



## COLLABORATION:

**Design & build an obstacle course then show others how to use it.**



The Nest		Resources
First Term	<p>Children will walk around and run around outside safely. They will climb up the steps of the climbing frame and crawl under the climbing frame. They will sit on a small tricycle and use their feet to move themselves along.</p> <p>Children will lay on their tummies on the floor to look at a book and to draw. They will watch what others are doing and begin to copy them.</p> <p>They will use a range of tools to mark-make e.g. Water and paint with brushes, chunky chalks, chunky crayons.</p> <p>Adults will comment on what children are doing.</p>	<p>Safe environment</p> <p>Adult support</p> <p>Small tricycles</p> <p>Books</p> <p>Paper</p> <p>Writing resources</p> <p>Mark making tools- paintbrushes, chunky chalks, chunky crayons</p>
Second Term	<p>Children will walk and run outside safely avoiding obstacles. They will use the 'cargo net' way to get onto the climbing frame and the rope way with adult support. They will use the stepping stones with an adult holding their hand. Children will step in and out of the tyres and sit on the bigger tricycles using their feet to move themselves along. They will be able to crawl through the tunnel but maybe a little hesitant.</p> <p>Children will play alongside their peers. They will repeat some of the adults' commentary on their play.</p> <p>Children will engage in messy play using a range of tools and begin to make such as lines and circles.</p>	<p>Climbing frame</p> <p>Cargo net/cargo net</p> <p>Stepping stones</p> <p>Tyres</p> <p>Bigger tricycles</p> <p>Tunnel</p> <p>Mark making tools- paintbrushes, chunky chalks, chunky crayons</p>
Third Term	<p>Children will use the rope to pull themselves onto the climbing frame independently. They will begin to move themselves along on a scooter. They will crawl through the tunnel confidently and use the stepping stones independently.</p> <p>Children will begin to join in others play and begin to join in 'ready, steady go' games. They will engage in messy play using a range of tools and giving meaning to their marks. They will understand simple sentences eg jump off, step on, walk along.</p>	<p>Climbing frame</p> <p>Scooters</p> <p>Tunnel</p> <p>Stepping stones</p> <p>Mark making tools- paintbrushes, chunky chalks, chunky crayons</p>



## COLLABORATION:

**Make up a collaborative story with peers & act it out using props they have made themselves.**



The Nest		Resources
First Term	<p>Children will explore puppets in the book corner and adults will model language. Adults will send home books for children to share with their adults. Children will have daily story sessions.</p> <p>Children can choose stories throughout the session for an adult to read to them individually or in a small group. Adults will ask questions such as 'Where's the dog?' then point it out to the child.</p> <p>Children will explore a variety of small world toys and adults will provide a commentary. Children will access the role play pretending to do things such as making a cup of tea for an adult.</p> <p>Children will use construction kits (e.g. Duplo) to join two pieces together.</p> <p>Children will explore paint and messy play such e.g. shaving foam. They will apply a glue stick to paper and adult will model collaging. Children will explore playdough using their hands and rolling pins.</p>	<p>Puppets</p> <p>Books and book corner</p> <p>Different small world toys</p> <p>Role resources e.g. home, café, vets, doctors, shop</p> <p>Duplo, Megablocs, Stickle bricks</p> <p>Tuff tray</p> <p>Messy play e.g. paint, cornflour, shaving foam, conditioner</p> <p>Glue sticks, Paper &amp; Collage materials</p> <p>Playdough &amp; Rolling pins</p>
Second Term	<p>Children will find the puppet that goes with the story. They will recite a simple phrase with the puppet e.g. 'Huff, puff'. They will begin to choose their favourite book to be read at story time. Children will choose a book to go home from a choice of two. They will choose a book and look at it in the Book Corner independently. They will turn pages in a board book. Adults will ask questions about a book e.g. 'Where is the dog?' and the child will point to it. Children will join in acting out well-known stories such as 'We're Going on a Bear Hunt' and 'The Gruffalo' with the adult leading. When playing with small world toys children will independently give their own short commentary using different voices.</p> <p>Adults will model building with construction kits and say what they have done. Children will make models and say a word for what it is. They will watch an adult making a picture and try themselves.</p> <p>Children will manipulate playdough and say eg 'pig' naming what they have made. They will use plastic knives and cutters with the playdough. When engaging in messy play they will begin to make marks like lines and circles. They will apply glue to paper and collage onto the glue.</p> <p>When in the home corner children will pretend to make meals for the adults.</p>	<p>Stories with accompanying puppets</p> <p>Board books &amp; key text books</p> <p>Different small world toys</p> <p>Construction (as term 1)</p> <p>Plastic knives</p> <p>Playdough cutters</p> <p>Playdough</p> <p>Messy play (as term 1)</p> <p>Role play home corner with toy food and plates, cups etc</p>
Third Term	<p>Children will choose a book to take home from a box of books. They will choose and look at a book in the Book Corner, sharing with a friend, talking about and pointing to the pictures. They will turn the pages in a book often a few at a time. During story time they will join in with words from the story. When adults ask questions such as 'Where is the dog?' children will point and say where it is. Children will ask the adult a question. Children will act out well-known stories together e.g. We're Going on a Bear Hunt and The Gruffalo more independently, sometimes without adult involvement. They will use small world characters to act out familiar experiences with a peer.</p> <p>Children will begin to join in making meals with a peer in the home corner role play. They will use a range of dressing up clothes and props in the role play.</p> <p>Children will independently build with construction kits and say what they have built. They will engage in messy play giving meaning to their marks. They will tear paper to add to collage pictures and when using playdough they will use playdough scissors to cut it.</p>	<p>Stories with accompanying puppets</p> <p>Board books &amp; key text books</p> <p>Different small world toys</p> <p>Construction (as term 1)</p> <p>Plastic knives</p> <p>Playdough, playdough cutters &amp; playdough scissors</p> <p>Messy play (as term 1)</p> <p>Role play home corner with toy food and plates, cups etc</p> <p>Dressing up clothes</p> <p>Props</p> <p>Paper</p> <p>Collage resources</p>



