

Aire – Summer 1 Medium Term Plan



Key: Reception Nursery

Grow, grow, grow - How do living things grow, change and thrive?

	Focus Book	Key Vocabulary	Key Questions	
Week 1/2	The Tiny Seed - What does a seed need to grow?	seed, grow, drift, journey, change, tiny	What is a seed? Where do we find seeds? What happens when we water a seed? What does a seed need to grow big and strong? Can we see our seed changing? How do plants change as they grow?	What do seeds need to survive and grow? How do seeds travel to new places? What happens if a seed doesn't get sunlight or water? Can we describe the life cycle of a plant? How do different plants grow in different places?
Week 3/4	Bee and Me - How can one person make a difference?	buzz, friend, fly, help, garden, share	What is a tree? Why do we need trees? How can we help look after trees and plants? What happens when we care for nature?	How did Mama Miti help her community? Why is planting trees important? What can we do to help our environment? How do trees help people and animals? Can one person really make a big change? How can we help our community? What does it mean to belong? How can we say thank you for nature?
Week 5/6	Seeds of Change - Why are bees important to our world?	peace, plant, community, strong, protect, kindness	What is a bee? What do bees do? Where do bees live? Why do bees visit flowers?	What is pollination? How do bees help plants grow? What would happen if there were no bees? How can we protect bees and their habitats? Why are bees important to people?

Provision Enhancements

Inside							Outdoors		Visits/ Visitors and Events
Mark-making/creative	Role-play area	Investigation Station	Small world	Playdough	Sensory tray	Fine Motor table	Sand/mud/water	Mark making	
<div>1. Draw a flower garden and decorate (stickers and tissue paper)</div> <div>2. Make a flower (felt pens, cupcake cases)</div> <div>3. Make a bee (yellow and black paper strips and googly eyes)</div> <div>4. Create a tree (brown paper trunk and green sponge prints for leaves)</div> <div>5. Leaf rubbings (leaves and crayons and white paper)</div> <div>6. Loose part flowers and trees (pebbles, sea glass, lolly sticks, feathers)</div>	<div>Garden Centre</div> <div><ul style="list-style-type: none">Add: Aprons, seed packets, pots, artificial flowers, watering cans, till</div> <div>Sign: "Can you help in the garden centre?"</div>	<div>Focus: Animal features, habitats</div> <div><ul style="list-style-type: none">Tadpoles/caterpillarsFeathers, fur, scales samples (real or synthetic)Animal x-rays or skeleton puzzlesSorting animals by habitat or dietLife cycle sequencing cards (frog, butterfly)Bug viewers and magnifying glasses</div>	<div>1-2 Garden centre – pots, plants, watering cans</div> <div>3-4 Bee world – hives, flowers, bees, pollination play</div> <div>4-5 Farmhouse Life – growing food and caring for animals (Set the dolls house as a farmhouse where characters plant seeds, harvest vegetables, and look after animals like chickens or sheep. Children can role-play feeding, watering, and cooking with the produce.)</div>	<div>1-2 Can you make a flower using playdough and buttons? (Flower cutters, buttons, green straws)</div> <div>3-4 Can you make a tree with leaves? (Brown and green playdough, twigs, leaf shapes)</div> <div>Can you make a vegetable from the garden? (Use playdough to shape carrots, peas, or pumpkins—talk about colours, shapes, and how they grow)</div>	<div>1–2 Sensory Base: Orange and yellow rice (sun colours)</div> <div><ul style="list-style-type: none">Enhancements: Seed cut-outs, flower petals, pipe cleaner sprouts, scoops</div> <div>3–4 Sensory Base: Sand with pebbles and seaglass</div> <div><ul style="list-style-type: none">Enhancements:</div> <div>5–6 Sensory Base: Green lentils with sticks and leaves</div> <div><ul style="list-style-type: none">Enhancements:</div>	<div>1–2 Tweezer Sort – Animal Colours</div> <div>Children use tweezers to sort small items (e.g. feathers, pom-poms, buttons) into trays by animal colours (e.g. black for penguin, orange for tiger, green for frog).</div> <div>3–4 Paperclip Pattern Tails</div> <div>Children link coloured paperclips to create patterned animal tails (e.g. tiger stripes, peacock colours).</div> <div>5–6 Peg the Animal Match</div> <div>Use pegs to match animal picture cards to their homes or babies (e.g. frog → pond, cow → calf).</div>	<div>Mud Kitchen Herb Mixing</div> <div><ul style="list-style-type: none">Add: Bowls, spoons, herbs, petals, and mud for potion-making</div> <div>Focus: Sensory play, creativity, language development</div>	<div>1-2 Make flower shapes using leaves and petals (Children arrange natural materials into flower designs)</div> <div>3-4 Create tree collages on the ground using sticks and leaves (Build trunks and branches with sticks, decorate with leaves)</div> <div>5-6 Build a garden scene using pebbles, bricks, and natural items (Children create pretend planting beds or garden paths)</div>	<div><ul style="list-style-type: none">Visit a local allotmentAsk a bee keeper to come inNature and minibeast walk</div>

