



Rosedale  
Primary School

### EYFS Overview

Nursery	Autumn	Spring	Summer
<b>Topic</b>	<b>Ourselves and each other</b>	<b>My toys</b>	<b>Living Things-plants and minibeasts</b>
<b>Area of Learning and Development</b>			
<b>Communication and Language</b>	<p>Regular story sharing; whole class, small groups and 1:1.</p> <p>Listening to stories and understanding them. Talking about the pictures.</p> <p>Understanding simple questions and commands/instructions.</p> <p>Using words to talk about feelings.</p> <p>Practitioners modelling talk and full sentences.</p> <p>Children to repeat/ use this modelling.</p> <p>Lots of singing-Nursery Rhymes. Joining in with actions in action rhymes. Fingers and whole body.</p>	<p>Encouraging children to listen to and remember longer stories.</p> <p>Building up vocabulary.</p> <p>Following an instruction that has two parts.</p> <p>Adults to pose 'why' questions for children to understand and answer.</p>	<p>Children remembering lots of rhymes and stories being able to sing/ recite them.</p> <p>Expressing a point of view and debating.</p> <p>Saying when they don't agree.</p> <p>Starting and continuing to hold longer conversations.</p> <p>Organising play by talking.</p>
<b>Personal, Social and Emotional Development</b>	<p>Opportunities for waiting turns.</p> <p>Lots of opportunities to form new, develop existing and explore friendships.</p> <p>Promoting independence through the learning environment.</p> <p>Invite trusted adults who work in school into Nursery to talk about the work that they do in school.</p> <p>Opportunities to work together-group work.</p> <p>Challenges.</p> <p>Establishing rules and routines. Introduction of the recognition board.</p> <p>Identifying and naming feelings. Using words to talk about feelings.</p>	<p>Carrying out tasks.</p> <p>Trips and walks around our local area to enable children to have confidence in different situations.</p> <p>Involving children in planning and making changes to provision.</p> <p>Circle times around solving conflicts.</p> <p>Focusing on following rules and routines.</p> <p>Display photos of the children following the rules and routines on our recognition board.</p> <p>Return to feelings. Talk about own feelings.</p> <p>Engaging in physical activity.</p> <p>Continuing with toileting routines. Making sure the toilet door is closed to stay safe.</p> <p>Big Talk.</p>	<p>Encouraging children to say what they are thinking.</p> <p>Circle times/ challenges/ opportunities to solve conflicts with adult support and modelling.</p> <p>Return to feelings. Talk about and understanding how others might be feeling.</p> <p>Engaging in physical activity. Understand why we do this to keep healthy.</p> <p>Healthy eating.</p> <p>Work around visiting the dentist. Tooth brushing.</p> <p>Continuing with good handwashing practices.</p>

	<p>Identifying parts of the body. Engaging in physical activity.</p> <p>Establishing toileting routines.</p> <p>Establishing good handwashing practices.</p>	<p>Continuing with good handwashing practices.</p>	
<b>Physical Development</b>	<p>Outdoor Learning Opportunities:</p> <p>Using the climbing equipment and trim trails in the outdoor area. Assess ability to climb up the foot holds using alternative feet.</p> <p>Opportunities to use bikes and scooters. Assess ability to ride a bike, using the pedals.</p> <p>Using large chinks on the playground to draw various shapes.</p> <p>Using paint on large sheets of paper.</p> <p>Painting with paintbrushes and rollers and water.</p> <p>Opportunities to develop children crossing the mid-line point of their body. Lots of arm movements.</p> <p>Waving scarves and ribbons.</p> <p>Creating obstacle courses for children to match their physical skills.</p> <p>Rolling and catching hula hoops.</p> <p>Throwing and catching bean bags.</p> <p>Free-flow snack to develop independence and encourage healthy choices.</p> <p>Putting own coat on. Hanging it back on their own peg.</p> <p>Opportunities to use a knife and fork.</p> <p>Lots of opportunities for using scissors. Making snips in paper.</p> <p>Tearing ribbons.</p> <p>Tapping with hammers. Digging with long handled spades.</p> <p>Drawing vertically in the mark making area on an easel.</p> <p>Lots of opportunities for developing pincer grasp.</p> <p>Drawing with pencils.</p> <p>Opportunities to move in different ways.</p> <p>Moving in different ways on command-adult modelling.</p>	<p>Putting own coat on. Hanging it back on their own peg. Putting own hats and scarves on.