I can recognise numbers to 5. Know that the last number reached when counting a small set of objects tells you many there are in total. I can show an understanding of 1-1 counting to 5.</p> <p>Shape, space and measure: I can talk about and explore 2D shapes, playing freely with blocks, shapes, shape puzzles and shape-sorters.</p>	<p>Number: I can recognise up to 3 objects without having to count them individually (subitise). Say one number for each item in order: 1,2,3,4,5 by touching or moving each one. I can begin to link numerals to amounts.</p> <p>Shape, space and measure: I can talk about and explore 3D shapes using informal and mathematical language: sides, corners, straight, flat, round.</p>	<p>Number 6 - Introduce 10 frame</p> <p>Height and Length - Tall and short - Long and short</p> <p>Mass - Heavier and lighter</p> <p>Capacity</p>	<p>More than/fewer than</p> <p>One more</p> <p>One less</p> <p>Shape - 2D shape - 3D shape</p> <p>Pattern</p>	<p>Number composition 1 - 5</p> <p>Time - Night and Day - Ordering events in their day - What happens day/night</p> <p>Positional Language</p>

		I can talk about and identify the patterns around them, use informal language like; pointy, spotty, blobs, stripy.	I can discuss routes and locations using words like 'in front of' and 'behind', reading stories about journeys, such as Rosie's Walk.			
Understanding of the World: Past and Present	<p>History:</p> <ul style="list-style-type: none"> Children to understand the terms: before, today, now. Understand which members of their family are younger and older and explain how they know. <p>Family photos</p> <p>Name and describe people who are familiar to them</p> <p>People who help us – visit from doctor, Mummy and baby visit</p>	<p>History:</p> <ul style="list-style-type: none"> Children to understand the terms: before, today, now. Days of the week morning routine Understand which members of their family are younger and older and explain how they know. <p>Poppy day</p> <p>Children sequence events that have happened to them and identify members of their family. Children to talk about their families and why they are important.</p>	<p>History:</p> <ul style="list-style-type: none"> Recognise older and newer modes of transport. <p>People who help us – fire engine visit, oral health team</p>	<p>History:</p> <ul style="list-style-type: none"> Recognise older and newer in buildings, transport and their immediate environment clarifying any misconceptions such as a worn book is old. 	<p>History:</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Children to ask questions about what their parents/grandparents did when they were young and compare this to how we live today. <p>Children to talk about family pets. Have you had one? Do you have one now? Would you like to have one in the future?</p>	<p>History:</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. Children to ask questions about what their parents/grandparents did when they were young and compare this to how we live today.
Understanding of World Technology	<p>Focus session – Drawing a face on IWB</p> <p>Equipment in provision areas:</p> <ul style="list-style-type: none"> Interactive white boards – games and activities Technological toys – knobs and pulleys 	<p>Focus session – Drawing colour monsters on IWB</p> <p>Equipment in provision areas:</p> <ul style="list-style-type: none"> Interactive white boards – games and activities Technological toys – knobs and pulleys 	<p>Focus session – Internet Safety week</p> <p>Equipment in provision areas:</p> <ul style="list-style-type: none"> Interactive white boards – games and activities Technological toys – knobs and pulleys 	<p>Focus session – Listening to a story, pressing play</p> <p>Equipment in provision areas:</p> <ul style="list-style-type: none"> Interactive white boards – games and activities Technological toys – knobs and pulleys 	<p>Focus session – Using beebots to travel through the farm</p> <p>Exploring technological toys</p> <p>Finding out information from a computer/ipad as a group – linked to topic – in topic sessions</p>	<p>Focus session – Beebots to go on a journey</p> <p>Finding out information from a computer/ipad as a group - linked to topic – in topic sessions</p> <p>Equipment in provision areas:</p>

