



# NURSERY LONG TERM PLAN



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

## GENERAL THEMES

*NB: These themes may be adapted at various points to allow for children's interests to flow through the provision*

*Two year plan - alternated (Rising threes)*

### ALL ABOUT ME!

- Who is in my family?**  
Starting a new class.  
Naming people in their family.  
Pronouns - he, she, him, her.
- Who am I?**  
New beginnings  
Feelings  
What makes me feel ...?  
How am I the same / different to others?  
Friendships.

### TERRIFIC TALES!

- What should I wear?**  
Clothes for different seasons.  
Naming the different clothes.
- Who's been eating my porridge?**  
Reciting rhymes.  
Role - play.  
Sequencing events.

### AMAZING ANIMALS!

- How many legs do I have?**  
Caring for God's creatures.  
Sorting insects.  
Similarities and differences.
- What is a pet?**  
Caring for living things.  
Role play - taking turns.

### GROWTH!

- What can my body do?**  
Learning the parts of the body.  
Gross and fine motor activities.
- What can we do outside?**  
Planting  
Working in the school garden.  
Exploring the great outdoors - Walks.

### JOURNEYS!

- Can I have a ticket to ride?**  
Transport.  
Naming different vehicles.  
Things which move.
- Who helps us?**  
Emergency services.  
How do people help us?  
Who helps me?

### CHANGES!

- What can you do at the seaside?**  
Packing for a holiday.  
What would you take to the beach?
- How did I get so big?**  
Growing and changing from a baby to an adult.

## POSSIBLE TEXTS AND 'OLD FAVOURITES'

Who's in my family?  
Love makes a family.  
You Choose  
Hug  
So much!  
  
I like myself!  
Only one you  
I'm gonna like me!  
The skin you live in!

Mo's smelly jumper  
Where's my sock?  
I can button.  
  
Eat peach pear plum  
Hairy MaClary  
The cat in the hat  
Goldilocks  
Little red riding hood  
Range of nursery rhymes  
The Jolly Postman  
The Ugly Duckling  
  
Christmas Story / Nativity

The bad tempered lady bird  
The hungry caterpillar  
Ahhh Spider!  
Beetle Bop  
10 little ladybugs  
  
What pet should I get?  
May I pet your dog?  
Dogs colourful day  
Brown bear, brown bear  
Dear Zoo  
Giraffes can't dance  
The pig in the pond

Toes, ears and nose.  
Eyes, noses, fingers and toes  
Me and my amazing body.  
Where is baby's belly button?  
  
The tiny seed  
Jasper's beanstalk  
Lola plants a garden  
Come on Daisy  
Mr Magnolia

We're going on a bear hunt  
Where's spot?  
  
Wheels on the bus  
The train ride.  
Who's vehicle is this?  
Digger man  
  
Down by the station  
People who help us  
The invisible  
Suzie goes to the dentist

Sea, sand, me!  
Sally and the limpet  
Commotion in the ocean  
Duck and Goose go to the beach  
  
Stick Man  
I used to be the baby  
Aren't you lucky!  
Babies don't eat pizza

## 'WOW' MOMENTS SPECIAL EVENTS VISITS

Picnic on the field.

Visit to see Father Christmas,

Visit to a farm / zoo?  
Visiting pets.

Cooking day.  
Making fruit kebabs.

Going for our own journey - Walk to the shops in Madeley.  
Visits from paramedic / postman.

Who is who? Baby picture board.  
Visit to a beach / beach in our outdoor area.



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COMMUNICATION AND LANGUAGE	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
<p><b>Intent</b></p> <p>Focus - C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.</p> <p>LISTENING, ATTENTION AND UNDERSTANDING</p> <p>SPEAKING</p>	<p>Settling in activities</p> <p>Making friends</p> <p>Children talking about experiences that are familiar to them.</p> <p>Sharing facts about me!</p> <p>How are we feeling - Sharing how they feel in different situations.</p>	<p>Singing a large range of different songs.</p> <p>Can start a conversation with an adult or a friend.</p> <p>Take turns in conversation.</p>	<p>Understand why questions.</p> <p>Can start a conversation with an adult or a friend and continue it for many turns.</p>	<p>Understand a question or instruction which has two parts.</p> <p>Be able to express a point of view.</p> <p>Use talk to organize themselves and their play.</p> <p>To shift attention from one task to another.</p>	<p>Begin using longer sentences when communicating.</p> <p>Debate whether they agree or disagree with an adult or a friend using words as well as actions.</p>	<p>Use a wider range of vocabulary.</p> <p>Know many rhymes, be able to talk about familiar books and be able to tell a long story.</p> <p>Using future and past tenses.</p>
<b>Implementation</b>	<ul style="list-style-type: none"> <li>Quality interactions - modelling talk throughout the day - E.g. 'Good morning, how are you?'</li> <li>Plan, Do and Review - Orally planning and reviewing learning.</li> <li>Circle times</li> <li>Singing time.</li> <li>Circle games.</li> <li>Sharing stories in a range of ways - Storytime, Story for Story.</li> <li>Lots of language rich books.</li> <li>Learn rhymes, poems and songs.</li> <li>Lots of role play resources, encouraging conversations.</li> </ul>					



