EYFS Grasmere Academy Long term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	**Marvellous me** Families, friends, body, friendships, how my body moves, houses, local area	**Weather/environments and celebrations** Hibernation, habitats light and dark, Christmas, halloween, bonfire night, Hanukkah,Dawali, Luna New Year, harvest festival	**Familiar tales** Fairy tales, storytelling,nursery rhymes, modern classics	**Animals** Pets, jungle,farm,sea creatures, minibeasts, animals and their babies, life cycles	**Growing and changing, moving on** Plants, lifecycles of plants, healthy living/staying safe, transition	**Fantasy and adventure** Pirates, superheroes, dinosaurs,space, beaches & mermaids
2025 - 2026	Seasonal change Hibernation and stories	Christmas and other festivals and stories	Brown bear brown bear series	Minibeasts - what the lady bird heard	Oliver vegetables and fruit salad, enormous turnip. Hungry caterpillar. Growing a sunflower	Beaches and mermaids Sun/water safety
2026 - 2027	Local area, people in the community, my family, houses and homes	Festivals and celebrations Light and dark	Nursery rhymes Music keeping a beat Rhyming and alliteration	Pets and the farm	Jaspers beanstalk	Pirates
2027-2028						

R	Communication and Language	Physical Development (See PE skills and progression document)	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
A1	Follow adult cues and know behaviours for successful listening. Participate in predictable texts. Recall simple nursery rhymes Participate in adult narration of independent learning. Recall, define and use new vocabulary from this term. Develop social phrases. Answer who, what, where,when, how questions. Think out loud about how things work. Use complete sentences when talking about ideas. Starts to enjoy rhyming stories. Uses some days of the week names.	Stack, align and balance blocks of different shapes and sizes Thread, peg, and sew on cards. Cutting along lines. Beginning to use a pencil effectively and ascribe marks. Copy letters when writing. Move safely in a large space, negotiating obstacles. Finds a space when asked/ change direction. Stop quickly and can change speeds. Can move in simple ways such as, crawling, walking, rolling and running. Carries a large object up and down steps. Move forwards, backwards, left and right. Line up and queue following simple verbal and visual reminders. Manage their own toileting routines, including handwashing. Travel and balance across simple obstacle courses	Talk about my likes,dislikes. Talk about family members who care for me. Follow classroom routines and expectations. Learn their friends' names. Build vocabulary around feelings. Begin to talk about similarities and differences between people Understand hand washing routine. Try some new activities with some adult support. Begin to work in pairs adults to model good sharing. Understand how to be safe when walking in the local environment. (Being a safe pedestrian)	Develop book-like vocabulary and joins in with phrases from stories “run run as fast as you can” Understand the way stories are structured. (Beginning, middle and end). Recall key elements of books they have heard. Articulate the dilemmas the characters have faced. Counts and claps syllables in one to five syllable words. Use marks or some letters for meaning. Recognises own name. Write names from memory. Hear and say initial sounds in a word. Name book characters. Beginning to learn Set 1 initial sounds (m,a)	Count objects saying numbers names in order to 5. Matching one number to each item and say how many in total. (To 5) Say how many objects there may be before counting (up to 3) Children to identify representations of 1, 2 and 3. Children make marks to represent numbers 1,2,3. Children can understand one more and less to 3 and can represent this. Children explore the composition of numbers 2 and 3. Becomes familiar with routine of the morning/day. Understanding of properties of circles and triangles. Understand and use positional language. Names some 2D shapes (circle, triangle,square). Repeated patterns.	Explores changes of state using malleable materials. I can talk about and describe some features from my own house eg my bedroom is pink. Can talk about family members and who lives in their house. Can name some of their friends and people who are special to them. Can talk about the weather at welcome time. Explores pouring,filling and emptying in water play. Will talk about what they have droned outside of school. Talks about Halloween time and Halloween traditions. Notices that leaves are beginning to fall from the trees and asks questions about this happening.	Explain what they would like to make before they make it. Draw familiar people or animals (pets). Attempt/try to clap a beat using body percussion. Copy, memorise and perform a repertoire of simple hand-action songs. Enact domestic routines and brief family narratives using props. Begin to make and explore transient art eg dough area, small world provision and outside, Begins to learn the words fo songs at welcome time (days of the week, Hello Song)
A2	Learn more complex rhymes and songs. Secure agreed rules for conversation turn taking in small and large groups. Ask” tell me more” to extend responses. Use questions why and how. Follow 3 step instructions. Describe events in with some detail. Recall, define and use new vocabulary from this term. Recognise words that rhyme.	Is beginning to use more scissor control. Stack, aligning, balancing with magnetic joints. Thread and weave with string, paper and small pieces. Join and separate small construction kit components by clicking and twisting. Dig with trowels and hand forks Use squashing techniques including rolling pins to achieve desired effects. Beginning to be able to write some letters independently. (Not always correctly formed.) Move by hopping and climbing. Move and travel in different ways. Travel in different ways with control and coordination. Jump in different ways and land appropriately when jumping from apparatus. To be able to line up without standing to close or touching others with support. Climb and balance on simple apparatus. With support be able to show precision and accuracy on apparatus. Travel across more complex obstacle courses including changes of height.	Follow wider school regimes and know the school rule words are ready, safe respectful. Articulate and demonstrate teeth cleaning routines. Articulate and demonstrate handwashing and food preparation. Identify healthy food. Work in pairs to succeed in a challenge. Perform to an audience at Christmas time. . Share and cooperate with friends in play. Talk about how to be safe when walking in the local environment. To learn how to keep yourself safe from strangers. Work with my parent or an adult to create xmas decorations at stay and create.	Detect rhyming words and match two words that rhyme. Detect odd one out on an alliterative word string. I can sort m,a,d,s,t initial sounds. Aware that words start with the same phoneme. Understand some vocabulary from stories/poems/non fiction. Know the sounds of the letters in my name. Knows 3 common exception words. Hears and identifies the initial sound of a word Choose a book from Killingworth Library and talk about why I chose it. Knows set 1 initial sounds (m,a,d,s,t)	Play games which involve quickly revealing and hiding numbers of objects. Children have a clear understanding of the number 4 and 5. (Count, subitise and match numeral to quantity) Counts forwards and backwards to 5. One more and one less to 5. Recognise and write numbers to 5 Understanding of properties of circles, rectangles,squares and triangles. Combine shapes to make new shapes. E.g. 2 triangles to make a square. Understand and use positional language. Children take about night and day and order key events in their daily routines. Use language to describe when events happen. Children measure time in simple ways. E.g. counting the number of sleeps.	Describe changes to trees and woodland plants in autumn. Describe family Christmas traditions and talks about Christmas time at home. Describe and explain changes of state of various dry and wet materials when cooking. Is aware of where things belong. Explores all about Nocturnal animals, hibernation and name some of the animals that do this through stories. I can talk about road safety and how to keep myself safe when near roads. I Know that Jesus was born on Christmas day and can recall some facts about the Christmas story. I Know that Diwali is the festival of light.	In a group, children can what they like and dislike about a piece of artwork. Explore colour mixing. Mark the beat and imitate rhythms with tapping and striking instruments. Sing as part of a group. Know further action songs and song ring games by heart Generate short narratives about the environment using small world props. Use dance gestures and movements to tell a story and recite a poem. Use clay to make a simple pot. Decorate biscuits and Christmas ornaments.
