

Thames Primary Academy

Pre-school 2023-24 Curriculum Overview

Autumn 1 – 8 weeks	Autumn 2 – 7 weeks	Spring 1 - 6 weeks	Spring 2 - 5 weeks	Summer 1 – 7 weeks	Summer 2 – 6 weeks	
Marvellous Me -I wonder who my family are? -I wonder where I live? -I wonder if all families are the same?	Zoom Zoom Zoom (transport) -I wonder what flies? -I wonder what floats? -I wonder what you can drive?	Far, far away. (space) -I wonder how we can get to the moon? -I wonder if we can make a rocket? -I wonder if there are aliens on the moon?	Dinosaurs & Dragons - I wonder what dinosaurs eat? - I wonder what happened to the dinosaurs? - I wonder if all Dragons can fly, roar, breathe fire (Zog)	Once Upon a Time..... Traditional Tales -I wonder what happens next -I wonder where I live?	We're Going to the Zoo! -I wonder what a Zoo is? -I wonder which animals live in the zoo? -I wonder where the animals came from? (jungle, arctic etc)	
Key Texts to hook into the theme						
Super Duper You (Sophie Henn)	Maisie Goes By Plane (Lucy Cousins)	Aliens Love Underpants	Harry & The Bucketful of Dinosaurs	The Elves & The Shoe Maker	Dear Zoo	
WOW Experiences/Celebrations						
Starting Pre-school	Christmas party	Park View Visit	Watch Caterpillars grow and transform	Park view trip	Summer Bucket: a bucket and Spade - build a sandcastle. (take a photo).	
Autumn bags	Christmas nativity performance	Spring Bag- make a seed bomb.	(consider a Wormery 2024)	St. Georges day		
Harvest	Family christmas activity sessions	Community visitors (RNLI, police, firefighters?)	Mothers day celebration	Number day	Zoo Visit	
Park View visit	Halloween		Farm in a Box delivery		Beach School	
Fire Visit	Diwali	National story telling week	Creepy Crawly Roadshow (2024)		Beach Picnic	
Start Nursing home Visits	Bonfire night	Valentines day	Easter		Fathers Day Celebration	
	Nursery rhyme week	Pancake day	Easter Egg Hunt		Sports Day	
	Remembrance day	Chinese New Year	Mothers Day Celebration		Getting Ready for Reception	
	Children in need	World book day				
		Red Nose day	World Book Day			

	Odd Socks Day - Anti bullying week Christmas		Comic Relief			
Daily Routine & Intervention Groups						
-Getting to know the children, assigning Key Person based on relationships and needs. -Introducing toothbrushing. -Introduce song and rhyme time. -Introducing Pre-school routine as the children settle in, adults to role model behaviour and expectations. -Carpet time with Hello Song. -Carpet time with Goodbye Song. -Group Snack. -Daily Story Session. -Key worker group time. -Introduce teeth brushing -introduce daily maths -introduce phonic session -Wellcom- consider next steps for children. -Baseline /reflective checkpoints. -Small Step Support Tool Kit -Setting support from Communicate (S&L) -Parents story/rhyme workshop. -Introduce Letters and	- Letters and Sounds session -Extend key group times to 10/15 minutes. -Daily Story Session -Setting support from Communicate (Speech & Language) -Tizzy Time -Summative Tracker -Parent Consultations	- Letters and Sounds session -Extend 'story of the week' and number time learning/carpet times. -Extend key worker group time. -Wellcom children- consider next steps for children -Setting support from Communicate (Speech & Language) -Small step support tool kit -Early Talk Boost Interventions. -Big Book of Ideas Intervention Activities. -Parents story/rhyme workshop.	-RWInc sessions begin -Big Book of Ideas (Wellcomm) - Intervention sessions. -Setting support from Communicate (Speech & Language) -Summative Tracker -Parent Consultations	- RWInc Sessions (extend) -Extend Key Group time. -Wellcomm Assessment -Small Steps Support -Communicate (Speech & Language) -Big Book of Ideas Intervention	-Weekly Transition visits to Reception. -Communicate (Speech & Language) -Big Book of Ideas Intervention -Summative Tracker -Pre-school Profile -Parent Consultation -End of year Report	

