



Our Curriculum

(Or things to do before you are 2,3, or 4 at

Lark Hill Nursery School)

Updated March 2020

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..

- **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-nursery
s-poster (1).pdf

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.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/813228/Research_for EIF framework 100619_16 .pdf

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)

Planned and sequenced aspects of our curriculum

Getting on with others and finding your voice

Core rhymes and songs

Little Larky Challenges – learning at home

A love of reading

Moving on to writing

Maths is everywhere

Trying something that is hard

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

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.mp3

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."



Incy Wincy.mp3

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.mp3

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 roar
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.mp3

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 dickie birds sitting on a wall. One named Peter, one named 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 fishes swimming in a lake. One named Jessie, one named 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.
Two little butterflies flying through the air. One named Colin, one named Claire.



Down in the Jungle.mp3

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 stomp, stomp, a boogie-woogie-woogie . Stomp, stomp, a boogie-woogie-woogie.
Stomp, stomp, a boogie-woogie-woogie. That's how an elephant washes his clothes.
Down in the jungle where nobody goes, there's a great big lion washing his clothes.
With a rub-a-dub here and a rub-a-dub there, that's how a lion washes his clothes.
He goes roarrrr, roarrrr, a boogie-woogie-woogie. Roarrrr, roarrrr, a boogie-woogie-woogie.
Roarrrr, roarrrr, a boogie-woogie-woogie. That's how a lion washes his clothes.
Down in the jungle where nobody goes, there's a great big monkey washing his clothes.
With a rub-a-dub here and a rub-a-dub there, that's how a monkey washes his clothes.
He goes ooh, ooh, a boogie-woogie-woogie. Ooh, ooh, a boogie-woogie-woogie.
Ooh, ooh, a boogie-woogie-woogie. That's how a monkey washes his clothes.
Down in the jungle where nobody goes, there's a great big crocodile washing his clothes.
With a rub-a-dub here and a rub-a-dub there, that's how a crocodile washes his clothes.
He goes snap, snap, a boogie-woogie-woogie. Snap, snap, a boogie-woogie-woogie.
Snap, snap, a boogie-woogie-woogie. That's how a crocodile 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 ... your 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

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?)



1to1helpathome.pdf



findingpatternshelpa
thome.pdf



sortingorderingmatch
ingcomparingarhome.

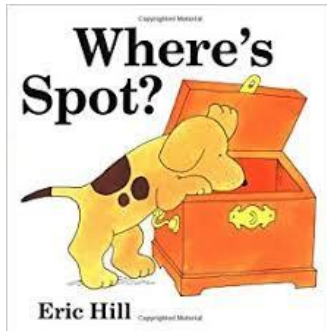


whatisnumber.pdf

•

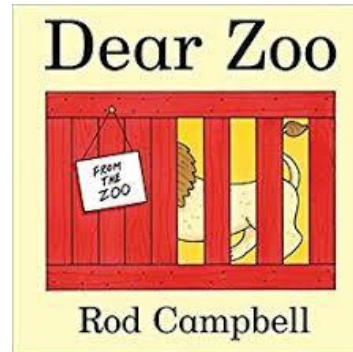
A love of books and early reading - For our 2 year olds and why we chose it

Autumn 1



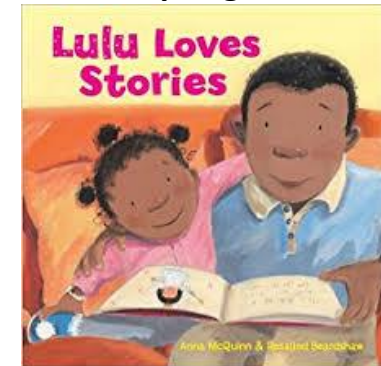
Design of the book, flaps which encourage children to look at the pictures, places at home, positional language, animal names

Autumn 2



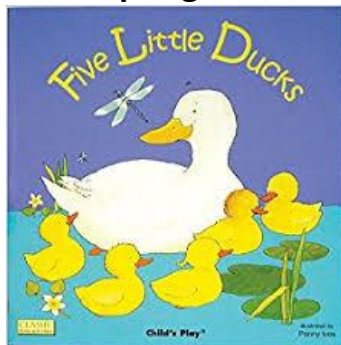
Design of the book, names of animals, repetition, introduction of adjectives e.g. tall, it is a conversation starter "Why wouldn't she fit in your house?"

Spring 1



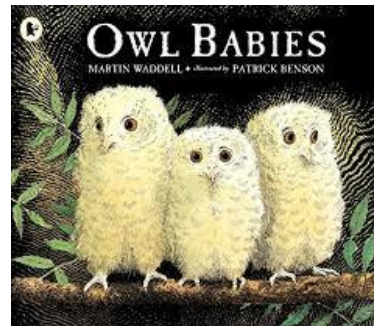
Represent different families, imaginative, refers to other stories, Dad goes to the library with her

Spring 2



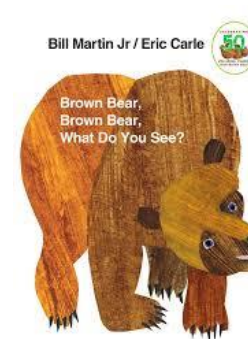
Counting, family, emotions, it is about risk taking and independence