</p> <p>Lots more opportunities for using scissors.</p> <p>Cutting along a line.</p> <p>Creating obstacle courses for children to test their physical skills.</p> <p>Deciding whether to run/crawl across the obstacle course.</p> <p>Taking part in group activities. Opportunities for making and changing the obstacle course-adults to model.</p> <p>Opportunities to balance.</p> <p>Using the stilts to walk around the outdoor area.</p> <p>Moving in different ways on command. Adult modelling how to put movements together.</p> <p>Throwing, catching and kicking balls.</p> <p>Digging with shorter handled implements.</p> <p>More opportunities for developing pencil grasp.</p> <p>Drawing with pencils. Making shapes. Copying letters in their name.</p> <p>Modelling how to mark make/write for different purposes in different contexts e.g. menus, making a plan to build from, making labels for a toy shop.</p>	<p>Putting own coat on. Hanging it back on their own peg. Taking shoes and socks off and putting them back on again.</p> <p>Developing scissors skills. Cutting around a shape.</p> <p>Creating obstacle courses for children to challenge their physical skills.</p> <p>Opportunities to make their own obstacle courses and dens working together.</p> <p>Collaborating and moving the resources together.</p> <p>Putting movements together to music.</p> <p>Sports day activities.</p> <p>Drawing with pencils.</p> <p>Writing their own name.</p> <p>Modelling how to form letters correctly.</p> <p>Sewing.</p> <p>Weaving.</p> <p>Using finer paintbrushes.</p>
<b>Literacy</b>	<p>Regular story sharing; whole class, small groups and 1:1.</p>	<p>Looking at text in books. Drawing attention to letters.</p>	<p>Recapping on text in books.</p>

	<p>Listening to stories and understanding them. Talking about the pictures and listening to the words. Adults to model the name of parts of a book when reading them; cover, title, author. Modelling how to handle books carefully, turning one page at a time. Reciting and repeating words from stories. Adults to pose and model how to ask questions about stories and non-fiction books. Story trays and story shelves to encourage children to engage in and develop play around. Lots of singing-Nursery Rhymes. Joining in with actions in action rhymes. Fingers and whole body. Nursery rhyme trays and shelves/resources for children to engage in and develop play around. Opportunities for recognising different forms of print; recognising name, numbers and familiar logos. Looking at print in different contexts; takeaway menus, recipe books and baby books in the role play area. Danger/construction signs in the construction areas both indoor and outside. Shop logos. Lots of opportunities for children to draw and mark make using a variety of resources and engaging in messy play and sensory play; Dry flour/wet flour/cornflour gloop/paintbrushes and rollers with water/ large playground chalks/waving ribbons/mark making using sticks. Drawing shapes, squiggles and lines. Chalks, pencils, pens, crayons, smaller paintbrushes, paint. Notepads, clipboards. Daily phonics sessions following the Little Wandle Programme. Daily Nursery rhyme sessions. Counting and clapping syllables in words. Alliteration games.</p>	<p>Adults to continue to model the name of parts of a book when reading them; cover, title, author. Modelling how to handle books carefully, turning one page at a time. Reciting and repeating words from stories. Story trays and story shelves to encourage children to engage in and develop play around. Lots of singing-Nursery Rhymes. Joining in with actions in action rhymes. Fingers and whole body. Nursery rhyme trays and shelves/resources for children to engage in and develop play around. Explaining that letters make words and that words make sentences. Sentences start with capital letters and full stops. Talk about some words being longer than others and pointing out that there is always a space before and after a word. Sequencing pages/parts of a story. Changing words in rhymes. Drawing with pencils. Making shapes. Copying letters in their name. Modelling how to mark make/write for different purposes in different contexts e.g. menus, making a plan to build from, making labels for a toy shop. Daily phonics sessions following the Little Wandle Programme. Daily Nursery rhyme sessions.</p>	<p>Engaging in longer conversations about stories. Drawing with pencils. Writing their own name. Modelling how to form letters correctly. Modelling how to make simple words with magnetic letters. Daily phonics sessions following the Little Wandle Programme. Daily Nursery rhyme sessions. Sewing. Weaving. Using finer paintbrushes.</p>