Sounds Phase 1 Aspect 1						
Communication and Language						
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.						
Vocabulary						
Enriching and widening children's vocabulary is key. The role of the adult in repeating,extending and modelling good spoken language is pivotal in ensuring children are developing language appropriately. New and exciting vocabulary is introduced through the context of a story, supporting their understanding and exposing them to a wide variety of words. Through conversations, discussions, questions and day to day communication with adults and their peers children will develop their communication and language skills. Stories, songs and rhymes, role play and the use of key vocabulary linked to themes and topics will provide children with a language rich environment.						
Personal,Social,Emotional Development (SCARF scheme to support planning)						
Children’s personal, social and emotional development 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. Circle times are used to explore the overarching themes and allow each child to share their thoughts, ideas and feelings.						
Me and my Relationships -Who’s special to me?	Valuing Differences -Talk about similarities and differences?	Keeping Myself Safe -How can I keep myself safe at home and at school?	Rights and Responsibilities. -How can I keep myself clean and healthy?	Being my Best -What am I good at ?	Growing and Changing -What happens next?	
Physical Development						

Children will develop fine motor skills by providing an environment, experiences and activities that encourage a joined-up approach to physical development. The nursery environment provides rich and varied opportunities for large and small movements. This will involve children practising actions such as grasping, gripping, bashing, squashing and poking through a range of activities that require small hand movements such as stirring a magic potion, pegging washing on a line or exploring wet and dry sand. Cooking, gardening, threading, fixing and making things are all good examples of activities that involve using tools and small movements with accuracy and precision. The fine manipulative control skills developed in these activities will begin to provide the foundations for holding a pencil for drawing, mark-making and writing when children are developmentally ready. We will endeavour to make sure that every child is supported in developing their fine motor skills and when a child experiences difficulties we will provide appropriate intervention activities to promote their development of these skills.			
Gross motor Skills Go Noodle Wake Up Shake Up Balance Bikes Outdoor Play Core Strength Activity Time Sensory Circuits Wiggle into Squiggle			
- Continue carpet mark making activities -Begin to move in a variety of ways, developing spatial awareness. Running, climbing, pushing, pulling, rolling etc. -Using equipment throughout the room to access different activities i.e. large construction materials to build & design. -step ladder to paint up high -step ladder to access painting aprons. - rainy day play (puddle splashing, jumping) - daily dance time - den making - parachute games - balance skills activities, bending and crouching - streamer play/dance activities - Introduce the Wiggle into Squiggle scheme. - throwing, rolling, bouncing and kicking ball games - climbing on and off more challenging equipment. - body percussion song and rhyme time sessions - put on/take off shoes and wellingtons -put on and take off coat -help others to put on and fasten their coats. - putting on, taking off their hat and mittens.	-Using equipment throughout the room to access different activities: stand on raised step to paint up high - put on and take off and fasten a painting apron - engage in dressing up activities. - walking and crawling on unsteady and uneven surfaces - engage in obstacle course activities to promote whole body skills. - Therapy Ball activity sessions - digging and planting	- Engage in throw, kick and catch activities using a large and small ball. -Little Kickers (football skills) - Independently ride a scooter, tricycle and balance bike . - put on, take off and try to fasten their own coat. - climb on and jump off different heights landing with both feet together.	
Fine Motor Skills Funky Fingers Finger Gym Dough Gym Wiggle me into Squiggle Loose Parts Play			
- complete higher challenge jigsaws/puzzles - chunky/thin chalk - paint using their fingers/hands/feet - chunky /thin paint brushes - chunky glue sticks/glue spreaders + PVA glue	- higher challenge jigsaws/puzzles - feed themselves independently using a knife, fork & spoon. - manipulate dough to make simple models	- to cut using safety scissors - begin to cut food with a knife. - threading using medium beads - zip up their coat	

