



Nelson Academy EYFS Curriculum – All children entering our Nursery and leaving our Reception will achieve  
 “Norfolk’s 50 things to do before you turn 5.”

Developing skills, language, passion for learning and resilience through life-long learning experiences; ensuring all children reach their full potential.

Week Beginning	50 Things To Do - Reception	Experience	Skills	Knowledge	Vocabulary
06/09/2022	#1 Get to Know You	Spending time with key adults in the new setting.	<ul style="list-style-type: none"> <li>• Build confidence in a new setting and with unfamiliar adults.</li> <li>• Show independence, resilience and perseverance.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of how their individual experiences, feelings and interests and how this shape who they are.</li> </ul>	Observe children and encourage them to express themselves using varied modes of expression to gain an insight into their communication and vocabulary abilities.
26/09/2022	#22 My Secret Treasures	Making a 3D Treasure Box and exploring school grounds for their very own Treasures!	<ul style="list-style-type: none"> <li>• To explore, create and problem solve using a range of objects and materials.</li> <li>• Develop language and vocabulary skills as they talk about their interesting collections.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn about what things they like and dislike.</li> <li>• Support children’s knowledge and understanding about how things look, go together and work.</li> </ul>	Same, different, odd one out. Vocabulary that supports children’s individual interests and motivations.
3/10/2022	#34 Woodland Wandering	Walking to the Church for Harvest Festival	<ul style="list-style-type: none"> <li>• Support children’s exploration skills of the world around them.</li> <li>• To learn new vocabulary to describe their experiences and discoveries.</li> <li>• To enjoy singing songs and learn actions to go with the music.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop children’s knowledge and understanding of Harvest Festival.</li> <li>• To be able to talk about crops and the reasoning behind Harvest.</li> <li>• Children to use their knowledge to describe their surroundings.</li> </ul>	Autumn, nature, autumnal colour vocabulary. Adjectives- rough, smooth, crunchy, spikey, shiny, crisp, rustle.
10/10/2022	#17 Hocus Pocus Potions	Time to explore and experiment with mixing potions and recipes encouraging imagination	<ul style="list-style-type: none"> <li>• Using imagination to create potions and recipes.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of colour mixing</li> <li>• Different textures will mix?</li> </ul>	Float, sink, transfer, transform, warm, hot, cold, mix, recipe, ingredients.

			<ul style="list-style-type: none"> <li>To be able to protect ourselves when engaged in messy play.</li> <li>Learning how to use a range of scientific equipment – funnels, pipettes and spoons.</li> </ul>	<ul style="list-style-type: none"> <li>Volume and Capacity</li> </ul>	
31/10/2022	#16 Whee, Bang Whizz – Bonfire Night Divali	<p>Parent Involvement – watching fireworks at home either from a window or at a display. In school – watching/listening to a fireworks display using videos.</p> <p>Continue to Build on children’s knowledge and understanding of celebrations of light. In particular focusing on the Hindu festival - Divali</p>	<ul style="list-style-type: none"> <li>To be able to use vocabulary to describe what we can see and hear.</li> <li>To use a range of tools and techniques to represent fireworks.</li> <li>Children to be able to talk about the lives of people around them.</li> <li>Recognise similarities and differences between different religious and cultural communities drawing on their experiences.</li> <li>Demonstrate respectful attitudes and behaviours towards different religious and cultural communities.</li> </ul>	<ul style="list-style-type: none"> <li>Times of the year that we may see Fireworks and what they are celebrating.</li> <li>Knowledge of Guy Fawkes and the history of Bonfire Night.</li> <li>How to stay safe on Bonfire Night and when watching fireworks.</li> <li>Support children knowledge of life in the UK and life in other countries.</li> <li>Draw on their knowledge to explain similarities and differences between religions and cultures.</li> <li>To understanding past events supported through use of books.</li> </ul>	<p>Describing words – 5 senses, bright, exciting, shiny, glittering, bang, crash, whizz, wheee. Colours</p> <p>Divali, Rangoli patterns, Hindu, Hini, New year, diva lamp, festival of light, rama, sita, Lakshmi</p>
14/11/2022	#48 Natural Art	<p>Using natural resources to engage in creative and open-ended activities, inspiring a connection to nature and an appreciation of the world around them.</p>	<ul style="list-style-type: none"> <li>To be able to choose resources to meet specific requirements for their creations.</li> <li>To be able to use vocabulary to describe the patterns we are making.</li> </ul>	<ul style="list-style-type: none"> <li>To build on their own ideas and support their creative minds and imagination.</li> <li>Support their knowledge of the natural environment and the resources around them.</li> <li>Support knowledge of mathematical principles such as symmetry, size comparison and pattern</li> </ul>	<p>Divali, rangolio patterns, art, natural materials, colours, shapes, symmetry, size, transient art, sculpture</p>

