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# Our Curriculum

(Or things to do before you are 2,3, and 4 at  
Lark Hill Nursery School)

Updated Dec 2021

This document has been compiled through the staff reflecting on why we work in the way we do informed by the latest research into the early years. Our way of working has evolved over many years influenced by researching and learning about Reggio Nurseries in Italy, Outdoor Nurseries in Scandinavia, the role of risk in early learning and the In the moment planning approach. We have also been involved in projects with MMU about working with 2 year olds, linked with Helen Sanderson Associates to learn about Person Centred approaches, worked with Achievement for All in a 'Tracking for success' project. We are also starting to explore restorative approaches and to consider how increasing our knowledge about metacognition helps us to develop our work. From Sept 2021 we started to explore the Curiosity Approach Accreditation. The way this is helping us relook at our learning environment is included within this document.

- **Start with the children** – our work starts from getting to know each child as an individual through our home visits and close partnership with families.
- **EYFS Statutory Framework.** Our work is then informed by the themes and principles of the EYFS which supports all seven areas of learning.
  - A Unique Child:** Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
  - Positive Relationships:** Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.
  - Enabling Environments:** The environment (physical and emotional) plays a key role in supporting and extending children's development and learning.

**Learning and Development:** Children develop and learn in different ways and at different rates and all areas of learning and development are equally important. The Prime Areas though are the key to accessing the rest of the curriculum so we prioritise the children becoming secure in these areas.

**Our way of working with children promoting their promote independence and choice as our 2, 3 and 4 year olds explore together.**

**We recognise the central importance of the Characteristics of Effective Teaching and Learning** which has been emphasised by the growing body of research on self-regulation and executive function (Diamond 2010, 2013)

Three of these core functions appear to be particularly associated with long term attainment and are vital for children to develop if the gap in achievement is to be narrowed:

1. **Cognitive Flexibility i.e. switching perspectives;**
2. **Inhibitory Control:** ability to stay focused despite distraction, have selective focused attention, stay on task;
3. **Working Memory:** holding information in mind and mentally working with it, making sense of what unfolds over time, relating events, ideas, learning from before to now, reasoning, cause and effect, remembering multiple instructions in sequence and following step by step in correct order.

The evidence indicates that these aspects of development are more important than entry level reading, or maths (Blair and Razza, 2007; Blair and Diamond 2008). This evidence supports a greater emphasis on the Characteristics of Effective Teaching and Learning within the EYFS framework which advocates the role of the child as initiator and agent of their own learning (Playing and Exploring) and motivation (Active Learning). This approach is supported by Moffit *et al* (2010 p.2).

Goswami (2015) also emphasises the importance of social relationships and cultural contexts in establishing the capacity of the child to become an effective learner (Payler et al, 2017, pp.62-63).

The Greater Manchester Nursery Schools worked on a poster to define school readiness. We will return to this document to help us think about ways to develop our practice.



Manchester-nurserie  
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## **How we produced this document**

This curriculum document builds on our previous scheme of work. We have discussed ideas as staff and alongside Governors (including our teaching students.) We have consulted Families by asking them what the 3 really important attitudes, skills, knowledge or experiences they want their children to get from their time at Nursery.

## **Why we work in the way we do**

We have reflected on the experience of being a child at Lark Hill Nursery School. Our children have choices and independence and engage in sustained shared thinking with adults and their peers. We work 'in the moment' as we believe the majority of children's learning can arise from them following their interests and

being supported by tuned in, sensitive adults who model, encourage and demonstrate to support each child's next steps in learning.

Our pedagogy informed by research means the majority of our time children follow their interests. We believe in a play based pedagogy blended with adult framed activities. Our 2,3 and 4 year olds spend the majority of their time together. We believe the older children act as role models for the younger children and the older children rise to this challenge..

Ofsted's overview of the research which informed their framework highlight these key aspects knowledge of staff content knowledge, pedagogical knowledge)

Elaboration – describing and explaining something learned to others, Dual coding (visual and verbal), Teaching in small chunks

Research on memory and learning (help integrate into larger concepts

We believe the Ofsted research supports the way we work. They point to the importance of well designed schemes of work which is supported by effective Continuous Professional Development. The Ofsted research also points to the need for significant time engaged in learning and repetition and that teaching should be adapted in a responsive way. They also suggest having the opportunity to describe and explain something to others support learning. They indicate that teaching should take place in small chunks.

