



## Summer Term 2 2023

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|                                              | <b>Week: 1</b><br>Week beginning:<br>3 <sup>rd</sup> June 2024                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Week: 2</b><br>Week beginning:<br>10 <sup>th</sup> June 2024                                                                                                                                                                                                                                                                              | <b>Week: 3</b><br>Week beginning:<br>17 <sup>th</sup> June 2024                                                                                                                                                                                                                                                                   | <b>Week: 4</b><br>Week beginning:<br>24 <sup>th</sup> June 2024                                                                                                                                                                                                                            | <b>Week: 5</b><br>Week beginning:<br>1 <sup>st</sup> July 2024                                                                                                                                                                                                                                                                                                                               | <b>Week: 6</b><br>Week beginning:<br>8 <sup>th</sup> July 2024                                                                                                                                                                                                                                                                                                                                                                                     | <b>Week: 7/8</b><br>Week beginning:<br>15 <sup>th</sup> July 2024                                                                                                       |
| <b>Focus</b>                                 | <b>Life Cycles</b><br>(Caterpillar Life Cycle, Human Life Cycle, Growing Up)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                              | <b>Long, Long Ago</b><br>(Houses in the past, Toys in the past, My Life)                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                            | <b>Changing Seasons</b><br>(Seasons, Summer)                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Moving on</b><br>(Starting Y1 / school)                                                                                                                              |
| <b>Enrichment opportunities</b>              | <b>Monitoring the growth of the chickens</b><br>Visit from chickens                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                              | <b>Reception Museum Box</b><br>Reception sports day- 25 <sup>th</sup> June<br>Nursery Sports festival – 29 <sup>th</sup> June                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Transition days</b><br><b>Nursery graduation</b><br><b>End of year treats</b>                                                                                        |
| <b>Characteristics of Effective Learning</b> | <b>Lenny Lion's Learning Zoo:</b><br><b>Go For It Gorilla, Exploring Elephant, I Know Rhino, Proud Peacock, Concentrating Crocodile, Persevering Parrot, Choosing Chimp, Creative Chameleon, Slinky Linky Snake</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                         |
| <b>Communication and Language</b>            | <u><b>Nursery</b></u><br><b>Focus Text:</b> The Very Hungry Caterpillar<br><br><b>Focus vocabulary 2 year olds:</b> egg, caterpillar, butterfly<br><br><b>3-4 year olds:</b> plums, pickle, salami, cocoon<br><br><b>Focus Rhyme:</b> One, two, Buckle my shoe<br><br><u><b>Reception</b></u><br><b>Focus text:</b> The Amazing Life Cycle of Butterflies<br><br><b>Focus vocabulary:</b> life cycle, larvae, pupae, insect, bristles, eyespots, chrysalis, dissolve, antennae, nectar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <u><b>Nursery</b></u><br><b>Focus Text:</b> No, Baby, No!