

# Oxhill Nursery School



## Curriculum Policy

Oxhill Nursery School is a maintained Nursery school for children aged 2 – 5 years. The nursery school is located in Oxhill, Stanley and we receive children from a wider geographical area including Tanfield, Catchgate, Dipton, Annfield Plain, and surrounding villages. We understand the children attending our school have a wide range of different prior life experiences. We recognise the importance of working with the families of our children to develop an understanding around starting points and to become partners together in their child’s learning journey at Oxhill Nursery.

The majority of our children attend from the term after their second birthday. Depending upon when this falls, children may attend for a maximum of 8 academic terms. As children join nursery each term, we have well developed induction processes to ensure each family has a smooth transition into their early years education. Our curriculum is developed through strong pedagogy. Pedagogy is defined by Stewart and Pugh (2007) as,

***“The understanding of how children learn and develop and the practices through which we can enhance that process. It is rooted in values and beliefs about what we want for children and supported by knowledge, theory and experience”.***

To be able to design a curriculum which supports, nurtures and encourages our young children to progress in their learning, we start with the child, looking at how they naturally develop over time. Child development is our foundation. We follow the educational programmes and recognise the progression within these programmes comes from the practitioner’s understanding of how young children learn and develop. When adults are skilled and understand this, they are able to support children at their individual level and scaffold them to make progress.

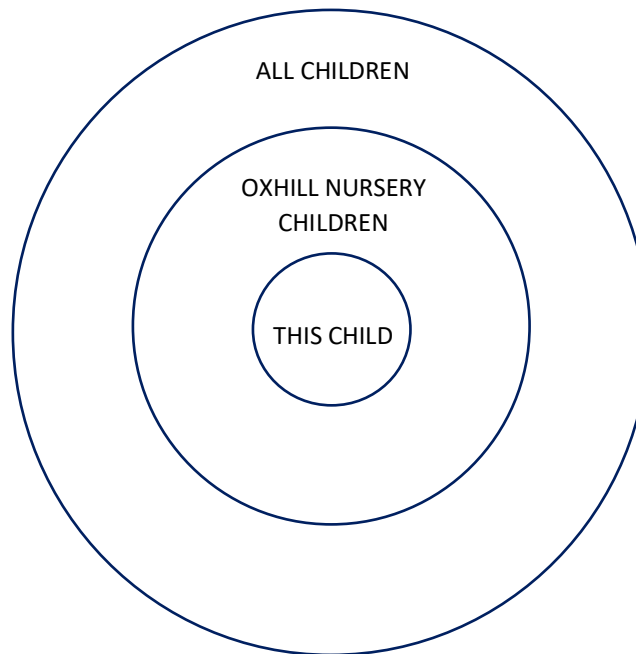
Our school’s continuing professional development programme is built around developing this depth of understanding. The characteristics of effective teaching and learning describe what we want for all our children at Oxhill Nursery School. We passionately believe in giving children the very best start to their education and teaching them the skills to be able to learn, to enjoy learning and to become lifelong learners. We apply the same principle to the characteristics as we do the educational programmes and look at child development. Perseverance at two years looks very different to perseverance at three years and four years. Alongside our model of progression, we

understand that young children’s learning is not always linear. Development matters 2021 states, ***“Babies and young children do not develop in a fixed way. Their development is like a spider’s web with many strands, not a straight line”***. Children enjoy repetition to help support their developing understanding.

We want our children to be the drivers of their own learning and we recognise for them to be able to achieve this they need skilled adults to scaffold them and provide opportunities to find out about things beyond their own life experiences. Development matters 2021 states,

***“adults ... ‘scaffold’ [children’s] learning by giving them just enough help to achieve something they could not do independently. Helping children to think, discuss and plan ahead is important, like gathering the materials they need to make a den before they start building. These are ways of helping children to develop the characteristics of effective learning.”***

Our curriculum has been developed for all children aged 2-4 years. We then break it down further to all children attending Oxhill Nursery School, thinking about our families and the community we serve. This is then further broken down to the individual children within our school as each child is unique and we want to recognise and celebrate this.



We have taken the approach to divide our curriculum into two layers - the **adult curriculum** and the **child curriculum** as we see the importance of both elements.

<b>OUR ADULT CURRICULUM</b>
Our <b>families</b> , our wider <b>community</b> and our local <b>culture</b> . What we know and how we integrate this within our school.
The <b>skills and knowledge</b> our extended families have and share with us in nursery.  The skills and knowledge our individual staff have.
<b>Experiences</b> our children have prior to starting nursery.  Our families <b>expectations</b> of what nursery is and what nursery will provide and how they prepare their child for nursery.  Curriculum <b>ambitions</b>
The <b>cultural capital</b> our children bring to school and how we can build upon this for all our children.

<b>OUR CHILD CURRICULUM</b>
The wonder, the spontaneous nature and individuality the child brings.
The child's interests and fascinations which ignite their passions.
The skills and knowledge the child brings to nursery.
The particular needs of the individual child to ensure there is an inclusive approach.

Our adult curriculum is planned and sequenced into our LONG TERM and MEDIUM TERM PLANNING document

## Long Term Planning

Our school considers how children typically develop over time. Looking at typical development for 2s, 3s and 4s we then decide what curriculum ambitions our children will achieve and what core provision we will require to maximise learning and provide children with the tools to achieve these ambitions.

	2 year old children	3-4 year old children
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>To feel <b>SECURE</b> to be able to make needs known to a member of staff (through speech, adapted technology, non-verbal communication)</li> <li>To <b>LISTEN</b> to songs, rhymes and simple stories.</li> </ul>	<ul style="list-style-type: none"> <li>To confidently <b>INITIATE</b> communication.</li> <li>To communicate in <b>SENTENCES</b> and are able to hold a conversation with a familiar adult and peers around their needs and interests.</li> <li>To <b>LISTEN</b> to a longer story and maintain attention when talking to an adult and their peers.</li> <li>To develop and promote listening, turn-taking and conversational skills – through <b>TALKING</b> about what they know and extending their learning in context.</li> <li>To use a wide range of <b>VOCABULARY</b> to reflect their experiences and can ask questions.</li> <li>To <b>PROMOTE</b> a confidence with words, rhymes and role-play – in a fun and respectful environment.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>To <b>MOVE</b> independently around the whole environment, accessing resources confidently.</li> <li>To safely use a variety of mediums and tools to <b>'HAVE A GO'</b>.</li> </ul>	<ul style="list-style-type: none"> <li>To <b>MOVE</b> with confidence, control and in a safe and co-ordinated manner.</li> <li>To <b>RISK TAKE</b> – through challenging, engaging and safe opportunities.</li> <li>To <b>DEVELOP</b> both fine and gross motor skills – through exciting and challenging activities, relevant to the age and ability of each individual.</li> <li>To <b>BECOME</b> self-reliant in the areas of dressing, toileting, washing and feeding.</li> <li>To <b>UNDERSTAND</b> the importance of healthy living and the impact it has on the body – through shared snack time, yoga and general well-being.</li> </ul>
<b>Personal Social And Emotional Development</b>	<ul style="list-style-type: none"> <li>To <b>FOLLOW</b> basic boundaries in nursery.</li> </ul>	<ul style="list-style-type: none"> <li>To <b>FEEL</b> safe, secure and loved – through a nurturing and encouraging environment, which aims to meet the needs of the individual child</li> </ul>