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We have also looked at an extensive review of EYFS Research in 2019



Getting it right in the  
EYFS Literature Review

**“Supporting the current emphasis on the Prime Areas within the EYFS as particularly crucial and time sensitive in the early years,** and their foundational nature in relation to all later learning, including the importance of communication and language skills as a basis for literacy, and in turn the importance of literacy in children’s long-term attainment and social and cultural life.

**Acknowledging the premise that all Areas of Learning are interconnected, demonstrating the holistic nature of young children’s development.**

Mathers et al (2014) dimensions of quality in early years education and care • Stable relationships and interactions with sensitive and responsive adults

- A focus on play-based activities and routines which allow children to take the lead in their own learning
- Support for communication and language

- Opportunities to move and be physically active.

**Creating a language-rich environment through the use of songs, nursery rhymes, stories and time for adult/child and peer-to-peer interaction are effective teaching strategies.**

**Targeted intervention programmes can play a role in the teaching of Communication and Language (WellComm)**

The importance of Interactions

**“What do children learn about the “self” from interactions with others :**

**Take notice of me—or not**

**Listen to me—or not**

**Value me—or not**

**Accept my emotions—or not**

**Allow me to explore—or not**

**Meet my needs—or not**

**and**

**That they see me as acceptable—or not**

**and from all of this**

**I learn whether I am ok—or not”**

**Mangione and Tsao (2007)**

## **We have thought carefully about what teaching means to us**

### **TEACHING IN THE EARLY YEARS: OFSTED'S DEFINITION**

‘Teaching in the early years should not be taken to imply a “top down” or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.

‘It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations. Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children’s next steps in learning and monitor their progress.’

*Ofsted Early Years Inspection Handbook, August 2015, page 35, footnote 14 and Ofsted School Inspection Handbook, August 2015, page 59, footnote 6*



Our teaching.jpg

This is how we reflect our teaching in our observations



**Planned and sequenced aspects of our curriculum**

Getting on with others and finding your voice

A love of reading (Core books, rhymes and songs)

Moving on to writing

Maths is everywhere

Trying something that is hard

Little Larky Challenges – learning at home (Learning at home and Nursery)

# Island times



Each morning the children gather with their key worker for an island time. We play seaside music to mark the transition to this time.

Focus	This could include but not limited to....
Loving books	Core books, Storytelling, Tales Toolkit, Information books
Physical	Fine and gross motor, dance, threading, bat and ball, parachute, rainbow ring, cutting, drawing, woodwork, cooking
Music	Singing, Exploring sounds with instruments, Listening to music, Nursery Rhymes, Letters and Sounds Phase 1 ideas, Stockport Music Scheme, Letterland Action Rhymes
Well being	Yoga, relaxation, feelings, relationships
Chat time	From the children, from an interesting object or photo, sharing experiences of group Humpty Dumpty going home

### Our 8 Curricular Goals

<u>Goal</u>	<u>Step 1</u>	<u>Step 2</u>	<u>Achieved</u>
<b>CONFIDENT LEARNER</b>	Visit Nursery and will explore away from carer	Happy to let carer leave them at Nursery and explores with support of key worker	Become a confident learner exploring all Nursery has to offer alongside key worker and friends.
<b>CLIMB</b>	Move around our Nursery garden	Start to climb on top of crates and balance along the posts	Climb up our climbing wall, climbing log and ladder
<b>MAKE</b>	Share traditional stories	Hear stories in Tales Toolkit	Make up own story
<b>MIX</b>	Explore the paints in a sensory way	Start to mix specific colours	Mix your own paints to create a particular painting
<b>CARE</b>	Show care towards their family and key worker	Show care for plants, creatures in the garden and other children	Share care for other children, plants and creatures in our garden and our visiting chicks
<b>TRY</b>	Taste fruits and vegetables at snack time	Taste different foods when cooking e.g. salad, smoothies etc	Try 10 new foods
<b>WRITE</b>	Make marks with a range of tools	Make marks and identify what they are	Write recognisable shapes from their name

## **Getting on with others and finding your voice**

### **What are the key knowledge, skills and experiences we would like the children to have?**

- To feel comfortable to meet new people.
- To know that people are different and to celebrate their differences.
- To know how to deal with conflict
- To show empathy towards others.
- To recognise yourself and others in books
- To communicate in their own way
- To share their own ideas
- To start to understand visual timelines of the sequence of the day
- To start to understand visual symbols such as happy, sad, gentle hands
- To extend their vocabulary