<br><br><b>Focus vocabulary 2 year olds:</b><br><br><b>3-4 year olds:</b><br><br><b>Focus Rhyme:</b> Five little monkeys<br><br><u><b>Reception</b></u><br><b>Focus text:</b> The Growing Story<br><br><b>Focus vocabulary:</b> growing, buds, blossoms, orchard, honeysuckle, ripe | <u><b>Nursery</b></u><br><b>Focus Text:</b> Lost in the toy museum<br><br><b>Focus vocabulary 2 year olds:</b> old, missing<br><br><b>3-4 year olds:</b> museum, inspection<br><br><b>Focus Rhyme:</b> Hey diddle diddle<br><br><u><b>Reception</b></u><br><b>Focus text:</b> The History of Toys<br><br><b>Focus vocabulary:</b> | <u><b>Nursery</b></u><br><b>Focus Text:</b> Cities then and now<br><br><b>Focus vocabulary 2 year olds:</b><br><br><b>3-4 year olds:</b><br><br><b>Focus Rhyme:</b> London bridge<br><br><u><b>Reception</b></u><br><b>Focus text:</b> Houses Then and Now<br><br><b>Focus vocabulary:</b> | <u><b>Nursery</b></u><br><b>Focus Text:</b> TREE<br><br><b>Focus vocabulary 2 year olds:</b> icy, breeze, juicy<br><br><b>3-4 year olds:</b> winter, spring, summer, autumn, seasons<br><br><b>Focus Rhyme:</b> Five little ducks<br><br><u><b>Reception</b></u><br><b>Focus text:</b> What did the tree see?<br><br><b>Focus vocabulary:</b> acorn, sapling, bark, roots, ploughed, ancient | <u><b>Nursery</b></u><br><b>Focus Text:</b> Starting school<br><br><b>Focus vocabulary 2 year olds:</b> playground, classroom, register<br><br><b>3-4 year olds:</b> cloakroom, head teacher, assembly<br><br><b>Focus Rhyme:</b> BINGO<br><br><u><b>Reception</b></u><br><b>Focus text:</b> One year with Kipper<br><br><b>Focus vocabulary:</b> January, February, March, April, May, June, July, August, September, October, November, December | <u><b>Nursery</b></u><br><b>Focus Text:</b> Transition books<br><br><b>Focus Rhyme:</b> Tick Tock<br><br><u><b>Reception</b></u><br><b>Focus text:</b> Transition books |
|                                              | <u><b>Key Learning Experiences:</b></u><br><b>2 year olds:</b><br>Discussing caterpillars in real time<br>Discussing recent life experiences with the help of photographs<br>Talking about focus texts<br>Answering simple questions about caterpillars and recent experiences<br><br><b>3-4 year olds:</b><br>Describing the caterpillars and life experiences in greater detail<br>Using talk to explore natural materials associated with the seasons.<br>Using talk to explore images and artefacts from the past.<br><br><b>Reception:</b><br>Learning new vocabulary through the investigation of seasonal, historical and life cycle objects, pictures and photographs.<br>Learning to verbalise curiosity about seasonal, historical and life cycle objects, pictures and photographs.<br>Discussions of life events in some detail from memory, using sequencing words.<br>Using non-fiction books to further explore life cycles, historical toys and houses, and seasons.<br><br><i>Well-comm speech and language sessions where appropriate to support language expression and comprehension.</i> |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                         |
| <b>We will be learning to:</b>               | <b>2 year olds:</b> Learning to understanding who, what and where questions.<br>Learning to act on longer sentences within the daily routine.<br>Learning to hold a conversation, jumping from topic to topic.<br>Learning to talk about stories with interest.<br>Learning and singing focus rhymes and daily songs.<br><br><b>3-4 year olds:</b> Learning to tell a long story.<br>Know lots of songs.<br>Understand and follow two-part instructions and answer two-part questions.<br>Learning to understand 'why' questions.<br>Learning to start and sustain conversations, using longer sentences.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                         |

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|                                             | <p>Learning to organise ourselves through talk.<br/>Learning to debate when I disagree.</p> <p><b>Reception:</b> Learning and using new vocabulary in many contexts.<br/>Learning to ask questions to check understanding.<br/>Learning to use connectives to connect ideas when expressing myself.<br/>Learning to use talk to explain why things might happen.<br/>Re-tell lots of stories and poems, and sing lots of rhymes and songs from memory.<br/>Learning rhymes, poems and songs.<br/>Learning to listen to and talk about selected non-fiction texts.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                  |                                                                                                                                              |                                                                                                                              |                                                                                                                         |                                                                                                                                      |  |