Area of Development	<div><div></div>Continuous Provision (CP) Approaches</div> <div>These approaches support child-led exploration and spontaneous language development:</div>	<div><div></div>Adult-Led Approaches</div> <div>These approaches support structured language development and targeted teaching:</div>	Nursery Intended Outcomes	Reception Intended Outcomes
Communication & Language	<div>Listening</div> <ul style="list-style-type: none">Small-world play with mini beasts, trees, and garden characters to encourage listening to peers.Role play areas (e.g. garden centre, bee hive, nature explorers) where children listen to others during pretend scenarios.Outdoor planting stations and nature trays with adult modelling of language, encouraging children to listen and respond. <div>Attention</div> <ul style="list-style-type: none">Open-ended resources like natural loose parts (pinecones, seeds, petals) to promote sustained engagement.Independent storytelling stations with puppets or story stones themed around growing and nature.Outdoor nature hunts and sensory trails to support attention through curiosity and movement. <div>Understanding</div> <ul style="list-style-type: none">Object-based play (e.g. planting kits, bug sorters, matching leaves and seeds) to support pointing and responding.Mini provocations with labelled items (e.g. “sprout”, “pollinate”, “protect”) to encourage understanding of vocabulary and concepts. <div>Speaking</div> <ul style="list-style-type: none">Peer play in small world gardens, role play greenhouses, and block areas to encourage sentence building and expressive language.Snack time conversations with prompts like “What did you plant today?” or “Tell me about your seed.”Mark making and storytelling areas where children narrate planting experiences or describe nature drawings.	<div>Listening</div> <ul style="list-style-type: none">Story time with repeated refrains and interactive questioning using books like <i>The Tiny Seed</i> or <i>Bee and Me</i>.Song and rhyme sessions about growing, bees, and trees to build auditory memory and phonological awareness.Guided carpet sessions with visual prompts (e.g. lifecycle charts, nature photos) and props to support listening. <div>Attention</div> <ul style="list-style-type: none">Circle time games like “Pass the Seed” or “Nature Sound Guessing” to build attention.Focused small group work with turn-taking and listening tasks using nature-themed resources.Visual timetables and cues (e.g. planting steps, nature walk checklist) to support attention during transitions. <div>Understanding</div> <ul style="list-style-type: none">Interactive story sessions with “why” and “how” questions about growing and nature.Adult-led play modelling with clear instructions and vocabulary (e.g. “Let’s plant the seed and water it.”).Concept-based discussions using real objects or books (e.g. “Which pot is big? Which seed is under the soil?”). <div>Speaking</div> <ul style="list-style-type: none">Rhymes and poems with opportunities to join in and repeat (e.g. “Grow Little Seed”, “Buzz Buzz Bee”).Role play modelling with adult joining in and extending language (e.g. “Let’s pretend we’re planting a tree together.”).Small group storytelling where children retell or act out growing stories.Show and tell where children bring in natural items or photos from nature walks and talk about them.	<div>Listening</div> <div>I can listen carefully to stories about growing and nature.</div> <div>I can listen to my friends and know when it’s my turn to talk.</div> <div>Attention</div> <div>I can stay focused when we talk about seeds, bees, and trees.</div> <div>I can wait and listen before I speak.</div> <div>Understanding</div> <div>I can understand words like on, under, next to when we talk about plants and mini beasts.