### **Getting to know you (Our 2 year olds)**

- Saying hello to others, feeling welcome and getting to know each other
- Being happy to join their group for group time
- Say hello and say their own name and the name of other children and staff
- Learning the group time routines including welcoming, favourite group songs and serving each other a snack
- Use Makaton signs
- Pass an object or around the circle
- Be introduced to the different areas of the Nursery, what they include and how to look after them
- Understand the need to wash their hands and be able to share sinks

### **Developing skills (our 3 and 4 year olds)**

Group time moral stories about being a friend and sharing with puppets based on real events in the Nursery and through sharing stories such as “A friend for little bear”

Sharing ideas, events and needs and knowing that their group will listen to them

Celebrating birthdays

Thinking of others

Feeling part of the group, having a sense of identity

Remembering activities they have done together

Start to understand visual timelines of the day

Start to understand visual symbols

Meet beat baby and share rhymes which promote using a steady beat and communicating with their group

Tales Toolkit – using traditional tales

Use Word aware daily

### **Using skills (Our 3 and 4 year olds)**

Dogum—scenarios to think about, coping with uncomfortable feelings

Super Vaky resource—thinking about the impact of their actions  
The missing superheroes, Homeless creatures, Vaky is lost, Bubble bath and perfume, The Teddy Bear’s Birthday, The plants that will not grow, The mysterious eggs, The pirate who can’t read or write, The lonely giant)

Box of feelings

Relaxing to music / yoga kids / cosmic kids resource

Involve children in “real jobs” (cooking, cleaning, preparing, tidying)

Peer massage, gentle touch

Floorbooks—developing an idea from the group

Tales Toolkit – using the children’s own ideas

Develop use of Word aware

## **Core rhymes and songs**

### **Nursery Rhymes**

#### **Baa baa black sheep**

"Baa, baa, black sheep have you any wool?"

"Yes sir, yes sir. Three bags full.

One for the master and one for the dame and one for the little boy who lives down the lane."

"Thank you," said the master. "Thank you," said the dame and "Thank you," said the little boy who lives down the lane.

"Baa, baa, white sheep have you any wool?"

"No sir, no sir no bags full.

None to mend the blankets, none to mend the frocks and none to mend the woolly gloves or holes in your socks."

#### **Incey wincey Spider**

Incy Wincy spider climbed up the water spout.

Down came the rain and washed poor Incy out.

Out came the sunshine and dried up all the rain.

So Incy Wincy spider climbed up the spout again.

Incy Wincy spider climbed up the trees.

Down came the snow and made poor Incy freeze. Brrr.

Out came the sunshine and melted all the snow.

So Incy Wincy spider had another go.

### **Row, row, row your boat**

"Row, row, row your boat gently down the stream.  
Merrily, merrily, merrily, merrily, life is but a dream.  
Row, row, row your boat gently down the river.  
If you see a polar bear, don't forget to shiver. Brrr.  
Sail, sail, sail your boat gently out to sea.  
Merrily, merrily, merrily, merrily, back in time for tea.  
Row row your boat gently to the shore  
If you see a lion don't forget to raor  
Rock, rock, rock your boat gently to and fro.  
Watch out, give a shout, into the water we go. Splash.  
Row, row, row your boat, gently down the stream.  
If you see a crocodile, don't forget to scream. Aargh.

### **Two little dickie birds**

Two little dickie birds sitting on a wall. One named Peter, one named Paul.  
Fly away, Peter. Fly away, Paul. Come back, Peter. Come back, Paul.  
Two little fishes swimming in a lake. One named Jessie, one named Jake.  
Swim away, Jessie. Swim away, Jake. Come back, Jessie. Come back, Jake.  
Two little butterflies flying through the air. One named Colin, one named Claire.  
Fly away, Colin. Fly away, Claire. Come back, Colin. Come back, Claire.

### **Down in the jungle**

Down in the jungle where nobody goes, there's a great big elephant washing his clothes.  
With a rub-a-dub here and a rub-a-dub there, that's how an elephant washes his clothes.  
He goes aye tie boogie-woogie-woogie, aye tie, boogie-woogie-woogie.  
That's the way he washes his clothes.