	<ul style="list-style-type: none"> <li>To have formed a trusting relationship with nursery staff in which they <b>FEEL</b> safe so that they are able to separate with confidence from their main carer.</li> </ul>	<ul style="list-style-type: none"> <li>To <b>BECOME</b> a resilient learner – through guiding and modelling of self-regulation techniques, unique to the child, their emotions and experiences.</li> <li>To <b>BUILD</b> lasting and meaningful friendships and interactions, with both their peers, adults and local community – through modelling of positive role-play and turn taking experiences, using language and facial expressions that will enhance and enrich, the individual’s understanding and empathy towards others.</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li>To look at and can handle books and enjoy <b>SHARING</b> these with adults engage with books; fiction and non-fiction (playing with puppets, repeating language from books and enjoy repeating the same story)</li> <li>To have a go at <b>MAKING MARKS</b> in different mediums and recognise that they have made marks.</li> <li>To <b>LISTEN</b> and <b>INTERACT</b> with a variety of repetitive activities such as rhymes, songs and stories with rhythm and rhyme.</li> </ul>	<ul style="list-style-type: none"> <li>To have a love of <b>READING</b> and enjoy a range of books and understand some print (recognising repeated words/letters/reading sounds/their name).</li> <li>To tell and retell a <b>STORY</b>.</li> <li>To <b>MAKE MARKS</b> in a meaningful way.</li> <li>Have a developed <b>PHONOLOGICAL AWARENESS</b> and may blend and segment words</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>Beginning to recognise and understand a range of <b>SIMPLE MATHEMATICAL LANGUAGE</b> (e.g. more) and <b>SIMPLE CONCEPTS</b> (e.g. full/empty) and are beginning to problem-solve using a variety of resources</li> </ul>	<ul style="list-style-type: none"> <li>To begin to count and <b>RECOGNISE</b> numerals, through Nursery Rhymes and stories, and in their environment.</li> <li>To <b>COUNT</b> with confidence, in their play.</li> <li>To <b>DEVELOP</b> awareness of 1:1 correspondence</li> <li>To begin to use <b>MATHEMATICAL VOCABULARY</b> linked to: amount, size, shape, capacity, pattern and sequence.</li> <li>To recognise basic <b>SHAPES</b> and their properties, through play, the environment and exploration.</li> <li>To <b>KNOW</b> that a number represents an amount – Number Sense.</li> <li>To explore <b>MEASUREMENT</b>, using non-standard and standard units (blocks, rulers, tape measures)</li> <li>To <b>INVESTIAGTE</b> prepositions, through play and Nursery Rhymes.</li> </ul>

		<ul style="list-style-type: none"> <li>To <b>UNDERSTAND</b> a number has a name (Nominal) and can be used to show place value (Ordinal – first, second, third)</li> </ul>
<b>Understanding the world</b>	<ul style="list-style-type: none"> <li>To notice <b>DIFFERENCES</b> in people, places and the environment both indoors and outdoors (e.g. show an awareness of seasonal changes)</li> <li>To have a <b>BASIC</b> understanding of caring for the environment.</li> </ul>	<ul style="list-style-type: none"> <li>To have developed their understanding of the international, national and local <b>COMMUNITY</b> and have acceptance and respect for others different from themselves.</li> <li>To have a <b>KNOWLEDGE</b> and understanding of the natural environment and can talk about how to care for the environment.</li> </ul>
<b>Expressive Art and Design</b>	<p>To enjoy <b>EXPLORING</b> a range of mediums such as paint, foam, gloop, glue with their senses</p> <p>To listen to and join in with <b>ACTIONS</b> from familiar action songs and nursery rhymes</p> <p>To explore sounds through <b>INSTRUMENTS</b> and noise makers</p> <p>To <b>BEGIN</b> to act out familiar experiences in their play</p>	<ul style="list-style-type: none"> <li>To <b>BEGIN</b> to recognise colours (Primary initially) – progressing to independent colour mixing.</li> <li>To <b>CREATE</b> marks, giving meaning to them – progressing to purposeful marks and representations of people and objects.</li> <li>To <b>FIX</b> and <b>JOIN</b> materials, using a range of media – creating models and objects.</li> <li>To <b>MANIPULATE</b> materials and media</li> <li>To <b>ACT</b> out familiar experiences in their play – developing to a narrative / story of their own creation.</li> <li>To <b>EXPLORE</b> sounds through singing, instruments and noise – progressing to pitch, volume, and frequency.</li> <li>To <b>MOVE</b> to music through actions and gestures, progressing to their own interpretation of music.</li> <li>To <b>APPRECIATE</b> local culture, wider cultures and how these are expressed.</li> </ul>
<b>Lunchtime &amp; Snack time</b>	<ul style="list-style-type: none"> <li>To follow the expectations in the routines of lunches <b>WITH SUPPORT</b> to open their lunch box and tidy away at the end of the meal.</li> <li>To begin to drink out of an <b>OPEN CUP</b> with competence</li> </ul>	<ul style="list-style-type: none"> <li>To follow the expectations in the routines of lunches using <b>INDEPENDANT</b> self-help skills throughout e.g. pour their own drink, drink out of an open cup, open their lunch box, tidy away at the end of the meal.</li> <li>Have an understanding of <b>HEALTHY</b> food choices.</li> </ul>

## **Our medium-term curriculum plan** (Appendix 1)

We have created a reading policy which fits within the medium-term plans, detailing the core texts we want to share with the children in our school. These texts have been carefully selected to cater for a range of interests, to develop awareness of rhyme and alliteration, to support children in joining in with repetitive refrains and to develop understanding of traditional story telling. The books support progression in reading skills and are available in the book corners, for children to read independently. In addition, we complete weekly plans to highlight the learning we intend to cover within small group experiences. We “plan in the moment”, around things we have noticed the children are interested in from our daily observations. We understand that high level involvement and well-being occurs in child-initiated play. We place an important emphasis upon ensuring high quality provision indoors and outdoors. Children access the outdoor environment in all weather conditions and we have a Forest School area within the school grounds which we use with all children across the academic year. This supports us in teaching our children about the natural environment, growth and changes over time. It provides a tranquil space for children to learn about the elements outdoors.

We develop children’s curiosity in nature and teach them how to be responsible through planting and tending to our garden. We have a potting shed in our allotment and welcome our local community and families to join us in nursery to develop our garden. We plan to share what we grow with our neighbours to develop the children’s understanding of sustainability within our community.

We have a hall space within our nursery school and this is well used for a range of different activities including music and movement, ring games, parachute, lycra and Yoga. We understand how providing young children with opportunities for physical development has holistic links with their overall development, e.g. children need opportunities to develop large muscles in their arms and legs before they are able to sit on a chair at a table and pick up a pen to write.