</div> <div>I can ask questions like “Why is the seed growing?” or “Why do bees fly to flowers?”</div> <div>Speaking</div> <div>I can use a wider range of words when I talk about seeds, bees, and trees</div> <div>I can sing songs about growing and nature all by myself</div>	<div>Listening</div> <div>I can listen in different places like outside or during planting time.</div> <div>I can listen while doing a task like planting seeds or exploring mini beasts.</div> <div>Attention</div> <div>I can keep listening and working at the same time.</div> <div>I can stay focused when we talk about growing and changing.</div> <div>Understanding</div> <div>I can follow instructions like “plant the seed, water it, and put it in the sun.”</div> <div>I can use new words like pollinate, sprout, and protect when I talk and play.</div> <div>I can show I understand questions by what I say and do when we talk about bees, seeds, and trees.</div> <div>Speaking</div> <div>I can explain how seeds grow, how bees help flowers, and why trees are important</div> <div>I can solve problems and talk with my friends to fix things when we disagree</div> <div>I can add detail to my sentences when I talk about what I see and do in nature</div> <div>I can describe things that have happened to me, like planting a seed or going on a nature walk</div>
Personal, Social & Emotional	<div>Self-Regulation</div> <ul style="list-style-type: none">Emotion-themed small world play using <i>The Colour Monster</i> and nature characters (e.g. a worried bee, a proud tree) to explore feelings.Cosy corners styled as garden dens or treehouses for quiet reflection and self-soothing.Emotion mirrors and cards in dressing-up areas (e.g. “How does the seed feel when it starts to grow?”).Books and puppets featuring nature dilemmas (e.g. a lonely caterpillar, a nervous tadpole) to prompt emotional talk. <div>Managing Self</div> <ul style="list-style-type: none">Tidy-up routines built into garden centre role play (e.g. “Let’s tidy the pots before we plant again!”).Visual prompts for rules like “kind hands” and “gentle planting” displayed in growing zones.Turn-taking games in outdoor and small world areas (e.g. planting together, sharing watering cans).Snack time routines themed around growing (e.g. choosing fruit from Jack’s garden or talking about healthy foods). <div>Building Relationships</div> <ul style="list-style-type: none">Role play and small world setups exploring care and cooperation (e.g. bees helping flowers, children planting together).Group snack time with prompts like “Who would you share your vegetables with?” to encourage social talk.Nature-themed provocations using growing families (e.g. frog and tadpole, caterpillar and butterfly) to prompt discussion.Outdoor play with shared equipment and nature challenges (e.g. “Can you help your friend build a garden bed?”) to practise cooperation..	<div>Self-Regulation</div> <ul style="list-style-type: none">Circle time discussions using emotion puppets and nature scenarios (e.g. “How did the seed feel when it sprouted?”).Stories about emotions like <i>The Colour Monster</i> or <i>Ruby’s Worry</i>, paired with growing stories to explore feelings in context.Calm-down strategies taught using nature imagery (e.g. “Let’s breathe like a tree swaying in the wind”).Songs and rhymes about feelings and nature (e.g. “If you’re happy and you know it, buzz like a bee”). <div>Managing Self</div> <ul style="list-style-type: none">Carpet sessions introducing rules and routines through growing stories (e.g. “What rules do we need in our garden?”).Social stories about making good choices, linked to nature dilemmas (e.g. “Should we pull the plant before it’s ready?”).Group games to practise turn-taking and problem-solving (e.g. “Help the bee find the right flower”).Praise and celebration routines linked to growing achievements (e.g. “You planted your seed just like the gardener!”). <div>Building Relationships</div> <ul style="list-style-type: none">Circle time to talk about nature families and friendships (e.g. “Who helps the caterpillar in the story?”).Stories and role play exploring empathy and kindness (e.g. “How can we help the tree grow strong?”).Small group discussions about special people and nature characters (e.g. “Who would you invite to your garden picnic?”).Guided play modelling respectful communication and conflict resolution (e.g. “Let’s help the bees share the flowers”).	