| Personal, Social and Emotional Development: | <p><b>Nursery SCARF focus:</b><br/>Growing and changing in nature</p> <p><b>Reception SCARF focus:</b><br/>Seasons</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p><b>Nursery SCARF focus:</b><br/>Growing and changing in nature</p> <p><b>Reception SCARF focus:</b> Life stages – plants, animals, humans</p> | <p><b>Nursery SCARF focus:</b><br/>When I was a baby</p> <p><b>Reception SCARF focus:</b> Life Stages: Human life stage – who will I be?</p> | <p><b>Nursery SCARF focus:</b><br/>When I was a baby</p> <p><b>Reception SCARF focus:</b><br/>Where do babies come from?</p> | <p><b>Nursery SCARF focus:</b><br/>Girls, boys and families</p> <p><b>Reception SCARF focus:</b><br/>Getting bigger</p> | <p><b>Nursery SCARF focus:</b><br/>Girls, boys and families</p> <p><b>Reception SCARF focus:</b> Me and my body – girls and boys</p> |  |
|                                             | <p><b>Key Learning Experiences:</b></p> <p><b>2 year olds:</b><br/>Discussing times when we feel intense emotions, using visual prompts.<br/>Exploring the fairy doors with key person, showing confidence out of the setting.<br/>Expressing own preferences in response to objects, pictures and photographs from the past, life cycles and seasons.<br/>Talking about the feelings which characters are experiencing in our focus texts.</p> <p><b>3-4 year olds:</b><br/>Learning to care for butterflies and other living creatures.<br/>Increasing independence in the setting, in readiness for school e.g. self-serving snack, independent toileting.<br/>Exploring the fairy doors.<br/>Discussing opinions and emotions in relation to recent experiences.<br/>Discussing emotions in relation to the transition to reception.</p> <p><b>Reception:</b><br/><b>WE Thinkers focus –</b> Hidden Rules and Expected and Unexpected behaviours<br/>Discussing our experiences, and showing respect when listening to others.<br/>Showing care and respect for butterflies.<br/>Discussing our dreams for when we grow up.<br/>Giving opinions about photos, pictures and objects associated with the past, life cycles and seasons.<br/>Discussing emotions in relation to the transition to year 1.</p> <p><i>Toothbrush club</i></p> |                                                                                                                                                  |                                                                                                                                              |                                                                                                                              |                                                                                                                         |                                                                                                                                      |  |
| We will be learning to:                     | <p><b>2 year olds:</b> Increasingly manage emotions.<br/>Explore emotions beyond the normal range, talking about these in more elaborated ways.<br/>Show confidence when exploring the local neighbourhood with key person.<br/>Show increased independence in play.<br/>Toilet training.</p> <p><b>3-4 year olds:</b> Showing increasing responsibility and independence in the setting.<br/>Remembering rules without reminders, knowing why they are important.<br/>Showing increasing confidence in unfamiliar situations.<br/>Learning to find solutions to conflicts in play through talk. Understanding how others are feeling.<br/>Making healthy choices about food and drink.</p> <p><b>Reception:</b> Considering the feelings of others regularly.<br/>Showing increased resilience and perseverance in play.<br/>Understanding why personal hygiene is important.<br/>Understanding the importance of sensible amounts of screen time.</p>                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                  |                                                                                                                                              |                                                                                                                              |                                                                                                                         |                                                                                                                                      |  |
| Physical Development                        | <p><b>Key Learning Experiences</b></p> <p><b>2 year olds:</b><br/>Weekly physical circuits to develop motor control<br/>Weekly Healthy Movers sessions<br/>Exploring a wide range of paper types for tearing, mark making and printing<br/>Exploring a wide variety of objects related to the past, life cycles and seasons<br/>Using a variety of tools to create lemonade with support</p> <p><b>3-4 year olds:</b><br/>Weekly dough discos to develop fine motor control<br/>Weekly Healthy Movers sessions<br/>Using a variety of tools to create lemonade independently</p> <p><b>Reception:</b><br/>Weekly balance bike / scooter sessions<br/>Weekly GO Active sessions<br/>Exploring pulley and rope systems</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                  |                                                                                                                                              |                                                                                                                              |                                                                                                                         |                                                                                                                                      |  |