G.Sykes – Assistant Principal

21/11/2022	#40 Happy History  Anning and Attenborough	Using technology and library visits to discover interesting facts and information from the past and in the present.	<ul style="list-style-type: none"> <li>• Opportunities to access a range of technology devices to support children’s skills and development of research and discovery.</li> <li>• Seek basic skills in using technology and performing simple functions.</li> <li>• To use the library to locate books and information.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to use technology and its positive values.</li> <li>• Acquire knowledge and information through various modes and methods.</li> </ul>	Past, present, yesterday, today, before, after, now. Vocabulary that supports specific research topics.
28/11/2022	#25 Creative Junk	That’s not junk, it is a....  Fire up children’s imagination with junk modelling!	<ul style="list-style-type: none"> <li>• Building creative and critical thinking skills by making links and developing and adapting their ideas.</li> <li>• Fine motor skills- cutting, drawing, writing and painting.</li> <li>• Developing imaginative ways of thinking.</li> <li>• Communication skills as they discuss their creations and ideas with adults and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• This experience will support children’s knowledge of how things work, fit together and can be modified.</li> <li>• Children to draw on their knowledge to support their creations.</li> <li>• To safely explore a variety of tools, materials and techniques.</li> </ul>	Imagine, create, design. Adjectives- huge, enormous, massive, tiny. Comparative words- Long, longer, longest, tall, taller, tallest.
5/12/2022	#23 See it Live!	Visit to a Norfolk Theatre to see a Pantomime!! Classroom- Provide a range of opportunities for story telling using masks and puppets. Ensure there are costumes, props and instruments for children to act out stories, sing, dance, create and have fun! Using the outside areas stage for children to act out their own live performance.	<ul style="list-style-type: none"> <li>• Support communication and language skills and development</li> <li>• Supporting the development of listening and attention and in turn leading to writing and reading development.</li> <li>• To enjoy nursery rhymes and traditional tales.</li> </ul>	<ul style="list-style-type: none"> <li>• This experience will contribute to engaging and supporting children to understand the possible joy and power of good communication skills.</li> <li>• Live performances will support children’s knowledge and understanding of speech, storytelling and music in an exciting and engaging format.</li> </ul>	Instrument, storyteller, dance, tempo, performance, beat, acting, interval, theatre

			<ul style="list-style-type: none"> <li>Using imagination to sing, dance and create music.</li> </ul>		
		-Christmas activities			
4/01/2023	#12 Brrrr...Explore the Cold!	<p>Exploring the outside environment and experiencing cold weather. Playing with snow and ice to expand knowledge and understanding of the world around them and the processes of change in the natural world.</p> <p>Take part in a range of science experiments using water/ice.</p>	<ul style="list-style-type: none"> <li>To make observations of the world around them. Using vocabulary to support observations.</li> <li>Explore and experiment with cold and warm. Including the use of snow and ice.</li> <li>Weather permitted- play and create in the snow eg- build a snowman, make a snow angle.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of the world around them and a deep understanding of the concept 'cold'</li> <li>To know what clothing is appropriate for cold weathers.</li> <li>To use modes of communication to express observations, predictions and investigation findings</li> </ul>	cold, hot, warm, slippery, smooth, hard, investigate, explore, experiment, prediction, transparent, magnify.
16/01/2023	#14 See the Stars	<p>Home involvement- Encourage children and parents to engage in opportunities to see the moon and stars.</p> <p>In school- Children to engage in open-ended activities to provide opportunities for children to investigate, raise questions and seek answers. Conversations and shared thinking to build on children's knowledge and ideas of the natural world, the night sky and outer space!</p> <p>*Planetarium?</p>	<ul style="list-style-type: none"> <li>Children to expand their knowledge and understanding of outer space using online resources and non-fiction-books.</li> <li>Use torches to explore light, dark and shadows.</li> <li>Den making inside and outside based on children's inventive ideas.</li> <li>Use Vocabulary to talk about and describe features of the night sky and outer space.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of light and dark.</li> <li>Expand knowledge of outer space and space travel.</li> <li>Playful activities to support and relinquish any anxieties surrounding darkness.</li> </ul>	Planet names, dwarf planet names, light, dark, night, twinkle, constellation, nocturnal, crescent moon, full moon, crater, outer space.
16/01/2023		-Planets.			
23/01/2023		-Aliens/Imagination.			
30/01/2023		-Reflect on learning.			
6/02/2023	#6 Rhyme Time	Singing and rhyme woven into each experience and area of learning taught within EYFS.	<ul style="list-style-type: none"> <li>Listening, attention and communication skills.</li> <li>Support speech development</li> </ul>	<ul style="list-style-type: none"> <li>Children to enjoy expressing themselves through song and rhyme.</li> </ul>	<p>Rhyme, pattern, riddle, lullabies.</p> <p>Mathematical language</p>