### **Favourite songs**

- ☐ Please and thank you song
- ☐ Caterpillar, caterpillar
- ☐ Down in the jungle
- ☐ The crocodile swam in the river
- ☐ Hop little bunny
- ☐ Wind the bobbin up
- ☐ Heads, shoulders, knees and toes
- ☐ There was a princess long ago
- ☐ Twinkle, twinkle little star
- ☐ Grand Old Duke of York

### **Food songs**

One potato, two potato  
Jelly on the plate  
Mix a pancake

### **Favourite number songs**

- ☐ 1,2,3,4,5
- ☐ 5 little speckled frogs
- ☐ 10 green bottles



- 🔍 5 little monkeys
- 🔍 5 currant buns
- 🔍 5 spacemen
- 🔍 5 wonky bicycles
- 🔍 5 little ducks
- 🔍 5 elephants
- 🔍 5 little leaves

### **Birthday songs**

- 🔍 Stand up ... you're 4 years old
- 🔍 4 little candles on a birthday cake
- 🔍 Happy Birthday

### **Washing hands**

Wash those dirty hands, wash those dirty hands with a rub, rub, rub and a scrub, scrub, scrub  
Wash those dirty hands

### **Favourite circle games**

- 🔍 Ring-a-roses
- 🔍 Hokey Cokey
- 🔍 Here we go round the mul-berry bush

☐ Here we go looby lou

☐ Oranges and lemons

### **Christmas songs**

☐ When Santa got stuck up the chimney

☐ Father Christmas, Father Christmas

☐ We wish you a Merry Christmas

3 little snowmen

Twinkle, twinkle little star

### Little Lark Challenges(Homework activities) / Ideas for families

- Talking about Nursery (What did you tell your grown up about nursery? Could you tell them about the best thing you did today?)
- Have a go yourself challenge (Tell us about something that you have tried doing for yourself-did you need some encouragement to have a go?)
- Physical challenge (Can you squash your dough? Can you make a model just using your fingers (no cutters or tools!)? Did you try dough disco? )



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findingpatternshelpa  
thome.pdf



sortingorderingmatch  
ingcomparingarhome.



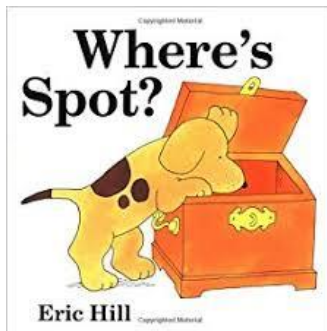
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We now post a weekly Learning at Home and Nursery post on Tapestry each week to share ideas about why we work in the way we do and to make suggestions for what to do at home.

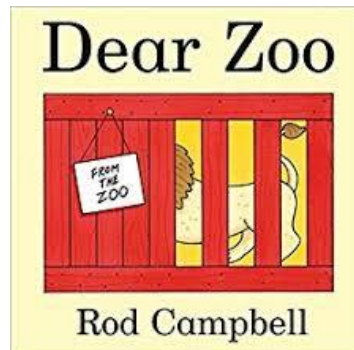
## A love of books and early reading - For our 2 year olds and why we chose it

Autumn 1



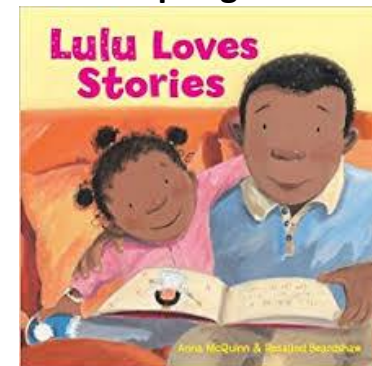
Design of the book, flaps which encourage children to look at the pictures, places at home, positional language, animal names

Autumn 2



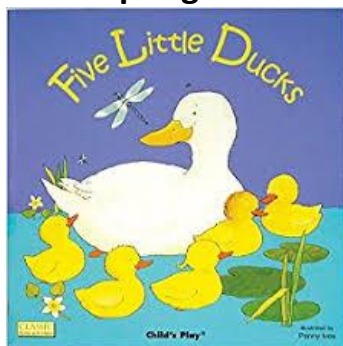
Design of the book, names of animals, repetition, introduction of adjectives e.g. tall, it is a conversation starter "Why wouldn't she fit in your house?"