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<p><b>Mathematics</b></p>	<p>Participating in Number rhymes with finger actions and props.  Lots of opportunities to count in different contexts, in the indoor and outdoor area; counting actions and objects. Counting up to 3 objects.  Squeezing into different space in the outdoor area.  Exploring and completing inset puzzles.  Opportunities to talk about, explore and play with 2D and 3D shapes; blocks, shapes, shape puzzles, shape sorters.  Shape matching.  Talk about what is the same and what is different about the shapes.  Lots of opportunities to talk about and make comparisons between sizes and weights; high/low, tall/short, heavy/light, big/small.  Reciting numbers to 5.  Stories around mathematical concepts.  Introduction to the numerals 0, 1, 2.</p>	<p>Participating in Number rhymes with finger actions and props.  Lots of opportunities to count in different contexts, in the indoor and outdoor area; counting actions and objects. Counting up to 5 objects.  Squeezing into different space in the outdoor area.  Opportunities to talk about, explore and play with 2D and 3D shapes; blocks, shapes, shape puzzles, shape sorters. Select shapes appropriately when building with them.  Talk about what is the same and what is different about the shapes using 'corners' 'sides' 'straight' 'curved'  Name 2D shapes; circle, triangle, square, rectangle.  Combine shapes to make new ones.  Lots of opportunities to talk about and make comparisons between sizes and weights; high/low, tall/short, heavy/light, big/small.  Using positional language.  Subitising up to three objects.  Reciting numbers beyond 5.  Showing finger numbers to 5.  Introduction to the numerals 3, 4 and 5  Counting objects to 5.  Stories around mathematical concepts.  Use 'more' 'less' in practical opportunities.</p>	<p>Participating in Number rhymes with finger actions and props.  Lots of opportunities to count in different contexts, in the indoor and outdoor area; counting actions and objects. Counting up to 5 objects.  Recap on 2D shape names; circle, triangle, square, rectangle.  Explore 3D shapes.  Walk around the school grounds. Once back, encourage children to recall and describe their route in order.  Stories around routes.  When creating their own obstacle courses, encourage children to describe their route.  Subitising beyond 3.  Reciting numbers beyond 5.  Recognising numerals to 5.  Matching objects to numerals to 5.  Adults to pose lots of mathematical problems to 5 and support children to solve them.  Adults to provide children with lots of opportunities to record using objects.  Compare objects relating to size, length, weight and capacity.</p>
<p><b>Understanding the World</b></p>	<p>History: Finding out about families. Learning about their own family. Learning about when they were babies. Sharing photos of them as babies, their family and special times.  Learning about differences between people- in relation to their class and families.  Books around families and differences.  Geography: Learning about Rosedale and the people who work at our school to help us.  Science: Learning about their bodies. Naming body parts.</p>	<p>History:  Geography:  Science: Exploring how things work-toys.  Exploring different forces and changes. Talking about the, Floating and sinking-link to toys and transport-boats.  Melting ice in different ways e.g. adding salt.  Using torches.  Introduce and model how to use scientific vocabulary linked to the above.  R.E: Following the Doncaster R.E. syllabus.</p>	<p>History:  Geography:  Science: Planting seeds. Caring for plants and living things-minibeasts.  Understanding and learning about the life cycle of a plant and an animal.  Cooking and preparing healthy foods.  R.E: Following the Doncaster R.E. syllabus.</p>

	<p>Learning about senses. Using senses to explore materials and natural objects. Talking about what they see. Building up vocabulary.  R.E: Following the Doncaster R.E. syllabus.  Learning about Diwali and how families celebrate it.  Learning about how different families celebrate Christmas.  The Christmas Story  Nativity with Reception.</p>	<p>Learning about Easter and how families celebrate it.</p>	
