

Term 1

Enquiry overview <i>Who am I?</i>			
Children will settle into their new Nursery class. They will make new friends and tell each other their names. They will talk about what they like to play with, and share who lives in their house. They will tell us things about themselves like their favourite colour. Children will explore the environment and learn the rules of the setting, as well as how to use the equipment safely and fairly. They will learn simple body parts and talk about self-care such as bath time and teeth brushing time. Children will sing familiar nursery rhymes and share familiar stories. Key questions include: Who lives in your house? Who do you like to play with? What are your favourite stories to read at bedtime? What do you enjoy doing with your family at the weekends?			
		What does this look like in play?	Development Matters
Geographical aims	To begin to understand that the weather changes throughout the year.	-Using the school grounds (including the meadow, school gardens and Forest School area) to explore and collect leaves, conkers and cones. -Listening to and acting out stories in the different areas including barefoot sensory walks -Playing with the natural materials.	UW <i>Begin to understand the need to respect and care for the natural environment and all living things.</i> <i>Use all their senses in hands on exploration of natural materials.</i>
Historical aims	To talk about themselves-sharing their name, what they like, who lives in their house.	-Sharing of special photographs/objects with the adults and other children. Photographs displayed around the rooms. To say if this is the same as other people in their class e.g. 'I have a big brother too!' -Finding teaching points e.g. 'My Nanny lives far away in France'-finding this on a map.	UW <i>Continue developing positive attitudes about the differences between people</i> <i>Know that there are different countries in the world</i> <i>Begin to make sense of their own life-story and family's history</i>
Scientific aims	Rising Stars Unit: Sound collectors Using different types of technology to collect and make sounds, as well as creating sounds using a range of instruments and everyday objects. To say simple names of body parts and know their function (mouth for eating, legs for running etc). To recognise some simple self-care routines such as toileting, bathtime and teeth brushing.	-Variety of small world play including different habitat backdrops, items to create different textures and a variety of different creatures -Children will have maps and globes in their play -Using technology such as the IWB and iPads to research and look at contrasting images of different animals and habitats -Good quality texts will be read to the children and available for the children to browse that include language around travel, oceans, land etc e.g Snail and the Whale -Water trays and equipment play to explore pouring, floating, sinking	C&L <i>Use a wider range of vocabulary</i> PSED <i>Be increasingly independent in meeting their own care needs</i>
Artistic aims	To represent themselves and others by making marks.	-Continuous provision opportunities will include cutting, drawing, painting etc. -Children will be encouraged to draw circles, straight lines etc to represent themselves. Drawing eyes in the correct place, legs etc. Children should then talk about what they have created. Could they add a material for the hair? What colour would be appropriate? -Mark making to represent their own names.	EAD <i>Explore different materials freely, to develop their ideas about how to use them and what to make</i> <i>Create closed shapes with continuous lines and begin to use these shapes to represent objects</i> <i>Draw with increasing complexity and detail</i>
Musical aims	To experiment with instruments. To listen to different types of music.	-Making sounds inside and outside-what happens when children run a stick along the fence? What happens if they tap it on the climbing frame?	EAD <i>Listen with increased attention to sounds</i>

	To listen to sounds in the environment.	-Listening to different types of music at different times of the day. E.g-calm, relaxing music at home time as we evaluate our day. -Range of instruments and every day materials available in the setting to experiment with.	<i>Respond to what they have heard, expressing their thoughts and feelings</i>
DT aims	To construct purposefully and safely.	-Construction materials available, and with the support from an adult children will be shown how to share, return to and develop their work. -Craft supplies re available around the room and children are shown how to access them independently, how to look after their work, where to store it, how to tidy items away after they have finished. -Children will then be expected to share what they have created with a familiar adult or friend.	PD <i>Choose the right resources to carry out their own plan</i> EAD <i>Take part in simple pretend play,using an object to represent something even though they are not similar</i> <i>Explore different materials freely, to develop their ideas about how to use them and what to make</i>
Computing aims	To role play with technology. Rising stars: To use vocab press, select, search, drag, point, touch, turn, wind-up, button, on/off, screen when using ICT equipment in modelling and play.	-The children will role play in the most familiar setting-the home. Children will have phones and laptops to mimic what they have seen at home. They will have a toy kettle and cooker to use in their kitchen. -Children will use iPads to engage with simple games and they will use the IWB with the support of an adult.	
PSHE aims	Jigsaw unit: Being me in my world To settle into their new setting and make friends, separating from their main carer confidently. To become familiar with the routines and follow rules without reminding. To talk about themselves-sharing their name, what they like, who lives in their house.	-Children will be seen being supported to follow rules, share with their peers. Their language will be supported and extended by the adults in the space. They will be asked questions about themselves and encouraged to respond in full sentences. They will be supported to move around the nursery space, selecting activities of their own choosing. -Sharing of special photographs/objects with the adults and other children. Photographs displayed around the rooms.	C&L <i>Start a conversation with an adult or friend</i> <i>Learn new vocabulary</i> EAD <i>Take part in simple pretend play,using an object to represent something even though they are not similar</i> UW <i>Continue developing positive attitudes about the differences between people</i> <i>Begin to make sense of their own life-story and family's history</i> PSED <i>Select and use activities and resources, with help when needed</i> <i>Be increasingly independent in meeting their own care needs</i> <i>Understand gradually how others might be feeling</i> <i>Increasingly follow rules, understanding why they are important,</i> <i>Remember rules without needing an adult to remind them</i> <i>Become more outgoing with unfamiliar people, in the safe context of their setting</i> <i>Show more confidence in new social situations</i>
RE aims	Opportunities to teach RE concepts will be addressed throughout the enquiry as they appear.		
PE aims	To become familiar with the setting and how to use equipment safely and purposefully (large and small).	- Use of Nursery outdoor space as well as main school equipment.	PD <i>Continue to develop their movement, balancing, riding and ball skills</i>