<div>Self-regulation:</div> <div>I can manage when routines change</div> <div>I can talk about why we need to wash our hands</div> <div>I can play with others and help make their play even better</div> <div>Managing Self:</div> <div>I can manage when routines change</div> <div>I can talk about why we need to wash our hands</div> <div>I can play with others and help make their play even better</div> <div>Building Relationships:</div> <div>I can help others when they are upset</div> <div>I can begin to solve problems with my friends</div> <div>I can show confidence when I play and talk with others</div>	<div>Self-regulation:</div> <div>I can share, take turns, reason and look after my friends</div> <div>I can say sorry if I hurt someone or make them upset</div> <div>I can follow instructions from my teacher or other adults in school</div> <div>Managing Self:</div> <div>I can tell adults and my friends what I have achieved and what I can do now</div> <div>I feel happy with myself and proud of what I’ve done at school</div> <div>I am confident to try new things</div> <div>I keep going even when things are tricky</div> <div>I can look after myself and take care of my own needs</div> <div>Building Relationships:</div> <div>I can build strong friendships with other children</div> <div>I can care for my friends, like getting them tissues or asking them to join in a game</div>

Physical Development	<p>Gross Motor</p> <ul style="list-style-type: none">Outdoor planting stations with digging tools, watering cans, and wheelbarrows to support whole-body movement and coordination.Tree climbing and garden obstacle courses using logs, stepping stones, and tunnels to develop balance and strength.Scarf/ribbon dancing to represent growing plants, buzzing bees, and fluttering butterflies.Bike/scooter trails themed as garden paths or pollination routes to encourage stamina and spatial awareness. <p>Fine Motor</p> <ul style="list-style-type: none">Playdough flower and vegetable modelling using cutters, buttons, and straws to strengthen finger muscles.Leaf rubbings and sponge painting trees to support grip and control.Loose part nature art (e.g. arranging petals, pebbles, feathers) to encourage pincer grip and creativity.Tweezers and sorting trays for animal colours and seeds to refine precision and hand-eye coordination.	<p>Gross Motor</p> <ul style="list-style-type: none">Guided movement sessions themed around growing (e.g. stretching like a sprouting seed, crawling like a caterpillar).Outdoor PE games like “Pollination Tag” or “Grow and Freeze” to build coordination and control.Music and movement sessions using songs about nature and growth to explore rhythm and body awareness.Nature walks with climbing, balancing, and jumping challenges to develop agility and strength. <p>Fine Motor</p> <ul style="list-style-type: none">Small group fine motor stations (e.g. threading flower beads, planting seeds with tools) to support dexterity.Adult-led art sessions creating trees, bees, and flowers using collage, drawing, and cutting.Cooking or snack prep using garden produce (e.g. chopping soft fruit, spreading butter) to build independence and control.Focused handwriting and mark making linked to nature (e.g. drawing life cycles, labelling plants) to support pencil grip and fluency.	<p>Gross Motor:</p> <p>I can use a balance bike more confidently I can run with more confidence and skill I can use a climbing frame or similar equipment on my own I can show good posture when I sit on the carpet</p> <p>Fine Motor:</p> <p>I can use a two-finger and thumb grip I can draw and paint clearer shapes and pictures I can show some threading skills</p>	<p>Gross Motor:</p> <p>I can use equipment safely and think about others around me I can move in different ways like running, jumping, dancing, hopping, skipping and climbing</p> <p>Fine Motor:</p> <p>I can use scissors and small tools confidently I can begin to use a tripod grip to draw and write accurately</p>
