

Mission Statement

Hackenthorpe Hall will create and deliver high-quality education and care that has a long-term positive effect on children's life chances and wellbeing.

# Hackenthorpe Hall Nursery

Long Term Plan 2022-2023





# HACKENTHORPE HALL NURSERY LONG TERM CURRICULUM PLAN

## OUR PEDAGOGY

We aspire to provide children with a home from home experience, building upon the learning foundations that have been created by their parent(s)/carers. Our aim is to create an inclusive environment that teaches the children the skills, knowledge and understanding that enables them to fulfil their potential.

We recognise that each child is unique, and that each family has their own philosophy, values, and culture. We aim to build upon these to ensure they have the essential skills and knowledge they need to be successful in life. At Hackenthorpe Hall Nursery, we believe, instil, and promote, high expectations of all children.

Our pedagogy enables us to understand how children learn and how we teach in response to this. It is developed through exploring, reflecting, and thinking about different philosophies including The Curiosity Approach and Reggio Emilia. At the heart of our pedagogy is the use of natural and authentic resources to support children to think critically, communicate and share meaningful ideas. Central to our teaching approach is providing opportunities for the children to practice and rehearse their learning whilst adults model and scaffold alongside them. This central focus on providing opportunities for children to practice and rehearse their learning once they have been taught new learning, in time and with confidence they can use and apply the learning in broad, profound ways is dependent on a balance of adult-led and child-instead learning interactions.

## BABY ROOMS – DUCKLINGS & TADPOLES

At Hackenthorpe Hall Nursery, in our baby and toddler rooms, we use the Curiosity Approach. This allows us to follow each of your child's interests, learning styles and place them at the centre of everything we do. We use a range of natural resources to inspire children's curiosity, urging them to investigate, discover and tinker.

The Curiosity Approach pedagogy aligns with the EYFS statutory framework, as the EYFS states that children learn through being in an enabling environment with supportive adults that are responding to children's needs and individual interests.

Babies learn through an environment which focuses on the magic of play, supported by trained staff who have a passion for providing memorable learning experiences with expertise in the Prime areas of the EYFS that your child will need to develop and progress through their infancy. This is centred around:

- Developing and building secure attachments through bonds with your baby's keyperson and emotional security through warm, nurturing and sensitive care.





- Supporting communication and language through high quality interactions and developing vocabulary through books, songs, rhymes and Makaton.
- Promoting confidence and independence through providing choices within their play and the keypersons sensitively supporting and encouraging the children as they learn new skills.
- Supporting physical development and the baby's core strength to prepare them for the transition into the next room.

### Communication & Language

- Turn towards familiar sounds.
- Gaze at faces, copying facial expressions and movements like sticking out their tongue.
- Make eye contact for longer periods.
- Watch someone's face as they talk.
- Copy what adults do, taking 'turns' in conversations (through babbling) and activities.
- Try to copy adult speech and lip movements.
- Enjoy singing, music and toys that make sounds.
- Recognise and are calmed by a familiar and friendly voice.
- Listen and respond to a simple instruction.
- Make sounds to get attention in different ways.
- Babble, using sounds like 'baba', 'mamama'.
- Use gestures like waving and pointing to communicate.
- Reach or point to something they want while making sounds.
- Copy your gestures and words.
- Constantly babble and use single words during play.
- Use intonation, pitch and changing volume when 'talking'.
- Understand single words in context - 'cup', 'milk', 'daddy'.
- Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.
- Understand simple instructions like "give to nanny" or "stop".
- Recognise and point to objects if asked about them.
- Generally, focus on an activity of their own choice and find it difficult to be directed by an adult.
- Listen to other people's talk with interest but can easily be distracted by other things.
- Make themselves understood and can become frustrated when they cannot.
- Start to say how they are feeling, using words as well as actions.
- Start to develop conversation, often jumping from topic to topic.
- Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.





