










## The Nethersole C of E Academy

### Long Term Curriculum Plan 2025/2026 for **Nursery (2-3-year-old's) Carle Class**

Key texts/Literacy themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	8 weeks	7 weeks	6 weeks	5 weeks	6 weeks	7 weeks
	The below outlines are ideas/starting points. However, in line with our Early Years ethos we primarily follow the children's ideas and interests within the theme and therefore our LTP will be adapted accordingly throughout the year.					
	<b>This is me!</b>	<b>Special times!</b>	<b>Winter fun!</b>	<b>Growing in Spring!</b>	<b>Amazing animals</b>	<b>Summer Journeys</b>
	Season Focus: Autumn	Season Focus: Autumn/Winter	Season Focus: Winter	Season Focus: Spring	Season Focus: Spring/Summer	Season Focus: Summer
	<b>Values</b>  	<b>Values</b> 	<b>Values</b> 	<b>Values</b> 	<b>Values</b> 	<b>Values</b> 
	<b>Enquiry Questions</b> Who am I? What do I like? What don't I like? What can I see around me?	<b>Enquiry Questions</b> What do I see in Autumn? What do I wear? How do I feel? What are my special times? How do I celebrate them?	<b>Enquiry Questions</b> What do I see in winter? What do I wear? How do I feel?	<b>Enquiry Questions</b> What do I see in Spring? What do I wear? What do I do in Spring? How do I feel in Spring?	<b>Enquiry Questions</b> My favourite animal is... I like ... because This animal looks like this.. This animal does this...	<b>Enquiry Questions</b> What do I see in Summer? What do I wear? What do in Summer? How do I feel in Summer?



	<p><b>Key text</b></p>  <p>Find Spot at Nursery Brown Bear, Brown Bear, What Do You See? Autumn We're Going on a Leaf Hunt Peppa's Diwali</p>	<p><b>Key text</b></p>  <p>The Quiet Little Firework Spot's Treasure Hunt Surprise One Lost Bear Ten Little Elves Baby Jesus Dear Santa</p>	<p><b>Key text</b></p>  <p>Winter Wonderland Say Hello to Snowy Animals Brrr- A Book of Winter Guess How Much I Love You</p>	<p><b>Key text</b></p>  <p>I love the Seasons – Spring Peppa's Chinese New Year The Very Hungry Caterpillar's Easter Egg hunt. We're going on an Egg Hunt</p>	<p><b>Key text</b></p>  <p>A Good Place We're Going on a Bear Hunt Ten Little Bugs Ladybird Moves Home</p>	<p><b>Key text</b></p>  <p>Some Pets Dear Zoo Peppa's Day at the Beach We're Going on a Treasure Hunt Peppa's Sports Day</p>
	<p><b>Songs and Rhymes</b></p> <p>Blow a kiss catch a kiss (Poetry anthology)</p> <p>Heads, knees and toes One finger one thumb keep moving.</p>	<p><b>Songs and Rhymes</b></p> <p>Blow a kiss catch a kiss (Poetry anthology) Autumn leaves are falling Twinkle Twinkle Little Star Little Donkey When Santa got stuck up the chimney.</p>	<p><b>Songs and Rhymes</b></p> <p>Blow a kiss catch a kiss (Poetry anthology) I'm a little Snowman When the Red Red Robin. In the winter Here we go round the mulberry bush. Five little Snowmen</p>	<p><b>Songs and Rhymes</b></p> <p>Blow a kiss catch a kiss (Poetry anthology) Chick chick chicken Peter Rabbit had a fly upon his nose. Rain rain go away.</p>	<p><b>Songs and Rhymes</b></p> <p>Blow a kiss catch a kiss (Poetry anthology)</p> <p>Down in the Jungle Elephants have Wrinkles Five little monkeys Five little ducks Old MacDonald had a farm I went visit a farm on day</p>	<p><b>Songs and Rhymes</b></p> <p>Blow a kiss catch a kiss (Poetry anthology)</p> <p>Oh I do like to be beside the Seaside. A sailor went to Sea The day I went to sea Row your boat The waves on the sea 1,2,3,4,5 Once I caught a fish alive.</p>



By the end of the theme  
children should have gained the knowledge and skills to ...