G.Sykes – Assistant Principal

		Singing and rhyme as part of our daily phonics and math’s meeting carpet session.	<ul style="list-style-type: none"> <li>Literacy skills linking to the language of rhythm and patterns.</li> <li>Support the development of math’s skills through song.</li> </ul> <p>Be imaginative, invent and adapt songs and rhymes.</p>	<ul style="list-style-type: none"> <li>Build on children’s knowledge through singing a range of well-known and traditional nursery rhymes.</li> </ul> <p>Build children’s musicality and feeling the beat within music and song.</p>	Wide range of vocabulary learnt through varied song and rhyme.
	#7 Making Music	Experience making music throughout the curriculum and embedded into outside learning with effective use of the stage.	<ul style="list-style-type: none"> <li>Listening and attention skills.</li> <li>Language and communication development.</li> <li>Physical development- Hand-eye coordination and fine motor skills.</li> <li>The use of music to Support children’s mental health and wellbeing.</li> <li>Build on children’s creativity.</li> </ul>	<ul style="list-style-type: none"> <li>Build children’s musicality and feeling the sound, beat and rhythm within music and song.</li> <li>Build knowledge of how to explore objects to make sound.</li> <li>Gain enjoyment through listening to and making music.</li> <li>Develop an understanding of cause and effect.</li> </ul>	<p>Loud, quiet, fast, slow, blow, hit, tap, shake.</p> <p>Song, Instrument, tempo, pitch, rhythm, beat, melody, harmony</p> <p>Vocabulary relating to the 4 different instrumental groups- Percussion, woodwind, string and brass.</p>
20/02/2023	#29 Pitter Patter	Having fun in the rain! Children to explore the outside environment during/ after wet and rainy weather. Children to enjoy jumping, splashing and dancing in the rain! Go for a walk around the community- explore different terrains eg- paths, muddy lanes, Willows?	<ul style="list-style-type: none"> <li>To be able to draw on their experiences of the rain</li> <li>To show confidence to try new activities.</li> <li>Children to able to use vocabulary to describe how they feel and what they can see including from different perspectives eg, inside, outside, underneath an umbrella.</li> </ul>	<ul style="list-style-type: none"> <li>Children to continue to expand on their knowledge of the world around them linked to rain and water.</li> <li>To understand suitable clothing to explore the rainy/ wet weather</li> <li>To understand the process of the water cycle and the importance of water for all life on Earth including humans, plants and animals.</li> </ul>	Ripple, deep, sink, float, density, reflection, depth, surface, Evaporation, condensation, precipitation, collection
20/02/2023		-Water cycle			