# Oxhill Nursery School–2 Year Olds Medium Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Transition &amp; Progress</b>	-Welcome back and hello to new starter -Settling in routines -Learning to be independent. -2 ½ year old checks	-Progress meetings -Preparing move from Ladybirds/Caterpillars to new classroom -2 ½ year old checks	-Welcome Spring starters -Settling in routines -Learning to be independent. -2 ½ year old checks	-Progress update meetings -Preparing move from Ladybirds/Caterpillars to new classroom -2 ½ year old checks	-Welcome Summer starters -Settling in routines -Learning to be independent -2 ½ year old checks	-Preparing move from Ladybirds/Caterpillars to new classroom -Progress update meetings  -2 ½ year old checks
<b>Possible themes, interests, lines of enquiry.</b> We endeavour to follow children's interests	-Autumn colours / treasures -Emotion monsters	-Bonfire night -Firework safety -Christmas crafts	-Winter/Spring -Arctic/Antarctic animals	-Sowing flower seeds to attract bees and butterflies -Planting / gardening -Farm Animals	-Summer -Mini Beasts -Jungle Animals -Healthy Eating	-Summer holidays -Seaside -Friendships
<b>Changing seasons</b>	Harvesting <b>Autumn vegetables</b> from the allotment e.g. potatoes and pumpkins, squashes	<b>Autumn</b> walk – taking notice of the leaves changing colour	<b>Winter</b> -Snow & icy puddles (melting and freezing) -sledding and making snow sculptures	Looking out for signs of <b>spring</b> <b>Planting</b> vegetables and flowers in our allotment <b>New life-</b> on the Farm	Noticing <b>summer</b> flowers and exploring mini beasts <b>Sun safety</b> – sunscreen	How does our garden <b>grow?</b> Blooming good fun with <b>Stanley Town Council</b> What can we eat and cook with what we have grown so far?
<b>Special Festivals and events</b>	<b>Harvest</b>  <b>Halloween</b>  <b>Colour run</b>	<b>Bonfire night</b>  <b>Christmas</b> -Christian festival celebrating the birth of Jesus	- <b>Valentine's Day</b> Who do we love – family, friends, pets?  <b>Mother's day</b> -sing along	<b>Easter</b> -spring, and new beginnings	<b>Family visit to Saltwell Park</b>  -Oral Health (National Smile Month)	- <b>Family Garden Day</b> stay and play  -National smile month  - <b>Fathers</b> in the forest



<p><b>Key Books to enhance topics or seasonal events</b></p>	<p><b>Maisy goes to nursery</b> <b>Dear Zoo</b></p> <p>Variety of That's Not my ..... books Variety of rhyming books ... e.g. 'Car, car truck jeep' 'Go, Go Pirate Boat' 'Big Yellow Digger' 'Terrific Trains' Accessible in the continuous provision all year</p>	<p>-Christmas Mice -Stick Man -Fancy dress Christmas -Spots first Christmas -Hoot owl -Oliver wood -Dear SANTA</p>	<p>-Snow friends -Peek a boo polar bear -Guess how much I love you</p>	<p>-Where going on an egg hunt -Golden egg -The Very Hungry Caterpillar</p>	<p>-Walking through the jungle -Animal boogie -Doing the animal bop -Animal pants</p>	<p>-Brush, brush, brush -Whoosh around mulberry bush</p>
<p><b>PSED</b></p>	<p><b>As part of daily routine supported by skilled practitioners:</b> <b>We develop:</b> Independence skills; attempting to put on own clothing, wellies and coats. To learn how to use the toilet with help/ toilet training in collaboration with parents when child is ready. Encourage separating from parents in a positive way. For children to express a range of emotions. To encourage developing friendships. Children should also be beginning to be effortful in controlling themselves in sharing and turn taking. Gain a simple understanding of boundaries and routine within our nursery/classroom.</p>					
<p>Youngest child in term 1 will be between 24-28 months this term Oldest Child will be between 29 - 32 months this term <b>In their first term of 2 year old provision children will learn to;</b></p> <ul style="list-style-type: none"> <li>- Separate from carer</li> <li>- Establish class and school routines</li> <li>- Routines – Visual timetable</li> <li>- Explore each areas of the classroom</li> <li>- Self-register by recognising a photograph of themselves</li> <li>- Explore new activities</li> <li>- Develop a range of strategies to self-regulate and understand big emotions with support eg. may jump up and down when excited</li> </ul>		<p><b>During their time in the 2 year old provision children will begin to;</b> (28-34 months)</p> <ul style="list-style-type: none"> <li>- Develop friendships</li> <li>- Learn to share and take turns</li> <li>- Understand the difference between right and wrong</li> <li>- Learn vocabulary to describe and understand how they are feeling e.g. 'sad' and 'happy'</li> <li>- Watch what friends are doing and joins in with play.</li> <li>- To assert independence and challenge boundaries</li> </ul>	<p><b>By the last term in the 2 year old provision children will be more able to;</b> (34 – 40 months)</p> <ul style="list-style-type: none"> <li>- Select and share resources with peers with support</li> <li>- to put on simple clothing e.g. 'coat' , 'shoes'</li> <li>- (Most children) show some awareness of their personal hygiene needs</li> <li>- (Most children) say if they are feeling 'happy' or 'sad' and know what that means</li> <li>- Shows an interest in others and makes new relationships.</li> <li>- Explores new environments</li> </ul>			

	<ul style="list-style-type: none"> <li>- Develop simple make-believe play e.g. having a cup of tea</li> <li>- Be more independent, doing things for themselves, without help.</li> </ul>		
<b>Physical Development</b>	<p><b>As part of daily routine and continuous provision:</b>  <b>We develop:</b>          Children’s independence with age appropriate resources, use large and small motor, develop manipulation and control, desire to become independent and do things independently and to explore different materials and tools.  <b>Gross motor movements outdoors:</b> Climbing equipment; bikes &amp; scooters, digging; nature play, ball skills,  <b>Gross motor indoors:</b> Wake up shake up, sticky kids, dance and movement, painting on easel, lycra/parachute games, scarves, climbing, swinging, messy play, yoga  <b>Fine motor:</b> threading activities; tweezers; malleable materials e.g. playdough; finger gym, actions to songs and rhymes. Opportunities for mark making in a wide range of ways. i.e. chinks for paving stones, a range of chunky pencils, crayons and pens, shaving foam, gloop. Selection of coloured paper, themed paper, large paper on floor (encouraging tummy time) and up-right drawing for gross motor development, drawing software on large screen  <b>Healthy lifestyles:</b> Encouraging healthy choices with food/snack; oral health, independence – dressing/hygiene</p>		
<p><b>In their first term of 2 year old provision children will learn to;</b>  <b>(24-30 months)</b></p> <ul style="list-style-type: none"> <li>- Handle and use one handed tools</li> <li>- Use a collection of mark making tools</li> <li>- Using large climbing equipment indoors and out</li> <li>- Exploring a range of large scale sensory play such as making marks with fingers in shallow trays of sand, gloop or whole body painting on the ground</li> </ul>	<p><b>During their time in the 2 year old provision children will begin to;</b>  <b>(28-35 months)</b></p> <ul style="list-style-type: none"> <li>- Use chunky crayons/pens/ tools to mark make on large paper e.g. on an easel or the on the ground</li> <li>- Express awareness of their toileting needs to an adult</li> <li>- Develop independence –</li> <li>- Use an unliddded cup to drink from</li> <li>- Enjoy helping to dress themselves</li> <li>- Be more aware of things around them</li> </ul>	<p><b>By the last term in the 2 year old provision children will be <u>more able to</u>;</b>  <b>(36 – 40 months)</b></p> <ul style="list-style-type: none"> <li>- mark make with developing control; some children may begin to use a tripod grip</li> <li>- Wash hands independently</li> <li>- Show awareness of their toileting needs</li> <li>- demonstrate being spatially aware</li> <li>- show interest in using scissors</li> <li>- Moves around their environment with awareness and control.</li> </ul>	