		-Children will join assembly (when appropriate) and sit with others -Larger mark making equipment will be phased out, to include small more intricate writing and drawing materials.	<i>Match their developing skills to tasks and activities in the setting</i> <i>Choose the right resources to carry out their own plan</i> PSED <i>Increasingly follow rules, understanding why they are important,</i> <i>Remember rules without needing an adult to remind them</i>
Key texts:			
Goat Goes to Playgroup, All Are Welcome, Who Are You? Peace At Last, We're Going on a Bear Hunt, The Sound Collector (poem)			

Enquiry overview <i>Why is winter wonderful?</i>			
In this enquiry children will say goodbye to the Autumn and welcome the Winter months. They will explore ice, and experiment with freezing and melting. They will spot the Autumn colours in the environment and crunch the frosty leaves under their feet. They will begin to learn early habitat work by identifying where certain animals may live (polar animals, woodland creatures) and read stories that include these animals. Key questions include: What is the weather like? What can you see in the trees? What colour are the animals? Where do you think they live?			
		What does this look like in play?	Development Matters
Geographical aims	To begin early habitat work by classifying 'woodland' animals and 'polar' animals. To look at images of different habitats and identify how they are similar/different to one another. To begin to understand that the weather changes throughout the year.	-Small world play which supports classification-tuft trays set up with a woodland theme, an arctic theme and animals. -Images of different habitats that support the enquiry will be up around the room. Technology will be used to expose children to interesting images and children engaging with programmes such as David Attenborough's Frozen Planet. -Visiting Forest School area to make animals dens from fallen leaves and sticks. -Noticing differences and taking photos in Forest School through out the term as weather changes from Autumn to Winter.	UW <i>Talk about the differences between materials and changes they notice</i> <i>Use all their sense in hands-on exploration of natural materials</i> <i>Talk about what they see, using a wide vocabulary</i> <i>Begin to understand the need to respect and care for the natural environment and all living things.</i> EAD <i>Take part in simple pretend play, using an object to represent something even though they are not similar</i>
Historical aims	Opportunities to teach historical concepts will be addressed throughout the enquiry as they appear.		
Scientific aims	Rising Stars Unit: Save the Gingerbread man Focus is on materials and how they change due to mixing and heating. Opportunities for children to use their senses to explore ingredients and to develop their knowledge of common materials. To begin early habitat work by classifying 'woodland' animals and 'polar' animals. To look at images of different habitats and identify how they are similar/different to one another. To explore ice and water. To observe the changing seasons and comment on what they see/hear/feel.	-Exploring the outdoor space and commenting on what they see/hear/feel. -Children will bring weather appropriate clothing to school to experience all weathers outdoors. -Use of forest area-climbing, splashing in puddles, using natural resources to build and make art. -Small world play which supports classification-tuft trays set up with a woodland theme, an arctic theme. -Ice in trays to explore; to crack, hammer, melt. Objects may be frozen inside. What is the difference with the ice indoors and outdoors? How is it made? -The use of the Forest area on site.	UW <i>Talk about the differences between materials and changes they notice</i> <i>Use all their sense in hands-on exploration of natural materials</i> <i>Talk about what they see, using a wide vocabulary</i> C&L <i>Learn new vocabulary</i>
Artistic aims	To represent a scene by selecting resources. To use natural resources to create art.	-Leaf rubbings -Mud painting -Icy/snowy pictures- Cotton wool for snowy effect? -Hedgehog cones -Make hibernating animal homes from junk modelling and natural materials collected from school grounds.	EAD <i>Explore different materials freely, to develop their ideas about how to use them and what to make</i> <i>Create closed shapes with continuous lines and begin to use these shapes to represent objects</i> <i>Draw with increasing complexity and detail</i> <i>Explore colour and colour mixing</i>
Musical aims	To experiment with instruments. To listen to different types of music.	-Making sounds inside and outside-what happens when children run a stick along the fence? What happens if they tap it on the climbing frame?	EAD <i>Listen with increased attention to sounds</i>