	<ul style="list-style-type: none"><li>•Use the speech sounds p, b, m, w.</li><li>•Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer'</li><li>•Listen to simple stories and understand what is happening, with the help of the pictures.</li><li>•Identify familiar objects and properties for practitioners when they are described.</li><li>•Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</li><li>•Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</li></ul>
<b>Personal, Social &amp; Emotional Development</b>	<ul style="list-style-type: none"><li>•Find ways to calm themselves, through being calmed and comforted by their key person.</li><li>•Establish their sense of self.</li><li>•Express preferences and decisions.</li><li>•Engage with others through gestures, gaze and talk.</li><li>•Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</li><li>•Find ways of managing transitions, for example from their parent to their key person.</li><li>•Thrive as they develop self-assurance.</li><li>•Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</li><li>•Play with increasing confidence on their own and with other children, because they know their key person is nearby.</li><li>•Feel confident exploring new places with their key person.</li><li>• Feel strong enough to express a range of emotions.</li><li>•Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums.</li><li>•Begin to show 'effortful control'.</li><li>•Be increasingly able to talk about and manage their emotions.</li><li>•Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities.</li><li>•Develop friendships with other children.</li><li>•Safely explore emotions beyond their normal range through play and stories.</li><li>•Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...".</li><li>•Learn to use the toilet with help, and then independently.</li></ul>
<b>Physical Development</b>	<ul style="list-style-type: none"><li>•Lift their head while lying on their front.</li><li>•Push their chest up with straight arms.</li><li>•Roll over: from front to back, then back to front.</li><li>•Enjoy moving when outdoors and inside.</li><li>•Sit without support.</li><li>•Begin to crawl in different ways and directions.</li><li>•Pull themselves upright and bouncing in preparation for walking.</li></ul>





- Reach out for objects as co-ordination develops.
- Pass things from one hand to the other. Let go of things and hand them to another person, or drop them.
- Gradually gain control of their whole body through continual practice of large movements, such as waving, crawling.
- Clap and stamp to music.
- Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.
- Enjoy starting to kick, throw and catch balls.
- Build independently with a range of appropriate resources.
- Begin to walk independently - choosing appropriate props to support at first.
- Walk, run, jump and climb - and start to use the stairs independently.
- Spin, roll and independently use ropes and swings (for example, tyre swings).
- Sit on a push-along wheeled toy, use a scooter or ride a tricycle.
- Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.
- Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.
- Start eating independently and learning how to use a knife and fork.
- Develop manipulation and control.
- Explore different materials and tools.





# BUTTERFLIES & BUMBLEBEES

	Autumn 1	Autumn 2	Winter 1	Spring 1	Summer 1	Summer 2
Topics	<p><b><u>All about me &amp; People Who Help Us</u></b> Children will learn about their bodies, families, and their emotions. They will begin to understand about the similarities and differences that make them unique.</p>	<p><b><u>Autumn/It's a Celebration</u></b> Children will begin to understand, recognise, and talk about special events and traditions that happen at this time of the year. Children will look at the special events that happen in Autumn, such as harvest festivals, bonfire night, Diwali and Christmas.</p>	<p><b><u>Wonderful Winter</u></b> Children will discover and observe the seasonal changes that occur in Winter. Children will explore winter animals, looking at their features and habitats.</p>	<p><b><u>Growing/Spring</u></b> Children will plant their own seeds and observe them growing over time. Children will learn about what plants need to help them grow. Children will look at different animals associated with Spring.</p>	<p><b><u>Down in the Jungle</u></b> Children will be exploring animals that live in the jungle. Children will participate in lots of experiments associated with rain and water.</p>	<p><b><u>Seaside Fun</u></b> Children will be learning about the seaside and the seashore, discovering what creatures live there. Children will learn about how to keep safe in the sun. Children will be talking about their holiday experiences and taking part in lots of fun Summer activities.</p>
<b>Communication &amp; Language</b>	<p>Watch someone's face as they talk. • Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.</p>	<ul style="list-style-type: none"> <li>• Enjoy singing, music and toys that make sounds. • Recognise and are calmed by a familiar and friendly voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and respond to a simple instruction. Use gestures like waving and pointing to communicate. Use intonation, pitch and changing volume when 'talking'.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. • Understand simple instructions like "give to nanny" or "stop". Generally focus on an activity of their own choice and find it difficult to</li> </ul>	<ul style="list-style-type: none"> <li>• Make themselves understood, and can become frustrated when they cannot. • Start to say how they are feeling, using words as well as actions. • Start to develop conversation, often jumping from topic to topic. •</li> </ul>	<ul style="list-style-type: none"> <li>• Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. • Understand and act on longer sentences like 'make teddy</li> </ul>