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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.					
SELF - REGULATION  MANAGING SELF  BUILDING RELATIONSHIPS  <u>Intent</u>	Select and use activities and resources with help when needed.  Making friendships.  Beginning to follow class rules.  Talk about their feelings using words such as sad, happy, angry or worried.	Become more outgoing with unfamiliar people in the safe context of their setting.  Playing with one or more other children.  Begin to understand how others may be feeling.	Show more confidence in new social situations such as a trip out of school or a visitor.  Increasingly follow rules understanding why they are important.  Taking turns and sharing.	Extending and elaborating play ideas when playing with others.  Showing concentration when playing.  Playing cooperatively with other children.	Develop their sense of responsibility and membership of a community.  Help to find solutions to conflicts and rivalries.  Pretending to be a different character than myself in role play.	Do not always need an adult to remind them of a rule.  Develop appropriate ways of being assertive.  Talk with others to solve conflicts.
	<u>Implementation</u> <ul style="list-style-type: none"><li>• Lots of interaction and demonstration from adults in our setting.</li><li>• Circle times.</li><li>• Stories.</li><li>• Feelings activities such as stories and feeling stones.</li><li>• Games and turn taking activities.</li><li>• Role play areas following the children's interests.</li><li>• Time to talk.</li><li>• Using Plan / Do / Review to support children in articulating their plans and reviewing what they have done.</li></ul>					



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PHYSICAL DEVELOPMENT	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Intent	Develop their movements - walking, balancing, jumping, skipping and hopping through a range of activities such as riding scooters, bikes and trikes and using balls. Go up and down steps and apparatus using alternate feet. Use large muscle movements to wave flags, paint and make marks. Take part in some group / team activities. Use and remember sequences and patterns relating to music and rhythm. Making choices on how to move for example across a plank. Select resources to carry out a plan. Collaborate with others to manage large items. Using a range of tools such as one handed scissors, pens and pencils and a knife and fork when eating. Develop independence when getting dressed and undressed for example zipping up their coats. Meet their own care needs such as going to the toilet and washing / drying their hands. Make healthy choices about food and drink and looking after their teeth.					
Implementation						
GROSS MOTOR	Cooperation games i.e. parachute games. Climbing - outdoor equipment. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Dance related activities - Moving to music. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.	Large muscle movements - Ribbons, flags and chinks. Ball skills-rolling, pushing, throwing & catching, patting, or kicking. Dance / moving to music Gymnastics ./ Balance.	Balance- children moving with more confidence Dance and movement related activities Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment  Dance / moving to music.  Two-wheeled balance bikes and pedal bikes without stabilisers, wheelbarrows and prams / carts.	Races / team games involving gross motor movements.  Dance and movement related activities .  Gymnastics ./ Balancing.
FINE MOTOR	Dough disco and squiggle while you wiggle. Threading, cutting, weaving, playdough. Making marks using gross motor movements Hold and use pencils/paint brushes.	Dough disco and squiggle while you wiggle. Threading, cutting, weaving, playdough. Develop muscle tone to put pencil pressure on paper.	Dough disco and squiggle while you wiggle. Threading, cutting, weaving, playdough. Handle tools, objects, construction and malleable materials with increasing control. Hold a pencil to make marks.	Dough disco and squiggle while you wiggle. Threading, cutting, weaving, playdough, Fine Motor activities. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors Writing letter shapes from their name.	Dough disco and squiggle while you wiggle.  Threading, cutting, weaving, playdough, Fine Motor activities. Cut along a line with scissors.  Zipping coats and putting on their wellies. Beginning to write their name.	Dough disco and squiggle while you wiggle. Threading, cutting, weaving, playdough, Fine Motor activities. Start to colour inside the lines of a picture. Start to cut along a curved line, like a circle. Start to draw pictures that are recognizable. Writing their name.

Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.