	To listen to sounds in the environment.	-Listening to different types of music at different times of the day. E.g-calm, relaxing music at home time as we evaluate our day. -Range of instruments and every day materials available in the setting to experiment with.	<i>Respond to what they have heard, expressing their thoughts and feelings</i>
DT aims	To construct purposefully.	-Building with lego, blocks, stickle bricks etc -Craft materials available to create Christmas cards, stockings etc -Tools such as scissors, rollers, shape cutters to use with playdough. -The use of the Forest area on site.	PD <i>Choose the right resources to carry out their own plan</i> EAD <i>Take part in simple pretend play, using an object to represent something even though they are not similar</i> <i>Explore different materials freely, to develop their ideas about how to use them and what to make</i>
Computing aims	To use iPads and the IWB with support from an adult to find out more. Rising stars: To use vocab press, select, search, drag, point, touch, turn, wind-up, button, on/off, screen when using ICT equipment in modelling and play.	-With adult support children will use iPads and IWB to look at images that they wouldn't otherwise access (arctic images) -Children will engage with programmes such as David Attenborough's Frozen Planet.	
PSHE aims	Jigsaw unit: Celebrating difference To continue to settle into the Nursery, following the rules and selecting resources independently. To talk about what happens at their house at Christmas, and say if it is the same at what happens at their friends' houses.	-General Christmas preparation will include the sharing of Christmas stories and traditions such as 'Elf on the Shelf', leaving a mince pie for Father Christmas. Children will share what happens at their house and whether this is the same as their friends. -A walk to the local postbox to post cards to family/friends. -Role play area will have props such as stockings, Christmas trees, wrapping paper for children to demonstrate some of their own traditions in play. -Introduction of Stay & Play.	C&L <i>Start a conversation with an adult or friend</i> <i>Learn new vocabulary</i> UW <i>Continue developing positive attitudes about the differences between people</i> PSED <i>Select and use activities and resources, with help when needed</i> <i>Be increasingly independent in meeting their own care needs</i> <i>Understand gradually how others might be feeling</i> <i>Increasingly follow rules, understanding why they are important,</i> <i>Remember rules without needing an adult to remind them</i> <i>Become more outgoing with unfamiliar people, in the safe context of their setting</i> <i>Show more confidence in new social situations</i>
RE aims	To have an early understanding of the Christmas story.	-Small world nativity sets. -Nativity role play with stable, baby, manger. -Reading of nativity story and using key vocabulary in play (Jesus, Mary, stable etc').	UW <i>Continue developing positive attitudes about the differences between people</i>
PE aims	Use of the main school equipment (to assist transition). Increasing expectation that children use small motor tools to cut, draw and mark make, To write own names on items. To practise for and take part in a sports day that includes early team games.	- Use of Nursery outdoor space as well as main school equipment. -Children will join assembly (when appropriate) and sit with others -Larger mark making equipment will be phased out, to include small more intricate writing and drawing materials.	PD <i>Continue to develop their movement, balancing, riding and ball skills</i> <i>Match their developing skills to tasks and activities in the setting</i> <i>Choose the right resources to carry out their own plan</i> PSED

			<i>Increasingly follow rules, understanding why they are important, Remember rules without needing an adult to remind them</i>
Key texts:			
The Gruffalo, The Gingerbread Man, Bear Snores On, Snowbear, Say Hello to the Snowy Animals, Elf Chase, We're Going on a Sleigh Ride, Goodbye Autumn Hello Winter, The Nativity			