Pencil Grip: for age 1-2 years

**Fisted Grip**

*Pencil held in the palm. All fingers are thump are used. Movement is from the shoulder; the arm and hand move as a unit. Light scribbles are produced with this grip*

Pencil Grip: for Age 2-3 years

**Digital Pronate Grip**

*All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and shoulder is no stabilised. Horizontal lines, vertical lines and circular lines are able to be copied.*

<b>Communication &amp; Language</b>	<p><b>As part of daily routine and continuous provision:</b>  <b>We develop:</b>          -Listening to simple stories understanding what is happening with use of pictures; Understand simple questions; Develop a wider range of language and vocabulary; Singing simple rhymes and songs and beginning to join in with the actions; Understand and act on a larger sentence; Develop understanding of questions with two-part instruction  <b>This encouraged daily:</b> Morning carpet time ‘Hello Song’, encourage children to express feelings, singing songs and nursery rhymes with actions, developing vocabulary through songs, rhymes and books. Using Makaton signing to encourage non-verbal children to communicate and express their needs.</p>		
	<p><b>In their first term of 2 year old provision children will learn to;</b>          (24-30 months)</p> <ul style="list-style-type: none"> <li>-Listen to simple nursery rhymes and begin to join in with some words and actions</li> <li>-Listen to shorter stories with an adult and help to turn the pages</li> <li>-share books with adults and talk about the pictures or name / point to items of interest</li> <li>-Use non-fiction books to learn about objects and interests</li> <li>- understand and describe feelings and emotions using new vocabulary (colour monsters)</li> </ul>	<p><b>During their time in the 2 year old provision children will begin to;</b>          (28-35 months)</p> <ul style="list-style-type: none"> <li>- Join in with nursery rhymes and actions and may recite part of one or two familiar rhymes from memory</li> <li>- have a favourite book and enjoy sharing this book with a familiar adult</li> <li>-Learn about the different parts of a book; front cover, blurb, title, spine.</li> <li>- Understand and act on a larger sentence</li> <li>-build up a range of new vocabulary through quality adult interactions</li> </ul>	<p><b>By the last term in the 2 year old provision children will be <u>more able to</u>;</b>          (36 – 40 months)</p> <ul style="list-style-type: none"> <li>- Join in with nursery rhymes and actions and may request their favourite, recite one or two familiar rhymes from memory</li> <li>- Develop understanding of question or request with a two-part instruction</li> <li>- to give meaning to marks made (most children)</li> </ul>
<b>Traditional Nursery Rhymes we will learn term by term</b>	<p>Studies have shown that if a child can recall eight nursery rhymes by the time they start school, they are more likely to be better readers and spellers by the time they are 8 years old. Nursery rhymes help to develop other areas of the curriculum such as; vocabulary, story sequencing, numeracy skills, listening skills, physical development and knowledge and understanding of the world.          It is for this reason, at Oxhill Nursery School we make learning and reciting nursery rhymes an important part of our daily routine. We will learn the words and accompanying actions to 4 nursery rhymes each term.</p> <p>SEE PROGRESSIVE NURSERY RHYMES SCHEME</p>		

# Progressive Nursery Rhyme Scheme

## 2 year olds

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
<b>Nursery Rhymes</b>	Humpty Dumpty  Twinkle star	Baa baa black sheep  Pat a cake	Hickory dickory dock  2 little dickie birds sitting on a wall	Miss Polly had a dolly  I'm a little teapot	Polly put the kettle on  Incy Wincy Spider	Jack and Jill went up the hill  The farmer's in his dell
<b>Action Songs</b>	Teddy Bear, teddy Bear  Roly Roly	Ring o Roses  Wind the bobbin up	Tommy Thumb  Row row row the boat	The wheels on the bus  The grand old duke of york	Head and shoulders knees and toes  Tiny Tim (turtle)	If you're happy and you know it  Old Mac Donald Had a farm
<b>Seasonal songs</b>			<b>Number Songs</b>		<b>Festivals</b>	
<b>Autumn</b> Autumn Leaves are falling down Dingle dangle scarecrow	3 little ducks 3 men in a flying saucer 3 speckled frogs 3 currant buns 1 elephant went out to play		3 little ducks 3 men in a flying saucer 3 speckled frogs 3 currant buns 1 elephant went out to play 3 little monkey's		When Santa got stuck up the chimney  We wish you a merry Christmas  Rudolf the red nose reindeer  Christmas pudding  Jingle Bells	
<b>Winter</b> This is the way we... on a cold and frosty morning	<b>Summer</b> The sun has got its hat on hip, hip, hip hooray					

# Oxhill Nursery School

## 3-4 Year Olds

### Medium Term Plan

Planning always follows the interests of the children. In addition, we plan for seasonal activities and provide children with opportunities to learn about topics they might not access through their own interests.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Transition &amp; Progress</b>	-Welcome back and hello to new starters -Settling in routines -Learning to be independent.	-Progress update meetings -settling into preschool progress summaries	-Welcome Spring starters -Settling in routines -Learning to be independent.	-Progress update meetings	-Welcome Summer starters -Settling in routines -Learning to be independent	-Preparing for transitions into big school -Teacher's from primary schools to visit. -End of year progress summary
<b>Possible themes, interests, lines of enquiry.</b> We endeavour to follow children's interests	-Autumn colours / treasures -Colour monsters -Zoo Lab -Halloween	-Bonfire night -Firework safety -Children in Need -Scholastic Book Fair -Christmas crafts	-Winter/Spring -Arctic/Antarctic animals <b>-Internet safety week</b>	-Sowing flower seeds to attract bees and butterflies -Planting / gardening -Farm Animals	-Summer -Mini Beasts -Oral Health (National Smile Month) -Jungle Animals	-Summer holidays -Seaside -Friendships
<b>Changing seasons</b>	Harvesting <b>Autumn vegetables</b> from the allotment e.g. potatoes and pumpkins, squashes	<b>Autumn walk</b> – taking notice of the leaves changing colour <b>Carol Singing</b> - to our neighbours in Mandela Close	<b>Winter</b> -Snow & icy puddles (melting and freezing) -sledging and making snow sculptures	Looking out for signs of <b>spring</b> <b>Planting</b> vegetables and flowers in our allotment <b>New life-</b> on the Farm	Noticing <b>summer</b> flowers and exploring mini beasts <b>Sun safety</b> – sunscreen	How does our garden grow?  What can we eat and cook with what we have grown so far?

