

Autumn 1 2023. Foundation 1 planning (Ten favourite books)

	Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Focus/book	New children/settling in	“How can I make my friends feel happy?”	Monkey Puzzle People in my family	Goldilocks	Room on the Broom pets	What the Ladybird Heard Farms/harvest prep	The Gruffalo Autumn/harvest festival
<p>PSED</p> <p>(developed in continuous provision and as part of the daily routines and ethos of the classroom unless specifically noted as an adult initiated activity)</p>	<p>Self-regulation (behaviour): Knows that there are boundaries in school.</p> <p>Self-regulation (challenge) Explores new toys and environments but “checks in” with a familiar adult when they need to</p> <p>Making relationships (sensitivity to other’s needs) identifies a familiar adult to respond to. Forms an attachment with an adult in the setting</p>	<p>Self-regulation (behaviour): Knows that there are boundaries in school.</p> <p>Self-regulation (others feelings) Becomes aware of other people around them e.g. smiles during play.</p> <p>Self-regulation (engagement): Beginning to be aware of the range of activities and exploring those available.</p> <p>Managing self (confidence) Moves confidently around the environment making some choices for them selves</p> <p>Making relationships (relationships/cooperation) Develops connections with other children.</p> <p>Making relationships (sensitivity to other’s need’s) Identifies a familiar adult to respond to. Forms an attachment with an adult in the setting</p>	<p>Self-regulation (behaviour): Knows that there are boundaries in school.</p> <p>Self-regulation (others feelings) Becomes aware of other people around them e.g. smiles during play.</p> <p>Self-regulation (engagement): Beginning to be aware of the range of activities and exploring those available.</p> <p>Managing self (confidence) Moves confidently around the environment making some choices for them selves</p> <p>Managing self (resilience) Enters the environment confidently and independently</p> <p>Making relationships (relationships/cooperation) Develops connections with other children.</p> <p>Making relationships (sensitivity to other’s need’s) Identifies a familiar adult to respond to. Forms an attachment with an adult in the setting</p>	<p>Self-regulation (others feelings) Becomes aware of other people around them e.g. smiles during play.</p> <p>Managing self (resilience) Enters the environment confidently and independently</p> <p>Managing self (following rules) Shows awareness of and understands some of the rules in the classroom</p> <p>Managing self (making choices): Confidently makes choices within the environment for themselves</p> <p>Making relationships (relationships/cooperation) Develops connections with other children.</p> <p>Making relationships (sensitivity to other’s need’s) Identifies a familiar adult to respond to. Forms an attachment with an adult in the setting</p>	<p>Self-regulation (others feelings) Becomes aware of other people around them e.g. smiles during play.</p> <p>Managing self (resilience) Enters the environment confidently and independently</p> <p>Managing self (following rules) Shows awareness of and understands some of the rules in the classroom</p> <p>Managing self (making choices): Confidently makes choices within the environment for themselves</p> <p>Making relationships (sensitivity to other’s need’s) Identifies a familiar adult to respond to. Forms an attachment with an adult in the setting</p> <p>Witch taking care of animals/caring for pets</p> <p>Managing self (personal health) Knows some ways in which we can take care of ourselves</p> <p>Retell using puppets/props</p> <p>Making relationships (relationships/cooperation) Develops connections with other children.</p> <p>Kind Hands I can use kind hands, and understand it is good to be kind to people.</p>	<p>Self-regulation (others feelings) Becomes aware of other people around them e.g. smiles during play.</p> <p>Managing self (resilience) Enters the environment confidently and independently</p> <p>Managing self (following rules) Shows awareness of and understands some of the rules in the classroom</p> <p>Managing self (making choices): Confidently makes choices within the environment for themselves</p> <p>Making relationships (sensitivity to other’s need’s) Identifies a familiar adult to respond to. Forms an attachment with an adult in the setting</p> <p>Retell using small world</p> <p>Making relationships (relationships/cooperation) Develops connections with other children.