

Long Term Plan Nursery Class: Mrs Greer

Possible Theme, Lines on Enquiry, matched with Children's Interests

Mini Me	Lets Celebrate	Time for tea	On the Move	In the Garden	Beside the Seaside
					

The Big Question

I wonder... What makes me special?	I wonder... What do we celebrate?	I wonder... What can we discover about how food changes?	I wonder... How do people travel?	I wonder How do plants and animals grow and change?	I wonder... What there is to discover at the seaside?
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Core texts - Nursery

Classic fiction <i>Owl Babies</i> Martin Waddell	<i>Classic Fiction</i> <i>Kippers Birthday</i> <i>Mick Inkpen</i>	The Tiger who came to tea – Judith Kerr Classic Fiction	Contemporary Fiction <i>Tip Tip Dig Dig</i> Emma Garcia	Classic Fiction <i>The Very Hungry Caterpillar</i> Eric Carle	Contemporary Poetry Commotion in the Ocean Giles Andreae
Classic Fiction <i>Peace at last</i> Jill Murphy	<i>Contemporary Fiction</i> <i>The Scarecrows</i> <i>Wedding</i> <i>Julia Donaldson</i>	The Gingerbread Man Traditional Tale	Contemporary Fiction <i>The Naughty Bus</i> Jan & Jerry Oke	Contemporary Fiction <i>Errol's Garden</i> Gillian Hibbs	Classic Fiction <i>The Rainbow Fish</i> Marcus Pfister
Traditional Tale <i>Goldilocks and the Three Bears</i> Ladybird	<i>Classic Fiction</i> <i>Dear Santa</i> <i>Rod Campbell</i>	Don't Put Your Finger in the Jelly Nelly! Contemporary Fiction Nick Sharratt	<i>Amazing Aeroplanes</i> <i>Tony Mitton</i> <i>Contemporary Fiction</i>	Cinderella Traditional Tale	Lucy and Tom go to the Seaside Shirley Hughes

Rhyme time sessions focus Nursery Rhymes

Round and Round the garden Twinkle Twinkle little star	The grand old Duke of York Wind the bobbin up	Pat a cake Pat a cake Miss Molly had a dolly	Row row row your boat The wheels on the bus	Mary Mary quite Contrary Incy Wincy Spider	A sailor went to Sea 1,2,3,4,5 Once I caught a fish alive
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Alongside themes taught across Nursery and Reception planning is responsive to each child's interests and curiosities which are a powerful vehicle for learning. Singing, dance and story sharing is not limited to our topic and rhyme time focuses, it is incorporated into each session.

The core texts are chosen carefully by the staff for their class. They are age-appropriate and are used to inspire, amaze and enjoy. The texts are used as a focal point for planning and are often linked to topics and themes. Alongside this the Early Years Team read a variety of texts as sharing books and stories with children helps their learning, development, language and communication. Not only do children learn vital skills for later reading and writing, but sharing books also helps with talking, listening, and communication skills.

Cultural Capital

Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education.

‘It is the role of the setting to ensure that children experience the awe and wonder of the world in which they live, through the seven areas of learning.’
(143 p31 *Ofsted Early Years Inspection Handbook*, Sept 2019)

Festivals, Celebrations and Significant events

Autumn term	Spring term	Summer term
<u>Birthdays</u> <u>September</u> Start of school <u>October</u> Harvest Festival <u>November</u> Bonfire night November Diwali Remembrance Day <u>December</u> Christmas jumper day Christmas Nativity	<u>Birthdays</u> <u>January</u> Big school birdwatch <u>February</u> Shrove Tuesday Lunar New Year <u>March</u> Holi World book day Mothering Sunday Eid Al-Fitr <u>April</u> Easter	<u>Birthdays</u> <u>May</u> World bee day <u>June</u> Father's Day <u>July</u> Preparing to move into School

Wow Moments Out - Trips and Visitors Linked with Thematic Overviews

	Christmas Celebration Christmas Nativity		Visit from Local Police Visit from local Fire service Oral Health Week		Seaside Day
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Wow Moments In – Provocations linked with Thematic Overviews

	The Christmas Visitor	Tea party		Caterpillars	The mystery suitcase
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EYFS Parental engagement opportunities