	<p>Toys with buttons and flaps Microphones - Music area</p> <p>Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys</p>	<p>Toys with buttons and flaps Microphones - Music area</p> <p>Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys</p>	<p>Toys with buttons and flaps Microphones - Music area</p> <p>Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras</p>	<p>Toys with buttons and flaps Microphones - Music area</p> <p>Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Headphones - Children’s cameras</p>	<p>Equipment in provision areas: - Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area</p> <p>Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys Beebots -Headphones</p>	<p>- Interactive white boards – games and activities Technological toys – knobs and pulleys Toys with buttons and flaps Microphones - Music area</p> <p>Enhancements – in Technology Area: - Ipads - Battery operated toys - Beebots - Remote control toys - Beebots - Headphones</p>
Understanding of the World People & Communities	<p>RE: Myself, My life, My Senses, My Special Things</p> <p>Halloween Diwali</p> <p>Geography: Autumn walk</p>	<p>RE: People Special to Me, People Who help us</p>	<p>RE: Friendship, Welcome, Belonging</p> <p>Geography: Lunar New Year Travel on a bus Local walk – transport spotting</p>	<p>RE: Special Places, Special Times</p>	<p>RE: Our Community</p> <p>Eid-al Fitr</p> <p>Geography: Visiting Smithills Farm</p>	<p>RE: Special Books, Stories, The Natural World</p>
Understanding of the World The Natural World	<p>Science: Biology – Plants Animals including humans eg mum and baby visit Living things with habitats Chemistry –</p>	<p>Science: Biology – Plants Animals including humans Living things with habitats Chemistry – Everyday materials</p>	<p>Science: Biology – Plants Animals including humans Living things with habitats Chemistry – Everyday materials</p>	<p>Science: Biology – Plants - eg. spring onions, mint and strawberries and grass heads Animals including humans Living things with</p>	<p>Science: Biology – Animals including humans – Caterpillars Living things with habitats Chemistry – Everyday materials Properties and changes</p>	<p>Science: Biology – Plants Animals including humans Living things with habitats Chemistry – Everyday materials</p>

	<p>Everyday materials Properties and changes of materials States of matter Physics – Light Forces and magnets Seasonal changes Electricity</p> <p>Geography: Physical – Use senses to explore changes in seasons and explore natural materials. Begin to talk about the differences between England and other countries. eg families Human – Talk about how they travel to school. Talk about the differences between England and other countries. eg families Place/location knowledge – Begin to understand that there are lots of different countries in the world.</p>	<p>Properties and changes of materials States of matter Physics – Light eg torches bonfire night Forces and magnets Seasonal changes Electricity</p> <p>Geography: Physical – Use senses to explore changes in seasons and explore natural materials. Begin to talk about the differences between England and other countries. eg Handa's surprise Human – Talk about how they travel to school. Talk about the differences between England and other countries. eg cultural diversity day Place/location knowledge – Begin to understand that there are lots of different countries in the world.</p>	<p>Properties and changes of materials eg ice melting States of matter Physics – Light Forces and magnets Seasonal changes Electricity - Remote control cars</p> <p>Science week 11-20/3/22</p> <p>Geography: Physical – Use senses to explore changes in seasons and explore natural materials. Begin to talk about the differences between England and other countries. Human – Talk about how they travel to school. eg how they come to school Talk about the differences between England and other countries. Place/location knowledge – Begin to understand that there are lots of different countries in the world.</p>	<p>habitats eg bears Chemistry – Everyday materials Properties and changes of materials States of matter Physics – Light Forces and magnets Seasonal changes Electricity</p> <p>Geography: Physical – Use senses to explore changes in seasons and explore natural materials. Begin to talk about the differences between England and other countries. eg bears Human – Talk about how they travel to school. Talk about the differences between England and other countries. Place/location knowledge – Begin to understand that there are lots of different countries in the world.</p>	<p>of materials States of matter Physics – Light Forces and magnets Seasonal changes Electricity</p> <p>Geography: Physical – Use senses to explore changes in seasons and explore natural materials. Begin to talk about the differences between England and other countries. Human – Talk about how they travel to school. Talk about the differences between England and other countries. Place/location knowledge – Begin to understand that there are lots of different countries in the world.</p>	<p>Properties and changes of materials - water States of matter Physics – Light Forces and magnets Seasonal changes Electricity - CP technology toys</p> <p>Geography: Physical – Use senses to explore changes in seasons and explore natural materials. Begin to talk about the differences between England and other countries. Human – Talk about how they travel to school. Talk about the differences between England and other countries. Place/location knowledge – Begin to understand that there are lots of different countries in the world. eg oceans</p>
Expressive Art & Design	<p>Music: Let's be friends This unit is all about making friends, turn-taking, sharing,</p>	<p>Music: This is me This unit is all about exploring who we are! How we say hello, how</p>	<p>Music: Travel and movement This unit is all about different ways that we</p>	<p>Music: Animal tea party This unit is all about an animal tea party! We'll be asking the children to</p>	<p>Music: Let's jam This unit is all about developing our love for music, exploring</p>	<p>Music: I've got feelings This unit is all about exploring our feelings and emotions. Music is</p>