- to feed themselves independently using a fork - pat,pinch, squish, poke and roll soft dough. - build and construct using large/small bricks - small world play - finger action songs and rhymes - tear,scrunch and cutting paper activities -Introduce the Squiggle Wiggle scheme. - introduce appropriate loose parts play resources - introduce more challenging pincer grip activities - introduce more challenging threading activities - introduce children to the Tinker Table - pour their own drinks (snack & lunchtime) -introduce the playdough station		- build and construct using a variety of construction toys - painting/drawing horizontal ,vertical lines and circles - higher challenge building and construction toys - threading using large and medium sized beads - pat,pull,pinch, poke and roll firm dough		- fasten large/small buttons. -manipulate a pencil using a grasper grip to form marks,letters, and pictures.		
Literacy						
Theme: Marvellous Me Hook: Super Duper You. Story of the week Where’s my teddy? Funny Bones The Family Book Rainbow Fish Owl Babies Leaf Man	Theme: Zoom, Zoom, Zoom Hook: Maisie Goes by Plane (Lucy Cousins) Story of the week Room on the broom The Whales on the Bus Red Lorry Yellow Lorry The Dinosaur that Pooped Christmas	Theme: Far, Far Away Hook: Aliens Love Underpants. Story of the week Whatever Next (Jill Murphy) Edward built a Rocket Ship The Boy who switched off the Sun Red Rockets & Rainbow Jelly (Nick Sharratt)	Theme: Dinosaurs and Dragons Hook: Harry and the Bucketful of Dinosaurs Story of the week Ten Little Dinosaurs (Mike Bronlow) Hugasaurus (Rachel Bright) The Dinosaur who Pooped a Planet Zog (Julia Donaldson) Don’t Wake The Dragon (Bianca Schulze)	Theme: Once Upon a Time Hook: Elves and the Shoemaker Story of the week The Magic Porridge Pot Hansel & Gretal The Three Little Pigs The Little Red Hen The Ugly Duckling	Theme: Going to the Zoo Hook: Dear Zoo Story of the week Poo in the Zoo (Steven Smallman) The Tiger Who Came to Tea (Judith Kerr) Giraffes Can’t Dance (Giles Andreae) Walking Through The Jungle (Julie Lacome) Lost and Found (Oliver Jeffers)	

Reading - Vocabulary, Comprehension and Developing a passion for reading.						
Daily Story/ rhyme time Story of the week Story Sacks Traditional Tales Information texts Parent workshops Letters & Sounds Phase 1: Aspect 1/2 RWInc Bilinguasing						
Poems and Rhymes	There is a daily poetry, rhyme and singing session. This is an enjoyable shared class experience that encourages all children to participate and build a rich vocabulary. The repetitive nature of this embeds the new words in the children’s repertoire. Poems and rhymes included support the themes in learning for the half term.					
	I can sing a Rainbow Round and Round the Garden Hokey Cokey 2 little dickie birds Autumn Leaves are falling	A sailor went to sea The Passengers got on two by two When Santa got stuck up the chimney Christmas Pudding 5 Christmas Puddings in a Bakers Shop	Twinkle Twinkle Jelly on a plate Space - Kid Sparkz 5 Currant Buns Zoom Zoom Zoom Outer Space	5 Little Dinosaurs Theres a worm at the bottom of the garden Here we go round the mulberry bush Mary had a little lamb	5 Little Ducks This Little Piggy Hey diddle diddle Mary mary quite contrary 5 little elves	Down In the Jungle 5 Cheeky Monkeys 1,2,3,4,5 pets from the zoo song
Daily song/rhyme sessions. Children choose their favourite song/rhyme to share with their friends. Use a real picture routine display to identify and talk about what they are doing now and next. Book of the Week story sessions at various times of the day . Share a story session: 1-1 and in small groups.(lunchtime, teatime, hometime).	Ensure all previous and current story of the week books are available for children to access with props. Children to independently look at book, holding them the correct way and turning pages Children listen to stories with increasing attention and recall key points of the story such as characters' names. Everywhere Bear (weekend story bear & book)	Introducing Key Worker Group story time. Introduce Share a Story Time (children can bring their favourite story to school to share) Use pictures to sequence a familiar story. Update All About Me Book.	Create a Non -Fiction book about My Nursery. Children identify and talk about pictures of their daily routine, favourite place to play etc. RWInc parent workshop Introduce daily RWInc session.	RWInc daily Speed Sound sessions BilinguaSing Sessions Home Reading Parent Workshop. Introducing Picture Book Home reading.	RWInc Speed Sound sessions	