</p> <p>Work Well with others I am starting to understand children’s rights and this means we should all be allowed to play and learn.</p>	<p>Self-regulation (others feelings) Becomes aware of other people around them e.g. smiles during play.</p> <p>Managing self (resilience) Enters the environment confidently and independently</p> <p>Managing self (following rules) Shows awareness of and understands some of the rules in the classroom</p> <p>Managing self (making choices): Confidently makes choices within the environment for themselves</p> <p>Making relationships (sensitivity to other’s need’s) Identifies a familiar adult to respond to. Forms an attachment with an adult in the setting</p> <p>Retell using toys</p> <p>Making relationships (relationships/cooperation) Develops connections with other children.</p> <p>Our Responsibilities I am learning what responsible means.</p>
Jigsaw session		<p>Who....Me?!</p> <p>I understand how it feels to belong and that we are similar and different.</p>	<p>How am I feeling today?</p> <p>I understand how feeling happy and sad can be expressed</p>	<p>Retell using toys</p> <p>Making relationships (play): Plays with another child (cooperative)</p> <p>Being at Nursery I can work together and consider other people’s feelings</p>			

Communication and Language	Listening, attention and understanding (social rules of listening) knows that there are boundaries in school	Listening, attention and understanding (social rules of listening) knows that there are boundaries in school. Speaking: vocabulary Knows sex and difference	Monkey Puzzle daily read Listening, attention and understanding (listening to what is read with understanding) Listens to other people with interest, but can be easily distracted by other things. Watches somebody's face as they talk. Listening, attention and understanding. (listening, retelling, recounting and performing) Listens to simple stories and understands what is happening with the help of the pictures.	Goldilocks daily read Listening, attention and understanding (listening to what is read with understanding) Listens to other people with interest, but can be easily distracted by other things. Watches somebody's face as they talk. Listening, attention and understanding. (listening, retelling, recounting and performing) Listens to simple stories and understands what is happening with the help of the pictures. Making porridge Listening, attention and understanding (listening and learning) Understands simple questions with 1 or 2 information carrying words e.g. "where is goldilocks" Speaking (pragmatics) Can the child follow instructions? Retell using toys Speaking (pragmatics- rule for appropriate and effective communication) Engages in longer dialogues. Assumes the role of another person in play. Speaking: vocabulary Knows big/little. Knows in, on	Room on the Broom daily read Listening, attention and understanding (listening to what is read with understanding) Listens to other people with interest, but can be easily distracted by other things. Watches somebody's face as they talk. Listening, attention and understanding. (listening, retelling, recounting and performing) Listens to simple stories and understands what is happening with the help of the pictures. Cauldron Walk Listening, attention and understanding (listening and learning) Understands simple questions with 1 or 2 information carrying words e.g. "where is the bird" Speaking (pragmatics) Can the child follow instructions? Retell using puppets/props. Speaking (pragmatics- rule for appropriate and effective communication) Engages in longer dialogues. Assumes the role of another person in play.	What the Ladybird Heard daily read Listening, attention and understanding (listening to what is read with understanding) Listens to other people with interest, but can be easily distracted by other things. Watches somebody's face as they talk. Listening, attention and understanding. (listening, retelling, recounting and performing) Listens to simple stories and understands what is happening with the help of the pictures. Small world props to retell Speaking (pragmatics- rule for appropriate and effective communication) Engages in longer dialogues. Assumes the role of another person in play.	The Gruffalo daily read Listening, attention and understanding (listening to what is read with understanding) Listens to other people with interest, but can be easily distracted by other things. Watches somebody's face as they talk. Listening, attention and understanding. (listening, retelling, recounting and performing) Listens to simple stories and understands what is happening with the help of the pictures. Autumn Walk Listening, attention and understanding (listening and learning) Understands simple questions with 1 or 2 information carrying words e.g. "what colour is the leaf" Speaking (pragmatics) Can the child follow instructions? Retell using puppets Speaking (pragmatics- rule for appropriate and effective communication) Engages in longer dialogues. Assumes the role of another person in play. Speaking: vocabulary Matches colour