Spring 1



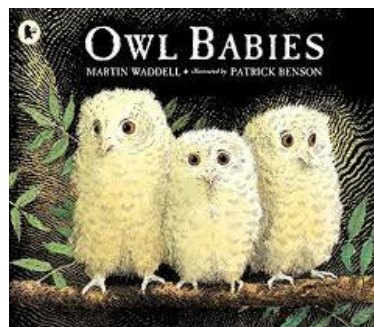
Represent different families, imaginative, refers to other stories, Dad goes to the library with her

Spring 2



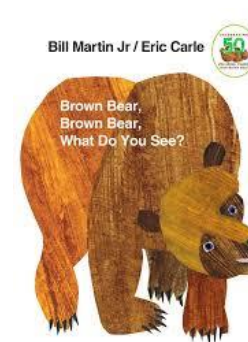
Counting, family, emotions, it is about risk taking and independence

Summer 1



Separation, repeated phrase, the children need to hold in head that the Mum has gone away, memory skills

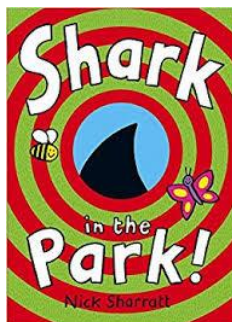
Summer 2



Repetition of a key phrase, interesting illustrations, names of animals, colours

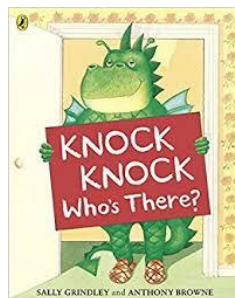
## A love of books and early reading - For our 3 and 4 year olds and why we chose it

Autumn 1



Shapes in the environment, up and down, prediction, talking about danger and safety

Autumn 1



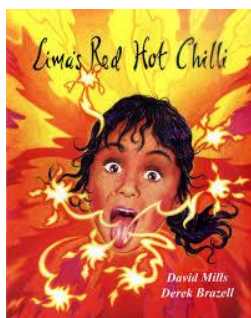
Emotions, understanding how a story works, prediction, thinking bubbles, encourages the children to look more closely

Autumn 2



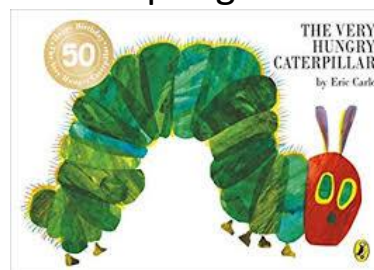
Repetition, emotions, why is the bear following them?

Autumn 2



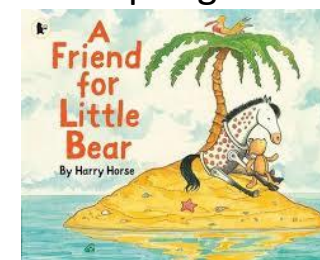
Repetitive, food, family, moral, descriptive, "Too hard", bilingual

Spring 1



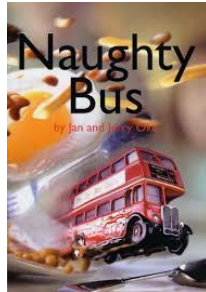
Days of the week, life cycle, change, what it feels like to overeat, favourite food, fruit

Spring 1



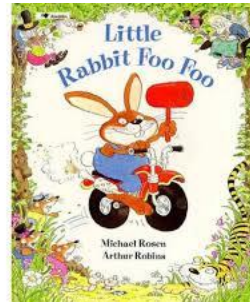
Friendship, loneliness

Spring 2



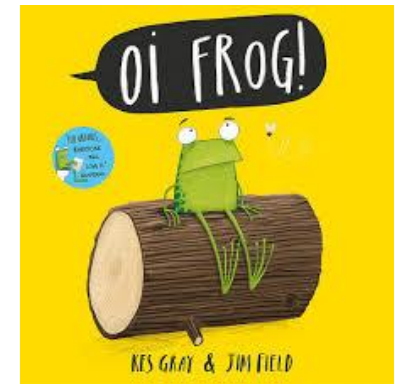
Interesting illustrations, text changes as bus travels around

Spring 2



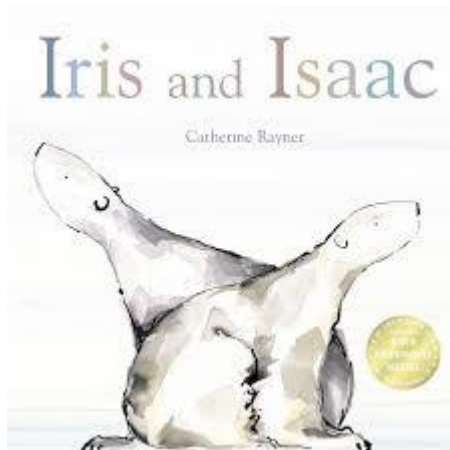
Moral, exploring fairness, should she have turned him into a ghoonie?