Stay and Play Parents Evening	Christmas Crafts Christmas Performance Sleepy Story time	Stay and Play Parents Evening	Easter Crafts World book day dress up parade	Stay and Play	Sports Day Stay and Play
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Prime area - Personal, Emotional and Social Development

EYFS Statutory Educational Programme

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

Curriculum Goals

- To know how to be a good friend and take turns
 - To look after and share resources and work as a team to tidy away
 - To be independent and challenge themselves, know about goals and how to set them
 - To manage new situations, people and ideas with courage and interest
 - To focus attention in a range of situations
 - To follow instructions involving several ideas or actions.
 - To name feelings and emotions and self-regulate emotions
 - To understand and follow school rules to keep themselves and others safe
 - To manage own personal hygiene
 - To know how to be healthy and look after their bodies

Skills – communicate feelings and emotions, form relationships with others, co operate, negotiate, set goals, persist, wait, focus attention, manage own needs, self regulation.

Scheme - PSHE – Jigsaw - Nursery

Being me in my world Who am I and how do I do it	Celebrating difference Respect for similarities and difference Anti bullying and being unique	Dream and goals Aspirations how to achieve goals and understanding the emotions that go with this	Healthy me Being and keeping safe and healthy	Relationships Building positive healthy relationship	Changing me Coping positively with change
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EEF Research Supported:

[EEF | Personal Social and Emotional Development](#)



St Oswald's CofE Academy are Oral Health Champions

Annually we complete Oral health week to work with families to raise awareness to the importance of dental health.

Skills we practise over the Nursery journey

Independence skills and self care

I recognise my own belongings and look after them.
I open my own lunch box/select my school dinner and use cutlery.
I operate some fastenings – clips, buttons, zips and velcro
I dress myself including taking my shoes on and off
I put on my coat and use a zip.
I go to the toilet on my own, wipe myself and flush.
I wash and dry my hands on my own.
I recognise some or all letters of my name, I may write some or all letters

Play, creativity and curiosity

I investigate different creative activities
I take a role in imaginative play and interact with others
I count, build and construct puzzles
I share story books with adults, looking at pictures and talking about the characters
I explore things that pique my interest and show curiosity
I make marks, mould playdough and draw with increasing control
I move in a variety of ways – dance, yoga, climbing, running, jumping, crawling
I develop my fine motor skills to gain increasing control and hand eye coordination

Listening, engaging and communicating

I know some Nursery rhymes and join in with actions
I talk to others about activities, experiences and the world around them
I show or tell others I need help by speaking clearly (in basic English or sign language)
I pay attention for short periods of time
I carry on with a task even when it's difficult and bounce back if things go wrong
I listening to and follow simple instructions
I am not easily distracted so I am a good listener
I join adult led activities for short bursts of time
I have a 'can-do' attitude & seek challenge so I will be willing to 'have a go'.

Building relationships

I confidently separate from my parents/main care givers.
I recognise my friends and seek them out to play and explore
I take turns with toys and tools and tolerate waiting for a turn
I start to recognise my own feelings and emotions and how others may feel
I set boundaries to others in appropriate ways i.e. 'Stop, I don't like it'

Prime area - Physical Development

EYFS Statutory Educational Programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence

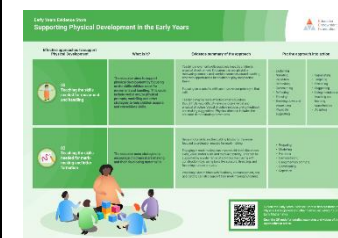
Curriculum Goals

- To get changed for PE independently
- To engage in team games demonstrating ball skills
- To demonstrate developed balance and co ordination
- To move in a variety of ways and negotiate space
- To ride a range of scooters and a balance bike
- To join a sequence of movements in a simple dance or gymnastics routine
- To describe how to keep themselves healthy and happy
- To describe the effects of exercise on our bodies
- To hold a pencil using a tripod grip
- To draw pictures including people and landscapes with added detail
- To use cutlery effectively
- To use scissors and other tools effectively and safely

Skills – control, confidence, fine motor skills, gross motor skills, core strength, co-ordination, positional and spatial awareness