<b>Special Festivals and events</b>	<p><b>Harvest</b></p> <p><b>Halloween</b></p> <p><b>Colour run</b></p> <p>Hindu festival - <b>Diwali</b></p>	<p><b>Bonfire night</b></p> <p><b>Remembrance Day</b> (significance of the poppy)</p> <p><b>Christmas</b> - Christian festival celebrating the birth of Jesus</p>	<p><b>-Luna new year – Year of the Dragon</b></p> <p><b>-Valentine’s Day</b> - Random acts of kindness/ Who do we love – family, friends, pets?</p> <p><b>Mother’s day</b> - sing along</p>	<p><b>Easter</b> -spring, and new beginnings</p> <p><b>Holi (festival of colour)</b> Hindu festival celebrating spring, love and new life</p>	<p><b>Family visit to:</b> Saltwell Park/Hall Hill Farm/ South Shields Beach</p>	<p><b>-Family Garden Day</b> stay and play</p> <p>-National smile month</p> <p><b>-Fathers</b> in the forest</p> <p>-Butterfly release</p>
<b>Key Books to enhance the seasonal topics or events</b>	<p><b>Room on the Broom</b> by <b>Julia Donaldson</b> – Rhyming, alliteration, imagination</p> <p><b>Elmer</b> by David McKee</p> <p><b>The colour Monster</b> by <b>Anna Llenas</b> – emotions, feelings, colour – The message is used throughout the year to help children to recognise and talk about and understand their emotions. This story is revisited each term.</p> <p><b>-The day the crayons quit</b> by Oliver Jeffers</p> <p><b>-The day the crayons came home</b> by Oliver Jeffers</p>	<p><b>The story of the first Christmas</b> (various authors)</p> <p><b>The stick Man</b> by Julia Donaldson about families and tradition, rhyming</p> <p><b>Jolly Christmas Postman</b> by Janet &amp; Allen Ahlberg</p> <p><b>Aliens love Panta Claus</b> by Claire Freedman</p>	<p><b>Mr Wolf’s Pancakes</b> by <b>Jan Fearnley</b> -sharing, caring, taking turns, feelings, writing lists – mark making</p> <p><b>Elmer in the snow</b> By David McKee</p> <p><b>Winnie the Witch in Winter</b> by Valerie Thomas</p>	<p><b>Jaspers bean stalk</b> by <b>Sam Godwin</b> – covers the growth of a plant for seed to full flower</p> <p><b>Oliver’s Vegetables</b> by <b>Vivian French</b> -Relationships, likes and dislikes, knowledge of where food comes from</p> <p><b>What the ladybird heard</b> by Julia Donaldson – Rhyming book, farm yard animal noises, remembering a sequence, right from wrong.</p>	<p><b>The very hungry caterpillar</b> by <b>Eric Carle</b> - days of the week, story sequences, different foods types, specific vocabulary related to the changes of a butterfly Alliteration: light/leaf/ little/ lay</p> <p><b>The crunching munching caterpillar</b> by Sheridan Cain</p>	<p><b>Sharing a Shell</b> by <b>Julia Donaldson</b> – feelings, story settings, habitats, friendships</p> <p><b>Seaside Poems</b> by Jill Bennett</p> <p><b>Winnie the witch On the seashore</b> by Valerie Thomas</p> <p><b>Monkey Puzzle</b> by Julia Donaldson</p>
<b>PSED</b> As part of daily routine supported by skilled practitioners:						

	<ul style="list-style-type: none"> <li>• <b>Personal development:</b> independence skills; putting own wellies and coats and dressing for outdoors – “flip flop over the top”; toilet training in collaboration with parents</li> <li>• <b>Social development:</b> sense of community; developing friendships; sharing and turn taking; developing and following nursery promises (rules)</li> <li>• <b>Emotional development:</b> separating from parents; understanding our feelings (colour monster book); learning to resolve conflicts with peers</li> </ul>		
	<p>Youngest child in term 1 will be between 36 - 40 months Oldest child in term 1 will be between 40 – 45 months</p> <p><b>In their first term of 3-4 year old provision children will learn to;</b></p> <ul style="list-style-type: none"> <li>- Separate from carer</li> <li>- Establish class rules and boundaries</li> <li>- Anticipate daily routines – (Visual timetable)</li> <li>- Explore areas of the classroom with interest</li> <li>- Self-register using five frames</li> <li>-Show an interest in others and makes new relationships.</li> <li>- Explores new environments</li> <li>- Select resources independently or with support</li> <li>- Make the right choices (behaviour and attitude)</li> <li>- Explore new activities</li> </ul>	<p>Children will be between 40-48 months</p> <p><b>During their time in the 3-4 year old provision children will <u>begin to</u>;</b></p> <ul style="list-style-type: none"> <li>- Learn to share and take turns with others</li> <li>-Be independent within the classroom</li> <li>- Play with others</li> <li>- Understand the difference between right and wrong</li> <li>-Work together</li> <li>-Select and share resources</li> <li>-Consider our words</li> <li>-Shows awareness of the feelings of others</li> <li>-Knows what they want to play with and where to find it.</li> </ul>	<p>Children will be between 44 – 52 months in their last term of nursery</p> <p><b>By the last term in the 3-4 year old provision children will be <u>more able to</u>;</b></p> <ul style="list-style-type: none"> <li>-Care and look after one another and our possessions</li> <li>-Be sensitive to the needs of others</li> <li>-Reflect on themselves as learners</li> <li>-Try something new</li> <li>-Be encouraged and challenged in their thinking</li> <li>-Can play with others, sharing what they are using with help</li> <li>-Plays imaginatively with other children.</li> <li>-Confident to have a go and try new things.</li> </ul>
<p><b>Physical Development</b></p>	<p><b>As part of daily routine and continuous provision:</b></p> <ul style="list-style-type: none"> <li>• <b>Gross motor movements outdoors:</b> large climbing equipment; bikes &amp; scooters; climbing the tree; button swing; digging; nature play; ball skills</li> <li>• <b>Gross motor indoors:</b> yoga; dance and movement, painting on easel, lycra/parachute games, scarves, sticky kids, climbing, swinging and messy play.</li> <li>• <b>Fine motor:</b> threading activities; tweezers; malleable materials e.g. playdough; finger gym, actions to songs and rhymes, using scissors, eating with cutlery, using small brushes for painting and pencils for drawing. Understanding the language of direction (‘up’, ‘down’, ‘round’, ‘back’, etc).</li> </ul>		