### This is me

- Sing a simple song or rhyme about the body.
- Follow instructions to play a simple body game e.g. Simon says.
- Find the colour that matches their eye colour.
- Find the colour that matches their hair colour.
- Say family member names e.g. Mummy, Daddy, Grandma etc
- Select shapes to make their house.
- Talk about what they like to do.
- Choose different ways to move their bodies.
- Follows instructions to move in a variety of ways with modelling from adults.
- Experiment with instruments and body percussion to make favourite sounds.
- Use simple language to talk about likes and dislikes.

### Special times!

- Selects and turns pages in Autumn books.
- Talk about what they see in the illustrations, using new acquired vocabulary.
- Notices features and changes in the environment.
- Understand and respond to who/what/where questions about the world around them, using newly acquired vocabulary.
- Build on first-hand experiences of Autumn when creating constructions or playing in the small world area.

### Special times for me

#### Birthday

- Join in with birthday role play with adults, another child or independently.
- Sing Happy Birthday.

#### Bonfire night/Diwali

- Use every day materials to make representations of fireworks.
- Join in with songs and rhymes about bonfire night.

### Winter fun!

- Selects and turns pages in Winter books.
- Talk about what they see in the illustrations. Using newly acquired vocabulary.
- Notices features and changes in the environment.
- Understand and respond to who/what/where questions about the world around them, using newly acquired vocabulary.
- Build on first hand experiences of Autumn and Winter when creating constructions or playing in the small world area.
- Enjoy winter stories.
- Join in and use actions with fairy tale-based rhymes and songs.
- Turn pages in books to find favourite parts/characters.
- Manipulate instruments to accompany rhymes and songs.
- Mimic the characteristics of main characters.
- Recreate basic features of fairy tales in play with sounds, music and objects.

### Growing in Spring!

- Turn pages in Spring books and talk about what they see in Spring books using newly acquired vocabulary.
- Notice and talk about features and changes in the environment.
- Build on first hand experiences of Winter and Spring when creating constructions or playing in the small world area.
- Joins in with Spring themed rhymes and songs.
- Understand what growing means.
- Find insects when exploring the outdoor learning environment.
- Begin to name insects.
- Move like insects and outdoor creatures.
- Explore textures, smells, sounds in the outdoor area.
- Create outdoor sounds by rubbing, tapping and striking.
- Explore colour in a variety of ways e.g. colour mixing.
- Experiment with enclosing space and making shapes to create a Mother's day card.

### Easter

### Curious creatures

- Talk about animals that they see around them.
- Use simple materials to represent animals.
- Learn that animals have differences and similarities just like they do.
- Enjoys playing and exploring animals and enclosing space in small world and construction.
- Name some animals.
- Create animal sounds using instruments and voices.
- Follow instructions to move like an animal in small- and large-scale movements.
- Explore the texture and patterns of animals.
- Ask who, where, what questions about animals and the world around them.
- Speak in longer sentences about animals and the world around them.
- Hold mark making tools with thumb and all fingers when making representations of animals.

### Summer journeys

- Talk about what outside looks like in Summer.
- Explore hot and cold.
- Make choices about what I should wear on Summer days.
- Identify features of summer when listening to stories or exploring books.
- Build on first hand experiences of Summer when creating constructions or playing in the small world area.
- Begin to notice changes in the outdoor environment.
- Notice and talk about the creatures that we see in Summer.
- Know what the seaside is.
- Explore wet and dry sand and talk about how it feels with hands and feet.
- Explore salt water with jugs, paddles, fishing rods and boats. Talk about what they see. Create waves and