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LITERACY	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
COMPREHENSION <u>Intent</u>  <u>Implementation</u>	Understand the five key concepts about print: has meaning, has different purposes, read from left to right and top to bottom, name the different parts of a book and page sequencing. Engage in extended conversations about stories, learning new vocabulary.					
	<ul style="list-style-type: none"><li>• Book talk - talk about the books you read - extend to talk about characters and events.</li><li>• Encourage children to predict events.</li><li>• Daily story time.</li><li>• Visit the library.</li></ul>	<ul style="list-style-type: none"><li>• Model text orientation, pointing from left to right / top to bottom.</li><li>• Talk about features of books e.g. author, illustrator, blurb, title and font cover.</li><li>• Storytime discussions - encourage children to ask and answer questions.</li></ul>		<ul style="list-style-type: none"><li>• Provide a good range of quality texts in the reading area and around the environment.</li><li>• Sequencing stories.</li></ul>		
	Develop their phonological awareness so they can spot and suggest rhymes. Count / clap syllables in a word. Recognise words with the same initial sound.					
	<ul style="list-style-type: none"><li>• Phase 1 phonics.</li><li>• Listening games.</li><li>• Singing a range of rhymes.</li></ul>	<ul style="list-style-type: none"><li>• Phase 2 recognition of sounds.</li><li>• Hearing the initial sound in words.</li><li>• Matching initial sound to objects.</li></ul>		<ul style="list-style-type: none"><li>• Phase 2 phonics. Orally blend CVC words.</li><li>• Clap out the syllables in words.</li><li>• Matching rhyming words.</li></ul>		
	Use some of their print and letter knowledge in their early writing. For example writing a shopping list. Write some or all of their name. Write some letter accurately.					
WORD READING <u>Intent</u>  <u>Implementation</u>	<ul style="list-style-type: none"><li>• Mark making with a rage of materials.</li><li>• Large muscle motor movements.</li><li>• Dough disco</li><li>• Squiggle while you wiggle.</li></ul>	<ul style="list-style-type: none"><li>• Dough disco</li><li>• Squiggle while you wiggle</li><li>• Using pencil grips</li><li>• Copying letter shapes.</li></ul>		<ul style="list-style-type: none"><li>• Using name cards - Forming the letters in their name.</li><li>• Dough disco</li><li>• Squiggle while you wiggle.</li><li>• Forming some letter shapes correctly.</li></ul>		
WRITING  <u>Intent</u>  <u>Implementation</u>						



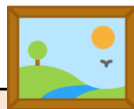
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<b>MATHS</b>  <b>Intent</b>  <b>NUMBER</b>  <b>NUMERICAL PATTERNS</b>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	<b>NUMBER</b> Fast recognition of up to three objects without having to count them - subitising.  Recite numbers past 5.  Say one number for each item in order: 1,2 ,3 ,4 ,5.  <u><b>Measure, shape and spatial thinking.</b></u>  Explore 2D shapes - circles, rectangles and triangles. Sides, corners, straight, flat, round.	<b>NUMBER</b> Know that the last number reached when counting a small set of objects tells you how many there are in total (Cardinal principle)  Show 'finger numbers' up to 5.  <u><b>Measure, shape and spatial thinking.</b></u>  Understand position through words alone. The bag is under the table.	<b>NUMBER</b> Link numbers and amounts for example showing the right number of objects to match a numeral up to 5.  <u><b>Measure, shape and spatial thinking.</b></u>  Explore 3D shapes - sphere, cones, cubes and cuboid. Sides, corners, straight, flat, round.  Talk about and identify patterns around them.	<b>NUMBER</b> Experiment with their own symbols and marks as well as numerals.  <u><b>Measure, shape and spatial thinking.</b></u>  Make comparisons between objects relating to size, length, weight and capacity.	<b>NUMBER</b> Solve real world mathematical problems with numbers up to 5. Using numbers beyond 5.  Orally counting up to 20.  <u><b>Measure, shape and spatial thinking.</b></u>  Describe a familiar route. Discuss routes and locations using words such as 'in front of' and 'behind'.	<b>NUMBER</b> Compare quantities using language such as 'more than', 'fewer than'. Recognising numbers 0 - 10.  Orally counting up to 20.  <u><b>Measure, shape and spatial thinking.</b></u>  Select shapes appropriately for a purpose. Combine shapes to make new ones. Notice and correct an error in a repeating pattern.
	<b>Implementation</b> <ul style="list-style-type: none"> <li>Setting up our classroom maths areas inside and outside.</li> <li>Discussing where things belong.</li> <li>Show small quantities in familiar patterns.</li> <li>Use 5 frames.</li> <li>Play games to quickly reveal hiding numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Show small quantities in familiar patterns.</li> <li>Use 10 frames.</li> <li>Build counting into everyday routines such as the register etc..</li> <li>Sing counting songs and number rhymes.</li> <li>Making predictions.</li> </ul>	<ul style="list-style-type: none"> <li>Provide visual models of numbers.</li> <li>Model conceptual subitising.</li> <li>Emphasise parts within the whole.</li> <li>Play games which involve partitioning and recombining.</li> </ul>	<ul style="list-style-type: none"> <li>Provide collections to compare.</li> <li>Distribution stories and games.</li> <li>Visual displays.</li> <li>Provide a range of 3D shapes to explore and build with.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss different ways children might record quantities.</li> <li>Count verbally.</li> <li>Provide number tracks, calendars and 100 squares.</li> <li>Provide pattern and building sets.</li> <li>Explore how shapes can be combined to make new shapes.</li> </ul>	<ul style="list-style-type: none"> <li>Give purpose to counting.</li> <li>Sustained focus on each number to 10.</li> <li>Visual displays.</li> <li>Hiding objects in a box games.</li> <li>Pattern resources and cards to copy / complete.</li> </ul>