	<ul style="list-style-type: none"> <li>• <b>Healthy lifestyles:</b> Encouraging healthy choices with food/snack; <b>oral health;</b> opportunities to assess risk taking activities – fire/cooking/trips/climbing</li> </ul>		
	<p>Youngest child in term 1 will be between 36 - 40 months Oldest child in term 1 will be between 40 – 45 months</p> <p><b>In their first term of 3-4 year old provision children will learn to;</b></p> <ul style="list-style-type: none"> <li>-Handle and use one handed tools</li> <li>-Manage a range of equipment purposefully e.g. can use a spade to fill a bucket or a pizza wheel to cut playdough</li> <li>-play with activities that promote pincer movements e.g. threading, tweezers</li> <li>-Explore a range of mark making tools to make marks in shaving foam, sand, or on paper</li> <li>-Follow the toilet routine when reminded sometimes needing support</li> <li>-Put on coats/wellies/aprons</li> <li>-Use large climbing equipment with developing control indoors and outside</li> <li>-clean their teeth at nursery (tooth brushing scheme)</li> <li>-use scissors to make small snip in playdough</li> <li>-Express themselves and move to music</li> <li>- Join in with Lycra games/songs</li> <li>-Join in with the words and actions of Christmas and other seasonal songs</li> <li>-Join in with party games</li> </ul>	<p>Children will be between 40-48 months</p> <p><b>During their time in the 3-4 year old provision children will begin to;</b></p> <ul style="list-style-type: none"> <li>-Use toys and tools safely</li> <li>-Develop and use appropriate pencil grip</li> <li>-Use a range of mark making tools with emerging control to make different marks, including closed shapes, e.g. circles.</li> <li>- Go to the toilet and wash hands independently</li> <li>-Dress themselves with some support</li> <li>-Climb, run and jump with confidence</li> <li>-Makes many different marks, including closed shapes, e.g. circles.</li> <li>-Using large climbing equipment with coordination and control</li> <li>-Learn a few Yoga poses and use breathing techniques to self-regulate</li> <li>-listen to instructions and copy physical actions in activities such as ‘Sticky Kids’</li> <li>-Make dens with a range of resources</li> <li>-To plant a seed and watch it grow</li> <li>-Explore water play and practise pouring and filling from one vessel to another</li> </ul>	<p>Children will be between 44 – 52 months in their last term of nursery</p> <p><b>By the last term in the 3-4 year old provision children will be <u>more able to;</u></b></p> <ul style="list-style-type: none"> <li>-Hold a pencil with developing tripod grip</li> <li>-Use a pencil or small paintbrush to make small controlled marks to represent their name</li> <li>-Take part in sports day event and develop sportsmanship</li> <li>-Talk about how they can keep healthy</li> <li>-Join in and persevere with parachute games</li> <li>- Give new challenges a go and is aware of their own safety</li> <li>-Dress themselves with some support</li> <li>-Uses resources with some control, e.g. can pour from a jug into a cup with little spillage</li> </ul>
<p><b>Communication &amp; Language</b></p>			
	<p>Youngest child in term 1 will be between 36 - 40 months Oldest child in term 1 will be between 40 – 45 months</p> <p><b>In their first term of 3-4 year old provision children will learn to;</b></p>	<p>Children will be between 40-48 months</p> <p><b>During their time in the 3-4 year old provision children will begin to;</b></p>	<p>Children will be between 44 – 52 months in their last term of nursery</p> <p><b>By the last term in the 3-4 year old provision children will be <u>more able to;</u></b></p>



	<ul style="list-style-type: none"> <li>-Join in with nursery rhymes and actions and may request their favourite</li> <li>-recite one or two familiar rhymes from memory</li> <li>-Listen to stories in small groups or 1:1</li> <li>-Responds to simple questions and instructions</li> <li>-Asks for help if they need it using words, gestures or Makaton signing</li> <li>-Learn new vocabulary from rhymes and stories</li> <li>-Speaks in simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>-Learn and remember new songs and rhymes and recite these for family</li> <li>-Talk with other children</li> <li>-Listen and respond to things said by others</li> <li>-To follow an instruction with two parts e.g. Get your coat and open the door</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about what they are doing and things they remember</li> <li>-Starts conversations with familiar people and asks questions</li> <li>-Listen when they are in a group with other children</li> </ul>
<b>Literacy</b>	<p><b>As part of daily routine and continuous provision:</b></p> <ul style="list-style-type: none"> <li>• <b>Opportunities for mark making</b> in a wide range of ways. i.e. clipboards outdoors, chinks for paving stones, boards and notepads in the home corner, planning sheets in construction area, greeting cards, home-made books, letter writing, shopping lists, price labels, treasure maps</li> <li>• <b>Resources:</b> a range of pencils, crayons, chinks and pens to choose from. Selection of coloured paper, themed paper, envelopes, drawing programmes on large screen</li> <li>• <b>Daily:</b> Happy Helper - Someone’s name beginning with..... , recognising whose name is picked from pot, writing letters of their name, encouraged to write names on pictures, story times, singing songs and nursery rhymes with actions, developing vocabulary through stories and books.</li> </ul>		
	<p style="color: red; font-size: small;">Youngest child in term 1 will be between 36 - 40 months Oldest child in term 1 will be between 40 – 45 months</p> <p style="color: red; font-weight: bold;">In their first term of 3-4 year old provision children will learn to;</p> <ul style="list-style-type: none"> <li>- Enjoy sharing books with adults</li> <li>-Use simple marks including lines, curves and circular movements</li> <li>-name the different parts of a book, ‘front cover’, ‘blurb’, ‘title’, ‘spine’, ‘author’.</li> <li>-Explore a range of large scale sensory play such as making marks with fingers in shallow trays of sand or cornflour</li> <li>- sing nursery rhymes</li> </ul>	<p style="color: blue; font-size: small;">Children will be between 40-48 months</p> <p style="color: blue; font-weight: bold;">During their time in the 3-4 year old provision children will <u>begin to</u>;</p> <ul style="list-style-type: none"> <li>-Enjoy listening to stories and making up play scenarios</li> <li>-Make many different marks, including closed shapes, e.g. circles.</li> <li>-Draw pictures that are beginning to represent people and events</li> <li>-Talk about the marks they make or pictures they draw</li> </ul>	<p style="color: green; font-size: small;">Children will be between 44 – 52 months in their last term of nursery</p> <p style="color: green; font-weight: bold;">By the last term in the 3-4 year old provision children will be <u>more able to</u>;</p> <ul style="list-style-type: none"> <li>-Look at books and have some favourites</li> <li>-Make marks to represent their name and talks about their drawings</li> <li>- Know the difference between pictures and words</li> <li>-Show interest in forming initial letter and other letters in their name using correct direction with support– may need large paper /whiteboards to practice</li> </ul>