| We will be learning to:                     | <p><b>2 year olds:</b> Further develop manipulation and control.<br/>Explore a range of materials and tools.</p> <p><b>3-4 year olds:</b> Use a comfortable grip with good control when holding pencils and pens.<br/>Show a preference for a dominant hand.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                  |                                                                                                                                              |                                                                                                                              |                                                                                                                         |                                                                                                                                      |  |

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|                         | <p>Use one-handed tools and equipment.</p> <p><b>Reception:</b> Develop overall body strength, co-ordination, balance and agility.<br/>Further develop and refine a range of ball skills including: passing, batting and aiming.<br/>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Literacy                | <p><b>Nursery</b><br/><b>2 year olds:</b></p> <p>Phonological Awareness Stage 3 – Onset and Rime: 3.1 Recognise that words can be broken down into onset and rhyme.<br/>Engaging with a range of familiar and topic related high-quality texts throughout the provision.<br/>Activities related to focus texts to promote conversation about stories.<br/>Using natural materials related to the seasons to engage in mark making</p> <p><b>3-4 year olds:</b><br/>Read Write Inc Set 1 sounds.<br/>Regular discussion of high-quality texts throughout the provision and activities related to these.<br/>Practicing formation of taught set 1 sounds in a range of contexts.<br/>Daily name writing practice.</p> <p><b>Reception</b><br/>Introduction to capital letters.<br/>Daily structured and unstructured independent writing opportunities.<br/>Nelson handwriting scheme to promote accurate letter formation.<br/>Learning to spell some common exception words.</p> <p><b>Talk for Writing:</b> Lists and Labels</p> <p><b>RWI (Depending on group):</b> Set 1, Ditty, Red, Green and Purple groups.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| We will be learning to: | <p><b>2 year olds:</b> Ask questions about books.<br/>Make comments and share ideas about books.</p> <p><b>3-4 year olds:</b> Write some letters accurately.</p> <p><b>Reception:</b> Form capital letters correctly.<br/>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Mathematics             | <p><b>Nursery</b></p> <p><b>White Rose:</b> Block 19: Pattern 5<br/>Making patterns together<br/><b>Step 1:</b> Sing their own songs independently<br/><b>Step 2:</b> Clap in time to a beat<br/><b>Step 3:</b> Make and talk about movement patterns<br/><b>Step 4:</b> Talk about objects in patterns and arrangements<br/><b>Step 5:</b> Copy AB patterns with support<br/><b>Step 6:</b> Continue AB patterns with support</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>Nursery</b></p> <p><b>White Rose:</b> Block 19: Pattern 5<br/>Making patterns together<br/><b>Step 1:</b> Sing their own songs independently<br/><b>Step 2:</b> Clap in time to a beat<br/><b>Step 3:</b> Make and talk about movement patterns<br/><b>Step 4:</b> Talk about objects in patterns and arrangements<br/><b>Step 5:</b> Copy AB patterns with support<br/><b>Step 6:</b> Continue AB patterns with support</p> | <p><b>Nursery</b></p> <p><b>White Rose:</b> Block 20: Subitising 4:<br/><b>Step 1:</b> Match dot patterns<br/><b>Step 2:</b> Be introduced to subitising games<br/><b>Step 3:</b> Play subitising games<br/><b>Step 4:</b> Copy a set of sounds<br/><b>Step 5:</b> Listen to and repeat sounds with fingers<br/><b>Step 6:</b> Listen to and repeat sounds with resources</p> | <p><b>Nursery</b></p> <p><b>White Rose:</b> Block 20: Subitising 4:<br/><b>Step 1:</b> Match dot patterns<br/><b>Step 2:</b> Be introduced to subitising games<br/><b>Step 3:</b> Play subitising games<br/><b>Step 4:</b> Copy a set of sounds<br/><b>Step 5:</b> Listen to and repeat sounds with fingers<br/><b>Step 6:</b> Listen to and repeat sounds