Texts to include children's favourite stories/songs and rhymes. Update/Create an All About Me book. Book to contain pictures of the child, family, pets, friends and their house. Children use the book to talk about their family and make comparisons with others. (update to include significant changes) Children to independently look at books, adults to support holding them the correct way and turning pages. Children listen to short stories and talk about the pictures. Hold a parent information workshop about the benefits of sharing stories and the use of story and rhyme sacks. Reintroduce a reading passport for the Borrow a Story Sack scheme.						
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Phonological Awareness						
Continue phonic sound activities. I spy, I am thinking of an animal using initial sounds of their name. Letters and Sounds Phase 1 Aspect 1 Discrimination... Environmental..... Sing Letters & Sounds song using images to support phonic sounds.	Letters and Sounds Phase 1 Continuation and Embed Expose children to oral blending games throughout the daily routine: I can h o p, get your c o a t Daily song, rhyme and poems session.	Letters and Sounds Phase 1 Aspect 2	Introduce Daily RWInc picture card sessions. 5 mins Key worker groups	Daily RWInc picture /soundcard sessions. 10 mins Key worker groups RWInc set1 Speed Sounds	Daily RWInc picture/sound card sessions. 10 mins Key worker groups RWInc Set 1 Speed Sounds Assess set 1 sounds	
Message Centre						
Introduce- 45 second scribble (spring 1) Wiggle into Squiggle Scribble Club (Autumn 1: 2023)						
Provide opportunities for large scale mark making: mops, various paint brushes, brooms etc.(to develop shoulder girdle and elbow strength and flexibility). Provide opportunities to mark make using various resources: fingers, hands, feet, chunky chinks, pencils, crayons,whiteboard markers, paint brushes etc. (to develop palmer, fisted grasp, palmar supinate, elbow and wrist development).	Provide activities to encourage mark making using clockwise and anti clockwise, top - bottom and across the body movements to support future letter formation skills. Wall mark making area. Scribble Club (2023) Carpet mark making activities.	Introduce daily Wiggle into Squiggle sessions. (whole class). Daily Tuff Tray mark making enhancement activities to support Squiggle sessions. Extend daily scribble to 1 minute.	Increase frequency of 1 minute scribble sessions.	Extend the length of daily Wiggle into Squiggle sessions. Increase challenge of Tuff Tray activities to support progression of mark making skills. Provide resources and activities to encourage and support children's digital pronate grasp: to develop finger, wrist, elbow strength and flexibility). Encourage and support children who are developmentally ready	Increase frequency of 1 minute scribble. Support letter formation and name writing where appropriate.	

Tuff Tray activities to support mark making. Provide opportunities for mark making into all areas of continuous provision.				to form letters using the correct letter formation.		
Mathematics : link to number stories,songs and rhymes.						
Colours Matching Counting songs/rhymes (props to support) Counting sounds and actions. -3 Height Chart	Shapes Nursery Rhymes Finger Training Making comparisons/ size, mass, quantity Patterns Sequencing	Deeper understanding of Number 1/ one Number 2 one and another one Number 3 one, one and one, two and one. Subitising Update height chart	Number 1,2,3 counting, comparing, ordering. Exploring relationship Subitising Counting groups - 3 Capacity	Number 1,2,3,4 Subitising Sequencing Update height chart Counting groups-4 Measure-length	Recap 1,2,3,4 and embed 3 key principles: - Stable order - One to one correspondence - Cardinality Number 5. Counting quantities - 5 Subitising	
Understanding of the World: Create a Past, Present, Future (PPF) board to display significant events throughout the year to prompt recall and discussion of children's experiences.						
Autumn Exploration - What is Autumn? What does the world around us look like during Autumn? Autumn Bags: Discuss what the bags are for and use the resources collected to create an Autumn Investigation Table. Visit Park View: Look for signs of AutumnWhat changes have we noticed?	Autumn Continued Planting: Spring flowering bulbs/carrots and potatoes. Begin to understand the need to respect and care for the natural environment and all living things. Create our own boats using various resources: using the water tray to investigate which float/sink. (Row, row, row). Leave the boats in the water overnight. What has happened to	Spring Exploration: What is Spring? How is our environment changing now it is Spring? Visit Park View: Look for signs of Spring. Use timeline pictures from Autumn visit to compare. Spring Bags: Revisit and recap our Autumn Bag activity. Introduce Spring Bag and activities (create a seed bomb). .	Spring Continued Hungry Caterpillar: introduce our caterpillars using the story to support learning. Create a timeline to show stages of growth and change. (wormery 2024) Hold a Creepy Crawly Roadshow 2024: investigate which make good pets. How to take care of them. (Giant African Snail)	Summer Exploration: What is Summer? How is our environment changing? Visit Park View: Look for signs of Summer. Use timeline pictures from our Spring visit to compare. Summer Bags: Revisit and Recap our Autumn & Spring bag activities. Introducing Bucket and Spade activity.	Summer Continued Visit the Zoo: Explore the animals that live there and their habitats. What can they hear and smell? What food do the animals eat? Who cares for them? Why are they in cages? What is a Jungle? Which animals at the zoo originate from the Jungle/Arctic etc?	