SP 1	Create own funny rhymes. Add connectives on the end of simple responses to include detail or causative extensions. Participate in familiar stories. Talk about plots,events and characters. Engage in non fiction books talking about the vocab. Children talk about problems and come up with ideas to solve them. Recall, define and use new vocabulary from this term.	Cut around a simple shape. Weave, thread and tie. Use small hammers accurately. Beginning to use the correct letter formation of letters. Can carry my own tray carefully in the dinner hall. Can move by skipping. Recognise body changes during exercise. Carry and control small equipment Twist, turn, roll in different ways. Coordinate and control limbs when making movements. Run and jump in time to music. Perform basic actions with others. Explore animal movements at different levels. Move body in time to music, at different speeds and copy and perform dance actions.	Follows school routines and expectations. Work in a small group on tasks like turn taking games sometimes needing support. Articulate simple problem solving approaches. Make healthy food (vegetable out, fruit kebabs) Express own feelings using language . Talk about how others feelings. Washes hands at key points in the day and after toileting, without being prompted. When trying new activities shows some independence and resilience.	I add a word which rhymes to a rhyming string. Independently detect alliterative words during sorting activities. Discriminate and name phonemes at the end of words. Discriminates between similar letters (d/b) Writes some CVC words independently. Write labels, lists and captions. (Within support). Uses set 1 sounds to write a word - (mad,sad,mat,dad)	Children show fingers all at once without counting An understanding of zero and all gone. Comparing two numbers to 5. Subitise to 5. Count out a smaller number from a larger group. . Children have a clear understanding of the number 6, 7 and 8. (Count, subitise and match numeral to quantity) Count forwards and backwards to 8. Recognise and write numbers to 8. Understand that a pair is two objects. Awareness that some quantities have an odd one left over. Combine two groups to find out how many altogether. Use language to compare weight, height, length and capacity. Use measuring equipment and objects. Use vocabulary to describe when events happen. E.g. yesterday, today and tomorrow and can use the class visual timetable.	Describe changes to trees and woodland plants in Spring. Describe and explain changes of state of water Name locality features on a simple route to Killingworth library. Describe and re-enact traditions from Chinese New Year celebrations. Name some key features of killingworth and create a simple map to locate them using photos and drawings. Awareness of how school buildings/transport and shows an interest in how these have changed over time. Describe the roles of significant adults in the community. Talk about cold environments and the animals that live there. Look at the countries on a map. Talk about animal babies and Spring time meaning new life.	Children can critique their own artwork. Combine 2 different coloured paints to make a new colour. Learn to join different materials together. Use chosen resources for a purpose. Imitate more complex rhythm patterns with tapping instruments. Draw objects with increasing detail. Dance/move with large arm movements using props- ribbon and fabric. Takes part in cooking activities. Explore different materials and textiles with simple weaving techniques. Creates a known story in a role or small world play.
SP	Tell entire familiar story using	Cut more complex figures.	Work in a small group on tasks like	Understand and use some vocabulary from	Subitise to 10..	Interpret Google Earth street view of the route between school	Use a range of strategies to combine or join

2	sequenced illustrations as prompts. Answer open ended or speculative questions. Use sequence words to describe events in detail. Talk about non fiction texts developing new vocabulary. Mostly use correct tense when talking. Recall, define and use new vocabulary from this term. Recognise words that rhyme	Use tools to cut and join safely under supervision. Safely use a wider range of food preparation tools including chopping boards and knives, graters, fruit squeezers. Use precision and accuracy when using dance movements. Move in time with music and can stop, start, fast and slow. Copy and repeat 4 dance actions. Play parachute games in a group following instructions. Make contact with a ball with legs and feet. Control small games and equipment when transporting, collecting and throwing. (Outdoors) Play a simple ball game, understanding the rules (Outdoors) Line up without support	turn taking games. Articulate how to solve a problem. Talk to each other about their work and play reflecting on their own and others' work. Understand the importance of staying safe online. I know how to tell a grown up when I feel unsafe or scared. Begin to understand what is safe for me to play /watch online Talk about how to stay safe on a visit and what the rules are. (including road safety) Talk about how to keep my body and hair clean. Can talk about kind and unkind behaviour.	stories/poems/non fiction. Write two words that rhyme. Write full name. Knows 6 common exception words. Write labels, lists and captions with support. Write a simple sentence including common expectation words. (Supported) Can write some simple CVC words. Can blend and segment up to 5 CVC words independently. Can name all set 1 initial sounds and some special friends.	Count out a smaller number from a larger group. E.g. Give me 8. Children have a clear understanding of the number 9 and 10. (Count, subitise and match numeral to quantity) Count forwards and backwards to 10. Children use 1:1 correspondence to count to 10. Order 3 or more quantities to 10. Number bonds to 10 using real objects. Recognise and write numbers to 10. Recite numbers past 20. Begin to understand the properties and names of 3D shapes. E.g. similarities and differences of 3D shapes. Explore more complex patterns. ABB, AAB, AABB, AABBB.	and the library. Name features and navigate right and left turns on line. Tell the story of the life of David Attenborough I can retrieve the knowledge of the human life cycle. Sequence the life of a duckling at the lake from hatching to maturity. I can talk about the life cycle of all animal. Eg chick, frog,butterfly. Talk about the features of farm animals, what they eat, the environment they live what food comes from different farm animals. Recall facts and information about influential figures (eg David Attenburgh, Mary Anning, Neil Armstrong)	objects. Make considered choices to create mixed media or relief design in clay. Describe and talk about their end creations. Know how to make colours lighter and darker. Listen to and join in with a variety of music.e.g. Different music from around the world. Memorise short choreographed dance sequences to accompany songs in pairs or groups. Move rhythmically on the spot and travelling. Uses hands, hands or feet to mark the beat. Speak and act in role, demonstrating recall of the jobs of key members of the community. Retell episodes from a know story with dialogue using small world figures or puppets. Invent own narratives, alongside and with others.