Key vocab	Hello Goodbye Toilet Please Thank you	Happy Sad Water Sand Playdough Inside Outside	Family Mum Dad Brother Sister Count Happy Sad	House Big Small Medium Porridge bowl	Pet Cat Dog Frog Bird kind	Tractor Farm Cow Sheep Pig Duck horse	Autumn Red Orange Yellow Brown Green Leaf responsible

Physical Development	<p>Gross Motor Skills: Balance. Shows some balance and control on a secure tool e.g. a tricycle</p> <p>Gross Motor Skills: Strength Begins to pull self up on nursery climbing equipment</p> <p>Fine Motor: Control Picks up resources using whole hand grasp.</p> <p>Fine Motor: Dexterity Cylindrical grasp: understands that a grasp is needed to hold resources.</p> <p>Fine Motor: Flexibility Shows preference for a dominant hand.</p>	<p>Gross Motor Skills: Balance. Shows some balance and control on a secure tool e.g. a tricycle</p> <p>Gross Motor Skills: Strength Begins to pull self up on nursery climbing equipment</p> <p>Fine Motor: Control Picks up resources using whole hand grasp.</p> <p>Fine Motor: Dexterity Cylindrical grasp: understands that a grasp is needed to hold resources.</p> <p>Fine Motor: Flexibility Shows preference for a dominant hand</p> <p><i>Fine motor baseline assessments</i> <i>Gross motor baseline assessments</i> <i>This is Me</i></p>	<p>Gross Motor Skills: Balance. Shows some balance and control on a secure tool e.g. a tricycle</p> <p>Gross Motor Skills: Strength Begins to pull self up on nursery climbing equipment</p> <p>Fine Motor: Control Picks up resources using whole hand grasp.</p> <p>Fine Motor: Dexterity Cylindrical grasp: understands that a grasp is needed to hold resources.</p> <p>Fine Motor: Flexibility Shows preference for a dominant hand</p>	<p>Gross Motor Skills: Balance. Shows some balance and control on a secure tool e.g. a tricycle</p> <p>Gross Motor Skills: Strength Begins to pull self up on nursery climbing equipment</p> <p>Fine Motor: Control Picks up resources using whole hand grasp.</p> <p>Fine Motor: Dexterity Cylindrical grasp: understands that a grasp is needed to hold resources.</p> <p>Fine Motor: Flexibility Shows preference for a dominant hand</p> <p><i>Porridge</i></p> <p>Gross Motor: hand-eye coordination Develops hand-eye coordination by starting to show a preference for a dominant hand when eating and can accurately aim for the mouth</p>	<p>Gross Motor Skills: Balance. Shows some balance and control on a secure tool e.g. a tricycle</p> <p>Gross Motor Skills: Strength Begins to pull self up on nursery climbing equipment</p> <p>Fine Motor: Control Picks up resources using whole hand grasp.</p> <p>Fine Motor: Dexterity Cylindrical grasp: understands that a grasp is needed to hold resources.</p> <p>Fine Motor: Flexibility Shows preference for a dominant hand</p>	<p>Gross Motor Skills: Balance. Shows some balance and control on a secure tool e.g. a tricycle</p> <p>Gross Motor Skills: Strength Begins to pull self up on nursery climbing equipment</p> <p>Fine Motor: Control Picks up resources using whole hand grasp.</p> <p>Fine Motor: Dexterity Cylindrical grasp: understands that a grasp is needed to hold resources.</p> <p>Fine Motor: Flexibility Shows preference for a dominant hand</p>	<p>Gross Motor Skills: Balance. Shows some balance and control on a secure tool e.g. a tricycle</p> <p>Gross Motor Skills: Strength Begins to pull self up on nursery climbing equipment</p> <p>Fine Motor: Control Picks up resources using whole hand grasp.</p> <p>Fine Motor: Dexterity Cylindrical grasp: understands that a grasp is needed to hold resources.</p> <p>Fine Motor: Flexibility Shows preference for a dominant hand</p> <p><i>Gruffalo Independent Write.</i></p>