Enquiry overview <i>What makes a good pet?</i>			
This enquiry involves learning based on taking care of an animal. Children will role play in the vets. They will talk about how to be kind to living things, find out what pets need to stay healthy and safe, and share stories/pictures of the pets they have at their house or at their family's houses. Key questions include: Do you have any pets at your house? How can we keep them happy and healthy? What do they look like? What do they like to eat? Where do you take them if they are poorly? We will invite parents/carers to bring pets into school for children to meet.			
		What does this look like in play?	Development Matters
Geographical aims	Looking for first signs of Spring	-Using the school grounds - looking out for first signs of spring such as roots and shoots on plants, new leaves, blossom	
Historical aims	Opportunities to teach historical concepts will be addressed throughout the enquiry as they appear.		
Scientific aims	Rising Stars Unit: Pets and vets Children begin to realise that humans are a type of animal that has the same needs as other animals; they will think about the importance of exercise, food and health care for all animals. Children begin to realise that minibeasts are also a type of living creature with needs similar to others.	-Vets/home role play area to include animals, bandages, bowls, animal boxes, veterinary equipment to support role play -Images around the environment of different animals, their habitats, examples of foods they may eat -Exploring what may happen at the Vets-looking at Xrays, talking about animal bones, teeth, medicines etc. -Small world play with animals in different habitats -Visit from a Vet. -Pet visits from home. Visit Forest school, Pond and Bug Hotel looking for other creatures. Digging in soils, leaves and turning over logs and leaves in any outside areas. Using magnifiers and collection tools.	UW <i>Show interest in different occupations</i> <i>Begin to understand the need to respect and care for the natural environment and all living things</i> <i>Understand the key features of the life cycle of a plant and an animal</i> PSED <i>Develop their sense of responsibility and membership of a community</i> <i>Understand gradually how others might be feeling</i> C&L <i>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions (A crocodile is not a good pet because...)</i> <i>Learn new vocabulary</i> EAD <i>Take part in simple pretend play, using an object to represent something else even though they are not similar</i> <i>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses</i>
Artistic aims	Representing animals through art. Exploring different textures.	-Representing different types of pets through different medium such as paint, pens, collage, textiles -Using basic shapes to represent different parts of an animal-circle shape as the head, longer lines as legs etc. -Using colour appropriately-selecting a shade of green to represent a crocodile, a shade of brown to draw a rabbit etc. -Selecting materials appropriately-a fluffy texture to match a rabbit's fur - In forest area use crayons and paper & card for texture rubbings on trees, bark, stumps etc.	EAD <i>Develop their own ideas and then decide which materials to use to express them</i> <i>Join different materials and explore different textures</i> <i>Create closed shapes with continuous lines and begin to use these shapes to represent objects</i> <i>Draw with increasing complexity and detail, such as representing a face with a circle and including details</i> <i>Explore colour and colour mixing</i> PD <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</i>

Musical aims	To begin to explore different types of instruments- some have bells, some have keys, some have strings etc.	-Songs, rhymes and dance opportunities are available across the school day -A variety of musical instruments available during continuous provision to allow children open ended exploration	EAD <i>Play instruments with increasing control to express their feelings and ideas</i>
DT aims	To build an animal shelter (from different construction materials) considering the different needs of an animal (eg a rabbit would need a patch of grass). To make and eat pancakes.	-Various open ended construction opportunities using bricks, wooden blocks, mobile etc -Pictures in the environment to support thinking and construction with a purpose -Various items that encourage manipulation and the use of tools to construct; playdough and tools, clay and tools, household recycling and scissors, sellotape etc.	PSED <i>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them</i> <i>Develop their sense of responsibility and membership of a community</i> EAD <i>Take part in simple pretend play, using an object to represent something else even though they are not similar</i> <i>Make imaginative and complex 'small worlds' with blocks and construction kits</i> <i>Explore different materials freely, to develop their ideas about how to use them and what to make</i> PD <i>Choose the right resources to carry out their own plan.</i>
Computing aims	To know that the internet can be used to find out more. Rising Stars: To use vocab loading, find, select, search, power, direction, volume, speaker, lead, socket, photo, swipe when modelling and in play.	-With adult support, use technology to find out about other living creatures	
PSHE aims	Jigsaw unit: Dreams and goals To have a sense of responsibility over caring for another living thing.	-Vets/home role play area to include animals, bandages, bowls, animal boxes, veterinary equipment to support role play -Images around the environment of different animals, their habitats, examples of foods they may eat -Support children in play and discussion	PSED <i>Develop their sense of responsibility and membership of a community</i>
RE aims	Opportunities to teach RE concepts will be addressed throughout the enquiry as they appear.		
PE aims	Ongoing use of outdoor equipment. Use of bikes, scooters and large outdoor provision.	-Indoor and outdoor movement to include building, running, cycling, climbing -Continuation of busy fingers activities that involve tracing, screwing nuts and bolts, use of tools, glue and scissors -Complex construction opportunities	PD <i>Continue to develop their movement, balancing, riding and ball skills</i>
Key texts:			
What Pet to Get? The Perfect Pet, The Great Pet Sale, Thank you for Looking After our Pets, Dear Zoo, I'm Thinking of a Pet			