Summer 1



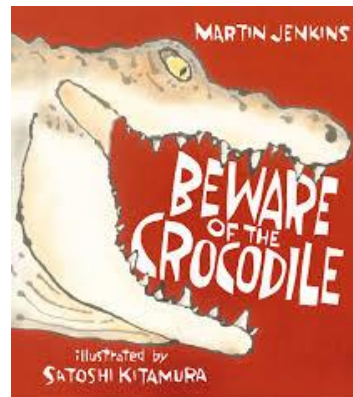
Rhyme, humour, animal names, speech bubbles,

Summer 1



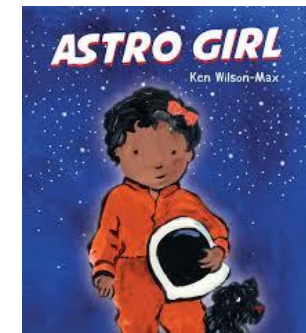
Friendships, falling out, thoughts, feelings

Summer 2



Information about crocodiles, the text changes which draws the children's attention to it e.g. SPLASH

Summer 2



Challenges gender stereotypes, information about astronauts

### **A love of books and early reading**

What are the key knowledge, skills and experiences we would like the children to have?

To learn a wide range of songs and rhymes.

To enjoy choosing books

To know how to handle a book

To make up their own stories

To have favourite books and to enjoy sharing them with others

To predict which word will come next

To be able to talk about their favourite books

To notice detail in books and to enjoy talking about them

To know how stories are structured

### **Getting to know you (Our 2 year olds)**

Promotion of looking at books, after story time for older children

Daily invite to Story times

"If you'd like to hear a story follow me"

Know the core books by heart.

Use additional resources to add to the experience of the books.

Start to learn core rhymes and nursery rhymes

Enjoying sharing books on our sofas and starting to borrow books to take home



### **Developing skills (our rising 3 year olds)**

Continue learning to love the next 8 Core books,

Introduce Tales Toolkit from Autumn

Learn core Nursery Rhymes

Phase 1 Phonics Letters and Sounds Autumn and Spring

Recognise word and signs (e.g. outdoor shop)

Rhythm and rhyme activities

### **Using skills (Our older 3 and 4 year olds)**

Continue learning to love with the next 8 Core books,

Develop use of Tales Toolkit Spring

Continue Letters and Sounds Phase 1 Spring

Letters and Sounds Phase 2 Summer

Hear initial sounds in words

Segment sounds in simple words e.g. cat, bat and blend them together again

Learn alphabet song

Read simple words

Use the iPad and Information books to find out information



### **Moving on to becoming a writer**

What are the key knowledge, skills and experiences we would like the children to have?

To be able to climb up the climbing wall and use the rope swing indicating that they have developed good core strength

To develop their large and fine skills to be able to manipulate a wide range of mark making tools.

To know that writing is used for different purposes.

### **Getting to know you (Our 2 year olds)**

Tummy time

Physical development bag activities (ball, beanbags)

Parachute games

Pouring skills (e.g. water or milk at the snack table, pouring water in the water tray)

Mark making on a large scale (chunky crayons, felt tips, chalks) on paper and chalkboards)

Walk up and down our garden

Pushing wheeled toys

Developing core strength and movement as much as possible

Twice weekly keep moving sessions on Primary Field / Playground

### **Using skills (Our rising 3 year olds)**

Move around, up and down the Nursery garden with confidence

Ball skills

Draws lines and circles on the chalkboard and interactive whiteboard

Helping to do jobs at Nursery (cleaning tables, moving chairs for lunchtime)

Mastering the climbing wall

Mastering the rope swing

Twice weekly keep moving sessions

Local walks (to the shops, postbox, Friendly Fridays etc.)