		<ul style="list-style-type: none"><li>• Talk about what they see when shown firework/bonfire displays.</li></ul> <p><b>Remembrance</b></p> <ul style="list-style-type: none"><li>• Engage in stories about people being brave.</li><li>• Use simple language to talk about when they were brave.</li></ul> <p><b>Christmas</b></p> <ul style="list-style-type: none"><li>• Enjoy Christmas stories.</li><li>• Join in with songs and rhymes about Christmas</li><li>• Talk about what they see when shown Christmas resources.</li><li>• Uses every day materials to make representations of Christmas</li><li>• Join in with Christmas themed role play with adults, another child or independently.</li><li>• Talk about a present they have had.</li><li>• Use tools to mix ingredients.</li><li>• Explore textures, smells and tastes of food. (Making gingerbread).</li></ul>		<ul style="list-style-type: none"><li>• Understand that Easter is a special time.</li><li>• Experiment with enclosing space and making shapes to create Easter cards.</li><li>• With peers, explore and investigate the outdoor environment to discover hidden Easter Eggs.</li><li>• Celebrate home achievements by joining the whole school Easter Bonnet Parade.</li></ul>		<p>the movement of the sea.</p> <ul style="list-style-type: none"><li>• Explore pictures of the sea and seaside in pictures and books.</li><li>• Create movement and sounds to accompany seaside songs.</li><li>• Use musical instruments to make sea sounds.</li><li>• Know some of the key features of the seaside: sea, sand, ice cream, bucket, spade, fish and use the vocabulary when talking about the seaside to peers and adults.</li><li>• Work with an adult to create models to get to the seaside.</li><li>• Hold mark making tools with thumb and all fingers when making representations of the seaside and creating a Father's Day card.</li><li>• Move in a range of different ways.</li></ul>
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<b>Key vocabulary</b>	<b>This is me</b>	<b>Special times for me</b>	<b>Winter fun</b>	<b>Growing in Spring!</b>	<b>Curious creatures</b>	<b>Summer Journeys</b>
	Eyes, nose, mouth, ears, head Happy, sad Home, mummy, daddy, grandma, etc.	Autumn, tree, windy, rainy, cold, scarf, gloves, coat Celebrate Birthday, presents Bonfire night, Fireworks Diwali Chinese New Year Brave Christmas, Jesus, Mary, Joseph	Winter, tree, wellingtons, cold, rainy, icy, scarf, gloves, coat, warm  pages, beginning, end big, little	Spring, warm, sunny, rainy, light coat Seeds, flowers, rain, sun  <b>Easter</b>  Easter Eggs, chocolate, bunny, bonnet, celebrate	Pets, soft, rough, zoo, jungle, minibeasts, size, Autumn, Winter, Spring, Summer.  Hedgehog, Chick, Rabbit, Lion, Tiger, Elephant, Snake, Seal, Monkey.	Summer, sunny, warm, t-shirt, shorts, sandals, hat, sunglasses  <b>I do like to beside the seaside</b> Sea, sand, ice-cream, bucket, spade, fish Swimming, beach, splash, seaside sandcastle. Octopus, starfish, fish, oyster, eel, boat

	<b>Enhancements, Enrichments, Activities, Visits and Visitors will be adapted or added to depending on the needs, interests and experiences of the cohort.</b>					
<b>Enhancements/Enrichments/Visitors</b>	<b>Outdoor exploration Forest school Library visits</b>	<b>Outdoor exploration Forest school Library visits</b>	<b>Outdoor exploration Forest school Library visits</b>	<b>Outdoor exploration Forest school Library visits</b>	<b>Outdoor exploration Forest school Library visits</b>	<b>Outdoor exploration Forest school Library visits</b>
	<b>This is me</b> Handprint/footprint Self-portrait Colour match (hair, eyes) Self-registration  Create my house with shapes  Head, Shoulders, Knees and Toes song Simon Says ... Musical instruments Movement and dance Singing songs/rhymes	<b>Special times for me</b> Happy Birthday song Singing songs/rhymes Fireworks picture/paintings Christmas card Christmas calendar Christmas wish list Christmas carols performance Christmas Party Seasonal Craft Baking – Gingerbread	<b>Winter fun!</b> Singing songs/rhymes, with actions Musical instruments Ice investigations Frost Ice painting Snowman craft Snow dough play Small world	<b>Growing in Spring</b> Singing songs/rhymes, with actions Planting seeds Playdough flowers Bug Hunt  Mother's Day Card Mother's Day performance  Easter card Easter crafts Easter Egg hunt Easter Bonnet Parade Chocolate nests	<b>Amazing Animals</b>  <b>Minibeasts</b> Bug hunt Minibeast crafts and mark making Move like different minibeasts Pond dipping  <b>Pets</b> Pet pictures Borrow pets?  <b>Jungle/Zoo</b> Jungle animal crafts and mark making	<b>I do like to beside the seaside</b> Oh I do like to be beside the seaside, along with musical instruments  Den building Seaside crafts, pictures, and mark making Collaborative model of going to the seaside Hook a fish Sea jigsaw puzzles Summer suitcase Sand play (wet/dry)