Evidence based foundations

EEF | Physical



Development

Outdoor Learning focuses	In Class Gross Motor Opportunities	In Class fine motor opportunities
Nursery: Fun at the Forest 	Group and individual: Playground games, ring games, yoga, dance and parachute play. Continuous provision includes access to climbing opportunities, balance, obstacle course constructions, equipment that facilitates development of gross motor skills alongside other areas of learning such as cooperation, pair work and movement i.e. balls, rackets, bean bags, hoops, scooters and trikes etc.	Group and individual: cooperative learning challenges such as a large-scale art project, story dough. Continuous provision includes a wealth of opportunities for skill exploration and development surrounding fine motor development i.e. playdough, threading, scissor skills, sensory play, craft, painting, drawing, etc.

Prime area-Communication and Language

EYFS Statutory Educational Programme

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.

Curriculum Goals

- To talk confidently to adults and peers in well-formed sentences about their learning and interests
 - To use talk to interact and negotiate as part of extended conversations
 - To ask questions to find out more and express my point of view
 - To use an increasingly diverse range of vocabulary in meaningful contexts
 - To use a range of language structures
 - To actively join in with stories and retell known stories and rhymes
 - To engage in back-and-forth conversations using the correct tenses with familiar adults and peers
 - To share learning with others, including a range of audiences
 - To interact with members of the public and visitors when on trips or during special event days

Skills – interact, converse, listen, engage, respond, elaborate, tell stories, role play, express ideas and feelings

Language screening approaches

WellComm Screening

WellComm helps to identify pre-school and primary school children who are experiencing barriers to speech and language development so that they can be supported early in their education journey.

Bell Foundation assessment tool

The Bell Foundation EAL Assessment Framework is a tool used to understand and support the language development of children who speak English as an Additional Language. It describes a child's skills across four main areas: listening, speaking, reading, and writing. Teachers use this information to plan classroom lessons and provide the right level of support for each learner."

Evidence based foundations



Oracy Nursery

Cognitive	Physical	Social and Emotional	Linguistic
- Retell a simple event in the correct order - Use talk to pretend, predict and recall	- Speak so that others can hear. - Look at who they are talking to. - Show others what they are talking about.	- Take turns talking with one other person - Listen to what is being said - Use talk to share ideas with friends	- Link thoughts together using and or because - Use vocabulary based on things that are important to them - Show an understanding of who, what, where, when and why questions - Use a range of tenses

Literacy

EYFS Statutory Educational Programme

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

Curriculum Goals

- To read phonics books with fluency and expression and talk about what they have read, asking appropriate questions
- To decode unfamiliar words with confidence
- To retrieve information from books
- To enjoy reading and listening to stories for pleasure
- To know the characters and settings from a range of familiar stories
- To retell a selection of traditional tales and recite a range of nursery rhymes
- To make predictions of what might happen in a story
- To retell familiar stories in the right order including key vocabulary
- To 'have a go' at writing words that cannot be phonetically decoded
- To write simple sentences and phrases that they can read and that can be read by others
- To enjoy writing for a range of purposes

Skills – comprehension of language, spoken and written, recognising rhyme, repetition, alliteration, oral blending and segmenting, fluency in reading and decoding, fine motor skills for writing, composition, transcription, re reading for meaning



Little Wandle Foundations - Nursery

Little Wandle Foundations is a comprehensive pre-phonics programme designed to help you build strong foundations for reading in Nursery. It has been developed by Early Years experts and draws on the latest research about how best to prepare three- and four-year-olds to learn to read in Reception. Little Wandle Foundations is aligned to the non-statutory guidance in Development Matters and Birth to 5 Matters as well as the Statutory framework for the Early Years foundation stage. In Nursery it is used as part of your wider provision for Communication and Language, and Literacy.

It supports children to:

- develop their phonological awareness, including understanding of rhyme, alliteration, syllables, initial and voice sounds, and oral blending
- love stories and rhymes, and learn by heart a bank of familiar favourites
- increase their vocabulary and confidence to talk
- improve their listening and ability to take part in back-and-forth conversations.

How is Little Wandle Foundations incorporated into learning in the classroom?