Literacy		<p><i>Baseline assessments</i> <i>This is Me</i></p> <p>Literacy: writing (handwriting) Independently mark makes with lines and circles. Begins to recognise that writing and drawing are separate</p> <p>Literacy: writing (spelling/phonics) Makes marks on their picture to stand for their names (or something specific)</p>	<p><i>Monkey Puzzle daily read</i></p> <p>Literacy: comprehension. Likes to read a book with an adult</p> <p><i>Monkey Puzzle child “read”</i></p> <p>Literacy: Word reading (phonics) Imitates reading, e.g. following the print with their finger as they talk.</p> <p>Shows a strong interest in print in books</p> <p><i>Pictures of my family</i></p> <p>Literacy: writing (handwriting) Independently mark makes with lines and circles. Begins to recognise that writing and drawing are separate.</p> <p>Literacy: writing (spelling/phonics) Makes marks on their picture to stand for their names (or something specific)</p>	<p><i>Goldilocks daily read</i></p> <p>Literacy: comprehension. Likes to read a book with an adult</p> <p><i>Goldilocks: child “read”</i></p> <p>Literacy: Word reading (phonics) Imitates reading, e.g. following the print with their finger as they talk.</p> <p>Shows a strong interest in print in books</p>	<p><i>Room on the Broom daily read</i></p> <p>Literacy: comprehension. Likes to read a book with an adult</p> <p><i>Room on the Broom: child “read”</i></p> <p>Literacy: Word reading (phonics) Imitates reading, e.g. following the print with their finger as they talk.</p> <p>Shows a strong interest in print in books</p>	<p><i>What the Ladybird Heard daily read</i></p> <p>Literacy: comprehension. Likes to read a book with an adult</p> <p><i>What the Ladybird Heard: child “read”</i></p> <p>Literacy: Word reading (phonics) Imitates reading, e.g. following the print with their finger as they talk.</p> <p>Shows a strong interest in print in books</p> <p><i>Farm Animal pictures</i></p> <p>Literacy: writing (handwriting) Independently mark makes with lines and circles. Begins to recognise that writing and drawing are separate.</p> <p>Literacy: writing (spelling/phonics) Makes marks on their picture to stand for their names (or something specific)</p>	<p><i>The Gruffalo daily read</i></p> <p>Literacy: comprehension. Likes to read a book with an adult</p> <p><i>The Gruffalo: child “read”</i></p> <p>Literacy: Word reading (phonics) Imitates reading, e.g. following the print with their finger as they talk.</p> <p>Shows a strong interest in print in books</p> <p><i>Gruffalo Independent Write.</i></p>
Phonics (in addition to phase 1 phonics daily activities)		<p><i>Learning nursery rhymes and songs.</i></p> <p>Literacy: Word reading (phonological awareness) Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p><i>Home learning: noisemakers</i></p>	<p><i>Learning nursery rhymes and songs.</i></p> <p>Literacy: Word reading (phonological awareness) Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p><i>Home learning: Pat a cake</i></p>	<p><i>Learning nursery rhymes and songs.</i></p> <p>Literacy: Word reading (phonological awareness) Joins in with songs and rhymes, copying sounds, rhythms, tunes and tempo.</p> <p><i>H/learning: clap to fave songs</i></p>	<p><i>Sounds on cauldron walk</i></p> <p>Literacy: Word reading (phonological awareness) Identifies environmental sounds and can copy/repeat some.</p> <p><i>Home learning: listening walk</i></p>	<p><i>Animal noises</i></p> <p>Literacy: Word reading (phonological awareness) Identifies environmental sounds and can copy/repeat some.</p> <p><i>Home learning: sounds I like and dislike</i></p>	<p><i>Sounds on Autumn walk</i></p> <p>Literacy: Word reading (phonological awareness) Identifies environmental sounds and can copy/repeat some.</p> <p><i>Home learning: I hear with my little ear</i></p>

Mathematics		<p>Daily Group time activities:</p> <p>Number:</p> <p>Displays counting like behaviours, such as making sounds, pointing or saying some numbers in sequence</p> <p>Numerical Patterns:</p> <p>Counting</p> <p>Counts in everyday contexts, sometimes skipping numbers</p> <p>Learning number rhymes and songs</p> <p>Numerical Patterns</p> <p>Counts rhythmically and can count in songs and rhymes</p> <p><i>Baseline assessments</i></p>	<p>Daily Group time activities:</p> <p>Number:</p> <p>Displays counting like behaviours, such as making sounds, pointing or saying some numbers in sequence</p> <p>Numerical Patterns:</p> <p>Counting</p> <p>Counts in everyday contexts, sometimes skipping numbers</p> <p>Counting people in my family</p> <p>Number:</p> <p>Displays counting like behaviours, such as making sounds, pointing or saying some numbers in sequence</p> <p>Numerical Patterns:</p> <p>Counting</p> <p>Counts in everyday contexts, sometimes skipping numbers</p> <p>Number: place value/cardinality</p> <p>Explores using a range of their own marks and signs to which they ascribe mathematical meaning.