



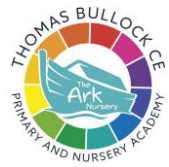
Thomas Bullock Church of England Primary Academy

The Ark Nursery 2023

Medium Term Plan – Summer 1

How do we grow? (Growth and Change)

Summer 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
w/b	15/04/24	22/04/24	29/04/24	06/05/24 (4 days)	13/05/24	20/05/24
Special Events	18/04/24 – National Exercise Day	22/04/24 – Earth Day 23/04/24 – St George’s Day	Hedgehog awareness week	Sun Awareness Week 12/05/24 – Florence Nightingale’s Birthday	Mental Health Awareness Week Walk in the Woods Week	Walk to School Week 20/05/24 – World Bee Day 23/05/24 – World Turtle Day 23/05/24 – Outdoor Classroom Day
Focus Text	We’re Going on a Bear Hunt	Errol’s Garden	The Runaway Pea	The Runaway Pea	Oliver’s Fruit Salad	Oliver’s Fruit Salad
Satellite Texts	Tadpole’s Promise Tadpole to Frog Tad Teeny Weeny Tadpole	Spinderella The Tiny Seed Eddie’s Garden The Very Hungry Caterpillar	Jasper’s Beanstalk A Seed in Need Seed to Sun-flower	Oliver’s Vegetables	Handa’s Surprise	Handa’s Surprise Growing and Changing
Communication and Language	Listening to longer stories and talking about familiar stories. Re-telling stories using actions, props, small world and role play – Talk 4 Writing. Topic related activities and experiments – encouragement to talk about what the children see and observe, using full sentences and developing new topic related vocabulary. Understand ‘why’ questions.					
	Discussing our Easter breaks – refer to Tapestry posts. Class mind map. Bear Hunt around field / woods.	Observing tadpoles and plants. Describing what we see, using new vocabulary learnt.	Learning spring rhymes – tadpoles, plants, new life. Observing caterpillars, talking about the butterfly life cycle.	Spring listening and looking walk: what can you hear? What can you see? Observing caterpillars, talking about the butterfly life cycle.	Phonics activities. Discussing longer stories as we make our way through them.	Discussions surrounding growing and exotic fruits.
Phonics (Adult-led Phonics sessions 15 mins per day)	Daily Read Write Inc Speed Sounds sessions. Recognising words with the same initial sound through lots of different practical activities. Word segmenting and blending. Listening games. Rhymes and songs. Spot and suggest rhymes, count or clap syllables in a word.					



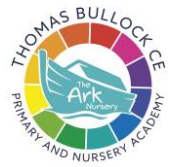
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	Recap of sounds learnt so far v and y	w and z	x	Consolidation of all phonemes	Introduction to special friends sh and th	Special friends ch and qu Consolidation
Physical Development	<p>Friday PE slot (am)</p> <p>Easel painting area – painting on a vertical surface.</p> <p>Gross motor development activities.</p> <p>Outdoor large-scale climbing / balancing equipment.</p> <p>Outdoor sit-in sand pit.</p> <p>Moving in different ways outdoors.</p> <p>Funky finger fine motor activities – daily dough disco.</p> <p>Developing a comfortable grip and good control when holding pens and pencils.</p> <p>Daily name writing practise.</p> <p>Funky fingers station.</p>					
	Funky fingers station: making 'v' with wooden fork and paint. Phonics baskets.	Funky fingers station: Make a 'w' / worm with pipe cleaners. Zig zag mark making and scissor use.	Funky fingers station: Making an 'x' with cotton buds. Phonics bingo.	Funky fingers station: Reading 'sh' words – flower with 'sh' petals. Pop the 'th' word water balloons after you sound out the word!	Funky fingers station: 'ch' word sound trains, decorate a quilt for a queen. Phonics consolidation games.	Phonics consolidation games.
Literacy (Adult- led sessions 15 mins per day)	2-year olds	Book look, front cover – discussions. What can you see? What happened? Talking through planting seeds / looking after plants. Real life and hands on experiences. Exposure to new vocabulary. Describing what we see and hear. Mark making.				
	3/4- year olds	<p>Pictures from the story – what can you see? Visit outdoor areas – where is the tall grass? Where is the squelchy mud? How could we make a cave? Re-tell the story using props, key words and the pictures on our shared story map. Can we re-tell the story as we visit different areas in our outdoor environment?</p> <p>Signs of a bear in the classroom and outdoor area, sensory tuff tray. Exploring woods, long grass, wet mud outside etc. Exploring different scenes from the story. Noticing</p>	<p>Book look, front cover. Fiction or non-fiction? Notice author and illustrator. Writing name label for bean / sunflower pot / cress heads. Writing shared instructions for growing / looking after plants / the environment. Discussions surrounding characters from the story, friendships, improving the local area for the community – litter picking, planting and looking after plants.</p> <p>Discussions – being a gardener – real life</p>	<p>Vegetables hidden around classroom. Letter from the missing pea? Missing poster? Story mapping our focus story. Discussions to promote deeper thinking around the text.</p>	<p>Invent our own 5 sentence adventure story as a class – act it out – make a story book, taking photos for the pictures. Sell our own story book to parents to raise money for plants?</p>	<p>Making our own fruit salad, exploring exotic fruits.</p> <p>Writing instructions for making a fruit salad: First... Then... Next... Finally...</p> <p>What fruits are in the story? What do they look like? How can you describe them? Adjectives!</p> <p>Story mapping.</p>