<p><b>Expressive Arts and Design</b></p>	<p>Enjoying and taking part in action songs and rhymes.  Taking part in pretend play; role play and small world play. Adults model how to use the areas within Nursery and in the outdoor area-mud kitchen, house, building area, den building. Using objects to represent something else e.g. pinecones in the mud kitchen-stirring them like food.  Building storylines into small world and role-play with adult modelling.  Opportunities for exploring and investigating different materials; paper strips of different sizes, different sized boxes, ribbons etc...  Opportunities for joining different materials together; glue, tape.  Exploring ready-mixed paint  Exploring and using rollers and paintbrushes.  Naming colours. Colour mixing.  Kandinsky circles with transient art first then with paint.  Painting faces-colour mixing.  Adding different materials to their face pictures-collage.  Sound matching games-linked to phonics.  Exploring musical instruments.</p>	<p>Enjoying and taking part in action songs and rhymes.  Taking part in pretend play; role play and small world play.  Building storylines into small world and role-play.  Exploring different textures.  Opportunities for joining different materials together; glue, masking tape, split pins-links with making a moving toy.  Hammers and nails.  Exploring pencil and chalk.  Explore movement on paper, white boards, sand trays.  Kandinsky pencil work circles.  Observational drawings of toys-dolls and cars  Observational drawings of flowers-daffodils.  Listening to different pieces of music-tidy up time.  Playing musical instruments including music apps.</p>	<p>Enjoying and taking part in action songs and rhymes.  Taking part in pretend play; role play and small world play. Opportunities for joining different materials together; glue, masking tape, split pins, paperclips, hole punches and treasury tags.  Eric-Carle inspired tissue art.  Exploring dough and clay. Explore texture, squash, squeeze, shape and roll.  Dough and clay models of leaves/flowers and caterpillars.  Kandinsky dough circles.  Observational drawings of plants and minibeasts.</p>

<b>Reception</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Topic</b>	<b>Ourselves and people who help us</b>	<b>Other people's toys</b>	<b>Farming</b>
<b>Area of Learning and Development</b>			
<b>Communication and Language</b>	<p>Model how to listen-good sitting, eyes looking at the person speaking, hands to self.</p> <p>Lots of praise for showing good listening.</p> <p>Encourage children to say good morning when they come into class each morning.</p> <p>Lots of opportunities to learn new vocabulary; through participating in investigations, exploring objects, looking at pictures and photographs linked to family history, our school and our bodies.</p> <p>Word of the week.</p> <p>Create lists of new words.</p> <p>Vocabulary lists related to text of the week.</p> <p>Model how to think out loud during direct teaching in different contexts.</p> <p>Lots of opportunities to speak in full sentences.</p> <p>Daily story time. Encourage children to join in and engage in the story.</p> <p>Links with Literacy-lots of talk around stories, role-play based on the story characters, talk about the plot and main problem in stories, encourage and model use of different voices for each character.</p> <p>Use new vocabulary from stories throughout the day.</p>	<p>Lots of opportunities to learn new vocabulary; through participating in investigations, exploring objects, looking at pictures and photographs.</p> <p>Word of the week.</p> <p>Create lists of new words.</p> <p>Vocabulary lists related to text of the week.</p> <p>Model how to extend sentences and thinking out loud. Model how to use connectives in speech.</p> <p>Daily story time. Encourage children to join in and engage in the story.</p> <p>Sharing thoughts and feelings in full sentences.</p> <p>Links with Literacy-lots of talk around stories, role-play based on the story characters, talk about the plot and main problem in stories, encourage and model use of different voices for each character.</p>	<p>Lots of opportunities to learn new vocabulary; through participating in investigations, exploring objects, looking at pictures and photographs.</p> <p>Word of the week.</p> <p>Create lists of new words.</p> <p>Vocabulary lists related to text of the week.</p> <p>Daily story time. Encourage children to join in and engage in the story.</p> <p>Sharing thoughts and feelings in full sentences.</p> <p>Model how to work out problems when thinking out loud.</p>