	<p>-mark make with large brushes and paint or water</p> <p>-recognise familiar logos e.g. Asda, McDonalds</p> <p>-Notice the shape of their names – e.g. some are longer with lots of letters, some have tall letters etc.</p> <p>- recognise own name</p> <p>-Clap syllables of their name</p> <p>-use emergent writing to make lists or write stories or letters, e.g. <b>Writing letters to Father Christmas &amp; explaining what the marks mean</b></p>	<p><b>-Use non-fiction books</b> to learn about plants and vegetables.</p> <p>-Recognise and name some letters and sounds from their own name</p> <p>-Draw pictures of people that contain more detail e.g. Faces, fingers, legs and feet.</p> <p><b>Assessment: Mother’s day pictures and scribed captions.</b></p> <p><b>-Draw a picture of our mummy/family</b></p> <p>-What do we love best about our mummy’s? What does mummy do for you? What does mummy like to do? discuss</p>	<p>-Make up new words to songs and rhymes that they are familiar with</p> <p>-Hear and identify rhyming words in stories</p> <p>-Match some sounds to the letters they write</p> <p>-begin writing for a purpose, using some recognisable letters shapes</p>			
<p><b>Phonological Awareness</b></p> <p><b>Phase 1</b></p>	<ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound.</li> <li>• Break words down into phonemes in everyday conversations e.g. “I can see a d-o-g” “Can you get your c-oo-t?”</li> <li>• Using documents such as <b>Letters and Sounds</b> and <b>Music Development Matters</b></li> <li>• Books and stories that promote, <b>rhythm, rhyme and alliteration</b></li> </ul> <p><b>The activities below are to be used across the year and be revisited to develop a secure phonological awareness to ensure children are ready for their next step – Phonics!</b></p>					
	<p><b>Aspect 1</b> - General sound discrimination – environmental</p> <p><u>Activities include:</u></p> <p>-listening walk</p> <p>-drumming on different items outside</p> <p>-comparing the sounds of instruments,</p> <p>-playing a sounds lotto game</p> <p>-making shakers.</p>	<p><b>Aspect 3</b> – General sound discrimination – body percussion</p> <p>Developing children’s awareness of sounds and rhythms.</p> <p><u>Activities include:</u></p> <p>-singing songs and action rhymes e.g.</p>	<p><b>Aspect 4</b> – Rhythm and rhyme</p> <p>Develop children’s appreciation and experiences of rhythm and rhyme in speech.</p> <p><u>Activities include:</u></p> <p>-rhyming stories</p> <p>-rhyming bingo,</p> <p>-rhyming soup</p> <p>-clapping out the syllables in words</p>	<p><b>Aspect 5</b> – Alliteration</p> <p>The focus is on initial sounds of words,</p> <p><u>Activities include:</u></p> <p>- I-Spy type games</p> <p>-matching objects which begin with the same sound.</p>	<p><b>Aspect 6</b> – Voice sounds</p> <p>The aim is to distinguish between different vocal sounds and to begin oral blending and segmenting.</p> <p><u>Activities include:</u></p> <p>Metal Mike, where children feed pictures of objects</p>	<p><b>Aspect 7</b> – Oral blending and segmenting</p> <p>In this aspect, the main aim is to develop oral blending and segmenting skills. To practise oral blending, the teacher could say some sounds, such as /c/-/u/-/p/ and see whether the children</p>

	<p><b>Aspect 2 – General sound discrimination – instrumental sounds</b>  <u>Activities include:</u>          -comparing and matching sound makers          -playing instruments alongside a story making loud and quiet sounds.</p>	<p>-‘Dr knickerbocker knickerbocker number 9’          -If you’re happy and you know it, clap your hands’          -listening to music and developing a sounds vocabulary.</p>			<p>into a toy robot’s mouth and the teacher sounds out the name of the object in a robot voice – /c/-/u/-/p/ cup, with the children joining in.</p>	<p>can pick out a cup from a group of objects. For segmenting practise, the teacher could hold up an object such as a sock and ask the children which sounds they can hear in the word sock.</p>
<p><b>Maths</b></p>	<p><b>As part of daily routine and continuous provision:</b></p> <ul style="list-style-type: none"> <li>Ask children what do you notice? (instead of how many?) Using the 5 frames to record the number of children who are in nursery and who are absent; Five frames used for colour monster interactive display, noticing how many children in key group, recording amounts in a range of ways; holding up fingers to represent amounts; locating matching numeral on number line; collections of natural objects, bottle tops, buttons, spoons all be used for counting, weighing, comparing, sharing, making patterns; singing number rhymes and songs.</li> </ul> <p><b>Statements below are taken from development matters 2020</b></p>					
<p>Youngest child in term 1 will be between 36 - 40 months          Oldest child in term 1 will be between 40 – 45 months  <b>In their first term of 3-4 year old provision children will learn to;</b></p> <ul style="list-style-type: none"> <li>-Show an awareness of number</li> <li>-Use mathematical language in their play e.g. big, small, heavy, light</li> <li>-Understand position through words alone</li> <li>-say number names in order up to five</li> <li>-Show ‘finger numbers’ up to 5.</li> <li>-Make comparisons between objects relating to size, length, weight and capacity. E.g. How big is our homemade pumpkin compared to an apple?</li> <li>-Use mathematical language in their play e.g. big, small, heavy, light</li> <li>-Daily self-registration (counting how many children are here/absent using 5 frames)</li> </ul>	<p>Children will be between 40-48 months  <b>During their time in the 3-4 year old provision children will begin to;</b></p> <ul style="list-style-type: none"> <li>-Know how to solve everyday problems in their play e.g. how to get water from one place to another</li> <li>-Recognise some numbers and shows an interest in counting</li> <li>-Count objects in their play</li> <li>-Understand how different shapes fit together e.g. in their art work or block play</li> <li>-Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’).</li> <li>-Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</li> </ul>	<p>Children will be between 44 – 52 months in their last term of nursery  <b>By the last term in the 3-4 year old provision children will be more able to;</b></p> <ul style="list-style-type: none"> <li>- Notice who has more or less e.g. who has more trains or pieces of fruit</li> <li>- Count to find out how many things they have</li> <li>-Recognise numbers in their environment</li> <li>-Knows the names of some shapes</li> <li>-Notice and compare size, weight and capacity in their play</li> <li>-Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’).</li> <li>-Talk about and explore 3D shapes, e.g. cuboid, prism, sphere</li> </ul>				