## NURTURE:

### Teach younger children how to care for an animal.



The Nest		Resources
First Term	<p>Children will point to the animal picture when an adult says the name and begin to copy the sound they make. They will play with animals in the home corner and play with small world animals. They will visit the school ducks and chickens while they are in their enclosure.</p> <p>Children will look at books about animals and listen to stories about them. They will listen to and begin to join in rhymes about animals.</p>	<p>Animal pictures Small world Animal toys School ducks/chickens Animal books (fiction/non-fiction) Rhymes about animals</p>
Second Term	<p>Children will begin to role play looking after a pet in the home corner. They will make animal noises such as oink, moo, woof in response to a small world figure or picture. They will join in singing rhymes about animals.</p> <p>Children will watch the school dog walking around.</p>	<p>Animal pictures Small world Animal toys Toy pets Rhymes School dog</p>
Third Term	<p>Children will say the name of some common animals, such as cat, dog, cow, horse, pig, sheep, in response to small world animals or animal pictures. Children will have the opportunity to feed the Reception fish. Children will have the snail in their classroom for a few weeks and be told about how to care for it from the pre-school children. They will observe the snail. They will be able to stroke the school dog.</p> <p>Children will request familiar songs that are about animals.</p>	<p>Animal pictures Small world Animal toys Toy pets Rhymes School snail School dog Reception fish</p>



## NURTURE: Growing vegetables to make soup.



The Nest		Resources
First Term	<p>Children will scoop and pour when engaging in sand and water play. They will explore the Mud Kitchen.</p> <p>Children will take part in snack routines and be able try different fruit and vegetables that are on offer.</p> <p>They will listen to and begin to join in with rhymes about food, plants, growing and harvest.</p> <p>Children will visit the school allotment. They will be able to point to a vegetable when adult says the word.</p>	<p>Sand/water</p> <p>Spoons, ladles, containers, jugs</p> <p>Mud kitchen</p> <p>Mud kitchen resources-pots, pans</p> <p>Fruit and veg (for snack)</p> <p>Rhymes about food, plants, growing, harvest</p> <p>School allotment</p> <p>Pictures of vegetables</p>
Second Term	<p>Children will be able to name some common vegetables.</p> <p>They will mix using spoons in the sand and water tray and when cooking e.g. mixing icing for biscuits.</p> <p>Children will use different tools in the Mud Kitchen e.g. ladles, masher, whisk, slotted spoon they will transport water outside e.g. from the water butt to the Mud Kitchen or water tray.</p> <p>Children will explore vegetables e.g. cauliflower, cabbage, beans, pulling them apart.</p> <p>Children will use fruit and vegetables with paint to explore mark making.</p>	<p>Sand/water</p> <p>Spoons, ladles, containers, jugs, slotted spoon, masher, whisk</p> <p>Mud kitchen</p> <p>Mud kitchen resources-pots, pans</p> <p>Buckets</p> <p>Water butts</p> <p>Paint</p> <p>Paper</p> <p>Paint brushes</p> <p>Fruit and veg (for snack)</p> <p>Fruit and vegetables (for printing)</p> <p>Rhymes about food, plants, growing, harvest</p> <p>School allotment</p> <p>Pictures of vegetables</p>
Third Term	<p>Children will use plastic knives to cut playdough.</p> <p>They will taste cooked vegetables. They will plant cress.</p>	<p>Plastic knives</p> <p>Playdough</p> <p>Vegetables</p> <p>cress seeds, cotton wool, pots</p>