				Chinese New Year Baking/cooking (mixing ingredients) Pancakes (Shrove Tuesday)  (17 <sup>th</sup> February)	Create animal sounds using musical instruments Move like different animals	Water play Seaside sensory play Paddling pool
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**Prime Areas of Learning Focus for 2 to 3 Provision**

The statements are taken from Birth to Five Matters and are used as a guide to support learning and development. We know that children do not all learn in the same way. The statements reflect what children aged 2-3 could be doing and how the adults and learning environments can support this.

**Through positive relationships and enabling environments we will support each unique child to/when:**

**Communication and Language Development**

**Listening and Attention**

Listens with interest to the noises adults make when they read stories.  
Recognises and responds to many familiar sounds e.g. turning to a knock on the door, looking at or going to the door.

**Understanding**

Identifies action words by following simple instructions, e.g. Show me jumping.

**Speaking**

Uses language to share feelings, experiences and thoughts.  
Holds a conversation, jumping from topic to topic.

**Listening and Attention**

Listens and shows interest in play with sounds, songs and rhymes.  
Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus.

**Understanding**

Beginning to understand more complex sentences, e.g. Put your toys away and then sit on the carpet.  
Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?).  
Developing understanding of simple concepts (e.g. fast/slow, good/bad).

**Speaking**

Holds a conversation, jumping from topic to topic.  
Learns new words very rapidly and is able to use them in communicating.

**Listening and Attention**

Single channelled attention; can shift to a different task if attention fully obtained – using child's name helps focus.

**Understanding**

Understands who, what, where in simple questions (e.g. Who's that? Who can? What's that? Where is?)  
Developing understanding of simple concepts (e.g. fast/slow, good/bad)

**Speaking**

Uses a variety of questions (e.g. what, where, who?)  
Uses longer sentences (e.g. Mummy gonna work)  
Beginning to use word endings (e.g. going, cats)



**Making relationships**

Builds relationships with special people but may show anxiety in the presence of strangers

Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult

Begins to show some understanding that other people have perspectives, ideas and needs that are different to theirs.

**Sense of self**

Knows their own name.

Is developing an understanding of and interest in differences of gender, ethnicity and ability.

**Understanding emotions**

Expresses the self-aware emotions of pride and embarrassment as well as a wide range of other feelings

Adults will support if children feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated.

**Health and Self-Care**

Will be very energetic in short bursts and needs time for rest and calm, with at least three hours of a day of exercise, including moderate- to vigorous-intensity physical activity, spread throughout the day

Feeds self competently

Can hold a cup with two hands and drink well without spilling

**Making relationships**

Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult

Shows some understanding that other people have perspectives, ideas and needs that are different to theirs, e.g. may turn a book to face you so you can see it.

Shows empathy and concern for people who are special to them by partially matching others' feelings with their own, e.g. may offer a child a toy they know they like

**Sense of self**

Knows their own name and their preferences and interests.

Is developing an understanding of and interest in differences of gender, ethnicity and ability

Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions

Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves

**Understanding emotions**

Adults will support if children feel overwhelmed by intense emotions, resulting in an emotional collapse when frightened, frustrated, angry, anxious or overstimulated.