</p>	<p>Daily Group time activities:</p> <p>Number:</p> <p>Displays counting like behaviours, such as making sounds, pointing or saying some numbers in sequence</p> <p>Numerical Patterns:</p> <p>Counting</p> <p>Counts in everyday contexts, sometimes skipping numbers</p> <p>Making houses for goldilocks and the bears</p> <p>Shape, space and measures (shape):</p> <p>Builds with a range of resources</p> <p>Goldilocks small world and role play</p> <p>Shape, space and measures (measures)</p> <p>Compares sizes, weights etc. using gesture and language e.g. bigger, little, smaller, heavy, tall</p> <p>Number: calculation</p> <p>Reacts to changes of amounts in a group of up to 3 items</p>	<p>Daily Group time activities:</p> <p>Number:</p> <p>Displays counting like behaviours, such as making sounds, pointing or saying some numbers in sequence</p> <p>Numerical Patterns:</p> <p>Counting</p> <p>Counts in everyday contexts, sometimes skipping numbers</p> <p>Cauldron walk: discussing items found</p> <p>Shape, space and measures (measures)</p> <p>Compares sizes, weights etc. using gesture and language e.g. bigger, little, smaller, heavy, tall</p> <p>Counting characters on the broom</p> <p>Number:</p> <p>Displays counting like behaviours, such as making sounds, pointing or saying some numbers in sequence</p> <p>Numerical Patterns:</p> <p>Counting</p> <p>Counts in everyday contexts, sometimes skipping numbers</p> <p>Number: place value/cardinality</p> <p>Explores using a range of their own marks and signs to which they ascribe mathematical meaning.</p> <p>Number: calculation</p> <p>Reacts to changes of amounts in a group of up to 3 items</p>	<p>Daily Group time activities:</p> <p>Number:</p> <p>Displays counting like behaviours, such as making sounds, pointing or saying some numbers in sequence</p> <p>Numerical Patterns:</p> <p>Counting</p> <p>Counts in everyday contexts, sometimes skipping numbers</p> <p>Counting spots/animals</p> <p>Number:</p> <p>Displays counting like behaviours, such as making sounds, pointing or saying some numbers in sequence</p> <p>Numerical Patterns:</p> <p>Counting</p> <p>Counts in everyday contexts, sometimes skipping numbers</p> <p>Number: place value/cardinality</p> <p>Explores using a range of their own marks and signs to which they ascribe mathematical meaning.</p>	<p>Daily Group time activities:</p> <p>Number:</p> <p>Displays counting like behaviours, such as making sounds, pointing or saying some numbers in sequence</p> <p>Numerical Patterns:</p> <p>Counting</p> <p>Counts in everyday contexts, sometimes skipping numbers</p> <p>Autumn walk:discussing items found</p> <p>Shape, space and measures (measures)</p> <p>Compares sizes, weights etc. using gesture and language e.g. bigger, little, smaller, heavy, tall</p> <p>Counting leaves</p> <p>Number:</p> <p>Displays counting like behaviours, such as making sounds, pointing or saying some numbers in sequence</p> <p>Numerical Patterns:</p> <p>Counting</p> <p>Counts in everyday contexts, sometimes skipping numbers</p> <p>Number: calculation</p> <p>Reacts to changes of amounts in a group of up to 3 items</p>
Understanding the World		<p>Learning our tidy up routines</p> <p>People, Cultures and Community:</p> <p>Geography (locational)</p> <p>Recalls where objects belong</p> <p>Talking about our friends in our new class</p> <p>People Cultures and community: Similarities and differences</p> <p>Notices differences and similarities between people</p>	<p>Who lives at my house?</p> <p>Past and present: History (chronology and sequencing)</p> <p>Begins to make sense of their own life-story and family's history.</p> <p>Past and present: History (similarities and differences)</p> <p>Talks about members of their immediate family and community.</p> <p>People, Cultures and Community:</p> <p>Geography (locational)</p> <p>Talks about their home and places they go to in their immediate environment)</p>	<p>Making porridge (kitchen)</p> <p>The Natural World: Working scientifically</p> <p>Shows curiosity in the environment around them inside and outdoors.</p> <p>The Natural World: similarities and difference/change</p> <p>Talks about what they see using a wide vocabulary.</p> <p>Talks about the differences between materials and the changes they notice.</p> <p>Talking about our own homes in relation to bears cottage</p> <p>People, Cultures and Community:</p> <p>Geography (locational)</p> <p>Talks about their home and places they go to in their immediate environment.</p>	<p>Cauldron Walk</p> <p>Past and present: History (Historical enquiry)</p> <p>Shows an interest in the names of unknown objects.