<b>Personal, Social and Emotional Development</b>	<p>Establish rules and routines, talking about and modelling how and why we take turns, wait our turn, tidy up, respect toys etc...</p> <p>Model and talk about how to line up as part of work on establishing rules and routines.</p> <p>As part of Ourselves work, encourage children to talk about themselves, what their interests are and about their families.</p>	<p>Re-cap on rules and routines. Use praise for children always following them-positive notes.</p> <p>Model how to reflect on their own work and self-evaluate it.</p> <p>Modelling problem solving skills-P4C, circle time, posing problems in relation to tidying up, looking after resources.</p> <p>Model mistakes through directed teaching and show that mistakes are an important part of learning.</p>	<p>Re-cap on rules and routines, although they should be well established by now. Use praise for children always following them-positive notes.</p> <p>Lots of opportunities for children to reflect on their own work and self-evaluate.</p> <p>Opportunities for children to work on and develop their own problem solving skills.</p> <p>Encourage and help children to set their own goals.</p>

	<p>Lots of opportunities for children to work together to encourage them to listen to each other as well as the practitioners.</p> <p>Model how to share and play together cooperatively. Circle times around sharing and taking turns.</p> <p>Praising kindness and working together can also be linked to learner of the week.</p> <p>Opportunities for children to follow instructions. Work around feelings linked to topic. Model how to use vocabulary around feelings to describe them.</p> <p>Encourage children to talk about their feelings. Opportunities for children to share their work and celebrate their achievements; linked to recognition board and learner of the week.</p> <p>Establishing good handwashing practices.</p> <p>Dinner staff to encourage children to eat with good manners.</p> <p>Talking about healthy choices for lunch and after lunch.</p> <p>Opportunities to learn about tooth brushing and going to the dentist as part of people who help us work. Fiction and Non-fiction books around going to the dentist and doctors who help us to stay safe and healthy.</p> <p>As part of Geography work, opportunities to talk about being safe when walking around Scawsby-road safety. Practising and talking about how to cross the road safely, holding hands with an adult when crossing a road, looking both ways, learning how to use a scooter and bike safely, stopping when an obstacle is in their way.</p>	<p>Recap on feelings. Model calming strategies. Model how to think about how others might be feeling in different situations through sharing photos/posing scenarios of children.</p> <p>Continuing with good handwashing practices. Rec-cap on staying safe and healthy-linked to toys.</p> <p>Talking about limiting screen time and staying safe.</p>	<p>Books and P4C sessions to enable children to discuss challenges that characters may face. Model how to overcome them. Ask children to think about and share their possible solutions and share with the class.</p> <p>Continuing with good handwashing practices. Continue to embed rules and routines.</p> <p>Continue to embed good manners at lunchtimes and healthy choices at lunchtime and at snack time.</p> <p>Healthy eating-deep focus talking about how our fruit vegetables grow linked to farms.</p>
<p><b>Physical Development</b></p>	<p>Daily opportunities for outdoor learning and physical activity. After physical activity, talk about how we use it to help keep our bodies healthy and active-link to People who help us.</p> <p>Opportunities for daily letter formation practise.</p> <p>Funky fingers provision and other opportunities for working on fine motor skills.</p>	<p>Following the P.E. Scheme of work.</p> <p>Daily opportunities for outdoor learning and physical activity.</p> <p>Continue to embed rules and routines.</p> <p>Continue to embed good manners at lunchtimes and healthy choices at lunchtime and at snack time.</p> <p>Encourage quiet times.</p>	<p>Following the P.E. scheme of work.</p> <p>Daily opportunities for outdoor learning and physical activity.</p> <p>Healthy eating-deep focus talking about how our fruit vegetables grow linked to farms.</p> <p>Together with time in R.E-allow children for quiet time, looking up at the sky looking at the clouds.</p>