Foundations for Phonics	Foundations for a love of reading	Foundations for language
Tuning into sounds small group sessions Rhyme time sessions	Planned continuous provision enhancements to explore books Focus on our core texts Repetition of reading, exploration and introduction of vocabulary, repeat and refrains	Secure and trusting relationships with practitioners language rich environment Sufficient time in a day for practitioners to talk with children

Writing Drivers

Dough Disco

Dough Disco is a fun and educational activity that combines playdough with music to develop children's fine motor skills. The activity involves various movements such as rolling, squeezing, and pinching, which help strengthen the muscles in the hands and fingers necessary for writing. It is designed to be engaging and enjoyable, making it a popular choice in early years settings. The activity is typically conducted in a structured routine, often lasting around three minutes, and is beneficial for both fine and gross motor skills, hand-eye coordination, and self-esteem.

Story Dough

Story Dough is an immersion into the magic world of story dreaming with small groups of children. It is best used as a 'pop-up' in the flow of the day and its joy can be shared with children as little or often as you want.

Using the medium of playdough, Story Dough tips children into landscape of nonsense, rhyme, language, delicious vocabulary, mark making, make-believe, mathematics and story. It is unlimited in where the adventure with Story Dough can take the children.



Maths

EYFS Statutory Educational Programme

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Curriculum Goals

- To count to 20 and beyond confidently
- To match numerals with number values and write numbers to 10
- To count by subitising and using 1-1 correspondence
- To understand of numbers to 10, including number bonds, odd and even numbers and doubles
- To compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- To name 2D and 3D shapes and make patterns
- To solve simple mathematical problems
- To be able to explain mathematical thinking and ideas using mathematical language and concepts
- To know the days of the week, months of the year and the seasons
- To compare the weight, length and capacity of an object
- To know that money is used to buy things

Skills – counting, representing, subitising, comparing, creating patterns, partitioning, combining, sharing, measuring, describing, exploring, manipulating, reasoning, recall, abstract thinking

Evidence based foundations: [EEF | Early Mathematics](#)



We are a Maths Champion Setting

The Maths Champions award refers to the Maths Champions Programme, an online professional development initiative aimed at enhancing the knowledge and skills of nursery practitioners in supporting children's early mathematical development

The status we achieved shows that an St Oswald's Nursery has systematically audited, upgraded, and embedded high-quality math learning into their daily play-based routines



Maths – Master the Curriculum

Primary colours Secondary colours Matching Sorting What is the rule?	Number 1* Number 2* Exploring ABAB pattern *Numeral, counting, finger numbers, cardinal principal & subisiting	Number 3* Number 4* Number 5* Introducing 2D shape Pattern *Numeral, counting, finger numbers, cardinal principal & subisiting	Length & height Mass Full & empty	Sequencing Positional language More and fewer 2D shape 3D shape	Composition of number After What comes before Numbers to 5
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Specific area: Understanding the World

EYFS Statutory Educational Programme

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and RE / Festivals poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Curriculum Goals

- To be talk about St Oswald's CofE Academy and the local area
- To explain similarities and differences between the natural world
- To know about a range of religions, cultures and traditions
- To understand that people have different values and beliefs and be respectful of these
- To know some Christian values, stories and traditions and why they are important
- To talk about their own past experiences using appropriate vocabulary
- To talk about how life has changes over time (living memory)
- To talk about sequences such as the school day and be able to sequence stories
- To talk about famous people from the past
- To observe and comment on the differences in the seasons and weather and compare to other countries
- To Answer simple scientific questions
- To explore some scientific processes and changes in the natural world
- To explore a range of materials and states of matter
- To know that many plants grow from a seed and explain how they grow
- To know that animals live in different habitats
- To ask questions about the natural world

Skills – explain, predict, explore, investigate, respect, be curious, make connections, try things in different was, question, apply skills, concentrate,

Foundations of Science

Across the year we will investigate –

Weather (sunny, rainy, windy, snowy etc.), seasons (Winter, Summer, Spring, Autumn)

Learning what supports us to be healthy – healthy choices in food, exercise, sleep, washing hands and brushing teeth.

Learning about animals through topic investigations and emergent curiosity: building foundational knowledge surrounding animal families, habitats and diet.