Literacy	<p>Comprehension</p> <ul style="list-style-type: none">Book corners with life cycle and nature transformation stories (e.g. <i>The Tiny Seed</i>, <i>Bee and Me</i>, <i>Seeds of Change</i>) to support understanding of reading direction and story structure.Story baskets with props from <i>The Tiny Seed</i> and <i>Bee and Me</i> to encourage sequencing and retelling (e.g. seed, sun, watering can, bee, flower).Role play areas where children use vocabulary from stories (e.g. “I’m helping the garden grow!” or “Buzz buzz, I’m a bee!”) during imaginative play.Story prediction prompts using front covers and blurbs (e.g. “What do you think will happen to the seed?” or “Will the bee stay in the garden?”). <p>Word Reading</p> <ul style="list-style-type: none">Environmental print hunts in the garden centre and outdoor areas (e.g. signs, labels, seed packets, tree tags) to support symbol recognition.Rhyme stations with themed rhymes (e.g. “Buzzing Bee”, “Grow Little Seed”) to encourage rhyme spotting and creation.Letter and sound matching games using nature-themed items (e.g. “S is for seed”, “B is for bee”, “T is for tree”). <p>Writing</p> <ul style="list-style-type: none">Mark-making areas with themed prompts (e.g. “Draw what the seed needs to grow”, “Make a thank you card for the bee”) to support meaningful marks.Nature journals where children record what they see on walks or in the garden using early writing and drawing.Role play writing (e.g. “Write a label for your plant”, “Make a sign for the bee’s garden”) to embed writing in play.	<p>Comprehension</p> <ul style="list-style-type: none">Guided reading sessions with <i>The Tiny Seed</i> and <i>Bee and Me</i>, focusing on naming book parts and reading direction.Story sequencing activities using picture cards from <i>The Tiny Seed</i> and <i>Seeds of Change</i> to build narrative structure.Vocabulary building during storytelling (e.g. “What does ‘pollinate’ mean?” or “What is a journey?”).Story prediction tasks using cover, blurb, and beginning to suggest endings (e.g. “What will happen if the seed doesn’t get sunlight?”). <p>Word Reading</p> <ul style="list-style-type: none">Phonics sessions using graphemes and digraphs found in story words (e.g. “gr” in “grow”, “ee” in “bee”, “pl” in “plant”).Blending practice with CVC and CVCC words linked to the texts (e.g. “mud”, “sun”, “buzz”, “seed”, “plant”).Reading simple sentences from the stories (e.g. “The bee is flying.” “The seed is growing.”) with known phonemes and exception words. <p>Writing</p> <ul style="list-style-type: none">Guided writing sessions where children build and record CVC/CVCC words from the stories (e.g. “bee”, “mud”, “leaf”, “buzz”).Story scribing where children dictate their own version of a growing or helping story and adults model writing.Writing challenges like “Can you write a label for your flower?” or “Write a message to the bee thanking it for helping the garden.”	<p>Comprehension:</p> <p>I can enjoy listening to longer stories and remember what happens I can talk about a story and turn one page at a time I can answer simple questions about stories I can begin to predict what might happen next in a story</p> <p>Word Reading:</p> <p>I can recognise some words that start with the same sound I can begin to recognise some letter sounds with support</p> <p>Writing:</p> <p>I understand that a written word means something I can write the first letter of my name to show my mark making</p>	<p>Comprehension:</p> <p>I can use events in a story to suggest what might happen next I know what fiction and non-fiction mean and can talk about both I can put the parts of a story in the right order I can use ‘because’ to explain my answers to ‘why’ questions about a story I can rehearse and recall rhymes and stories, and remember actions to well-known rhymes</p> <p>Word Reading:</p> <p>I can read some graphemes and digraphs I can read simple phrases and sentences using sounds I know I can remember and read some tricky words from memory</p> <p>Writing:</p> <p>I can write a simple sentence like “It is” or “A bus” I can use the letter sounds I know to help me write words</p>
Mathematics	<p>Counting, Ordinality & Cardinality</p> <ul style="list-style-type: none">Nature-themed number lines using flower petals, bee wings, or leaf shapes numbered 1–5 to support ordering and staircase pattern recognition.Outdoor counting games like “Buzz like a bee 5 times” or “Plant 5 seeds in a row” to reinforce counting actions.Story-linked counting mats (e.g. “How many flowers did the bee visit?” or “How many seeds did you plant?”) to support number order and cardinality.Counting wands with beads or natural items (e.g. shells, stones) to support careful counting and one-to-one correspondence. <p>Subitising</p> <ul style="list-style-type: none">Subitising trays with natural arrangements (e.g. 5 pinecones in a circle, 6 petals on a flower) to support visual recognition.Rekenrek stations with beads grouped in 5s to explore subitising and number structure.Dice and finger card matching games