Enquiry overview <i>What happens on the farm?</i>			
This enquiry builds on the learning of the previous enquiry. Children will begin to learn how other animals are taken care, for example on a farm. They will investigate what these animals need and where they live. Children will learn the names of baby animals (piglets, ducklings etc) and continue to learn about the changing seasons. Children will have opportunities to grow different plants, including fruits and vegetables. Children will learn about different types of produce and where they come from: milk, meats, eggs. Key questions include: Where do these animals live? What are the names of the baby animals? What do plants need to grow? What does a farm produce that we use at our house?			
		What does this look like in play?	Development Matters
Geographical aims	Early map work using 'What the Ladybird Heard' & use of Forest School area	-Reading and retelling of story using positional language. Retelling through play and early map making. - following introduction of early map work, visit the Forest School area with paper, pencils and clip boards. Children create their own maps.	UW <i>Talk about what they see using a wide range of vocabulary</i>
Historical aims	Opportunities to teach historical concepts will be addressed throughout the enquiry as they appear.		
Scientific aims	Rising Stars Unit: Mud glorious Mud Develop children's understanding of soil as a natural material, which, when water is added to changes its consistency and properties. To know where produce like milk, eggs and meat comes from. To know that animals have babies and they have specific names. To understand some things that happen on a farm. To plant and grow fruit/vegetables. To talk about lifecycles. Looking out for the continuing signs of spring.	-To plant seeds and watch them grow-fruit and vegetables -Explore digging and using water to change the texture of mud. Include pots, tools, funnels, sieves. How does the mud pour when it is dry? -Use of the mud kitchen in the outdoors that includes opportunities to mix with water, mix in other textures, pots and pans to stir, pour and squash -Farm role play area to include animals, equipment, photographs of farmyards -Images around the environment of different animals and their babies -Small world farmyard role play -Chick/duck eggs brought in with incubator-observe hatching and caring for the animals -Use of and observations in the pond area -Using the Forest school & school grounds - looking out for continuing signs of spring such as roots and shoots on plants, spread of leaves on the trees, blossom plus evidence of more minibeast activity.	UW <i>Show interest in different occupations</i> <i>Understand the key features of the life cycle of a plant and an animal</i> <i>Plant seeds and care for growing plants</i> <i>Begin to understand the need to respect and care for the natural environment and all living things</i> <i>Talk about the differences between materials and the changes they notice</i> PSED <i>Develop their sense of responsibility and membership of a community</i> <i>Understand gradually how others might be feeling</i> C&L <i>Learn new vocabulary</i> EAD <i>Take part in simple pretend play, using an object to represent something else even though they are not similar</i> <i>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses</i> <i>Make imaginative and complex 'small worlds' with blocks and construction kits</i> PD <i>Use one handed tools and equipment</i> <i>Choose the right resources to carry out their own plan</i> <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</i>

Artistic aims	To use natural objects to create art. To draw/paint/collage with an intent in mind-trying to create something that looks like an object/animal using lines and shapes. To look at different colours in natural objects. To see a light to dark colour spectrum in different natural objects.	-Representing different types of animals through different medium such as paint, pens, collage, textiles -Using toys and images to create different art work -Using natural objects to create art-sticks, leaves, pebbles -Exploring the forest area and the materials that can be found there - children collect a range of natural materials in browns and greens. They use the materials to create bracelets and pictures using double side tape and card, being to understand that there are different shades of colours. -Using mud to create artwork-how does the texture and consistency change when you add water to it? Making mud animals	EAD <i>Create closed shapes with continuous lines and begin to use these shapes to represent objects</i> <i>Draw with increasing complexity and detail, such as representing a face with a circle and including details</i> <i>Develop their own ideas and then decide which materials to use to express them</i> PD <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</i> <i>Use a comfortable grip with good control when holding pens and pencils</i>
Musical aims	To use instruments to play a steady beat along to music. To sing, dance and join in with singing, nursery rhymes and dance.	-Songs, rhymes and dance opportunities are available across the school day -A variety of musical instruments available during continuous provision to allow children open ended exploration -To practise using instruments alongside a song/nursery rhyme. E.g. tapping a steady beat to Old McDonald	EAD <i>Play instruments with increasing control to express their feelings and ideas</i> <i>Sing a large repertoire of songs</i> C&L <i>Know many rhymes, be able to talk about familiar books, and be able to tell a long story</i>
DT aims	To talk about where some foods come from (milk, eggs, meat) and talk about how these foods may be used in the home. To use these foods in play, and in a simple recipe.	-Farm role play area to include animals, equipment, photographs of farmyards. Construction opportunities for chn to build homes, represent -Images around the environment of different animals and their babies -Small world farmyard role play -Group time games and matching activities using role play food items -Simple cooking opportunities using milk/eggs	PSED <i>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them</i> <i>Develop their sense of responsibility and membership of a community</i> <i>Make healthy choices about food, drink activity and toothbrushing</i> EAD <i>Take part in simple pretend play, using an object to represent something else even though they are not similar</i> <i>Make imaginative and complex 'small worlds' with blocks and construction kits</i> <i>Explore different materials freely, to develop their ideas about how to use them and what to make</i> PD <i>Choose the right resources to carry out their own plan</i>
Computing aims	To use simple programming toys. Rising Stars: To use vocab loading, find, select, search, power, direction, volume, speaker, lead, socket, photo, swipe when modelling and in play.	-Using 'What the Ladybird heard' as a platform, children to use early positional language such as forwards and backwards to programme a beebot.	