SU 1	Tell familiar stories with dialogue using small world/role play props. Memorise rhymes and incorporate body percussion/instruments for performance. Answer open ended or speculative questions. Process 4 step instructions. Use problem solving words and phrases in explanations. Talk about what happens in illustrations and relate to own experiences. Recall, define and use new vocabulary from this term.	Can cut other things than paper. Use tools to cut and join safely and under supervision. Join with tape and glue. Control large scale gardening tools including watering cans. Use fine mark-making tools to create texture and pattern in materials Control printing tools to create a desired effect. Dismantle objects and mechanisms using a range of hand actions. Control by aiming, rolling, patting and kicking balls. Roll,spin,rotate,throw and catch hoops. Catch a ball with two hands and stop one when rolling. Skip to a beat.	Engage in more complex turn taking games. Read facial expressions and body language, extend vocabulary of emotions. Articulate reasons for success/failure in challenges and stories. Talk about their feelings and opinions in a set task. Through stories I can identify similarities and differences in characters and how they may be feeling.	Recall some facts from a non- fiction text. Discriminate and name digraphs in words. Blend words with 5 phonemes. Write a simple sentence including common expectation words with support.	Count and identify numbers to 20. Count forwards and backwards to 20 from different starting points. Can say what comes before and after a given number to 10. Children use real objects to see if a group can be changed by adding more. Children use mathematical adding and subtracting in mathematical stories and meaningful contexts. Understand that quantities change when items are taken away. Completes jigsaw and shape puzzles where they can rotate shapes. Use positional language. Understand that shapes can be combined and separated to make new shapes.	Describe changes to trees and woodland plants in summer. Know and demonstrate how to grow seeds and care for seedlings. Draw and label geographical features of a walk around the school or a local walk Draw own maps of the classroom or outdoor area. Explore magnets and use simple terms to describe objects that are attracted to them. Awareness of the royal family, I can name key people. I can name local castles. I can label the parts of a castle. I can talk about who might live in a castle and what they were used for in the past and now. Know my own address and that killingworth is in england and locate it on a map.	Children can adapt their artwork after critique. Make increasingly detailed observational drawings and paintings of nature found objects and living things. Discuss the pitch contrasts in percussion. Call and response songs. Children can work with others to create a piece of artwork.
SU 2	Use vocabulary learnt from stories/non fiction/rhymes when offering explanations. Generate original narratives using small world, props or in role play. Make comments and ask questions to clarify understanding Process language which includes challenging adjectives,verbs and positional vocab in instructions. Recall, define and use new vocabulary from this term.	Stack and align irregular and natural objects. Use hand moulding and building techniques with malleable materials. Control large scale gardening tools including watering cans. Use fine pincer mark-making clay tools with precision. Use a range of tools to dismantle mechanisms. Use the correct letter formation of letters. Children can change speed and direction when playing games. Jump over a rope when skipping Bounce a ball on the spot or on the move. Roll or throw a ball underarm at a target. Kick a ball at a target or to a friend. Balance an object when walking E.g. egg and spoon. Compete as part of a team in an obstacle course.	Engage in games where different participants have different roles. Build strategies to challenge undesirable behaviour. Children to explain how they have dealt with problems and emotions. Talk about strategies they use. Children can identify and talk about how others may be feeling. Can manage conflict with friends and resolve problems without adult support. Work as part of a competitive team supporting others and celebrating success. Talk about how to stay safe in the sun and why it is important. Talk about basic water safety and follow this at the beach. Name some professionals that can help me keep my body healthy e.g. doctor,dentist. ect. Can talk about what is unsafe and unsafe online.	Understanding sentences/short stories which they have read. Use vocabulary learnt from stories/poems/non fiction. Use syllable skills to write longer words. Knows up to 15 common exception words. Write a short composition with more than one sentence. (Capital letters and full stops).	Know that double means twice as many. Build doubles using real objects and tens frames. Say what double a number is to 5. Children know odd and even numbers to 10. Children can recognise numbers to 20. Children can make equal groups and share fairly. Use positional language. Make maps and plans to represent places. Uses some language related to money eg “How much?” “Pounds” “pence”.	Describe changes to trees and woodland plants in summer. Describe and recall the transition from caterpillars into butterflies. Know and demonstrate how to nurture edible plants. Name physical features of a beach environment using secondary sources. Identify similarities and differences between the animals and plants in the beach environment and in the woodland environment. Compare physical features using aerial views. Describe differences and similarities between beaches around the world, using photographs Describe natural and manmade beach detritus and know the dangers to wildlife from man made rubbish. Understanding of the concept of floating and sinking. I can talk about the features of boats from the past (pirates) and boats now. Recycling household waste know what materials can be recycled and why its important. Can open an app on the Ipad. Can navigate and play a simple game on the iPad with little or no support. Make a treasure map for other children to follow. Talk about what maps are used for.	Make detailed and accurate observational drawings of natural found objects and living things, including matching colours. Create, describe and explain transient 2D or 3D designs or sculptures with natural and non natural materials. Shape and mould wet sand and clay with hand tools to create particular effect. Body percussion and instrumental sound effects to tell a story. Generate simple oral and enacted narratives with role play props or small world. Can produce a piece of Artwork in the style of a famous artist and talk about what they like or dislike about a piece of Artwork.