with resources</p> | <p><b>Nursery</b></p> <p><b>White Rose:</b> Block 21: Show me 5- Counting 5:<br/><br/><b>Step 1:</b> Sing rhymes to 5 and join in with movements<br/><b>Step 2:</b> Move props to 5<br/><b>Step 3:</b> Move props back from 5<br/><b>Step 4:</b> Show fingers to 5<br/><br/><b>Step 5:</b> Begin to count 5 objects with one-to-one correspondence<br/><b>Step 6:</b> Match numerals to quantities when acting out songs</p> | <p><b>Nursery</b></p> <p><b>White Rose:</b> Block 22: Pattern 6- My own pattern<br/><br/><b>Step 1:</b> Continue AB patterns<br/><b>Step 2:</b> Create their own AB patterns<br/><b>Step 3:</b> Notice an error in a pattern<br/><b>Step 4:</b> Build constructions with simple enclosures<br/><b>Step 5:</b> Copy simple repeated constructions<br/><b>Step 6:</b> Begin to sequence some events</p> | <p><b>Nursery</b></p> <p><b>White Rose:</b> Block 23: Counting 6: Stop at 1,2,3,4,5<br/><br/><b>Step 1:</b> Count up to 5 objects from a larger group<br/><b>Step 2:</b> Explore counting to 5 in different ways<br/><b>Step 3:</b> Verbally count to a given number<br/><b>Step 4:</b> Label objects with numerals<br/><b>Step 5:</b> Independently show fingers to 5<br/><b>Step 6:</b> Begin to make marks to represent quantities</p> |
| We will be learning to: | <p><b>2 year olds:</b> Take part in finger rhymes with numbers.<br/>Compare amounts, saying 'more' 'same' and 'lots'.<br/>Count in everyday contexts, sometimes skipping numbers.<br/>Build with a range of resources.</p> <p><b>3-4 year olds:</b> Develop fast recognition of up to three objects, without having to count them individually.<br/>Say one number for each item in order.<br/>Know that the last number reached when counting a small set of objects tells you how many there are in total.<br/>Show 'finger numbers' up to 5.<br/>Link numerals and amounts.<br/>Solve real world mathematical problems with numbers up to 5.<br/>Compare quantities using language 'more than' 'fewer than'.<br/>Understand position through words alone.<br/>Discuss routes and locations using words like 'in front of' and 'behind'<br/>Begin to describe a sequences of events, real or fictional, using words such as 'first' , 'then'</p> <p><b>Reception:</b> Compare numbers<br/>Continue, copy and create repeating patterns</p>                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Understanding the world | <p><b>Reception</b></p> <p><b>R.E. focus –</b> Our favourite stories.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>Reception</b></p> <p><b>R.E. focus –</b> What is the Bible?</p>                                                                                                                                                                                                                                                                                                                                                              | <p><b>Reception</b></p> <p><b>R.E. focus –</b> Talking about a religious story.</p>                                                                                                                                                                                                                                                                                           | <p><b>Reception</b></p> <p><b>R.E. focus –</b> Identifying some of</p>                                                                                                                                                                                                                                                                                                        | <p><b>Reception</b></p> <p><b>R.E. focus –</b> Recognising some</p>                                                                                                                                                                                                                                                                                                                                                          | <p><b>Reception</b></p> <p><b>R.E. focus –</b> Talking about what a</p>                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|                            | <p align="center"><b><u>Key Learning Experiences</u></b></p> <p align="center"><b>2 year olds:</b></p> <p align="center">Exploring natural materials associated with the seasons.<br/>Respond to natural phenomena on walk to the fairy doors.<br/>Looking at life cycles of humans using images and talking about the differences we notice.</p> <p align="center"><b>3-4 year olds:</b></p> <p align="center">Hands on investigation and discussion about natural materials associated with the seasons.<br/>Discussing own photos and memories.<br/>Talking about what we know about our life-story.<br/>Discussions of the jobs we would like to do when we grow up.