PSHE aims	Jigsaw unit: Healthy me To have a basic understanding of life cycles and to know that living things grow and change.	-Life cycle work with small world set ups (tadpoles, chicken/egg, caterpillars etc) -Planting a variety of seeds (including fruits and vegetables), observing and discussing change.	PSED <i>Develop their sense of responsibility and membership of a community</i> <i>Make healthy choices about food, drink activity and toothbrushing</i> UW <i>Understand the key features of the life cycle of a plant and an animal</i>
RE aims	To talk about what happens during `Easter time at children's home. To talk about Easter as a religious festival.	-Retelling of the Easter story -Celebrating Easter through general craft activities which support children's understanding that Easter is a religious festival that is celebrated by some people (making cards, decorating eggs etc)	UW <i>Continue developing positive attitudes about the differences between people</i>
PE aims	Ongoing use of outdoor equipment. Use of bikes, scooters and large outdoor provision.	-Indoor and outdoor movement to include building, running, cycling -Continuation of busy fingers activities that involve tracing, screwing nuts and bolts, use of tools, glue and scissors -Complex construction opportunities	PD <i>Continue to develop their movement, balancing, riding and ball skills</i>
Key texts:			
What the Ladybird Heard, Farmyard Hullabaloo, From Egg to Chicken, Noisy Farm, Rosie's Walk, Flip Flap Farm			

Enquiry overview <i>Who helps me?</i>			
This enquiry focuses on the key people in children's lives that support them and help them grow each and every day; parents, teachers and family members. It looks at change over time and how the children have changed. Children learn about different jobs that people do to keep them safe, and jobs that people do that help them. Children will talk about real life heroes such as doctors and firefighters, to lesser known heroes such as those who recycle our waste. Children will talk about the different places they visit such as the shops, hairdressers, library etc, and the jobs they would like to do when they grow up. Key questions include: What jobs do your family members do when they go to work? Which jobs help to keep us safe? Who looks after you and what do they do to help you?			
		What does this look like in play?	Development Matters
Geographical aims	To observe changes in the environment since the last visit to Forest school and identify signs of summer.	-Children explore Forest area using their senses noticing plants have grown, trees are fully in leaf, feels drier. -Opportunities in the Forest area to explore and create their own games, make their own art work.	UW <i>Talk about what they see using a wide range of vocabulary</i>
Historical aims	Children will talk about their immediate family; the places they go and the different jobs that people do now or have done in the past. They will talk about their own futures and talk about the jobs they would like to do.	-Sharing photographs of their family members. -Role play of different professions. -Sharing experiences they have had 'I went to the hairdressers a long time ago'.	UW <i>Begin to make sense of their own life story and family's history</i> <i>Continue developing positive attitudes about the differences between people</i>
Scientific aims	Rising Stars Unit: Superhero materials They begin to identify everyday materials and describe their physical properties. Children will learn about certain jobs such as Vets and Doctors, as well as the important role of recycling and rubbish collecting. To select different material for role play. Finding out what material would be best for a tent or den in the Forest?	-Children will have costumes to role play, but also simple materials to use in their own ways (i.e red material might be used as fire fighter outfit) -More complex small world including figures and vehicles, props such as books (library), pretend scissors (hairdressers), shopping trollies (supermarket) -Children will role play Vets, Doctors and other occupations -Repurposing of household recycling to construct, make musical instruments, to use in play etc -Recycling centre in play -Dentist visit -In the Forest area, children explore different materials to create a shelter for themselves. Using a combination of found materials and den making kits, discuss what works best and why.	UW <i>Show interest in different occupations</i> <i>Talk about the differences between materials and changes they notice</i> C&L <i>Learn new vocabulary</i> PSED <i>Develop their sense of responsibility and membership of a community</i> EAD <i>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 materials to use to express them.</i> <i>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses</i> <i>Make imaginative and complex 'small worlds' with blocks and construction kits</i>
Artistic aims	To continue to explore colour, shape and texture to create 2D and 3D representations of people and places.	-Representing different types of animals through different medium such as paint, pens, collage, textiles -Using toys and images to create different art work -Using natural objects to create art-sticks, leaves, pebbles -Exploring the forest area and the materials that can be found there -Using mud to create artwork-how does the texture and consistency change when you add water to it? - In Forest area use sticks as frames to create their own art masterpieces.	EAD <i>Create closed shapes with continuous lines and begin to use these shapes to represent objects</i> <i>Draw with increasing complexity and detail, such as representing a face with a circle and including details</i> <i>Develop their own ideas and then decide which materials to use to express them</i> PD <i>Develop their small motor skills so that they can use a range of tools competently, safely and confidently</i> <i>Use a comfortable grip with good control when holding pens and pencils</i>