Senses walk around school - What can we see, hear, smell ? Becoming familiar with our environment. Use all their senses in hands-on exploration of natural materials. Use pictures from experiences to display on the PPF Board.	the water? (choose a very cold night to freeze the water) Use pictures from experiences to display on the PPF Board.	Plant Sunflowers in our Nursery Garden, create a timeline to show stages of planting and growth. Measure as they grow. Use pictures from experiences to display on the PPF Board.	Farm in a Box live resources - exploring what a farm is? Where is a farm? What happens at a farm and what comes from a farm? Use pictures from previous nursery visits to recall. Use pictures from experiences to display on the PPF Board.	Explore shadows. How are they made? Make porridge/bread and discuss ingredients. Link to The Little Red Hen/Magic Porridge Pot. Where do the oats and wheat come from? Revisit previous terms Farm in a Box activity .Use pictures from experiences to display on the PPF Board.	Use pictures from experiences to display on the PPF Board.	
Celebrate individual children/adults birthdays. Have an awareness of individual religions and cultural festivals of the children and celebrate these within the nursery. Harvest Festival - What is Harvest Festival? Why is the Harvest festival important and what does this mean for us and our community?	Bonfire night - Talk about Bonfire night safety, what is bonfire night? What happens on Bonfire night? Diwali: what is Diwali, who celebrates, why and how? Remembrance day - What is this special day, what does it mean for us? How do we mark this occasion? Children in need - what is this special day and what does it mean for us? Christmas - Christmas Nativity story, how we celebrate and why.	Valentines day Pancake day Chinese New Year, who celebrates ,why and how?	Mothers Day Easter, who celebrates, why and how?	May Day 1st May King Charles III Coronation What is a Coronation? Who is King Charles? Where does he live? Walk to School Week 22nd - 26th May	World Ocean Day 8th June Fathers Day 18th June World Music Day 21st June World Chocolate Day 7th July National Ice Cream Day 17th July Pre-school Graduation Celebration	