[Play Observe & Ask - Primary Science Teaching Trust](#)

Play, Observe and Ask Ourselves Human body parts and senses	Play, Observe and Ask Night and Day, Nocturnal animals	Play, Observe and Ask Properties and states of matter	Play, Observe and Ask Forces, movement and materials	Play, Observe and Ask Plants and animals, growth and change Mini beasts	Play, Observe and Ask Animals, Biodiversity & Habitats, Plants, Properties & Uses of Materials
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Exploring Weather and seasons

Exploring changing seasons in Early Years education plays a crucial role in the overall development of children. Here are some reasons why exploring changing seasons is beneficial for children's development:

- **Sensory Stimulation:** Each season brings a unique set of sensory experiences. Exploring the sights, sounds, textures, and even smells associated with different seasons provides rich sensory stimulation. This, in turn, aids in the development of the child's sensory processing abilities.
- **Cognitive Development:** Observing and understanding the changes in nature across seasons promotes cognitive development. Children learn to recognise patterns, make comparisons, and categorise information. This cognitive engagement lays the foundation for critical thinking skills.
- **Language Acquisition:** Describing the characteristics of each season, discussing weather changes, and using seasonal vocabulary during activities contribute to language development. Children expand their vocabulary and learn to articulate their observations and experiences.
- **Emotional Well-Being:** Connecting with nature and experiencing the beauty of changing seasons has positive effects on emotional well-being. Outdoor activities and nature walks provide opportunities for relaxation, reducing stress, and promoting a sense of calm and happiness.
- **Adaptability and Resilience:** Experiencing seasonal changes teaches children about adaptability. Witnessing the natural world go through cycles helps them understand the concept of change and builds resilience in the face of transitions.
- **Environmental Awareness:** Understanding seasonal changes fosters environmental awareness from an early age. Children develop a sense of responsibility and appreciation for the natural world, laying the groundwork for future environmental consciousness.
- **Cultural Understanding:** Exploring changing seasons allows for the introduction of cultural celebrations and traditions associated with each season. This exposure broadens children's cultural understanding and appreciation for diversity.
- **Curiosity and Inquiry Skills:** The ever-changing nature of seasons naturally sparks curiosity. Encouraging children to ask questions, explore, and seek answers cultivates a mindset of inquiry and lifelong learning.

Foundations of History

▪ Significant events in own lives - memories	▪ Significant events in own lives – celebrations	▪ Significant Person – King Charles III	=	=	▪ Changes over Time – Seaside in the past
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Foundations of Geography

Features of the local area – own homes	=	=	▪ Land and sea – globe ▪ Travelling to different places ▪ Weather	▪ Features of the school grounds	▪ Land and sea – globe - At the seaside
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Specific Area - Expressive Arts and Design

EYFS Statutory Educational Programme

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Curriculum Goals

- To explore colour and colour mixing and develop colour mixing techniques
- To make observational drawings and paintings of people, landscapes and animals
- To select the appropriate tools and materials required for given tasks
- To talk about the work of famous artists
- To model using malleable materials such as clay
- To join materials such as paper card and junk model materials
- To design, plan and make a model using construction or junk modelling materials
- To sing a range of familiar songs and nursery rhymes
- To clap in time to a beat
- To join a sequence of movements in a simple dance routine
- To engage in creative role play and small world play using props to act out their own and familiar stories

Skills – imagine, create, explore, observe, participate, express, communicate, interact, interpret, appreciate, engage, motor control, competence, co operate, experiment, share, explain, sing, move, dance

Foundations of Art and Design Technology

Art Projects

Topic: Mini Me Self portraits Drawing self	Topic: Let's Celebrate Fireworks painting	Topic- Time for tea Cups and saucer	Topic: On the Move Using 2D shapes to create a vehicle	Topic: - Down at the bottom of the Garden Sculpting Insects using different media	Topic: Dangers and delights of the Sea Collage the Rainbow Fish
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Skill explored

Drawing	Painting	Sculpture / 3D art Focus artist: Clarice Cliff	Printing	Painting Focus artist: Georgia O'Keeffe	Collage
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Design Projects

Porridge making	Party Hat Sticking	Gingerbread shape	Junk Model vehicles	Minibeast hotel	Fruit ice lolly
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Skill explored

Food & Nutrition	Textiles	Food & Nutrition	Structures	Structures	Food & Nutrition
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Alongside themes taught across Nursery planning is responsive to each child's interests and curiosities which are a powerful vehicle for learning