	<p>working together, and building confidence and unity in a classroom full of new faces.</p> <p>DT: Food: Halloween cupcake icing decorating Textiles: Harvest collaging Junk Modelling (CP) Creative Table (CP)</p> <p>Art: Drawing: Families Textiles: Harvest collaging vegetables Autumn leaf rubbings 3D form: Rangoli patters with puffy paint Junk Modelling (CP) Creative Table (CP)</p>	<p>old we are, our families, our likes and dislikes, and what makes us special and unique.</p> <p>DT: Structure: Colour monster character Food: Make mixed coloured icing biscuits Junk Modelling (CP) Creative Table (CP)</p> <p>Art: Drawing: Colour monster Calendar Painting: Kadinsky inspired paintings Textiles: Collage Elmer Printing: Christmas card 3D form: Wreath paper plate decoration Junk modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</p>	<p>can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let's see where our imaginations take us!</p> <p>DT: Structure: Food: Tractor pancakes with banana wheels Textiles: Collaging transport/vehicles Mechanisms: Vehicle with split pin wheels that turn Junk Modelling (CP) Creative Table (CP)</p> <p>Art: Painting: Using vehicles to show movement Chinese dragon masks Textiles: Collaging transport/vehicles 3D form: Make a Chinese dragon mask Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</p>	<p>invite their own cuddly toys, as well as baking some delicious cakes for the party. We'll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity Bang my drum.</p> <p>DT: Food: Teddy bear toast</p>  <p>Mechanisms: Split pin teddy bear Textiles: Collaging bears Junk Modelling (CP) Creative Table (CP)</p> <p>Art: Drawing and painting: Bears Collaging: Bears Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</p>	<p>different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a huge impact on the cohesion of your class, and the wellbeing of the children.</p> <p>DT: Structure: 3D form: Junk modelling tractors Playdough animals Structure: butterfly spiral Junk Modelling (CP) Creative Table (CP)</p> <p>Art: Drawing: Farm animals Printing: Butterfly footprints 3D form: Tractor models Butterfly mobiles Junk Modelling (CP) Creative Table (CP)</p>	<p>an incredible tool to express our feelings through song, which we will do in the some of the songs and warm ups, but we'll also be exploring the breadth of different emotions through sounds and music that we listen to. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make?</p> <p>DT: Structure: Under the sea Food: Fruit kebabs Junk Modelling (CP) Creative Table (CP)</p> <p>Art: Drawing: Pond animals Painting: Monet inspired water lily paintings 3D form: build a boat that can float Junk Modelling (CP) Creative Table (CP)</p> <p>Dance & Gymnastics</p>

					Dance & Gymnastics	
Enrichment	Visit from the doctor Mummy and Baby visit Halloween Harvest Diwali European Day of Languages Vicar visit – Harvest talk Oral health workshop	Remembrance Sunday Bonfire night Hanukkah Christmas Anti-Bullying week Children in Need Christmas Songs Show	Fire-engine visit Travel on a bus Road Safety Week Local walk – Transport Lunar New Year Internet safety Day Valentines Day	Teddy Bears Picnic (children bring a bear from home) Spring Walk Pancake Day World Book Day Mother's Day Comic/Sport Relief Easter Science week 11-20/03	Visit to Smithills Farm Eid St Georges day	Eid Sports day Father's Day Transition time Healthy schools week