Mark making for a purpose (cards, shopping lists)

Uses scissors with control

Hold pencil between first two fingers and thumb

Funky fingers

Copy some letters from name

Use tools with playdough with increasing control

Twice weekly keep moving sessions on Primary Field / Playground

### **Applying skills**

#### **(Our older 3 and 4 year olds)**

Plant bulbs around the garden

Plant cress

Plant beans

Use the woodwork bench in the Summer Term in the Living Room (chunks of wood and pieces of cardboard to make cars, robots etc)

Hammer nails into soft wood blocks

Local walks (to the shops, postbox, Friendly Fridays etc.)

Use two handed tools handdrill, saw

Writing for a purpose (cards, shopping lists)

Uses climbing log and climbing wall with confidence to balance and climb

Use different tools e.g. electric whisk, hammer

Starting to use a preferred hand

Begins to form recognisable letters

## **Maths is everywhere**

What are the key knowledge, skills and experiences we would like the children to have?

3 key concepts

**Pre-counting** (understanding the concepts of more, less and the same and an appreciation of how these are related. Children at this stage develop these concepts by comparison and no counting is involved. These concepts lay the foundation for an understanding of how numbers are related to each other such as five is two more than three. Children often have some concept of more: this needs to be extended and refined

**1 to 1 counting**

**Counting sets**

## **Getting to know you (Our 2 year olds)**

### **Sorting, matching, ordering, comparing**

#### **Pre counting**

Heuristic play – open ended exploration of materials to support sorting e.g. collections of spoons, metal objects etc and then matching

Exploring of children's schemas through provision of loose parts (containing, enveloping, rotation etc) Adults modelling of language (more, lot, same, different)

Home corner provision of pots, pans, plates, knives and forks to explore

Outdoor movement counting jumps and movements

Learn number rhymes at group times

Count candles on birthday cakes

Model language of size and capacity empty, full, long, thin, thick

Talk about shapes they see e.g. buttons on coat

Talk about time, refer to the timeline at Nursery and refer to events such as dinner time, group time and home time.

## **Developing skills (our rising 3 year olds)**

### **1 to 1 counting**

Sorting, matching, ordering, comparing, Patterns, 1 to 1

Uses number names in play, adults model (e.g. block play, duplo)

Number problems e.g. home corner plates and knives and forks for babies, matching socks on the washing line

Number rhymes (5 little frogs, 5 currant buns)

Introduce numicon in the environment and in group time

Objects can be counted and movements e.g. jumps, use of dice to play games

Talks about 2d shapes and positional language in block play

Counting in snack time

Use language to compare size and capacity thicker, thinner, taller, fuller, heavier

Focus maths stories (Goldilocks and the 3 bears,

## **Using skills (our older 3 and 4 year olds)**

### **Counting sets**

Number problems at group time e.g. birthday scenarios, dog biscuits

Problem solving – how can we get the cat down from the tree?

Recognise numerals e.g. how old they are, number of their house

Counts out objects from a larger group  
Estimate how many objects then check and count

How many all together in two groups

Knowing number of objects by sight (e.g. on a dice)

Introduce 3D shape names cylinder, sphere

### **Trying something that is hard**

What are the key knowledge, skills and experiences we would like the children to have?

To know that they are capable learners

To master a new challenge (rope swing, climbing wall)

To know it is part of learning to make mistakes

To accept winning and losing

To be confident to share ideas with others

To be confident to ask others for help

To keep trying something which is hard to achieve at first e.g. woodwork skills, cookery skills

### **Getting to know you (Our 2 year olds)**

Build a relationship with their key worker and separate happily from their carers

Observing the older children using the rope swing and climbing wall and aspire to be able to do it as well

Move in our space with growing confidence

### **Developing skills (our rising 3 year olds)**

Play games and experience losing

Develop skills to use rope swing and climbing wall

### **Using skills (our older 3 and 4 year olds)**

Confidently meet visitors to Nursery e.g. Zoo Lab, families who are Nurses, Fire Fighters etc

Local walks (ask the shopkeeper for something)

## Cooking

### Getting to know you

- 📖 Learning the hygiene rules when cooking wash hands, and wear an apron
- 📖 **Weighing** ingredients for a cake with support
- 📖 **Cutting and mashing** soft ingredients to make smoothies (strawberries and bananas)
- 📖 **Rolling** out dough to make biscuits
- 📖 **Mixing** to make carrot muffins, make porridge
- 📖 **Spreading** butter on bread to make sandwiches/ toast, crackers and cheese spread
- 📖 **Fold** mixture together to make cakes
- 📖 **Look** at simple recipes