using garden-themed prompts (e.g. “Match the dice to the number of bees”). <p>Composition</p>	<p>Counting, Ordinality & Cardinality</p> <ul style="list-style-type: none">Guided counting sessions using <i>Bee and Me</i> and <i>The Tiny Seed</i> to count flowers, seeds, and garden items.Ordinality games (e.g. “Which flower did the bee visit first?”) to reinforce sequencing.Number line activities using garden or bee themes to build staircase understanding.Counting challenges using fingers and natural items (e.g. “Show me 5 using sticks”). <p>Subitising</p> <ul style="list-style-type: none">Subitising games using dot patterns, finger cards, and natural arrangements (e.g. “Can you see 5 without counting?”).Rekenrek activities to explore subitising up to 5 and 6.Matching games with dice, fingers, and dot cards linked to garden themes. <p>Composition</p> <ul style="list-style-type: none">Number composition stories (e.g. “The bee visited 2 flowers and then 3 more – how many altogether?”) to explore part-whole relationships.Doubling activities using flower petals or bee wings to model equal parts.	<p>I can count to 5 using fingers and natural items. I can explore the number 5 in different ways (like 5 fingers or 5 spots). I can match numbers to dice and finger cards. I can use counting wands to count carefully.</p> <p>3D Shapes and Patterns</p> <p>I can name cubes, spheres, cones and cylinders using outdoor blocks and natural items. I can find flat shapes on 3D shapes using chalk and tracing. I can build with 3D shapes using crates, boxes, and logs. I can find patterns in nature (e.g. leaves, shells).</p>	<p>Counting, Ordinality & Cardinality</p> <p>I can count larger sets, even ones I can’t see.</p> <p>Subitising</p> <p>I can subitise up to 6 in different patterns.</p> <p>I can subitise up to 5 and use a rekenrek.</p> <p>Composition</p> <p>I can show how numbers are made of “5 and a bit”. I can explore how 10 is made.</p> <p>I can quickly recall number bonds to 5.</p> <p>Explore 3D Shapes</p> <p>Recognise and name 3-D shapes I can name 3-D shapes like cube, sphere, cone and cylinder.</p>

	<ul style="list-style-type: none">Loose parts play with natural materials (e.g. “Can you show 5 and a bit using stones and sticks?”).Doubling games with flower petals or bee wings (e.g. “Can you make two equal parts?”).Number bonds to 5 explored through planting (e.g. “You planted 2 seeds and then 3 more – how many altogether?”). 3D Shapes and Patterns <ul style="list-style-type: none">Outdoor block play with crates, logs, and boxes to build using cubes, spheres, cones, and cylinders.Chalk and tracing activities to find flat shapes on 3D shapes (e.g. “Can you find a circle on the cylinder?”).Nature pattern hunts (e.g. leaf shapes, shell spirals) to explore patterns in the environment.Loose part pattern play using natural items (e.g. “Make a pattern with flower colours or leaf shapes”).	<ul style="list-style-type: none">Number bonds to 5 explored through planting and harvesting role play. 3D Shapes and Patterns <ul style="list-style-type: none">Guided shape hunts outdoors (e.g. “Can you find a cylinder in the garden?”).Shape sorting and naming games using real objects (e.g. “Is this a cube or a sphere?”).Pattern spotting and continuation games using natural materials (e.g. “What comes next in this flower–leaf–flower pattern?”).Chalk tracing of 2D shapes on 3D objects (e.g. “Let’s find the square on the cube”).		<p>I can say how I know which shape it is.</p> <p>Find 2-D shapes within 3-D shapes</p> <p>I can spot flat shapes on 3-D shapes.</p> <p>I can say what shapes I see on the faces of 3-D shapes.</p> <p>Use 3-D shapes for tasks</p> <p>I can build with 3-D shapes.</p> <p>I can choose shapes that fit together well.</p> <p>3-D shapes in the environment</p> <p>I can find 3-D shapes around me.</p> <p>I can talk about where I see cubes, spheres and cylinders.</p> <p>Identify more complex patterns</p> <p>I can spot tricky patterns with shapes, colours or objects.</p> <p>I can say what comes next in a more complex pattern.</p> <p>Copy and continue patterns</p> <p>I can copy and carry on a pattern someone else made.</p> <p>I can use shapes or colours to continue a pattern.</p> <p>Patterns in the environment</p> <p>I can find patterns around me.</p> <p>I can talk about patterns I see in nature, buildings or clothes.</p> <p>what happens first, next and last.</p>