				be directed by an adult. • Listen to other people’s talk with interest, but can easily be distracted by other things.	Develop pretend play: ‘putting the baby to sleep’ or ‘driving the car to the shops’ Listen to simple stories and understand what is happening, with the help of the pictures. Communication and Language	jump’ or ‘find your coat’. • Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’).
<b>Personal, Social &amp; Emotional Development</b>	<ul style="list-style-type: none"> <li>• Find ways to calm themselves, through being calmed and comforted by their key person.</li> <li>• Establish their sense of self.</li> </ul>	<ul style="list-style-type: none"> <li>• Express preferences and decisions. They also try new things and start establishing their autonomy.</li> <li>• Find ways of managing transitions, for example from their parent to their key person.</li> </ul>	<ul style="list-style-type: none"> <li>• Thrive as they develop self-assurance.</li> <li>• Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li> </ul>	<ul style="list-style-type: none"> <li>• Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</li> <li>• Feel strong enough to express a range of emotions.</li> <li>• Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> <li>• Be increasingly able to talk about and manage their emotions.</li> <li>• Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop friendships with other children.</li> <li>• Safely explore emotions beyond their normal range through play and stories.</li> <li>• Talk about their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</li> <li>• Learn to use the toilet with help, and then independently.</li> </ul>
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them.</li> </ul>	<ul style="list-style-type: none"> <li>• Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks.</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy starting to kick, throw and catch balls.</li> <li>• Build independently with a range of appropriate resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Walk, run, jump and climb – and start to use the stairs independently.</li> <li>• Spin, roll and independently use ropes and swings (for</li> </ul>	<ul style="list-style-type: none"> <li>• Sit on a push-along wheeled toy, use a scooter or ride a tricycle.</li> <li>• Use large and small motor skills to do things independently, for</li> </ul>	<ul style="list-style-type: none"> <li>• Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.</li> <li>• Start eating independently</li> </ul>





				example, tyre swings)..	example manage buttons and zips, and pour drinks	and learning how to use a knife and fork. • Develop manipulation and control. • Explore different materials and tools.
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Enjoy songs and rhymes, tuning in and paying attention.</li> </ul>	<ul style="list-style-type: none"> <li>• Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</li> </ul>	<ul style="list-style-type: none"> <li>• Say some of the words in songs and rhymes. • Copy finger movements and other gestures.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone.</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name</li> </ul>
<b>Mathematics</b>	<p>Combine objects like stacking blocks and cups. Put objects inside others and take them out again.</p> <ul style="list-style-type: none"> <li>• Take part in finger rhymes with numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Build with a range of resources.</li> </ul>	<ul style="list-style-type: none"> <li>• React to changes of amount in a group of up to three items. • Compare amounts, saying 'lots', 'more' or 'same'.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence.</li> </ul>	<ul style="list-style-type: none"> <li>• Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • Climb and squeeze themselves into different types of spaces • Complete inset puzzles.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. • Notice patterns and arrange things in patterns</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Explore natural materials, indoors and outside. • Make connections between the features of their family</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat actions that have an effect. • Explore materials with different properties.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and respond to different natural phenomena in their setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore natural materials, indoors and outside</li> </ul>	<ul style="list-style-type: none"> <li>• Explore materials with different properties. • Explore natural materials, indoors and outside</li> </ul>	<ul style="list-style-type: none"> <li>• Notice differences between people.</li> </ul>







<b>Expressive Arts &amp; Design</b>	and other families. • Notice differences between people.					
	Show attention to sounds and music. • Respond emotionally and physically to music when it changes.	• Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'.	• Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds.	• Make rhythmical and repetitive sounds. • Explore a range of sound-makers and instruments and play them in different ways. • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools.	• Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone.	• Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas.