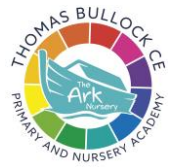
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		<p>onomatopoeic quality of words, such as: 'squelch squerch', 'swishy, swashy'. Joining in with repeated phrases with actions.</p> <p>Shared story map. Re-tell the story using props, sharing out and swapping roles.</p> <p>Writing an invitation for the bear to visit school / writing a letter in role, from the bear to the family, explaining that he is friendly and asking if he can be their friend.</p>	<p>experiences, garden centre role play, looking after our plants in outdoor areas.</p> <p>What do the children already know? What do they want to know? Re-telling the story. Making our own 'container garden' – promote discussion from experiences. Instructions – how did we make the container garden? What did we do? Letter from another teacher asking how to make one!</p>				
<p>Maths (Adult-led sessions 15 mins per day)</p>	<p>2-year olds</p>	<p>Symbols and marks</p>	<p>Finger rhymes, counting beyond 5</p>	<p>Comparing quantities</p>	<p>2D Shape</p>	<p>3D Shape</p>	<p>Consolidation</p>
	<p>3/4-year olds</p>	<p>Sequencing</p>	<p>Positional Language</p>	<p>More than / Fewer</p>	<p>2D Shape</p>	<p>3D Shape</p>	<p>Consolidation</p>
<p>Topic PSED, UtW, EAD</p>		<p>PSED – Settling back in after Easter break, routines. Social games. Following rules – can you remember what our rules are? How can we keep safe? Reminders for tidying up, where things belong in our classroom.</p> <p>UtW – Science: Noticing seasonal changes, planting and observing our plant growth. Recap from last half term: what do plants need to grow? Exploring frog</p>	<p>PSED – Friendships focus, linking to literacy focus book. How can we look after ourselves? How can we look after our peers? Our community?</p> <p>UtW – Science: Looking after our plants. Lifecycle of beanstalk / sunflower – discussion and activities. Exploring frog life cycle further. Any new changes? What can you see? Explore</p>	<p>PSED – Safely exploring emotion beyond our normal range through play and stories.</p> <p>UtW – Science: Looking after our plants in outdoor flower beds, watering. Noticing change in class tadpoles. Look back at photos – what is different? Can we</p>	<p>PSED – Noticing and asking questions about differences such as skin colour, types of hair, gender, SEND and so on. Increasing our independence – using knives to cut fruit for fruit salad. How can we be safe?</p> <p>UtW – Science: Looking at photos of our plant growth. What has happened? What has changed?</p>	<p>PSED – How can we look after ourselves? Sun safety, dressing ourselves, doing up zips, putting on shoes etc.</p> <p>UtW – Science: Looking after our plants. Learning about different fruits that we eat – chopping up and making a fruit salad. What colours can we see? What can we taste? Which is our favourite? Differences between fruits. RE: Islam – Hijab</p>	<p>PSED – Healthy eating. Why is it important? Refer to literacy fruit diary for the class.</p> <p>UtW – Science: Learning about different fruits from around the world – dragon fruit, coconut, mango, fruits from Handa's Surprise. Exploring differences between fruits. RE: Sikhism Turban History: Consolidation of our learning – how have we grown up? Refer to timeline. What else could we add?</p>