	<p>-Say one number for each item in order: 1,2,3,4,5</p> <p>-Talk about and identify the patterns around them. E.g. stripes on their socks</p> <p>- Compare quantities using language: ‘more than’, ‘fewer than’.</p> <p>-Ask children ‘what do you notice?’</p>	<p>-Talk about and explore 2D shapes using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.</p> <p>- Experiment with their own symbols and marks as well as numerals.</p> <p>-Recite numbers past 5 in counting songs</p> <p>-Extend and create ABAB patterns – e.g. stick, leaf, stick, leaf.</p> <p>-Combine shapes to make new ones – an arch, a bigger triangle, two triangles to make a square etc.</p>	<p>-Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’</p> <p>-Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p> <p>-Compare quantities using language: ‘more than’, ‘fewer than’.</p> <p>-Solve real world mathematical problems with numbers up to 5.</p>
<p><b>Understanding the world</b></p>	<p><b>As part of daily routine and continuous provision:</b></p> <p>Adult’s encourage children to figure things out and problem solve, asking open ended questions and facilitating their investigations.</p> <ul style="list-style-type: none"> <li>• <b>Nature play</b> in the woodland – provides opportunities for risk taking, climbing trees, cooking over a campfire, mini beasts, imaginative play, enhanced wellbeing, noticing changes in the seasons</li> <li>• <b>Mud kitchen</b>- pots, pans, bowls, natural found objects, water, digging and stirring equipment, recipe cards, clipboards and pencils</li> <li>• <b>Allotment</b> – Planting seeds, growing vegetables, observing creatures e.g. worms, slugs, snails, butterflies. Life cycles, healthy eating, weather</li> <li>• <b>Yard</b>- wheeled toys, big space to discover speed and distance, construction on a large scale, water play, sand pit, climbing equipment</li> </ul>		
	<p>Youngest child in term 1 will be between 36 - 40 months Oldest child in term 1 will be between 40 – 45 months</p> <p><b>In their first term of 3-4 year old provision children will learn;</b></p> <ul style="list-style-type: none"> <li>- About the classroom and their place in it</li> <li>-To explore their senses</li> <li>- To name parts of their body through song</li> <li>-To experiment with cause and effect</li> <li>-About animals – naming and finding out about a range of different animals from non-fiction books or web based sources</li> <li>-About harvesting vegetables</li> <li>-What is happening in autumn?</li> <li>-Discovery Light and dark</li> <li>-Celebrations Festivals</li> <li>Halloween</li> </ul>	<p>Children will be between 40-48 months</p> <p><b>During their time in the 3-4 year old provision children will begin to;</b></p> <ul style="list-style-type: none"> <li>-find out about winter - Exploring ice and cold</li> <li>-Prepare the allotment for planting. What has happened over the winter? <b>Eco Award</b></li> <li>-Plant a seed and watch it grow</li> <li>-Naming Parts of a flower, stem, roots, petal</li> <li>- Learn what plants need to grow - sun, water, soil</li> <li>-Match animals to their homes</li> </ul>	<p>Children will be between 44 – 52 months in their last term of nursery</p> <p><b>By the last term in the 3-4 year old provision children will be more able to;</b></p> <ul style="list-style-type: none"> <li>-Exploring the woodland area safely</li> <li>-Did the flowers we grow attract any wildlife?</li> <li>-Which mini beasts are living in our garden?</li> <li>-Changes over time; How have we changed? Baby Photographs</li> <li>-Life cycle of a butterfly</li> <li>-What self-grown vegetables can we eat?</li> <li><b>Community Link</b></li> <li>-Sharing our vegetables /flowers with our neighbours?</li> </ul>

	Bonfire Night Christmas Diwali -Learning safety rules around the campfire in forest school		<b>Parental engagement: Father's in the Forest</b>
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<b>Expressive arts and Design</b>	<b>As part of daily routine and continuous provision:</b> Singing rhymes and songs; movement and dance; role play activities; small world play; re-enacting stories using props and story sacks; using imagination to recreate roles and experiences; exploring sounds and instruments; colour mixing; Parachute/lycra/scarves/scrunchie games/songs; playdough modelling; cooking activities; transient art; using senses to explore colour, texture, scents; using tools to create; modelling with a range of materials		
	Youngest child in term 1 will be between 36 - 40 months Oldest child in term 1 will be between 40 – 45 months <b>In their first term of 3-4 year old provision children will;</b>  -Learn and join in with Ring games -Make a scarecrow for community competition -Exploring different media -Do Leaf printing -Vegetable printing -Paint with body parts -Create Halloween pictures -Create Firework paintings -Firework songs and instruments -Move like a firework -Christmas crafts -Christmas sing along with parents	Children will be between 40-48 months <b>During their time in the 3-4 year old provision children will</b>  -Perform a Dragon Dance for Luna New Year – Year of the Dragon -Create Sand/snow art -Explore Bubble painting -Explore musical instruments and sound makers -Make a Mother's Day card -Take part in Spring/Easter crafts -Paint Easter eggs for competition -Learn dongs and actions for Mother's Day singalong	Children will be between 44 – 52 months in their last term of nursery <b>By the last term in the 3-4 year old provision children will be <u>more able to</u>;</b>  -Move to music -Create Collage pictures -Paint with different media -Make Father's Day cards -Transient art – summer treasures

## Progressive Nursery Rhyme Scheme 3-4 year olds

		Term 1a	Term 1b	Term 2a	Term 2b
<b>Nursery Rhymes</b>		Mary had a little lamb	Teddy Bear teddy bear turn a round	Mary Mary Quite Contrary	Wiggly woo worm

<b>Action Songs</b>			Little Peter Rabbit Wind the bobbin up	Down at the station This old man, he played one	Old MacDonald had a farm Bouncing up and down on the little red tractor	Slowly slowly goes garden the snail I have a little spider
<b>Number songs</b>			1 elephant goes out to play One potato, two potato	This old man, he played one	5 currant buns 5 peas in a pea pod press.	5 little fingers
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Nursery Rhymes</b>	Little Miss Muffet	Humpty dumpty sat on the moon	Tommy thumb is up and down	I went to visit a farm one day	There are big waves and little waves	Down in the jungle where nobody knows
<b>Action Songs</b>	Wind the bobbin up  I'm a dingle dangle scarecrow	Here we go round the mulberry bush  I wiggle my fingers	Slowly, slowly goes the snail  The elephant goes like this and that	I had a little cherry stone  m-m went the little green frog	Make a face  Tadpoles blues	One finger one thumb, keep moving  All the little ducks turn upside down
<b>Number Songs</b>	1 2 3 4 5 Once I caught a fish alive (counting on)	5 little fire men standing in a row	5 little monkeys swinging in the trees	5 little men in a flying saucer	5 little speckled frogs  5 little ducks went swimming one day	10 sizzling sausages  1,2 buckle my shoe
<b>Seasonal songs</b>			<b>Physical Development</b>		<b>Lycra</b>	
<b>Autumn</b>  Autumn Leaves are falling down	<b>Halloween/Fireworks/bonfire</b>  1 little, 2 little, 3 little witches  5 little pumpkins		Jump Jim Jo As I was walking down the street Sandy girl There was a princess long ago		Forwards & Backwards  We are the Lycra gang	
<b>Winter</b>						

<p>Here we go round the mulberry bush</p> <p>5 little snowmen</p>	<p><b>Christmas</b></p> <p>5 Christmas puddings</p> <p>When Santa got stuck up the chimney</p> <p>We wish you a merry Christmas</p> <p>Rudolf the red nose reindeer</p>	<p>See the little bunnies sleeping The drummer's in the ring In and out the dusty bluebells I wrote a little to my friends</p>	<p>Can you see the.....bouncing up and down Hide your... (toe, legs, tummy) everyone) Little fish under the sea – tra lalalala Where are the children? Bug in the rug</p>
<p><b>Spring</b></p> <p>This is the way we ... on a cold and frosty morning</p> <p>5 little woolly lambs</p>	<p><b>Easter</b></p> <p>Chick, chick, chick, chicken</p>		
<p><b>Summer</b></p> <p>There's a tiny caterpillar on a leaf (wiggle wiggle)</p>			