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UNDERSTANDING THE WORLD	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
<b>Intent</b>  PAST AND PRESENT  PEOPLE, CULTURE AND COMMUNITIES  THE NATURAL WORLD	Begin to make sense of their own life-story and family's history.  Talking about themselves and the people in their family.  Making relationships and sharing how they are the same / different to others.	Continue to develop positive attitudes about the differences between people.  Show interest in different occupations.  Explore different clothes and when they should be worn - weather.	Understand the key features of the life cycle of an animal.  Begin to understand the need to respect and care for the natural environment and all living things.	Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and / or different properties. Talk about what they see, using a wide vocabulary.  Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant.	Explore how things work.  Show interest in different occupations.  Explore and talk about different forces they can feel.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Talk about the differences between materials and changes they notice.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
	<b>Implementation</b>  Share information about themselves and their family.  Talk about the differences they notice between people and share the similarities and differences between different families and communities.  Look at different appearances such as skin colours and hair types.  Self portraits. Looking at photographs and displays about different families around the world.  Ask questions about each others families.	Look at the differences they notice between people in books / photos. Look at differences between families and communities.  Explore different cultural, religious and community events and experiences such as church services, birthday parties, Christmas etc..  Explore the changing seasons - name and explore what clothes they should wear for different weathers.	Help children care for animals and insects.  Have a pet to visit which they can look after for the day.  Take part in scientific explorations of animals life cycles such as a caterpillar to butterfly.	Provide interesting natural environments for the children to explore freely.  Make collections of natural materials to investigate using magnifying glasses.  Plant seeds and help develop and look after our EYFS garden.  Model observational and investigational skills ..'I wonder if...'  Look at the concepts growth, change and decay.	Look at different modes of transport and how they move.  Explore forces through boats on water, magnets and pushing / pulling using ramps and cars.  Provide mechanical equipment for the children to explore - wind up, pulleys, cogs and pegs.  Invite different people in to visit from a range of occupations such as a plumber, farmer, emergency services etc..	Talk about holidays. Share what holidays they have been on.  Look at photographs, magazines etc. to explore what a holiday is.  Look at similarities and differences between ours and other countries.  Look at past holidays - How have we changed? Compare baby pictures o a photo board - Guess who.  Explore how different materials float and sink. Change materials from one state to another. Cooking and melting ice etc..



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EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
<p><b>Intent</b></p> <p>CREATING WITH MATERIALS</p> <p>BEING IMAGINATIVE AND EXPRESSIVE</p>	<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 and dolls etc..</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>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.</p> <p>Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects.</p> <p>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.</p> <p>Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.. Explore colour and colour mixing.</p> <p>Show different emotions in their drawings - happiness, sadness, fear etc..</p> <p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape. (moving melody, such as up and down, down, and up) of familiar songs</p> <p>Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p>					
Implementation	<p>Painting self portraits of themselves and pictures of their families.</p> <p>Resources for role playing familiar situations such as home corner and a shop.</p> <p>Range of junk modelling resources and materials for joining them together.</p> <p>Develop listening skills - Range of listening activities and games.</p>	<p>Drawing opportunities - Having a variety of mark making resources available.</p> <p>Drawing from their imagination and observation.</p> <p>Add details to their drawings - pointing out key features.</p> <p>Painting their favourite book characters.</p> <p>Collaging clothes on peg dolls.</p>	<p>Look at artists work from other times / cultures.</p> <p>Play, share and perform a wide variety of music and songs from different cultures.</p> <p>Sound matching games.</p> <p>Painting and copying animal patterns.</p> <p>Junk modelling insects.</p>	<p>Learn, sing and take part in performing a range of songs.</p> <p>Show different emotions in their drawings.</p> <p>Drawing things they see outside - plants, flowers and trees.</p> <p>Split pin body parts. Using tools to join their body.</p>	<p>Design and make vehicles.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Clap and tap the pulse to songs and music.</p> <p>Use a range of different instruments.</p>	<p>Colour mixing. Exploring colour - differences between colours. How does blue become green?</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Father's Day Crafts.</p> <p>Lots of flexible, open ended role play resources.</p>