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	<p>life cycle further. Any new changes? What can you see? History: Baby guess who</p> <p>EAD – Garden centre role play. Piet Mondrian – exploring his artwork. What can we see? What do we like? Which is our favourite? Why?</p>	<p>butterfly life cycle and our caterpillars too. Can we see the roots in our rootvue? Can we see any signs of vegetables growing? RE: Christianity – Bishop’s Mitre History: Comparisons - baby to adult</p> <p>EAD – Garden centre role play. Piet Mondrian – exploring colour theory.</p>	<p>lay out the photos in order of the life cycle? Explore butterfly life cycle and our caterpillars too. History: Life cycle – new-born, baby, toddler, child, adolescence.</p> <p>EAD – Garden centre role play. Rolling pea pictures.</p>	<p>Observe life cycle changes, plant changes. Can we see the roots in our rootvue? Can we see any signs of vegetables growing? RE: Judaism – Kippah History: Intro to our class timeline – adding photos</p> <p>EAD – Garden centre role play. Rolling pea pictures.</p>	<p>History: Significant events on our timeline – starting nursery, new siblings etc.</p> <p>EAD – Garden centre role play. Fruit prints. Observational fruit drawing.</p>	<p>What will we add in future? Starting school etc.</p> <p>EAD – Garden centre role play. Fruit prints. Observational fruit drawing.</p>
<p>Outdoor Learning Focus</p>	<p>Listening walk, explore seasonal changes. Growing our own beanstalks. Planting seeds in and exploring garden centre role play area. Prepare our nursery plant pots and flower beds.</p>	<p>Real life experiences – tadpoles, caterpillars. Explore life cycles. Plants growing – planting seeds, observing growth. Looking at our spring bulbs which are flowering – what can you see?</p>	<p>Real life experiences – tadpoles, caterpillars. Observations of tadpoles in class and our outdoor pond. What can we see? What lives in a pond? What do different pond life eat? How do frogs ‘drink’? What do we want to know about caterpillars?</p>	<p>Life cycles Planting sunflower seeds – making constant observations in growth. Predictions?</p>	<p>Bee keeper exploration - Importance of bees – germination of plants – how bees pollinate flowers, fruit and vegetables that provide food for people and animals.</p>	<p>Where do plants grow best? Where does fruit grow? Tree? Vine? Country? Planting in our nursery flower bed.</p>



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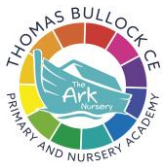
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Development Matters 2021 Curriculum Links:

	Birth to Three	3 & 4Year olds
Communication:	<ul style="list-style-type: none"> • Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. • Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods. • Watch someone's face as they talk. • Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements. • Enjoy singing, music and toys that make sounds. • Recognise and are calmed by a familiar and friendly voice. • Listen and respond to a simple instruction. • Make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling). • Babble, using sounds like 'baba', 'mamama'. • Use gestures like waving and pointing to communicate. • Reach or point to something they want while making sounds. • Copy your gestures and words. • Constantly babble and use single words during play. • Use intonation, pitch and changing volume when 'talking'. • Reach or point to something they want while making sounds. • Copy your gestures and words. • Constantly babble and use single words during play. • Use intonation, pitch and changing volume when 'talking'. • Understand single words in context – 'cup', 'milk', 'daddy'. • Understand frequently used words such as 'all gone', 'no' and 'bye-bye'. • Understand simple instructions like "give to nanny" or "stop". • Recognise and point to objects if asked about them. • Generally focus on an activity of their own choice and find it difficult to be directed by an adult. • Listen to other people's talk with interest, but can easily be distracted by other things. • Make themselves understood, and can become frustrated when they cannot. • Start to say how they are feeling, using words as well as actions. • Start to develop conversation, often jumping from topic to topic. • Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'. • Use the speech sounds p, b, m, w. • Pronounce: - l/r/w/y - s/sh/ch/dz/j - f/th - multi-syllabic words such as 'banana' and 'computer' • Listen to simple stories and understand what is happening, with the help of the pictures. • Identify familiar objects and properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'. • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). 	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Pay attention to more than one thing at a time, which can be difficult. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. • Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' • Use longer sentences of four to six words. • Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. • Start a conversation with an adult or a friend and continue it for many turns. • Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."