	<p>Lots of opportunities to define and develop fine motor skills; threading, pouring, dressing and undressing dolls,          Opportunities to develop and practice their upper arm and shoulder strength.          Moving and rotation wrists.          Daily opportunities to develop a comfortable pencil grip, sitting at a table, with feet flat on the floor-reminding about posture.          Lots of opportunities to encourage children to draw freely.          Daily Literacy adult-led, guided learning.          Daily opportunities to develop letter formation.          Opportunities to develop core strength, climbing.          Following the P.E. Scheme of work.          Opportunities to move in different ways.          Encourage quiet times, sitting still, listening.          Opportunities to use bikes, wheelbarrows and prams.          Opportunities to create obstacle courses that challenge physical skills.          Opportunities to develop ball skills.</p>	<p>Opportunities to use bikes, wheelbarrows and prams.          Opportunities to develop core strength, climbing, pulling up on rope in the hall-using the large apparatus.          Daily opportunities to embed a comfortable pencil grip, sitting at a table, with feet flat on the floor-reminding about posture.          Daily Literacy adult-led, guided learning.          Daily opportunities to refine letter formation.          Lots of opportunities to define and develop fine motor skills; using loose parts/woodwork skills, using construction kits, making toys.          Challenges to develop fine motor skills.          Opportunities to create obstacle courses that challenge physical skills.          Changing direction and speed.          Opportunities to refine and develop ball skills.</p>	<p>Opportunities to use bikes, wheelbarrows and prams.          Lots of opportunities to define and develop fine motor skills; planting and caring for plants, making models, exploring clay.          Daily opportunities to embed a comfortable pencil grip, sitting at a table, with feet flat on the floor-reminding about posture.          Daily Literacy adult-led, guided learning.          Daily opportunities to refine letter formation.          Children encouraged to develop fluent handwriting.          Challenges to develop fine motor skills.          Opportunities to create obstacle courses that challenge physical skills.          Opportunities to refine ball skills.          Team games including balls.</p>
<b>Literacy</b>	<p>Daily phonics sessions following the Little Wandle Programme to teach children phonemes and encourage them to recognise and read them quickly.          Group reading sessions.          Individual reading sessions.          Lots of opportunities for blending.          Children to take a reading book home to share daily.          Daily Literacy sessions.          Modelling how to orally rehearse sentences.          Daily opportunities for writing; letters and words and then moving onto writing sentences.          Literacy provision.          Literacy Learning Challenges.          Story/theme trays.          Class story time daily.          Nursery rhyme time daily.</p>	<p>Daily phonics sessions following the Little Wandle Programme to teach children phonemes and encourage them to recognise and read them quickly.          Developing sentence structure and writing sentences.          Group reading sessions.          Individual reading sessions.          Children to take a reading book home to share daily.          Daily Literacy sessions.          Embedding orally rehearse sentences.          Daily opportunities to write sentences.          Literacy provision.          Literacy Learning Challenges.          Story/theme trays          Model how to re-read sentences to check it makes sense.</p>	<p>Daily phonics sessions following the Little Wandle Programme to teach children phonemes and encourage them to recognise and read them quickly.          Group reading sessions.          Individual reading sessions.          Children to take a reading book home to share daily.          Daily Literacy sessions.          Children to orally rehearse sentences and repeat them.          Dictation of sentences for children to write.          Daily opportunities to write sentences.          Letters and words and then moving onto writing sentences.          Literacy provision.          Literacy Learning Challenges.          Story/theme trays</p>



		Class story time daily. Nursery rhyme time daily.	Embed and encourage children to re-read sentences to check that their writing makes sense. Class story time daily. Nursery rhyme time daily.