## Developing skills

- 📖 Independently **cracking** eggs to add to a cake, beat the eggs
- 📖 **Cutting and slicing** fruit for kebabs and threading on to a skewer
- 📖 **Peeling** vegetables—Making vegetable soup, crudité and dips
- 📖 **Washing** and tearing lettuce, chopping tomatoes and cucumber to make a salad
- 📖 **Spread** tomato puree on pitta bread Pizzas, Grate cheese
- 📖 Make cucumber boats (**hollow out**, fill with cream cheese, rice, cheese, beans)

## Using skills

- ☐ **Juicing** oranges to add to yoghurt
- ☐ **Pouring** mixture into a tray to make flapjacks
- ☐ **Mixing** ingredients to make vegetable couscous
- ☐ **Kneading** dough to make bread
- ☐ **Rubbing** in to make pastry
- ☐ Weighing ingredients for a cake independently following the balance scales recipe
- ☐ Make jelly to look at the changes of state
- ☐ Make own recipe books with photos of our own children



### **Gardening**

What are the key knowledge, skills and experiences we would like the children to have?

### **Getting to know you**

- ☐ Using senses to explore our garden e.g. smell our herbs
- ☐ Plant cress and watch it grow
- ☐ Aware which parts of for garden are for our digging and which parts have plants in we are trying to grow
- ☐ Look closely at worms, snails and ladybirds. What do they do in our garden ?
- ☐ Make a compost heap and add fruit cores and skins to it
- ☐ Make a wormery
- ☐ Make a bird feeder, make seed balls

## **Gardening**

### **Developing skills**

- 📌 Plant bulbs, look after them and watch them grow
- 📌 Look at seeds and plant
- 📌 Dig in the soil, feel the difference to the sand
- 📌 Look for flowers and plants in our garden and on short walks
- 📌 Look at the plants which attract the bees (buddlia and lavender)
- 📌 Use tools safely (e.g. trowels)

## **Gardening**

### **Using skills**

- 📌 Plant peas
- 📌 Look after plants (watering, being gentle with them)
- 📌 Plant tomatoes, look after them and eat them
- 📌 Plant peppers, look after them and eat them
- 📌 Plant garlic and make garlic bread when grown
- 📌 Plant sunflowers

## **Woodwork**

What are the key knowledge, skills and experiences we would like the children to have?

## **Getting to know you**

- ☐ Look at different types of wood and things made from wood (textures, bark, sawdust, smell etc )
- ☐ Understand where wood comes from, be aware of our different trees in our garden
- ☐ Understand the rules of the woodwork bench (2 at a time, wear goggles, keep tools on the bench)
- ☐ Glue objects onto block of wood to design own models

## **Woodwork**

### **Developing skills**

- ☐ Handle one handed tools and start to learn the use of (hammer, and screwdriver)
- ☐ Hammer nails into soft wood blocks
- ☐ Develop the skill to screw screws into blocks of wood

## **Woodwork**

### Using skills

- ☐ Make simple models with wood, pieces of cardboard, milk bottle tops
- ☐ Handle two handed tools e.g. hand drill and saw

## Core provision

## Area of provision

## Enhancements



## Construction

Key language to model in this area

### Core provision

- Chutes
- Stands
- Metal pots and containers
  - Tuff spots
  - Jugs
  - Scoops
  - Buckets

### Area of provision



## Water, Sand and Digging

Key language to model in this  
area

Dig

Pour

Chute

Bury

### Enhancements

- Shells
- Brushes
- Fossils

**Core provision**

**Area of provision**

**Enhancements**



**Outdoors**

**Key language to model in this  
area**

**Core provision**

**Area of provision**

**Enhancements**



**Creative area**

**Atelier**

**Key language to model in this  
area**



**Core provision**

**Area of provision**

**Enhancements**



**Small world**

**Key language to model in this  
area**

### **Core provision**

### **Area of provision**



### **Enhancements**

**Malleable / sensory  
materials**

**Key language to model in this  
area**

**Core provision**

**Area of provision**



**Enhancements**

**Home corner**

**Key language to model in this  
area**

## Core provision

## Area of provision

## Enhancements



## Entrances

Key language to model in this  
area