Musical aims	To continue to explore instruments. To explore making sounds in the outdoors. Can children make musical instruments with natural objects? Objects from around the home?	- Select resources to make an instrument-recycled objects from home-which are the most appropriate to make a drum? Shaker? -Use in the environment to keep a steady beat	EAD <i>Play instruments with increasing control to express their feelings and ideas</i> <i>Sing a large repertoire of songs</i>
DT aims	To use equipment to construct purposefully (including making a musical instrument)	- Building structures to climb whilst role playing 'Fire officers'/'Police' -Children will build collaboratively with their peers-sharing bricks/lego etc -Recycling centre in play -Select resources to make an instrument-recycled objects from home-which are the most appropriate to make a drum? Shaker? - Making dens and shelters with found materials and den making equipment in the Forest area	EAD <i>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 materials to use to express them.</i> UW <i>Talk about the differences between materials and changes they notice</i>
Computing aims	To role play using phones, walkie talkies and laptops. Rising Stars: To use vocab loading, find, select, search, power, direction, volume, speaker, lead, socket, photo, swipe when modelling and in play.	-Use of technology in role play (technology doesn't have to be working!)	
PSHE aims	Jigsaw unit: Relationships To understand the role of different adults in their lives, and to know who helps you. To know the role of a Police Officer, Fire fighter, Doctor, teacher, someone who collects bins and recycling. To express how other people keep you safe and care for you also, such as parents, grandparents and siblings.	-Role play to include props, dressing up materials -Images in the rooms of different occupations -Variety of books and reading materials available that focus on different adults and the way they help us -Visits from professions-police officer, fire officer etc	UW <i>Begin to make sense of their own life story and family's history</i> <i>Continue developing positive attitudes about the differences between people</i> PSED <i>Develop their sense of responsibility and membership of a community</i>
RE aims	Opportunities to teach RE concepts will be addressed throughout the enquiry as they appear.		
PE aims	Ongoing use of outdoor equipment. Use of bikes, scooters and large outdoor provision. Increasing expectation that children will use small tools to mark make, paint and draw. Plentiful opportunities to dress up.	-Indoor and outdoor movement to include building, running, cycling -Continuation of busy fingers activities that involve tracing, screwing nuts and bolts, use of tools, glue and scissors -Complex construction opportunities -Smaller mark making equipment available, with a phase out of the larger, chunkier equipment -Dressing up clothes that are plain and involve wrapping, draping, twisting but also costumes that involve zips and velcro	PD <i>Continue to develop their movement, balancing, riding and ball skills</i> <i>Use a comfortable grip with good control when holding pens and pencils</i> <i>Show a preference for a dominant hand</i> <i>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips</i>
Key texts:			
Supertato, There's a Superhero in Your Book, A Celebration of Keyworkers, Zog and the Flying Doctors, A Superhero Like You, When You're fast Asleep-Who Works at Nighttime? What Jobs Could You Do? Monkey Puzzle. Usborne First Experiences.			