Is becoming able to think about their feelings as their brain starts to develop the connections that help them manage their emotions.

Seeks comfort from familiar adults when needed

**Making relationships**

Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety.

Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest

**Sense of self**

Knows their own name, their preferences and interests and is becoming aware of their unique abilities

Is developing an understanding of and interest in differences of gender, ethnicity and ability

Shows a sense of autonomy through asserting their ideas and preferences and making choices and decisions

Experiments with their own and other people's views of who they are through their play, through trying out different behaviours, and the way they talk about themselves

Is gradually learning that actions have consequences, but not always the consequences the child hopes for

**Understanding emotions**

Seeks comfort from familiar adults when needed and distracts themselves with a comfort object when upset.

Responds to the feelings of others, showing concern and offering comfort.

May recognise that some actions can hurt or harm others and begins to stop themselves from doing something they should not do, in favourable conditions.



		<p>and distracts themselves with a comfort object when upset.</p> <p>Begins to respond to the feelings of others, showing concern and offering comfort.</p> <p><b>Health and Self-Care</b></p> <p>Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support</p> <p>Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet</p> <p>Is able to help with putting on and taking off simple clothing items such as hats, unzipped jackets, wellington boots</p>	<p>Participates more in collective cooperation as their experience of routines and understanding of some boundaries grows</p> <p><b>Health and Self-Care</b></p> <p>Show increasing independence in self-care showing an awareness of routines such as handwashing or teeth cleaning.</p> <p>Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet</p> <p>Showing more independence when putting on and taking off simple clothing items such as hats, unzipped jackets, wellington boots</p> <p>Begins to recognise danger and seeks the support and comfort of significant adults.</p> <p>Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions.</p>
<p><b>Access to outdoor provision is available everyday where there are numerous opportunities to develop gross motor skills</b></p>			
<p><b>Gross Motor Skills</b></p>	<p>Sits up from lying down, stands up from sitting and squats with steadiness to rest or play with object on the ground, and rises to feet without using hands</p> <p>Sits comfortably on a chair with both feet on the ground</p> <p>Runs safely on whole foot</p> <p>Begins to understand and choose different ways of moving</p>	<p>Moves in response to music, or rhythms played on instruments such as drums or shakers.</p> <p>Jumps up into the air with both feet leaving the floor and can jump forward a small distance.</p> <p>Begins to walk, run and climb on different levels and surfaces.</p>	<p>Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it</p> <p>Climbs up and down stairs by placing both feet on each step while holding a handrail for support.</p> <p>Uses wheeled toys with increasing skill such as pedalling, balancing, holding handlebars and sitting astride.</p>



<b>Fine motor skills</b>	<p>Begins to show preference for dominant hand and/or leg/foot</p> <p>Turns pages in a book, sometimes several at once</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</p>	<p>Begins to show preference for dominant hand and/or leg/foot</p> <p>Turns pages in a book, sometimes several at once</p> <p>Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools</p>	<p>Turns pages in a book, one at a time.</p> <p>Continues to show increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools.</p> <p>Holds mark-making tools with thumb and all fingers.</p>
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**Specific Areas of Learning**

Literacy

**Reading**

Has some favourite stories, rhymes, songs, poems or jingles  
 Repeats and uses actions, words or phrases from familiar stories  
 Fills in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ...  
 Begins to recognise familiar logos from children's popular culture, commercial print or icons for apps  
 Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes.

**Writing**

Distinguishes between the different marks they make  
 Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology.

Mathematics

**Comparison**

Beginning to compare and recognise changes in numbers of things.

**Counting**

Begins to say numbers in order, some of which are in the right order (ordinality)  
 Cardinality (How many?)

**Spatial Awareness**

Moves their bodies and toys around objects and explores fitting into spaces  
 Begins to remember their way around familiar environments  
 Responds to some spatial and positional language  
 Explores how things look from different viewpoints

**Shape**

Chooses puzzle pieces and tries to fit them in

**Pattern**

Joins in and anticipates repeated sound and action patterns

**Measures**

Explores differences in size, length, weight and capacity

**Comparison**

Beginning to compare and recognise changes in numbers of things, using words like 'more'.