ELG	<u>Listening, Attention and Understanding</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <u>Speaking</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;	<u>Gross Motor</u> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <u>Fine Motor</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.	<u>Self Regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs,	<u>Comprehension</u> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <u>Word Reading</u> Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <u>Writing</u> Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters;	<u>Numerical patterns</u> Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <u>Number</u> Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	<u>Past and Present</u> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <u>The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around	<u>Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories. <u>Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

			including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.	Write simple phrases and sentences that can be read by others.		them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	

N	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
A1	Join in with songs and rhymes using some words, gestures and props. Play alongside an adult, attentive as play is narrated. Begin to follow instructions at a 4/5word level with adult support. Begin to take turns in conversation with support. Recognise and respond to familiar sounds Begin to use past and present tense.	Know they need to use the toilet and ask adults to help them with clothing. May have some accidents Wash hands with guidance. Uses a range of simple tools with support. Makes single snips on playdough and paper with scissors Join in with Simple ring games following actions. Understand the vocabulary of movement. E.g. Gallop and slither. And follow these instructions Hop on the spot and to travel. Run and freeze on command. Drive scooters, bikes and trikes by pushing feet. Climb steps or stairs with alternate feet, using a hand or handrail for support. Jump two feet on the spot. Jump down from a higher to a lower height. Run at speed in the outdoor space. Copy some whole body action rhymes.	Form a secure bond with key workers. Play in parallel with children observing and copying ideas. Select from a small range of resources. Follow simple rules with adult support. Begin to show an understanding of Nursery routines and can follow them e.g. visual timetables. Use some simple manners Know how and when to wash hands with support. I know when i feel upset and begin to self regulate with adult support.	Join in with actions/words of a rhyme Keep a steady beat alongside others using musical instruments. Distinguish between different instrumental sounds. Maintain focus on short picture book Hold books independently,turn pages noting items of interest along the way Find my name from a choice of names Talk about the marks they make. Draw lines and circles. Recognise environmental sounds	Compare small sets of objects by processing language “more than”. Build with blocks of different shapes and sizes and loose parts, making good choices based on their understanding of properties. Process simple positional vocabulary in the run of child initiated play. Match pairs to demonstrate a secure grasp of commonality.	I can begin to talk about what babies can and can't do. Begin to talk about family routines and my routines such as bed time. Begin to talk about the jobs of family members. Follow adult prompts to explore simple sensory properties of everyday materials and demonstrate engagement facially or through body language. Sustain interest in action and reaction toys. Talk about things they have observed e.g. plants,animals,natural and found objects using simple vocabulary. Talk about the weather using simple sentences. Walk to the lake to observe the ducks and swans talk about what they see. I begin to understand the importance of harvest and listen to a simple harvest story.	Make marks with a wide range of tools and grips. Explores a range of materials and can use them to create simple representations.. Children begin to give meaning to the marks they make. Use props, similar to the items they represent, appropriately, during simple domestic role play. Use small world props in short non-verbal narratives. Identify some environmental sounds. Name some percussion instruments and describe the sounds in simple terms. Explores colour
A2	Choose a favourite rhymes/songs using some lines, words and actions. Listen to a short book in a group with some joint attention and begin to use vocabulary linked to familiar books. Participate with words,phrases or gestures as play is narrated. Begin to express points of view using words and actions. Pay attention to more than one thing at a time, can switch attention and listen to what you are saying when playing.	Know they need to use the toilet and go independently, following adult guidance with clothing. May have occasional accidents. Wash hands with a reminder. Make marks with large tools using arms and shoulders. Understand how to handle simple tools safely. Can stand on one leg and hold a pose. Can complete crossing the midline activities. Climb apparatus with alternate feet, using own hands for support. Travel safely with support on equipment Travel on apparatus safely. Can take their coats off and put back on requiring some support with the zip. Can begin to move in a variety of different ways when asked	Become more outgoing with other adults and children in the setting. Beginning to link up with others to play. Can express their own feelings using facial expressions and noises. Locate and bring additional resources to activities to achieve a goal. Carry out tasks e.g. give out the milk. Talk about what the characters are feeling using simple adjectives. Washes hands after using toilet may need an adult reminder.	Know a few complete rhymes off by heart Copy a simple rhythm containing 1/2/3 beats using claps/body percussion. Can distinguish between environmental sounds. Name some pertinent features in book illustrations as the story is shared. Recognise my own name. Match the letters of my name. Talk about the marks they make. Draw lines circles and other fine motor patterns with increasing control.	Compare small sets of objects by processing language “more than” and “fewer than”. Count within and up to 5 with correspondence. Count sets to 5, applying the cardinal principle. Process language of everyday size during play. Process and use positional vocabulary in large scale physical play. Sort sets of objects such as building blocks into sets of identical members.	Use some very simple adjectives to describe the sensory properties of everyday materials. Show an understanding of the need to respect & care for our natural environment. Take food to feed the ducks / swans at the lake. Use pipes,funnels and other tools to carry/transport water. Act out and describe aspects of culture /celebrations in simple terms. Use ipads to record what they have found in the local area while on a walk. E.g. photos. Investigate light and dark. Talk about the things they see on the school grounds and at the lake when collecting Autumn objects, using simple vocabulary. I have a basic understanding of the Christmas story. I know that Diwali is the festival of lights.	Explores a range of materials and are beginning to develop their own ideas independently. Take part in pretend play including small world play using props introducing simple dialogue. Sing the pitch of a tone sung by another person. Hear and respond verbally or through spontaneous movement to a wide range of pieces from various sources, composers and cultures from over the years. Demonstrate understanding of clear changes in dynamics and tempo with hand gestures and body actions.