Term 6

Enquiry overview <i>What's in the deep blue sea?</i>			
Children will explore creatures of the oceans, and begin to use simple maps and globes to identify land and sea. They will identify and sort animals that belong in the oceans, and belong on land. Children will have plenty of opportunity to play with water and explore early capacity. They will begin to learn about animal habitats and what makes different creatures suitable for different environments. Key questions include: Which animals belong in the ocean? Which animals belong on land? Are there any animals that live on/in both? What helps animals survive under the sea (fins to swim, gills to breathe etc)?			
		What does this look like in play?	Development Matters
Geographical aims	Children will look at simple maps and globes to identify land and sea. They will begin to learn which animals live on land/sea and what makes them suitable for that environment. Use a simple map showing Nursery house, pond, Forest area and MUGA to find clues	-Variety of small world play including different habitat backdrops, items to create different textures and a variety of different creatures -Children will have maps and globes in their play -Using technology such as the IWB and iPads to research and look at contrasting images of different animals and habitats -Good quality texts will be read to the children and available for the children to browse that include language around travel, oceans, land etc e.g Snail and the Whale - Children use simple maps/plans for a Treasure hunt to find number clues on their way to the Forest area. - Children draw and make their own treasure maps in Forest area and Nursery garden	UW <i>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</i>
Historical aims	Opportunities to teach historical concepts will be addressed throughout the enquiry as they appear.		
Scientific aims	Rising Stars Unit: Slimy things Children experience a range of liquids and semi-liquids, helping them to understand differences in consistency and how they behave, e.g. how runny (viscous) they are. To explore the properties of water (pouring, mixing, warm/cold water, floating and sinking). To begin to identify different habitats and understand the difference between land and sea.	-Variety of small world play including different habitat backdrops, items to create different textures and a variety of different creatures -Children will have maps and globes in their play -Using technology such as the IWB and iPads to research and look at contrasting images of different animals and habitats -Good quality texts will be read to the children and available for the children to browse that include language around travel, oceans, land etc e.g Snail and the Whale -Water trays and equipment play to explore pouring, floating, sinking	C&L <i>Learn new vocabulary</i> UW <i>Talk about what they see, using a wide vocabulary</i> <i>Begin to understand the need to respect and care for the natural environment and all living things</i> <i>Talk about the difference between materials and changes they notice</i> <i>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</i>
Artistic aims	To continue to explore colour, shape and texture to create 2D and 3D representations of people and places. To draw a picture and use colours showing what they like about the Forest area.	-Representing different types of animals through different medium such as paint, pens, collage, textiles -Using toys and images to create different art work -Exploring paint and water-what happens when it is mixed? What happens when you blow bubbles into it? -Supporting children to choose the appropriate colour when representing something e.g blue sea, green land	EAD <i>Take part in pretend play, using an object to represent something else even though they are not similar</i> <i>Explore different materials freely, to develop their ideas about how to use them and what to make.</i> <i>Develop their own ideas and then decide which materials to use to express them.</i> <i>Explore colour and colour mixing</i> <i>Draw with increasing complexity and detail</i>

		-Small world play using everyday objects i.e. 'this blue fabric is the sea'. 'This green box is the land' (moving on from literal play) -Take clipboards, paper, crayons, glue, paints to Forest School and draw what they can see or what they like. Challenge them to enhance the picture with colour using materials of their own choice.	
Musical aims	To perform a 'goodbye' assembly in front of parents/carers Explore under the sea music and sounds-listen and respond to music and represent with instruments		EAD <i>Respond to what they have heard, expressing their thoughts and feelings</i> <i>Remember and sing entire songs</i>
DT aims	Opportunities to teach DT concepts will be addressed throughout the enquiry as they appear.		
Computing aims	To use iPads and the IWB with support from an adult to find out more. Rising Stars: To use vocab loading, find, select, search, power, direction, volume, speaker, lead, socket, photo, swipe when modelling and in play.	-Use of technology to look at images that are not readily available in every day life (e.g. under the sea images) -Watching clips from programmes such as David Attenborough	
PSHE aims	Jigsaw unit: Changing me To understand change-how have the children changed? What is coming next? To discuss what they are excited about in the future and moving into Reception, and to answer any questions they may have about the coming changes. Use photos and memories to review forest activities during the year, including observed changes in the seasons, clothing etc.	-Visits to the reception classrooms, large playground and equipment -Children will join assemblies -Children will spend more time in focus activities such as sitting as a whole class, directed play based activities - Children look at photos from Tapestry through out the year, including Forest School. -They talk about the changes they observe in themselves, their clothing and the Forest environment throughout the year. -They say what they liked about Forest school.	C&L <i>Understand how to listen carefully and why listening is important</i>
RE aims	Opportunities to teach RE concepts will be addressed throughout the enquiry as they appear.		
PE aims	Use of the main school equipment (to assist transition). Increasing expectation that children use small motor tools to cut, draw and mark make, To write own names on items. To practise for and take part in a sports day that includes early team games.	- Use of Nursery outdoor space as well as main school equipment. -Children will join assembly (when appropriate) and sit with others -Larger mark making equipment will be phased out, to include small more intricate writing and drawing materials. -Sports day practise	PD <i>Start taking part in some group activities which they make up for themselves, or in teams</i> <i>Use a comfortable grip with good control when holding pens and pencils</i> <i>Show a preference for a dominant hand</i> PSED <i>Increasingly follow rules, understanding why they are important,</i> <i>Remember rules without needing an adult to remind them</i>
Key texts:			
The Rainbow Fish, Tiddler, Little Turtle and the Sea, The Big Book of the Blue, Commotion in the Ocean, Billy's Bucket, Flip Flap Ocean, There are 101 Sea Creatures in this Book			