

	wk1	wk2	wk3	wk4	wk5	wk6	wk7	wk8	wk9	wk10	wk11	wk12	wk13	wk14	wk15	wk16	wk17	wk18	wk19	wk20	wk21	wk22	wk23	wk24	wk25	wk26	wk27	
High and Mids	Nursery - Autumn walk in local community							Reception - In school animal experience							Nursery - Children's Play Village (Network)							Reception - Seaside Centre						
Nursery	RAINBOW RIOT PSD: Settling in PD: HSC: Making smoothies, colour walk / games, find the colour from the spinning PD: MR: Throwing colour balloons, rolling balls in paint, colour dance with ribbons C&L: Learning the Colours of rainbow song/Positive relationships UTW: PC: Learn about above celebrations - children talk about own cultural/ experiences / colour of clothes, work in different cultures. Also talk about Nabi - Indian Colour Festival UTW: TW: Weather / rainbows, car play - traffic lights UTW: T: Draw rainbows on road, street / asphalt EAD: E:MM: Mixing colours, creating rainbows, collages with different materials and colours, slime EAD: B: Home corner, exploring colours of fruit and vegetables, scientists & magicians potions Child led: Follow children's interests							DINOSAURS AND DRAGONS PSD: Talking about friendship, what makes a good friend? PD: SC + MR: Making dinosaurs from vegetables, exploring movement in a range of ways while being a dinosaur/ Pencil grip for writing. C&L: Learning the three Dinosaur Road Discussions about extinct animals UTW: PC: Learn about above celebrations - children talk about own cultural/ experiences - Chinese New Year UTW: TW: Looking at and creating a model of what the world may of looked like in the time of the dinosaurs. UTW: T: Using the Dinosaur came to school technology EAD: E:MM: Creating a Dinosaur or Dragon using a wide variety of techniques and media. EAD: B: Explore how a dinosaur or dragon may have moved, creating musical sounds to link with our movements. Child led: Follow children's interests							EMERGENCY EMERGENCY! PSD: N2 Transition PD: HSC: MR: Holding a pencil and using other small tools to create models of emergency vehicles/ Learning to do up our coats and be more independent in the setting C&L: Group discussions about different Emergency services/ Talking about how and why questions. UTW: PC: Learn about above celebrations - children talk about own cultural/ experiences. UTW: TW: Having special visitors come and talk to us about their jobs. UTW: T: Recording evidence of their work using photos and short videos to play back to peers. EAD: E:MM: Creating models of emergency vehicles using a variety of different media. EAD: B: Creative area role play of fire station / police station etc/ using music to create the sounds of the emergency vehicles. Child led: Follow children's interests													
Reception	SUPERHEROS I'm a superhero, My super family, Real superheroes, Superhero project PSD: Settling in, Ourselves, what makes us special, how does a superhero behave (teamwork, do the right thing) link to behaviour policy, long obs PD: PE: Superhero dance / movements/ action crease, jumping / throwing and catching with holding pencil correctly, healthy eating C&L: Use discussions from other areas, long obs linked to interests UTW: Celebrations, Our super family, compare self and family to others. How can we help others (Sharing Bag) EAD: Draw self and family, design own superheroes, Superhero / People who help us role play, make dramatic music for superhero movie / dance using musical instruments (compare sounds)							ANIMALS Pets, Working animals, Day & night animals, Baby animals, Animal habitats PSD: Long obs linked to interests, discussion about caring for each other / animals PD: PE: Animal movements, pencil grip / handwriting, healthy eating C&L: Use discussions from other areas, long obs linked to interests. UTW: Celebrations, Growth, compare animal growth to human and plant growth. What do animals, humans, plants need to grow? Compare their habitats including environments. EAD: Role play with animals, Design role animal, design perfect garden / playground for favourite animal, make animal noises, create animal dance							ON THE MOVE My journey: Over land, Through the water, Through the air, Space Link to transport and holidays (different climates & environments, different ways of travelling: road / water / air / space) PSD: Transition to Y1 PD: PE: Underwater need for safety, handwriting C&L: Use discussions from other areas, long obs linked to interests UTW: Road Safety, Floating and sinking, how things work (vehicle movement) EAD: Role play underwater, create underwater music, design underwater creature													