Understanding the World	Past and Present <ul style="list-style-type: none">Role play areas themed around family life and animal care (e.g. farmhouse, vet surgery) to prompt children to talk about who they live with and past experiences.Curiosity tables with old and new nature objects (e.g. feathers, nests, animal bones vs. modern pet care items) to explore change over time.Photo displays showing family traditions, pets, and animal care across generations to encourage discussion about personal and cultural past events.Story baskets with characters from different times and places (e.g. traditional tales vs. modern animal stories) to compare settings and lifestyles. People, Communities and Culture <ul style="list-style-type: none">Small world setups with characters in different roles (e.g. vet, farmer, wildlife ranger) to explore occupations and community helpers.Community maps showing local habitats (e.g. beach, farm, garden) and contrasting environments (e.g. jungle, desert) to support discussion.Provocation tables with cultural artefacts, animal stories, and celebration items from around the world to explore diversity.Nature care stations with watering cans, compost, and planting tools to encourage responsibility and care for living things. The Natural World <ul style="list-style-type: none">Animal-themed nature trays with fur, feathers, scales, and habitat materials to explore similarities and differences.Outdoor exploration of plants and animals — children observe, sketch, and describe what they see.Life cycle stations with frogspawn, caterpillars, and seeds to explore growth and change.Sensory play with natural materials (e.g. sand, soil, leaves) to explore textures and environments.	Past and Present <ul style="list-style-type: none">Circle time discussions about family and personal history (e.g. “Who do you live with?” “What did your parents do when they were little?”).Object exploration comparing old and new tools or animal care items (e.g. “How did people look after animals in the past?”).Story-based timelines using books like <i>Bee and Me</i> or <i>Seeds of Change</i> to explore change over time.Guided comparisons of story settings with real places (e.g. “How is the jungle different from Cornwall?”). People, Communities and Culture <ul style="list-style-type: none">Guided discussions about community roles and helpers (e.g. “What does a vet do?” “How do farmers help us?”).Celebration comparisons using books and photos to explore how different cultures care for animals and nature.Nature care routines with adult modelling (e.g. “Let’s feed the animals and talk about why it’s important”).Mapping activities where children trace routes to familiar places and compare with maps of other countries. The Natural World <ul style="list-style-type: none">Nature walks to observe and describe local habitats and compare with global environments (e.g. “What’s different about the jungle?”).Guided life cycle investigations using real-life examples and books (e.g. <i>The Tiny Seed</i>, <i>Tadpole’s Promise</i>).Observation and drawing sessions where children sketch animals and plants they’ve seen.Simple science experiments exploring growth, change, and environmental differences (e.g. “What happens when we water the seed?” “How do animals adapt to hot places?”).	<p>Past and Present</p> <p>I can talk confidently about who I am and who I live with</p> <p>I can ask questions to my family about when they were young</p> <p>People, Communities and Culture</p> <p>I can talk confidently about who I am and who I live with</p> <p>I can ask questions to my family about when they were young</p> <p>I can talk about how I belong in my family, class and community</p> <p>I can begin to understand what the wider world is and how we all get along</p> <p>I can speak positively about differences between people and ways of life</p> <p>The Natural World</p> <p>I can grow plants from seeds and take care of them</p> <p>I can explore how plants grow and change over time</p>	<p>Past and Present</p> <p>I can understand the past through settings, characters and events in stories</p> <p>I can compare places in stories with places I know</p> <p>I can talk about important people from the past</p> <p>I can say what is the same or different between life here and life in other countries</p> <p>People, Communities and Culture</p> <p>I can understand why some people say the world is special</p> <p>I can talk about what I think is special about the world</p> <p>I can describe my local habitat and compare it with a different country</p> <p>I can learn about how people live in other countries</p> <p>I can talk about what is the same and different in other countries.</p> <p>I can talk about how people help their communities.</p> <p>I can say how I belong and help others.</p> <p>The Natural World</p> <p>I can talk about similarities and differences between the natural world around me and other environments</p> <p>I can use what I’ve seen and read to describe different places</p>