SP 1	Enjoy Joining in with favourite rhymes/songs using some lines/word Begin to engage in simple dialogue about play. Use vocabulary linked to stories they have read. Understand and follow instructions at a 3 word level when the objects are elsewhere. Listen to others in 1:1/small groups when conversation interests them.	Use the toilet independently, managing clothing and washing hands without a reminder. Use a fork and spoon independently. Make marks with different size pens with a palmer grip. Independently choose simple tools for a purpose. Holds paper whilst snipping with scissors Travel under,over and through obstacles. Choose movements which are appropriate to the apparatus. Complete parachute games. Bowl, roll, chase and collect, tyres and barrels.	Talk about own feelings using words like happy, sad, excited, worried. Follow classroom rules with simple verbal prompts or visual reminders. Take turns with adult prompts. Explore new environments with adults for support. Sometimes seeks out a familiar friend to play with and share special experiences. Select and use activities and resources showing increased independence. When asked a question or given an instruction I can respond appropriately (supported when needed)	Haa repertoire of rhymes Fill in the gap during a rhyme Orally blend 2 syllable words e.g. co -fee, ta-ble Clap out my name and begin to clap 1 -3 syllable words Match sounds to objects. Mimic reading some elements of a story when looking at the book independently. ve Remain engaged from beginning to end of longer book. Answer closed questions as a book is shared. Trace my name & match the letters of my name. Recognise familiar logos shops,food,toys. Distinguish between the marks they make. Can blend compound words e.g. foot - ball	Subitise within 3. Show sets on fingers within 5 . Process and use positional vocabulary accurately in small world scenes and when Building. Arrange 2D shapes, narrating choices with informal descriptions of properties. Use everyday language to compare size Use spatial awareness words in play.	Recall my Christmas holidays Show care and concern for living things and the environment. Use particular materials for a purpose. Know about and show an interest in different occupations With support explore and talk about how things work. Talk about family customs. Explore Freezing and melting. Talk about the things they see using more specific vocabulary. Talk about winter weather and explore any snow/ice. Children have an awareness that there are countries that have very cold. Links to cold environments and arctic animals	Draw simple representations of people,animals and objects. Use props appropriately to recreate a wider range of simple role plays such as driving vehicles and shopping. Develop more complex stories using small world and role play. Sing entire or almost entire short songs including nursery rhymes, songs from television programmes and popular songs. Using the correct melody. Demonstrate preferences for songs. Tap out simple repeated rhythms. Explores colour and colour mixing.
SP 2	Answer and ask why questions. Remain attentive to the end of a book without prompts. Anticipate the ending of a book. Know a few rhymes off by heart, express preference for rhymes. Talk about the stories they enjoy. Use language to share feelings,experiences and thoughts.	Using pincer movements to pick up small items or nip malleable materials. Post and thread materials. Use large muscle movements to wave dance equipment. Copy adults to move in a variety of ways.Remember a simple sequence of movement relating to music. Copy all aspects of whole body action rhymes and challenges. Drive tricycles by pedalling. With an adult's hand, travel above floor height by walking or crawling. Can manage own zip. Can put on own shoes and manage simple velcro fastenings.	Follow simple rules to stay safe when visiting local areas with support from familiar adults. Take turns with other children sharing resources with support. Join in with simple discussions with an adult about how to make things fair. Develop ways to calm themselves and use these with adult support. Imitate a tooth brushing routine. Recognises feelings of others. I can talk in simple terms about the rules of staying safe out and about and in the setting Can wash and dry my hands without adult prompts.	Find it funny when you make a mistake during a rhyme Orally blend 3 syllable words Count the number of syllables in words containing 1-3 syllables Participate in repetitive features of familiar books. Suggest what might happen at the end of a book. Copy some letters from my name. Know what sound my name starts with Make continuous linear marks and other effects with hands/tools on a range of scales.	Solve everyday problems with numbers up to 5. Process and use positional vocabulary accurately when out in the wider locality. Talk about and explore 2D and 3D shapes. Process language to Fill and empty containers. Process language to create structures or arrangements longer, shorter, taller, wider than mine. Describe patterns on resources and in the environment using everyday language or regularity and repetition to describe features.	Show care and concern for living things at the farm. Explore and talk about different forces they can feel. Describe and enact some of the roles of community figures. Create own action and reaction games such as water flow structures and simple wheeled vehicles from construction kits. Give very simple explanations of how they work Children have an awareness that there are other countries. Understand some similarities and differences between people. I can talk about my visit to the farm with the aid of pictures. Children to plant seeds and vegetables.	Develop their own ideas and decide which materials to use to express them. Begin to use simple methods to join materials to create a desired effects. Use mark making tools to draw with increasing complexity adding details. Join materials for a purpose. Use a wider range of objects as props in spontaneous storytelling. Create original stories with small world figures. Create own short song-phrases, perhaps using a familiar tune or changing some words.