**Counting**

To count from 1 to 3 in order.  
 Cardinality (How many?)  
 In everyday situations, takes or gives two or three objects from a group

**Spatial Awareness**

Moves their bodies and toys around objects and explores fitting into spaces  
 Begins to remember their way around familiar environments  
 Responds to some spatial and positional language  
 Explores how things look from different viewpoints

**Shape**

Recognises that two objects have the same shape

**Pattern**

Joins in and anticipates repeated sound and action patterns  
 Is interested in what happens next using the pattern of everyday routines

**Measures**

Explores differences in size, length, weight and capacity  
 Beginning to understand some talk about immediate past and future

**Comparison**

Beginning to compare and recognise changes in numbers of things, using words like 'more', 'lots' or 'same'

**Counting**

To count to five in order.  
 Cardinality (How many?)  
 In everyday situations, takes or gives two or three objects from a group

Beginning to notice numerals (number symbols)  
 Beginning to count on their fingers.

**Spatial Awareness**

Moves their bodies and toys around objects and explores fitting into spaces  
 Begins to remember their way around familiar environments  
 Responds to some spatial and positional language  
 Explores how things look from different viewpoints including things that are near or far away

**Shape**

Makes simple constructions

**Pattern**

Joins in and anticipates repeated sound and action patterns  
 Is interested in what happens next using the pattern of everyday routines

**Measures**

Explores differences in size, length, weight and capacity  
 Beginning to understand some talk about immediate past and future  
 Beginning to anticipate times of the day such as mealtimes or home time



<b>Understanding the World</b>	<p style="text-align: center;"><b>People and Communities</b></p> <p style="text-align: center;">Has a sense of own immediate family and relations and pets</p> <p>In pretend play, imitates everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird</p> <p style="text-align: center;">Beginning to have their own friends</p> <p style="text-align: center;">Learns that they have similarities and differences that connect them to, and distinguish them from, others</p> <p style="text-align: center;"><b>The World</b></p> <p style="text-align: center;">Notices detailed features of objects in their environment</p> <p style="text-align: center;">Can talk about some of the things they have observed such as plants, animals, natural and found objects</p> <p style="text-align: center;">Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake.</p> <p style="text-align: center;"><b>Technology</b></p> <p style="text-align: center;">Seeks to acquire basic skills in turning on and operating some digital equipment</p> <p style="text-align: center;">Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car</p> <p style="text-align: center;">Plays with water to investigate “low technology” such as washing and cleaning</p> <p style="text-align: center;">Uses pipes, funnels and other tools to carry/transport water from one place to another</p>
<b>Expressive Art and Design</b>	<p style="text-align: center;"><b>Music lessons supported by the resource Music Express series devised by Maureen Hanke and compiled by Sue Nicholls, Patricia Scott and Sally Hickman (Foundation Stage)</b></p> <p style="text-align: center;"><b>Creating with materials</b></p> <p style="text-align: center;">Joins in singing songs</p> <p style="text-align: center;">Creates sounds by rubbing, shaking, tapping, striking or blowing</p> <p style="text-align: center;">Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow</p> <p style="text-align: center;">Experiments with ways to enclose a space, create shapes and represent actions, sounds and objects</p> <p style="text-align: center;">Enjoys and responds to playing with colour in a variety of ways, for example combining colours</p> <p style="text-align: center;">Uses 3D and 2D structures to explore materials and/or to express ideas</p> <p style="text-align: center;"><b>Being Imaginative and Expressive</b></p> <p style="text-align: center;">Uses everyday materials to explore, understand and represent their world – their ideas, interests and fascinations</p> <p style="text-align: center;">Begins to make believe by pretending using sounds, movements, words, objects</p> <p style="text-align: center;">Beginning to describe sounds and music imaginatively, e.g. scary music</p> <p style="text-align: center;">Creates rhythmic sounds and movement</p>

Birth to Five Matters and Development Matters are used by all staff to ensure that learning and developmental needs are met in all learning areas and aspects.