Expressive Arts & Design	Creating with Materials <ul style="list-style-type: none">Small construction kits (e.g. LEGO animals, mini habitats) to support purposeful building and fine motor control.Printing tables with animal textures (e.g. scales, fur, feathers) using sponges, stamps, and natural materials.Painting stations with colour mixing trays and prompts like “Can you paint a jungle animal?” or “Mix colours for a butterfly wing.”	Creating with Materials <ul style="list-style-type: none">Guided design sessions where children plan and explain how they’ll make an animal or habitat using different materials.3D model-making of favourite animals (e.g. frogs, butterflies, jungle creatures) with adult support to include key features.Observation drawing using real animals, photos, or videos (e.g. “Let’s draw the frog’s legs carefully and talk about how it moves”).	<p>Creating with Materials</p> <p>I can build using smaller construction kits</p> <p>I can use different painting and printing materials to explore shapes and textures</p> <p>I can mix colours to see what happens</p> <p>I can create with a friend</p> <p>Being Imaginative and Expressive</p>	<p>Creating with Materials</p> <p>I can create with others by sharing ideas, resources and skills</p> <p>I can use a wide variety of instruments</p> <p>I can draw with details</p> <p>I can solve problems and think about my designs and creations</p> <p>I can construct with a purpose</p>

	<ul style="list-style-type: none">• Collage and loose parts areas for creating animals and habitats using pom-poms, pipe cleaners, feathers, and natural items.• Partner projects (e.g. “Make a zoo together” or “Design a jungle scene with a friend”) to encourage collaboration and shared creativity. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none">• Role play areas themed around animal care (e.g. vet surgery, jungle explorer camp) to support imaginative storytelling.• Music corners with instruments to explore animal sounds and rhythms (e.g. “Tap like a tiger”, “Shake like a snake”).• Dance and movement zones with scarves and ribbons to imitate animal movements (e.g. “Crawl like a lizard”, “Fly like a bird”).• Song stations with animal-themed rhymes and multicultural music to support joining in with actions and exploring pitch.	<ul style="list-style-type: none">• Collaborative art projects (e.g. “Let’s build a rainforest together”) to encourage sharing ideas and resources.• Tool-use modelling with scissors, glue, and paintbrushes to support precision and care.• Colour mixing activities (e.g. “Mix colours to paint the parrot’s feathers”) to support purposeful art-making.• Simple programming tasks using Bee-Bots or apps (e.g. “Can you guide the robot to the jungle animal?”) to support sequencing and creativity. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none">• Story-based movement sessions (e.g. “Act out the butterfly’s journey” or “Move like animals in the jungle”) to explore expressive movement.• Music-making activities using instruments to create soundscapes for animal stories (e.g. “What sound does the frog make?”).• Rhythm games (e.g. “Tap a pattern for the elephant walking”) to explore beat and repetition.• Pitch exploration using songs from different cultures (e.g. “Sing high like a bird, low like a lion”) to develop musical awareness.• Group performances where children share songs, dances, or story retellings with peers (e.g. “Let’s perform the butterfly’s life cycle together”).	<p>I can join in with the actions to songs</p> <p>I can play in role play areas and become part of the story</p>	<p>I can use tools and techniques carefully and with control</p> <p>I can experiment with colour, design, texture, form and function</p> <p>Being Imaginative and Expressive</p> <p>I can change the tempo and dynamics when I play music</p> <p>I can understand feelings in music and describe it in simple ways</p> <p>I can rehearse and recall rhymes and stories</p>
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