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<p>P S E D</p>	<ul style="list-style-type: none"> • Find ways to calm themselves, through being calmed and comforted by their key person. • Establish their sense of self. • Express preferences and decisions. They also try new things and start establishing their autonomy. • Engage with others through gestures, gaze and talk. • Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink. • Find ways of managing transitions, for example from their parent to their key person. • Thrive as they develop self-assurance. • Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting. • Play with increasing confidence on their own and with other children, because they know their key person is nearby and available. • Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person. • Feel strong enough to express a range of emotions. • Grow in independence, rejecting help ("me do it"). Sometimes this leads to feelings of frustration and tantrums. • Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. • Be increasingly able to talk about and manage their emotions. • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. • Develop friendships with other children. • Safely explore emotions beyond their normal range through play and stories. • Are talking about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ...". • Learn to use the toilet with help, and then independently. 	<ul style="list-style-type: none"> • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Develop their sense of responsibility and membership of a community. • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Play with one or more other children, extending and elaborating play ideas. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Develop appropriate ways of being assertive. • Talk with others to solve conflicts. • Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Understand gradually how others might be feeling. • Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and toothbrushing.
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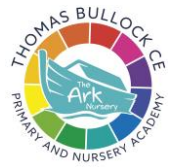
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<p>P h y s i c a l</p>	<ul style="list-style-type: none"> • Lift their head while lying on their front. • Push their chest up with straight arms. • Roll over: from front to back, then back to front. • Enjoy moving when outdoors and inside. • Sit without support. • Begin to crawl in different ways and directions. • Pull themselves upright and bouncing in preparation for walking. • Reach out for objects as co-ordination develops. • Pass things from one hand to the other. Let go of things and hands them to another person, or drops them. • Gradually gain control of their whole body through continual practice of large movements, such as waving, kicking, rolling, crawling and walking. • Clap and stamp to music. • Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. • Enjoy starting to kick, throw and catch balls. • Build independently with a range of appropriate resources. • Begin to walk independently – choosing appropriate props to support at first. • Walk, run, jump and climb – and start to use the stairs independently. • Spin, roll and independently use ropes and swings (for example, tyre swings). • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. • Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. • Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress. • Start eating independently and learning how to use a knife and fork. • Develop manipulation and control. • Explore different materials and tools. 	<ul style="list-style-type: none"> • Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.
<p>L i t e r a c y</p>	<ul style="list-style-type: none"> • Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. • Enjoy drawing freely. • Add some marks to their drawings, which they give meaning to. For example: "That says mummy." • Make marks on their picture to stand for their name 	<ul style="list-style-type: none"> • Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom • Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. • Write some or all of their name. • Write some letters accurately



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">M a t h s</p>	<ul style="list-style-type: none"> • Combine objects like stacking blocks and cups. Put objects inside others and take them out again. • Take part in finger rhymes with numbers. • React to changes of amount in a group of up to three items. • Compare amounts, saying 'lots', 'more' or 'same'. • Develop counting-like behaviour, such as making sounds, pointing or saying some numbers in sequence. • Count in everyday contexts, sometimes skipping numbers - '1-2-3-5.' • Climb and squeeze themselves into different types of spaces. • Build with a range of resources. • Complete inset puzzles. • Compare sizes, weights etc. using gesture and language - 'bigger/little/smaller', 'high/low', 'tall', 'heavy'. • Notice patterns and arrange things in patterns. 	<ul style="list-style-type: none"> • Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. • Understand position through words alone – for example, "The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. • Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">U t W</p>	<ul style="list-style-type: none"> • Repeat actions that have an effect. • Explore materials with different properties. • Explore natural materials, indoors and outside. • Explore and respond to different natural phenomena in their setting and on trips. • Make connections between the features of their family and other families. • Notice differences between people. 	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.



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<p>E A D</p>	<ul style="list-style-type: none"> • Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of soundmakers and instruments and play them in different ways. • Notice patterns with strong contrasts and be attracted by patterns resembling the human face. • Start to make marks intentionally. • Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. • Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Start to develop pretend play, pretending that one object represents another. For example, a child holds a wooden block to her ear and pretends it's a phone. • Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. • Use their imagination as they consider what they can do with different materials. • Make simple models which express their ideas. 	<ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.
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