SU	Use talk to organise play, assigning roles,	Weave materials into frames.	Follow rules without reminders.	Find it funny when you make a mistake during a	Link numerals to sets of 1, 2 or 3.	Actively explore the properties of everyday	Use mark making tools with control to add details

1	directing others and choose resources. Join in with repeated refrains. Comment on and ask questions about illustrations. Begin to use scientific vocabulary to talk about the environment. xpress points of view using words and can begin to debate when they disagree. Understand 3/ 4 word level instructions. Use back and forth conversations in play.	Make marks with different sized pens and media with a comfortable and appropriate grip. Makes consecutive cuts forward direction tearing the paper. (Scissors) Run at speed negotiating obstacles. Throw a ball to an adult with no adult support. Kick. Roll, chase and collect a ball. I can make simple shapes with my body e.g. tall, wide, small	Listen and talk to special visitors in school. Accept simple resolutions suggested by adults and move on with play. Use self calming techniques with little adult support. Carry out simple tasks when requested to help someone else. Use a range of adjectives to describe emotions of story characters and themselves. Follow a tooth brushing routine at home. Begin to recognise healthy and unhealthy food choices	rhyme or rhyming string and can offer the correct word Orally blend a cvc word when the vowel is split e.g. ca-t, c-at Enjoys stories and songs containing alliteration Answer why and how questions about a book. Give brief descriptions of plot elements/characters favourite books. Lift less obvious meaning from pictures. Aware that some words start with the same sound as my name. Recognise print in the environment. Write my name with support when needed	Recite numbers past 5 and know the last number reached when counting tells the total. Use absolute measurement vocabulary to describe everyday objects such as heavy, tall, big, tiny, full, empty Compare lengths by aligning and accurately identify longer, taller and shorter. Process and use positional vocabulary accurately when describing book illustrations. Continue an ABAB linear pattern with everyday objects. Talk about things that have happened in the past. Make comparisons between size and length.	materials through spontaneous experimentation. Talk about the differences between materials and the changes they notice. Answer closed and anticipatory questions in simple adult led experiments about the property of materials. Describe and represent the home in 2D and 3D, naming rooms and parts of the building. Can talk about names of different types of buildings. Demonstrate a range of actions with remote control toys. Enact or describe aspects of cultural celebrations in very simple terms, using new vocabulary accurately. I can talk about past events in my life such as the weekend.	to drawings. Join materials in a range of ways to make things for a purpose. Speak in role in simple story telling. Selects instruments to create sound effects in stories. Make simple small worlds to support small world play. Create own songs, dances and instrument pieces.
SU 2	Able to talk about events in the now and past using appropriate tenses. Generate and complete causative sentences.e.g. They didn't … She took… Begin to read along with familiar books. Comment on books as they are being read and recall key events. Know a wider range of rhymes. Understand why questions. Use vocabulary and ask questions when investigating. Use sentences of up to 4- 6 words. Express points of view Begin to use linking words in sentences e.g. because Follow 4 word level instructions including size,colour and position.	Use a tripod grip/appropriate grip to make marks, including enclosed spaces. Repeat the same mark making movement with control and ascribe meaning to marks. Can complete a simple obstacle course. Can follow simple directions to complete a team game with adult support. Balance a beanbag on my head Can balance an object when walking E.g. scoop and ball Drive ride on toys at speed, using the pedals and steering round obstacles. Collaborate with others to transport large items Safely. Play follow my leader in a small group, imitating a range of gross motor movements. Manage my toileting needs independently when in the classroom and when out on visits. I can move my body creatively to make shapes of my own choice.	Remember rules of the classroom and can articulate simple rules to others. Can wash and dry their hands thoroughly and talk about why this is important. Accept simple resolutions suggested by adults / children and move on with play. Show self control and stops themselves from doing something they shouldn't. Asks for help when they need it. Shows independence when accessing areas of the classroom. Begin to understand that some actions hurt and harm others and can show some self control.	Match words that rhyme in games including rhyming lotto Blend at an onset-rhyme level e.g. sh-ark, p-ark I find it funny when you produce alliterative word strings Know that print is read left to right top to bottom. Understand the concept of a word and that in a sentence it has a space before and after. Distinguish and name parts of a book. Write some letters from memory. I know the initial sound of my name Write most letters in my name from memory	Link numerals to sets within 5. Predict changes in amounts in stories and rhymes, counting forwards and backwards Use a few of their own symbols and marks to represent mathematical experiences. Compare area of 2D shapes by placing them on top of each other identifying and naming bigger and smaller Correct an error in an ABAB pattern. Participate accurately in ABAB repeated patterns of actions. Talk about things that have already happened and things that are going to happen, using sequence language. Use terms day and night in relation to stories. Use informal mathematical language to describe 2D and 3D shapes. Make comparisons between weight and capacity.	Plant and care for growing plants. Understand the key features of the life cycle of a plant and an animal e.g. chicken/frog Know that there are different countries in the world, children to look at a hot country and talk about the beaches, animals and plants. Children to visit a local beach and Tynemouth aquarium and explore the plants and animals that live in our local environment. Offer comments about what they see. Use remote control toys to a particular end and explain how to do it. Explore materials which float and sink. Uses equipment to investigate E.g. ipads and magnifying glasses. Recount my visit to the beach using pictures and objects as prompt if needed.	Add emotions in their drawings/paintings. Create original stories with small world figures, including dialogue. Play repeated rhythms on instruments. Follow or lead others as conductor to stop and start music. Know a range of songs by heart that reflect their experiences. Explore different textures.