<b>Mathematics</b>	Participating in Number rhymes with finger actions and props. Lots of opportunities to explore the indoor and outdoor mathematics provision. Following White Rose Maths Scheme of Work Following counting principles, positional language, match and sort, comparing amounts, comparing size, mass and capacity, representing, comparing and looking at the composition of 1,2,3, exploring circles and triangles, representing numbers to 5, one more and one less, shapes with 4 sides, time. Stories around mathematical concepts.	Participating in Number rhymes with finger actions and props. Lots of opportunities to explore the indoor and outdoor mathematics provision. Following White Rose Maths Scheme of Work Introducing zero, comparing numbers to 5, composition of 4 and 5, comparing mass, comparing capacity, introducing 6,7 and 8, making pairs, combining groups, length and height, time, introducing 9 and 10, comparing numbers to 10, comparing bonds to 10, 3D shape, pattern.	Participating in Number rhymes with finger actions and props. Lots of opportunities to explore the indoor and outdoor mathematics provision. Following White Rose Maths Scheme of Work. Building numbers beyond 10, counting patterns beyond 10, Adding more, taking away, doubling, sharing and grouping, even and odd, deepening understanding patterns and relationships, spatial reasoning; match, rotate and manipulate, compose and decompose, visualise and build, mapping.
<b>Understanding the World</b>	History: Finding out about families. Learning about their own families. Looking at photos of their families from the past. Learning about different homes. Geography: Learning about Rosedale and our local area, Scawsby. Science: Learning about different parts of the body. Opportunities to explore the natural world in the outdoor area, around school and around Scawsby. Linked to Autumn. R.E: Following the Doncaster R.E. syllabus. Learning about Diwali and how families celebrate it. Learning about how different families celebrate Christmas. Learning about the Church being a special place for families to celebrate their cultural beliefs.	History: Learning about toys they had as babies. Learning about toys that their parents/Grandparents had as babies. Looking at photos of toys from the past. Geography: Drawing information from a simple map-linked to our local area-Scawsby. Learning about where we can buy toys from. How do we get our toys to England? Links with transport. Science: Exploring wheeled toys and knowing how to make them move. Learning about changing seasons-Spring. R.E: Following the Doncaster R.E. syllabus. Learning about how different families celebrate Easter.	History: Recap on families and toys-recalling previous learning. Stories from the past. Geography: Learning about Scawsby, Doncaster and comparing it to Africa-in relation to farming. Science: Learning about plants and animals in relation to farming. Learning about changing seasons-Summer. R.E: Following the Doncaster R.E. syllabus.
<b>Expressive Arts and Design</b>	Painting-colour mixing. Group work to encourage collaboration-creating a group painting. Lots of opportunities to join materials together. Modelling how to use tools correctly and safely.	Pencil work-drawing objects such as flowers and toys. Looking at the details and adding them to their drawings. Using different tools and techniques.	Exploring clay. Making clay models linked to topic-farming. Music sessions. Embed storylines into pretend play.

	<p>Provision and opportunities to construct and create different models.</p> <p>Music sessions.</p> <p>Keeping and playing a steady beat.</p> <p>Play movement and listening games.</p> <p>Sing songs without words-humming, making different sounds to go along with them.</p> <p>Call and response songs.</p> <p>Pitch-matching games.</p> <p>Lots of opportunities for imaginative play; indoors and outdoors.</p> <p>Modelling how to develop storylines into pretend play.</p> <p>During Nursery rhyme time, introduce new songs as well as practicing songs already taught.</p> <p>Music from India-links with Diwali.</p> <p>Encourage children to copy Indian dance moves.</p> <p>Visit to Cast-pantomime.</p> <p>Pretend and role-play enhancements to include costumes.</p> <p>Costumes for Nativity.</p>	<p>Opportunity to visit The Point Gallery in Doncaster.</p> <p>Music sessions.</p> <p>Modelling how to tap rhythms to accompany words.</p> <p>Encourage children to play and create their own music.</p> <p>Embed storylines into pretend play.</p> <p>Lots of opportunities for imaginative play; indoors and outdoors.</p> <p>During Nursery rhyme time, introduce new songs as well as practicing songs already taught.</p> <p>Encourage children to listen to different pieces of music. Talk about patterns and changes as the music develops.</p>	<p>Lots of opportunities for imaginative play; indoors and outdoors.</p> <p>During Nursery rhyme time, introduce new songs as well as practicing songs already taught.</p> <p>Music from Africa-linked to topic.</p> <p>Encouraged children to copy movements and dances from Africa.</p>
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