G.Sykes – Assistant Principal

27/02/2023	#41 Water Feature	Children to visit local water ways- The River Ouse, Willows, Santon Downham? Our school wildlife area and pond. Ensure children are aware of the dangers when around water and the need to keep ourselves and others safe. Allow the children to explore the waters surroundings to develop their knowledge and understanding.	<ul style="list-style-type: none"> <li>• Children to use language and communication skills to talk about their experiences.</li> <li>• Children to be able to build their cognitive development through explorations of their senses</li> <li>• Expand investigation skills as the children explore water habitats and their inhabitants.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to understand the dangers associated with being near water.</li> <li>• To broaden children’s knowledge of the natural world, in particular, rivers, streams, lakes, ponds and seas.</li> <li>• To understand the difference between marine habitats and the animals that live there and fresh water animals.</li> </ul>	Oxbow- bend in a river Current, flow, splash, squelch, flock of ducks, aquatic, marine animals, fresh water animals.
06/03/2023	#33 Home from Home	Den Making!! Children can create special cosy places where they can feel safe and secure, or a secret place where they can watch for bears and birds, or a base camp for their next adventure...	<ul style="list-style-type: none"> <li>• Build on children’s physical, mental and social development</li> <li>• Prompting communication and language skills</li> <li>• To problem solve and show skills including resilience, determination, tolerance, patience and perseverance in the face of challenge.</li> <li>• To work cooperatively with others, forming positive friendships and showing sensitivity to their own and others needs and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand creative uses for materials as they build on their ideas to construct dens.</li> <li>• This experience will build on children’s communication and language as it encourages lots of talk during the hands on, fun experience of making dens with peers.</li> </ul>	Positional language – next to, on top, over, besides, under, beneath, in-between, right, left. Dismantle, spacious, dangerous, I wonder...
13/03/2023	#19 Growing, Little People, Plants and Things	Time to rejuvenate the outdoor area with blossoming flowers and greenery!! Encourage the children to dig, pick and plant seeds and, watch them grow! Involve parents by asking for plant cuttings which can be planted	<ul style="list-style-type: none"> <li>• Children to develop their physical, social and emotional skills as they work collectively to dig, plant and grow.</li> <li>• Learning the importance of keeping ourselves</li> </ul>	<ul style="list-style-type: none"> <li>• By having a hands-on experience, children will gain knowledge about how the foods that they eat are produced and harvested.</li> <li>• To develop an understanding of the</li> </ul>	Cultivate, land, grow, seed, leaf, flower, compost, soil, fruit, vegetables. Mathematical language to describe height, length and depth.

		in the outside area. Collect jars and pots to continue learning about plants and growing inside!	healthy through the foods we eat such as fruit and vegetables.	importance of healthy food choices. <ul style="list-style-type: none"> <li>To understand the essential importance of plants and trees as a resource for us and our environment to thrive.</li> </ul>	
27/03/2023	Easter story and Easter cards				
18/04/2023	#44 Windmills and Lighthouses	Visit our local windmill - Denver windmill.	<ul style="list-style-type: none"> <li>Observation skills. Support the children's confidence skills to express what they see, think and feel.</li> </ul>	<ul style="list-style-type: none"> <li>Support children's understanding of the working lives of our ancestors, how people lived in the past and how things work, change and adapt. Supporting the development of knowledge regarding history, art and science</li> </ul>	<p>Past, present, yesterday, today, light, wind, ancestors, history.</p> <p>Children to use words to describe what they see, think and feel when observing the windmill/lighthouse.</p>
24/04/2023			•	•	
2/05/2023 8/05/2023 22/05/2023	#50 Sea and Sand	Trip to a local seaside!	<ul style="list-style-type: none"> <li>Help to develop self-confidence and self-esteem.</li> <li>Through real-life experiences this will support a large array of communication and language skills.</li> <li>New vocabulary and meaning-making.</li> <li>Learning to be curious, explore and investigate</li> </ul>	<ul style="list-style-type: none"> <li>Building life-long memories with peers.</li> <li>Learning about the environment along with the properties of sand and sea.</li> <li>Embed knowledge learnt within #41 water feature, about under the sea creatures. What animals live in the rocks pools?</li> </ul>	<p>Creature, crab, hard, shell, sharp, claws, pincers, rockpool.</p> <p>Can the children use their senses to describe what they can see, smell, hear and feel?</p>
22/05/2023	#35 Trip Trap, Trip Trap, Who's that walking over my Bridge?	Remember the story of Billy Goats Gruff? Retell the story of the Billy Goats Gruff. Visit a bridge over water.	<ul style="list-style-type: none"> <li>Communication and language skills.</li> <li>Links to literacy and story telling.</li> <li>Listening, attention and understanding skills.</li> <li>Encourage imagination.</li> </ul>	<ul style="list-style-type: none"> <li>Children to understand the dangers associated with being near water.</li> <li>Learn how to safely cross over water and the importance of bridges in our local area.</li> </ul>	<p>current, downstream, far, near, high, low, float, sink, heavy,</p>