Goal	**Show good listening behaviours.** **Speak in simple sentences (up to 6 words)** **Generate own funny rhymes** **Understand 4 word level instructions** **Retell a simple event or story** **Understand why and how questions Identifies rhyming words and enjoy rhyme games**	**Can put on and fasten their own coats** **Use scissors confidently and safely** **Hold a pencil with an appropriate and comfortable grip.** **Can climb confidently and safely, managing own risks.** **Peel/open own milk/fruit at snack** **Use a knife and fork independently.** **I can confidently manipulate my body to move in different ways or make different shapes.**	**Knows how to follow rules and routines and recognises when others are not.** **Begins to play cooperatively/shares.** **Understand and talk about own and others feelings.** **Shows independence managing toileting,hand washing and brushing** **Begin to understand that other people have ideas/needs that are different to theirs.**	**Write my name from memory** **Include mark making/early writing in play.** **Write some letters accurately.** **Sequence pictures from a familiar story.** **Begin to orally blend/segment** **I can identify some initial sounds in words/object.** **I can recognise 5 graphemes.**	**Subitise up to 3 objects.** **Have a developing understanding of the composition of numbers to 5.** **Count with 1:1 correspondence up to 5.** **Recognise numerals to 5.** **Recognise and name some of the properties of 2D shapes.** **Make sets showing an understanding of commonality.**	**Talk about their family, members of their community and special celebrations.** **Recognises and discusses changes in the environment and natural world.** **Knows that in the past they were a baby and can recall some past events in their life.** **Talk about what I see on my walk between home and school in Killingworth.**	**Draw/paint/make representations of people, animals and objects with increasing complexity.** **Sing a range of songs and rhymes from memory.** **Enjoy listening and responding to a range of music.**

Experiences we would like the Nursery children to have

Autumn	Spring	Summer
Adventure Outdoors in school yard and field Visit to Killingworth lake to see the ducks Visit to the woods at Killingworth lake to see Autumn colours Diwali	Farm visit Chinese NY Easter	Beach visit Eid Shavuot

Xmas Harvest Halloween Remembrance day Library trip	Mothers day Visit to Killingworth lake and local area walks Library visit Spring activities	Sports day Summer activities

2's	Communication and Language	Physical Development	Personal, Social and Emotional Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
1	Make needs known using gestures,sounds and single words. Watch or play alongside an adult. Use one word to name vocabulary during play. Engage with books as an adult reads 1:1. Maintain attention during a very short rhyme. Understand simple words and phrases in context. Understand a simple instruction. Select familiar objects by name. Focus on an activity of own choice.	Shows an interest in helping with nappy changing. Try a range of foods. Build with a few blocks, knock over and rebuilds. Collect and move resources in baskets, bags or boxes filling them and tipping them out. Push chunky small world toy vehicles along a chosen route. Arrange sturdy small world animals and figures. Use very simple action and reaction toys. Squeeze and prod dough. Tears paper using hands. Bounce and nod in response to music. Move ride on toys by pushing with feet. Squat and push a large ball away. Jump with both feet off the ground Fit themselves into large boxes and move around in them. Beginning to become more confident with climbing equipment.(Tumble play)	Manage to separate from carer. Form secure relationships with key worker. Follow simple routines with prompts and support. Develop or demonstrate play preferences. Come willingly to share snack with familiar adults. Confident to try new activities with support from familiar adults. Lift drinking objects up and suck through a straw. Beginning to follow some rules with support. Beginning to look concerned when another child is upset or hurt. Beginning to demonstrate friendly behaviour towards other children. Develop ways to control their emotions e.g. use comforter	Enjoy songs and rhymes. Enjoy sharing a book 1:1 with an adult. Hold mark making tools and draw freely.	Combine objects like stacking cups and blocks Put objects inside each other and take them out again Children to play freely with building materials Interested in number rhymes/songs Interested in shape sorting activities. Children engage in play using shapes. E.g. construction, playdough.	Children explore sensory play experiences e.g. wet/dry sand. Recorginise photos of themselves and family. Begin to name parts of the body. Join in with action Rhymes (Head, shoulds, knees and toes) Begin to talk about who is in their family. Name pet animals Explore outside play area using adult as secure base. Experience some christmas traditions/decorations Visit to Killingworth Lake to see and name the ducks and swans. Visit woods next to killingworth lake to see the Autumn colours and leaves collect objects of interest.	Make marks unintentionally. Explore paint using fingers and other parts of their bodies. Children are beginning to explore a range of media which they can make marks in. Pretend that one object represents another during role play. Identify simple and common environmental sounds. Move to music with spontaneous actions, Use simple actions to mirror change and development in familiar music. E.g. Action rhymes such as lying still and jumping up and down in 'see the bunnies sleeping.' Explore musical instruments
2	Join in by repeating words/phrases as an adult narrates play. Develop book preferences and seek an adult to share a story. Say the last word in lines of a simple rhyme. Ask and understand simple questions about play and routines. Use simple sentences up to 3 words. Develop pretend play. Point to correct parts of pictures in stories and activities. Discriminate familiar sounds in the environment and name it.	Help with nappy changing. Children know in advance when they need to wee. Children can communicate when wet or soiled. Children are beginning to have good eating habits. E.g. sitting at table Help an adult to put on outdoor clothing. Explore very simple joints and mechanisms in everyday objects and construction kits. Squeeze, thump and flatten dough. Use small figures and vehicles with control in play, positioning and balancing. Fill and empty containers with water and sand, using cups, scoops, spoons and spades. Use hammering games with increasing accuracy. Shows an interest in scissors. Increasingly attempt more risky play such as climbing with adult support. Tap and slap on the ground or on knees to accompany rhymes and songs. Run in open spaces. Squeeze inside small spaces. Jump face to face with an adult holding hands. Attempt to kick a large ball. Move and transport large objects such as tyres and barrels and pushing wheelbarrows. Move ride on toys on short journeys by pushing feet, including scooters. Climb a few stairs independently using 2 feet to a step.	Greet key workers and other peers/adults Separate confidently from carer. Anticipate routines through simple statements and questions. Show awareness of others during parallel play by watching. Help an adult with a task. Use simple eating and drinking equipment. Develop and articulate snack preferences. Children try different foods. Build a wider range of play preferences. Participate in simple domestic role play imitating actions and routines. Make choices from limited options either by gesture or words. Encourage children to express feelings and adults to model words to explain what the feelings are. Children engage in simple turn taking games with an adult. Follow the rules of the setting with support	Join in with some actions/props/noises during songs and rhymes. Pay attention to pictures and words in books. Develop book preferences. Repeat words and phrases from a familiar or favourite book. Draw lines and circles.	