Summer 1



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

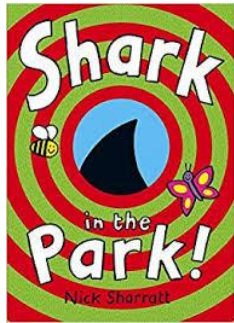
Summer 2



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

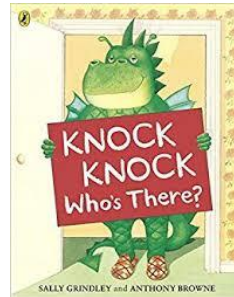
A love of books and early reading - For our 3 and 4 year olds and why we chose it

Autumn 1



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

Autumn 1



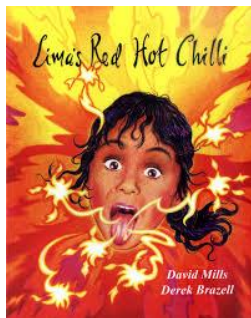
Emotions, understanding how a story works, prediction, thinking bubbles, encourages the children to look more closely

Autumn 2



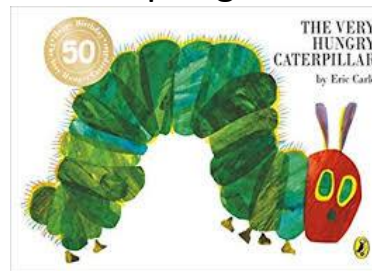
Repetition, emotions, why is the bear following them?

Autumn 2



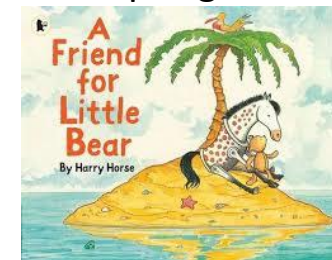
Repetitive, food, family, moral, descriptive, "Too hard", bilingual

Spring 1



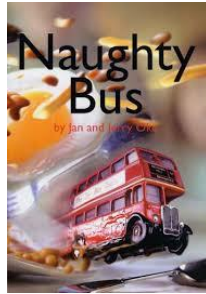
Days of the week, life cycle, change, what it feels like to overeat, favourite food, fruit

Spring 1



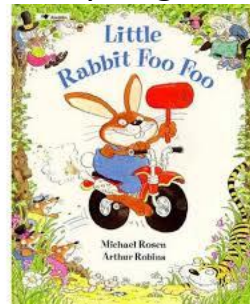
Friendship, loneliness

Spring 2



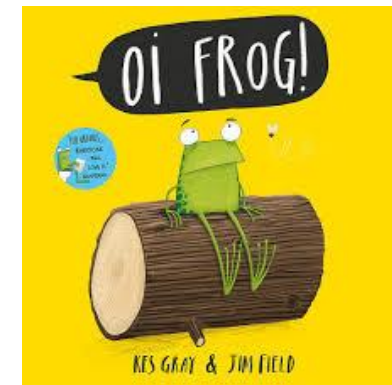
Interesting illustrations, text changes as bus travels around

Spring 2



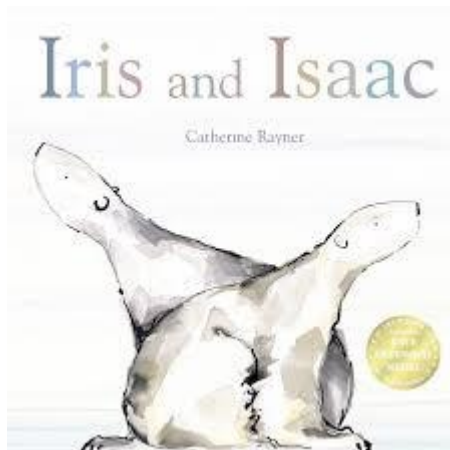
Moral, exploring fairness, should she have turned him into a ghoonie?

Summer 1



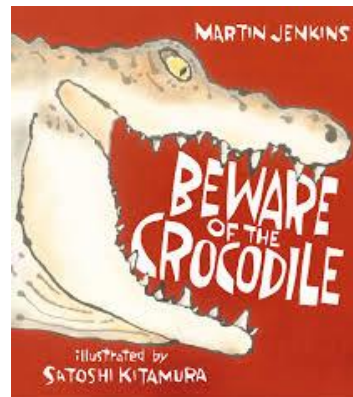
Rhyme, humour, animal names, speech bubbles,

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)

16-26 months / 22-36 months

Monitoring of who reads

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 3 and 4 year olds)

(30-50 months emerging and developing)

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 3 and 4 year olds)

(30-50 months secure – 40 – 60 emerging / developing)

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)

22-36 months

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 3 and 4 year olds)

30-50 months emerging - developing

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

30-50months secure – 40-60 emerging to developing

Plant bulbs around the garden

Plant cress

Plant beans

Use the woodwork bench in the Summer Term in the Challenge 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

Getting to know you (Our 2 year olds)

16-26 - 22-36 months

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 3 and 4 year olds)

(30-50 emerging – developing)

1 to 1 counting

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

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

Counting in doing the boards for lunch time

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 3 and 4 year olds)

Counting sets

(30-50 secure to 40-60 emerging – developing)

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

Local walks

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 3 and 4 year olds)

Play games and experience losing

Develop skills to use rope swing and climbing wall

Using skills (our 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 birthday 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 birthday 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 birthday 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

Getting to know you

☒ Using sense to explore our garden e.g. smell our herbs

☒ Plant cress and watch 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

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)

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

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

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

Using skills

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