05/06/2023	#43 High Five	<p>High Five Someone who works in uniform and helps us! Let's say thank you to the doctors, nurses, paramedics, police, firefighters, dentists and all the amazing people in world who help us!</p> <p>– Visitor into school?</p>	<ul style="list-style-type: none"> <li>• Listening, attention and understanding skills- children to be able to listen attentively and respond to what they hear with relevant questions.</li> <li>• Building skills of asking how and way questions.</li> <li>• Children will develop their skill is talking about the lives of people around them and their roles within society.</li> </ul>	<ul style="list-style-type: none"> <li>• To help children appreciate and get to know the people who keep our community safe and a good place to live and grow up in.</li> <li>• Children to understand who they can talk to if they need help from a professional.</li> <li>• Support children's understanding of the importance of the people in uniform that help us and their significances in supporting our health, education, safety and wellbeing.</li> <li>• Develop an awareness of different jobs</li> </ul>	<p>Police, officer, dentist, nurse, doctor, ambulance, firefighter, fire engine, help, emergency, siren.</p>
19/06/2023	#47 Great Norfolk Baking	<p>Message parents about visiting a local bakery- can children bring in small change (50p/£1) to buy a baked treat from a local bakery? Continue with baking in school?</p>	<ul style="list-style-type: none"> <li>• Mathematical skills and concepts including measurements, comparisons and using money in a real-life context.</li> <li>• Fine and gross motor skills, chopping, mixing, rolling, kneading, sprinkling.</li> <li>• Supporting the development of life skills</li> <li>• Link to literacy, reading and writing skills- reading a recipe and writing a list of ingredients.</li> </ul>	<ul style="list-style-type: none"> <li>• Hands on experience for children to build their knowledge of cooking and baking.</li> <li>• Building an understanding of scientific concepts</li> <li>• Understand the importance of safety and good hygiene whilst cooking and eating.</li> <li>• Encourage healthy eating and broaden their diet.</li> <li>• Support children's understanding of foods from around the world.</li> </ul>	<p>First, then, next, last, tasty, hot, cold, warm, recipe, chop, spread, slice, bake, roast, ingredients.</p>



			<ul style="list-style-type: none"> <li>Increasing language development.</li> <li>Support children’s focus and attention.</li> </ul>		
3/07/2023	Healthy Living Week #24 Hop, Skip, Jump	Sports day!	<ul style="list-style-type: none"> <li>Physical development</li> <li>Supporting the development of self-confidence, self-esteem and resilience.</li> <li>Communication skills</li> <li>Building positive relationships</li> <li>Developing teamwork skills.</li> <li>Building skills in all characteristics of effective learning- Playing and exploring, Active learning and Creative and critical thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Build knowledge about themselves and their own abilities.</li> <li>Develop interests in different sports activities and love to be active.</li> <li>Children will develop an understanding of ways to keep themselves healthy and active to support physical and mental health and wellbeing.</li> </ul>	Climb, kick, thro, catch, stop, ready, stead... go!, fall, fast, slow, ball, hop, skip, jump, dance, high, low, healthy, active, mental health, wellbeing
10/07/2023	#49 Grass Grazing	Use the school field to lay on the grass and gaze up into the sky. What can they see? What shapes do the clouds make? Are they moving? What do they look like? What can you hear? Children can take off their shoes and experience the grass on their feet and toes!	<ul style="list-style-type: none"> <li>Listening and attention skills</li> <li>Learning skills through the use of the five senses, touch, taste, smell, sight, hear</li> <li>Support imagination skills</li> </ul>	<ul style="list-style-type: none"> <li>Children to build knowledge through stopping and reflecting on the world around them</li> <li>Enjoy the relaxing and calming sensation of the natural world.</li> <li>Learn about safety- Never look directly at the sun.</li> </ul>	Sky, clouds, high, above, aero plane, imagine, imagination, inspire, inspiration.

**Ongoing throughout the Year**

	#4 Make Your Mark	A variety of mark making tools and equipment readily available, through the	<ul style="list-style-type: none"> <li>Fine motor skills and the development of pencil control</li> </ul>	<ul style="list-style-type: none"> <li>Children to learn to express themselves and make meaning through the marks that they make.</li> </ul>	Picture, pattern, colour, feel, stamp, tools, equipment, rough,