Use some number words when playing. Complete inset puzzles. Explore objects of different weight and size during play. Match objects that are the same. E.g pairing socks. Follow a simple routine and anticipate what happens next. Use the language of 'more' during snack time and play Identify shapes and colours. Give one or two things to an adult.	Children to express themselves in response to textures, sounds, smells and tastes. Name and observe simple farm animals at the farm . Jump in puddles and enjoy the outdoor environment, Collecting objects of interest. . Begin to talk about who is special to them (2 /3 word phrases). Confident to play with different textures with adult support. Begin to show care for living things. Children to visit killingworth lake to see the spring flowers	Starts to make marks intentionally. Explores paint using brushes and sponges. Children explore a range of media independently and are beginning to decide how to use them. Beginning to play alongside other children who are involved in imaginative play. Begin to sing to themselves during play. Join in with simple songs. Use musical instruments as they sing and dance
3	Engage in simple dialogue when playing alongside an adult. Initiate verbal interactions. Attempt pronouns,plurals and prepositions. Follow instructions with 2/3 information carrying words /phrases. Respond to and use 3 word phrases. Join in with longer phrases in songs and rhymes. Use multisyllabic words e.g. banana. Ask simple questions. . Use verbs in sentences.	Show an interest in toilet training asking adults for help. (Children may have the occasional accidents) Children are involved in changing routine. Wrestle with more challenging mechanisms such as screw lids and more complex construction kits. Sustain exploration of a wide range of intriguing objects such as feathers, shells, pieces of velvet, tissue paper etc Change the shape and texture of dough with hand actions to achieve an effect Use pressure to cut dough precisely with knives and cutters. Use smaller figures and vehicles and build with blocks of various shapes and sizes. Combine malleable materials and loose parts, showing pleasure in effects created. Make marks on different scales, on different surfaces, with different media and with a range of tools using a fist grip. Use hands to make sounds with very simple non-tuned Percussion. Open and close scissors. Move across a simple adult designed obstacle course with adult narration and physical support where necessary. Commando crawl and slide on tummy under low barriers. Jump from a higher to a lower level holding adult hands. Begin to pedal a wheeled toy. Climb and jump more daringly.	Initiate interaction or respond to others during play, linking up with those who have similar preferences. Actively seek adults to help with tasks around setting. Show concern and comfort when another child is hurt or upset. Talk in simple terms about the feelings of characters in stories. Participate in domestic role play with some words and short phrases. Help to set up snack and can pass food and items to friends. Take off and put on own outdoor clothing with some support when required. Demonstrate curiosity when exploring wider school site or local area using familiar adults as a base. Make a choice from options e.g. songs Engage in turn taking with an adult and another child. Introduce simple tooth brushing skills.	Join in with longer phrases in songs and rhymes. Sing songs independently. Begin to ask simple questions about a book/comment on a book. Develop play around favourite stories using props. Notice some print such as name and logos/communicate in print signs.	Take part in finger rhymes with numbers. Use some counting words, sometimes skipping numbers. Children use some spatial awareness words. E.g. Ontop, up, down, under. Use language of size and weight in everyday context. E.g. Big, small, littler, heavy, high, low, tall. Notice patterns and arrange things in patterns. Understand the same, not the same and nearly the same when matching two objects. Complete a simple jigsaw.	Use toys to get specific action. Name sea creatures. Follow adult prompts to explore simple everyday materials. Begin to offer comments about different people. Begin to talk about the same and different. Say who else is in their family. (Not in their house) Plant seeds and flowers in the school garden and help care for them. Visit to killingworth park and talk about things they see on the way using short phrases and words.	Uses other tools to explore paint. Sometimes give meaning to the marks they make. Sometimes use colour names accurately. Children use all senses to explore a range of media. Children make simple models, which express their ideas. Experiment with ways of making sounds with instruments, changing the dynamics and tempo. Show control in holding and playing simple instruments. Begins to build stories around toys. Uses resources to support simple role play.

	Match a sound to a picture of its origin.	Pour accurately with buckets large jugs or watering cans into large containers. Kick a large ball, chase and collect. Joins in with other children's movement play. Clap and stamp to music. Manage zips (Undoing with adult support). At snack time can help with carrying, cleaning and sorting.	Begin to understand some actions hurt or harm others. Helps other children to tidy up toys. When feeling upset/frustrated seek adult support. Can regulate with the support of an adult.		Name simple 2D shapes and colours.	Children to explore the school grounds and building talk about what they see.	
Goal	**Communicate wants and needs.** **Ask questions including where and what to find something out.** **Confidently use language to communicate.** **Use longer phrases to communicate.**	**Use a fork to pick up food and eat.** **Confident using the toilet, occasionally needing support.** **Take coat off and put it on peg.** **Manage to put wellies on and off.** **Hold mark making tools with appropriate and comfortable grip.**	**Follow simple rules and boundaries sometimes needing adult support.** **Show kindness towards my friends.** **Say please and thank you at snack time.** **Can show some self control when waiting to have a turn.**	**Sit and listen to a short story in a small group.** **Join in with familiar phrases and words in stories.** **Use different mark making tools and begin to talk about the marks they make.**	**Name simple 2D shapes and colours. Count by rote to 5.** **Use the language more and lots.** **Begin to use simple spatial words to describe where something is.** **Talk about shapes in the environment.**	**Explore and make comments on the natural environment.** **Explore using all the senses and talk about the things they hear, smell etc in short phrases.**	**Copy a simple action done by an adult in response to music.** **Select own resources.** **Say what I want to do.**

Experiences we would like the 2 year olds to have

Autumn	Spring	Summer
Adventure Outdoors in school yard and field Visit to Killingworth lake to see the ducks Visit to the woods at Killingworth lake to see Autumn colours Diwali Xmas Harvest Halloween	Farm visit Chinese NY Easter Mothers day Visit to Killingworth lake to see spring flowers	Visit to the local park Beach visit Fathers day Visit to Killingworth Leisure centre soft play