<br/>Exploring how old toys work.<br/>Understanding the key features of the life cycle of a caterpillar and a human.<br/>Understanding the need to care and respect for all living things and the natural environment.<br/>Exploring materials when making lemonade.</p> <p align="center"><b>Reception:</b></p> <p align="center">Learning about the life cycle of humans, using what we know about our families.<br/>Using pictures, recall memories and talk about changes between then and now.<br/>Discussion of a range of occupations we are familiar with – which would we like to try?<br/>Explaining similarities and differences in pictures, stories, artefacts and accounts from the past.<br/>Looking at images of homes and toys in the past.<br/>Learning to organise events using basic chronology.<br/>Understanding that things happened before I was born.<br/>Drawing pictures of natural materials associated with the seasons.<br/>Understanding the importance of caring for the natural world.<br/>Note and record the weather to support learning about changing seasons.</p> <p align="center"><i>Weekly outdoor learning opportunity</i></p> |  |  |                                        |                                       |                                    |  |
| We will be learning to:    | <p><b>2 year olds:</b> Explore materials with different properties.<br/>Explore natural materials, indoors and outside.<br/>Explore and respond to different natural phenomena in their setting and on trips.<br/>Make connections between features of their family and other families.<br/>Notice differences between people.</p> <p><b>3-4 year olds:</b> Using all their senses in hands-on exploration of natural materials.<br/>Explore collections of materials with similar and/or different properties.<br/>Talk about what they see, using a wide vocabulary.<br/>Begin to make sense of their own life story and family's history.<br/>Show interest in different occupations.<br/>Understand the key features of the life cycle of an animal.<br/>Begin to understand the need to respect and care for the natural environment and all living things.<br/>Talk about the differences between materials and changes they notice.</p> <p><b>Reception:</b> Talk about members of their immediate family and community.<br/>Name and describe people who are familiar to them.<br/>Comment on images of familiar situations in the past.<br/>Recognise the people have different beliefs.<br/>Explore the natural world around them.<br/>Describe what they see, hear and feel whilst outside.<br/>Understand the effect of changing seasons on the natural world around them.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  |  |                                        |                                       |                                    |  |
| Expressive arts and design | <p align="center"><b><u>Nursery</u></b></p> <p align="center">Access Art Project: Finding circles.<br/>Moving and dancing to music from the past.<br/>Explore making music with natural materials associated with the seasons.<br/>Sing some traditional rhymes.<br/>Explore the colours associated with summer, and use this as an opportunity to explore colour mixing.<br/>Looking at artists' work from the past.</p> <p align="center"><b><u>Reception</u></b></p> <p align="center">Access Art Project: Shells – Observational and imaginative drawing.<br/>ASONE EYFS Inspiration Project (music)<br/>Observational drawing of caterpillars, cocoons and butterflies.<br/>Singing songs we liked when we were babies and comparing these to the songs we like now.<br/>Listening to music from the past, expressing feelings about this.<br/>Watching dance performance from the past, expressing feelings about this.<br/>Defining colours, shapes, textures and smells in the natural world in our own words.<br/>Look at art and artefacts from the past.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |                                        |                                       |                                    |  |
| We will be learning to:    | <p><b>2 year olds:</b> Explore sound makers and instruments.<br/>Join in with songs and rhymes, including action rhymes.<br/>Give meaning to marks made.<br/>Build more complex models, expressing ideas.</p> <p><b>3-4 year olds:</b> Engage in imaginative and complex pretend play.<br/>Explore colour mixing.<br/>Draw with increasing detail.<br/>Create and improvise own songs.<br/>Use instruments to express ideas and feelings.</p> <p><b>Reception:</b> Learn to create a range of artistic effects using the tools and resources within the provision.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  |  |                                        |                                       |                                    |  |

Return to and build on previous learning in art.  
Create collaboratively.  
Watch and talk about dance and performance art.