What is the Weather? Take children outside to explore the weather at various times of the day. (discuss what is happening, how do they know,, what can they feel?) Small world natural objects and resources in continuous provision for children to explore and construct. Hide and Find: find a toy hidden in the classroom/outside. Discuss the route taken to find the toy and use simple prepositional language to describe direction taken. Which Way? Watson Road Park: (secret garden) use pictures of various landmarks to create a visual map to use when visiting the park. Discuss the route taken to get there and back to school. Explore the park environment, trees, plants, weather etc. signs of Autumn. Vist Park View: use pictures of various landmarks and identify on route. Explore the woods, trees, plants, weather etc. How does	Nursery rhyme week - Row, row, row your boat: Link to our Zoom, zoom, zoom theme. (transport). Hide and Find games: follow a mapped route to find the missing toy. Discuss the route taken, objects passed, direction followed etc. (focusing on prepositional language: on, in, before, after, under, over, around, next to, infront , behind etc)	Introducing Adventure Island and joining in the adventures of Greg, Eppi and Bonny. Revisit Watson Road Park (secret garden) & Park View: using the map created in Autumn note any new changes to the route including landmarks) use previous pictures taken to make comparisons. Identify changes to trees, plants, flowers, weather etc. Look for signs of Spring. Road Safety: practice crossing the road outside school - link to PSHE (Keeping Myself Safe).	Farm in a Box live resources - exploring what a farm is? Where is a farm? Who lives on the farm? What happens at a farm and what comes from a farm? Farm Visit: identify the animals on the farm and the habitats. Does the farm look like Blackpool? Compare/contrast. Use pictures from our visit to create a Farm Facts display/book. Caring for living things: Build bird feeders, baths and bug hotels for the outdoor area. Plant flowers and shrubs to attract wildlife, bees, butterflies etc to the garden.	Revisit Watson Road Park(secret garden): use the previous map created in Spring (note any new changes to the route including landmarks) use previous pictures taken to make comparisons. Identify changes to trees, plants, flowers, weather etc. Look for signs of Summer. Park View Visit: explore the woods (link to Adventure Island: finding magic symbols hidden in the woods). Bug Hunt: find and identify bugs and their habitats. (link to familiar stories). How has the wood changed now it is Summer? Using pictures taken of the woods make comparisons to Watson Road Park. What is the same/different?	Looking at our Home Town - Blackpool. Do we recognise any familiar places from around our Town and what are they? Where is the Zoo Create a map using local landmarks to show the route to take to get from school to the zoo and back again. Which way to Big School? Take the children on a visit to Reception. Take pictures of various objects to identify the route taken. Create a map of the school to use on our transition visits.	
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the wood environment compare to the park?						
Create All About Me Wall. Display pictures of the children, their family members, pets and discuss differences between each other's families. (update throughout the year to include any changes, new pets, brother/sister). Discuss the different ways we celebrate special times, birthdays, christmas etc and that some families have different beliefs and celebrations to ours. How tall am I? Create a height chart and record all children and adults heights each term.	This is me! Baby photo (past) Nursery photo (present) board Create a Who's Who board using baby pictures of the children. Match their baby pictures to how they look now. Discuss changes and stages of growth.	Update How Tall Am I? (display)..	Mother and Baby animals (link to All About Me & This is Me board) discuss their Mother/Father and Baby pictures (do they look like their Mum/Dad?) and how they have changed since being a baby. Include any family pets (puppy-dog, kitten-cat)	Update How Tall Am I? (display)	Revisit Who's Who board and add recent pictures to show changes from being a baby to starting nursery and present time.	
Expressive Arts & Design						
Creating Self portraits Pebble Portraits:Me & My Family Create Feelings Monsters to match how we are feeling, Revisit the colour monster and	Christmas Crafts/Cards etc Body Art: using hands/feet. Clay Station: large block of clay for children to explore and develop	Valentines Card Clay Balls: to manipulate and create models on a smaller scale to develop fine motor skills. Spring Colour Investigation	Mothers Day Crafts/Cards Easter Crafts/Cards	Summer Colour Investigation Natural Paints: create paints using seasonal flowers.	Fathers Day Crafts/Cards Paper Mache Jungle Animals	

the different feelings linked to different colours. Explore a different colour each week: create a colour display area, explore how to create different shades etc (possible link to seasons),incorporate colour mixing activities. Offer a wider range of cutting and modelling tools for progression of skills.	poking, pinching, kneading and rolling skills. Playdough Station: provide resources for children to mix and make their own playdough. Tools to cut and create shapes and models.	Natural Paints: explore how to use fruit and vegetables to create paint.				
Deconstruction Area: explore large construction projects using boxes, tubes, material, pegs. Junk Modelling. Creative area Small world natural objects in provision for building and creating Large scale construction in the environment Mops, garden brushes, large paintbrushes- large scale creativity opportunities. (gross motor skills) Provide chunky crayons, pencils, paintbrushes to develop motor skills.	Deconstruction Area: Vehicles Junk Modelling, Creative area Small world natural objects in provision for building and creating Large scale construction in the environment (introduce den making resources) Introduce fastening resources (tape, glue sticks) and teach skills needed to attach materials.	Deconstruction Area: Baby Bears Rocket to the Moon. Create planters using various recycled objects. Continue to develop children's securing and fastening skills.	Deconstruction Area: Dinosaurs. Creating bird feeders & bug hotels using recycled materials for the outdoor garden.	Deconstruction Area: build Hansel & Gretals House. Glue spreaders and PVA glue Introduce smaller brushes, crayons, chalks and tools alongside chunky resources. Making porridge and bread (link to traditional tales)	Deconstruction Area: Jungle Animals. etc. Building boat models: investigate using different materials to identify which are best to make a boat that will float. Beach Art: using objects found at the beach, create pictures, patterns on the sand. Using large construction materials create a pirate ship for whole class adventure.	