</p> <p>People, Cultures and Community:</p> <p>Geographical Knowledge</p> <p>Children comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>The Natural World: Working scientifically</p> <p>Shows curiosity in the environment around them inside and outdoors.</p> <p>The Natural World: similarities and difference/change</p> <p>Talks about what they see using a wide vocabulary.</p>	<p>Discussing experiences of farm animals and farms</p> <p>People, Cultures and Community:</p> <p>Geography (locational)</p> <p>Talks about their home and places they go to in their immediate environment)</p> <p>People, Cultures and Community:</p> <p>Geographical Knowledge</p> <p>Children comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>The Natural World: Working scientifically</p> <p>Shows curiosity in the environment around them inside and outdoors.</p>	<p>Autumn Walk</p> <p>Past and present: History (Historical enquiry)</p> <p>Shows an interest in the names of unknown objects.</p> <p>People, Cultures and Community:</p> <p>Geography (locational)</p> <p>Talks about their home and places they go to in their immediate environment)</p> <p>People, Cultures and Community:</p> <p>Geographical Knowledge</p> <p>Children comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>The Natural World: Working scientifically</p> <p>Shows curiosity in the environment around them inside and outdoors.</p>

					Explores collections of materials with similar and or different properties.		The Natural World: similarities and difference/change Talks about what they see using a wide vocabulary. Explores collections of materials with similar and or different properties.
Expressive Art and Design		<p>This is Me Creating with Materials. Art (drawing) Begins to enter the pre-schematic stage of drawing, gaining control over the marks being made. Develops a bank of motions to produce marks. Begins to use representation to communicate, and the meaning remains consistent when asked.</p> <p>Creating with materials. DT (design) Will sometimes create a drawing of personal interest often with support.</p>	<p>Pictures of my family Creating with Materials. Art (drawing) Begins to enter the pre-schematic stage of drawing, gaining control over the marks being made. Develops a bank of motions to produce marks. Begins to use representation to communicate, and the meaning remains consistent when asked.</p> <p>Creating with Materials. Art (painting) Experiments with blocks, colours and marks</p> <p>Creating with materials. DT (design) Will sometimes create a drawing of personal interest often with support.</p>	<p>Build house for goldilocks. Creating with Materials. DT (design) Building blocks, stacking, rows, towers or repetition</p> <p>“When goldilocks went to the house of the bears” B, I and E: Musical development, vocalising and singing. Sings and chants with and to others.</p> <p>Retell using toys B, I and E: Imagination and creativity Imaginative play is based and driven by objects</p> <p>Exploring porridge in tough spot Creating with Materials. Art (multimedia) Explores how objects feel</p>	<p>Retell using props/puppets B, I and E: Imagination and creativity Imaginative play is based and driven by objects</p> <p>Cauldron Walk Creating with Materials. Art (multimedia) Explores how objects feel</p>	<p>Farm Animal pictures Creating with Materials. Art (drawing) Begins to enter the pre-schematic stage of drawing, gaining control over the marks being made. Develops a bank of motions to produce marks. Begins to use representation to communicate, and the meaning remains consistent when asked</p> <p>Creating with Materials. Art (painting) Experiments with blocks, colours and marks</p> <p>Creating with materials. DT (design) Will sometimes create a drawing of personal interest often with support.</p> <p>New harvest songs B, I and E: Musical development, vocalising and singing. Sings and chants with and to others.</p> <p>Retell using small world B, I and E: Imagination and creativity Imaginative play is based and driven by objects</p>	<p>Autumn Collage/painting Creating with Materials. Art (painting) Experiments with blocks, colours and marks</p> <p>Harvest Songs B, I and E: Musical development, vocalising and singing. Sings and chants with and to others.</p> <p>Retell using puppets B, I and E: Imagination and creativity Imaginative play is based and driven by objects</p> <p>Autumn Walk Creating with Materials. Art (multimedia) Explores how objects feel</p>
Significant Events				Macmillan			Harvest Festival