		classroom, for children to use as they desire.	<ul style="list-style-type: none"> <li>• Develop skills in using a wide range of mark making tools effectively</li> <li>• Begin to develop skills in accuracy and care when drawing and writing.</li> <li>• Build on children’s curiosity, creative thinking and imagination skills.</li> <li>• Support communication and language skills as children talk about their mark making and creations.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand how to use tools safely and explore with a variety of tools, techniques.</li> <li>• Build on children’s knowledge of colour, design and texture.</li> </ul>	smooth, light, dark, same, different, express yourself
	<b>#6 Rhyme Time</b>	Singing and rhyme woven into each experience and area of learning taught within EYFS. Singing and rhyme as part of our daily phonics and math’s meeting carpet session.	<ul style="list-style-type: none"> <li>• Listening, attention and communication skills.</li> <li>• Support speech development</li> <li>• Literacy skills linking to the language of rhythm and patterns.</li> <li>• Support the development of math’s skills through song.</li> <li>• Be imaginative, invent and adapt songs and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to enjoy expressing themselves through song and rhyme.</li> <li>• Build on children’s knowledge through singing a range of well-known and traditional nursery rhymes.</li> <li>• Build children’s musicality and feeling the beat within music and song.</li> </ul>	<p>Rhyme, pattern, riddle, lullabies.</p> <p>Mathematical language</p> <p>Wide range of vocabulary learnt through varied song and rhyme.</p>
	<b>#7 Making Music</b>	Experience making music throughout the curriculum and embedded into outside learning with effective use of the stage.	<ul style="list-style-type: none"> <li>• Listening and attention skills.</li> <li>• Language and communication development.</li> <li>• Physical development- Hand-eye coordination and fine motor skills.</li> <li>• The use of music to Support children’s mental health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Build children’s musicality and feeling the sound, beat and rhythm within music and song.</li> <li>• Build knowledge of how to explore objects to make sound.</li> <li>• Gain enjoyment through listening to and making music.</li> </ul>	<p>Loud, quiet, fast, slow, blow, hit, tap, shake.</p> <p>Song, Instrument, tempo, pitch, rhythm, beat, melody, harmony</p> <p>Vocabulary relating to the 4 different instrumental groups- Percussion, woodwind, string and brass.</p>

			<ul style="list-style-type: none"> <li>• Build on children’s creativity.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an understanding of cause and effect.</li> </ul>	
	<b>#10 Sharing Books</b>	Books immersed throughout the learning environment linked to each experience as well as based on the children’s individual interests.	<ul style="list-style-type: none"> <li>• Support literacy and reading skills.</li> <li>• Build communication, language and vocabulary.</li> <li>• Self-esteem and confidence.</li> <li>• Children to develop their imagination and creative skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Books will support children’s knowledge of people. Places and communicatees.</li> <li>• Support the construction of their individual interests.</li> <li>• Reading is the building blocks to all areas of children’s learning.</li> </ul>	Fiction, non-fiction, text, beginning, middle, end, author, illustrator, publisher. Storytelling language- Once upon a time, early in the morning, one starry night, first, next, then, suddenly.
	<b>#18 Dance!</b>	Experiences of how Dance can promote a positive wellbeing as well as support learning in other areas such as PE, phonics, Squiggle Whilst You Wiggle, Dough Disco and maths. Daily Dance to be an experience throughout the year.	<ul style="list-style-type: none"> <li>• Gross and Fine Motor Skills</li> <li>• Coordination</li> <li>• Spacial Awareness</li> <li>• Self-Regulation</li> <li>• Self-Discovery</li> <li>• Confidence and Self-Esteem</li> </ul> <p>*Progression through the Development Matters stages.</p>	<ul style="list-style-type: none"> <li>• Learning the links between movement, health and well-being.</li> <li>• Music and rhythm – learning tempo and beat.</li> <li>• Understanding our bodies.</li> </ul>	Beat, jump, movement, rhyme, culture, tempo, genre, musician, volume, choreography.
	<b>#42 The Rough and the Smooth</b>	Exploring a variety of materials including some that are new to the children – dough, clay, gloop, new foods.	<ul style="list-style-type: none"> <li>• Fine Motor skills – leading to handwriting skills</li> <li>• Self-regulation</li> <li>• Physical Development</li> <li>• Vocab and communication</li> </ul>	<ul style="list-style-type: none"> <li>• Textures and how to describe these</li> <li>• Links to all areas of learning</li> <li>• Vocabulary and Communication – knowledge to new words and when to use these.</li> </ul>	<p>Autumn Term – Cold, splash, bash, reach and squeeze</p> <p>Spring Term – Lumpy, smooth, swamp, print, wobbly, sticky, soft.</p> <p>Summer Term – Solid, liquid, consistency, kneed, melt, harden.</p>