## LADYBIRDS & DRAGONFLIES

	Autumn 1	Autumn 2	Winter 1	Spring 1	Summer 1	Summer 2
Topics	<u>All about me &amp; People Who Help Us</u> Children will learn about their bodies, families, and their	<u>Autumn/It's a Celebration</u> Children will begin to understand, recognise, and talk	<u>Wonderful Winter</u> Children will discover and observe the	<u>Growing/Spring</u> Children will plant their own seeds and observe them growing over time.	<u>Down in the Jungle</u> Children will be exploring animals that live in the	<u>Seaside Fun</u> Children will be learning about the seaside and the seashore,





	emotions. They will begin to understand about the similarities and differences that make them unique.	about special events and traditions that happen at this time of the year. Children will look at the special events that happen in Autumn, such as harvest festivals, bonfire night, Diwali and Christmas.	seasonal changes that occur in Winter. Children will explore winter animals, looking at their features and habitats.	Children will learn about what plants need to help them grow. Children will look at different animals associated with Spring.	jungle. Children will participate in lots of experiments associated with rain and water.	discovering what creatures live there. Children will learn about how to keep safe in the sun. Children will be talking about their holiday experiences and taking part in lots of fun Summer activities.
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>• Enjoy singing, music and toys that make sounds.</li> <li>• Recognise and are calmed by a familiar and friendly voice.</li> <li>• Listen and respond to a simple instruction.</li> <li>• Make sounds to get attention in different ways.</li> <li>• Generally, focus on an activity of their own choice and find it difficult to be directed by an adult.</li> <li>• Listen to other people's talk with interest, but can easily</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Pay attention to more than one thing at a time, which can be difficult.</li> <li>• Use a wider range of vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".</li> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Sing a large repertoire of songs.</li> <li>• Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</li> <li>• Understand</li> </ul>	<ul style="list-style-type: none"> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.</li> <li>• Understand a question or instruction that has two parts, such as</li> </ul>	<ul style="list-style-type: none"> <li>• Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'.</li> <li>• Use longer sentences of four to six words.</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a</li> </ul>	<ul style="list-style-type: none"> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</li> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Pay attention to more than one thing at a time, which can be difficult.</li> <li>• Use a</li> </ul>





	<p>be distracted by other things.</p> <ul style="list-style-type: none"> <li>• Make themselves understood and can become frustrated when they cannot.</li> <li>• Start to say how they are feeling, using words as well as actions.</li> <li>• Start to develop conversation, often jumping from topic to topic.</li> <li>• Understand simple questions about 'who', 'what' and 'where' (but generally not 'why').</li> </ul>		<p>and act on longer sentences like 'make teddy jump' or 'find your coat'.</p>	<p>"Get your coat and wait at the door".</p>	<p>friend, using words as well as actions</p>	<p>wider range of vocabulary</p>
<p><b>Personal, Social &amp; Emotional Development</b></p>	<p>Select and use activities and resources, with help when needed. • Develop their sense of responsibility and membership of a community. • Make healthy choices about food, drink, activity and toothbrushing.</p>	<ul style="list-style-type: none"> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> </ul>	<p>Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important.</p>	<ul style="list-style-type: none"> <li>• Remember rules without needing an adult to remind them</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Understand gradually how others might be feeling.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and</li> </ul>





						elaborating play ideas.
<b>Physical Development</b>	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet•	• Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Be increasingly independent as they get dressed. Use one-handed tools and equipment, for example, making snips in paper with scissors.	• Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.	• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet	• Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand.
<b>Literacy</b>						Engage in extended conversations about stories, learning new vocabulary
<b>Mathematics</b>	Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').. • Say one number for each item in order: 1,2,3,4,5• Show 'finger numbers' up to 5. • Experiment with their own symbols and marks.	• Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.	• Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf,	• Make comparisons between objects relating to size, length, weight and capacity.	• Solve real world mathematical problems with numbers up to 5. • Understand position through words alone – for example, "The bag is under the table," – with no pointing.	• Recite numbers past 5 . • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Link numerals and amounts: for example, showing the





			stick, leaf. • Notice and correct an error in a repeating pattern.			right number of objects to match the numeral, up to 5. • Compare quantities using language: 'more than', 'fewer than'.
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>• Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations.</li> </ul>	<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore collections of materials with similar and/or different properties.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore how things work. • Plant seeds and care for growing plants.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>
<b>Expressive Arts &amp; Design</b>	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc • Listen with increased attention to sounds</p>	<ul style="list-style-type: none"> <li>• Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which</li> </ul>	<ul style="list-style-type: none"> <li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises.</li> </ul>	<ul style="list-style-type: none"> <li>• Join different materials and explore different textures • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match').</li> </ul>	<ul style="list-style-type: none"> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express feelings or ideas.</li> </ul>





*Hackenthorpe Hall Nursery*

		materials to use to express them.				
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