

Aire – Spring 2 Medium Term Plan



Key: **Reception** **Nursery** **All**

Amazing Animals – New Life and Discovery - How do living things grow and change?

	Focus Book	Key Vocabulary	Key Questions	
Week 1/2	Tadpole's Promise - <i>How do animals change as they grow?</i>	promise, change, wait, grow, sad, surprise	What is a tadpole? What does a tadpole turn into? How do animals change as they grow? Can I see changes in animals around me? What do animals need to grow? How can I care for animals?	What is a life cycle? What happens in the tadpole life cycle? How do frogs change as they grow? What do living things need to survive and grow? How can I show respect for living things? How do different animals grow and change?
Week 3/4	The Very Hungry Caterpillar - <i>What do living things need to grow?</i>	hungry, caterpillar, fruit, stomach-ache, cocoon, beautiful	What does a caterpillar eat? What happens to the caterpillar at the end of the story? What do animals need to grow? What is a butterfly? Can I see signs of Spring? What is growing in our garden?	What happens in the butterfly life cycle? What do plants and animals need to grow? How do seasons affect growing things? What is Spring and how is it different from other seasons? How do caterpillars change into butterflies? What is new life?
Week 5/6	Monkey Puzzle - <i>How do we find where we belong?</i>	lost, find, jungle, confused, helpful, mother	Can I match animals to their babies? Where do animals live? What is a jungle? What animals live in the jungle? How do animals find their families? What is a habitat?	How do animals know where they belong? What are habitats and how do they help animals survive? How are animal families different? What is the difference between jungle and forest habitats? How can I identify animals by their features? How do animals grow and change in different environments? Why is Easter important to Christians? What symbols do Christians use at Easter?

Provision Enhancements

Inside							Outdoors		Visits/ Visitors and Events
Mark-making/creative	Role-play area	Investigation Station	Small world	Playdough	Sensory tray	Fine Motor table	Sand/mud/water	Mark making	
1. Create a butterfly (paint, folded paper) 2. Draw/colour a baby animal (colouring pictures) 3. Finger painting to make spring blossom trees (finger paints, black paper) 4. Flower colouring (colouring flowers mindfulness) 5. Create a pattern using scissors on coloured paper strips (Pre-draw zigzags, waves, and straight lines for cutting practice)	Vets Surgery Add: Soft toy animals, bandages, vet tools, pet carriers Sign: <i>"Can you help the animals feel better?"</i>	Focus: Life cycles, natural materials - Seeds and magnifying glasses - Plant parts (real or plastic) to sort and label Bean in a bag experiment setup	1-2 Minibeast world – logs, leaves, bugs, magnifying glasses 3-4 Jungle habitat – animals, trees, vines 5-6 Forest habitat – trees, logs, animals	1-2 Can you make a caterpillar? (Coloured balls of playdough, googly eyes) 3-4 Can you make a butterfly? (Use cutters, sequins, and pipe cleaners for antennae) 5-6 Can you make a frog or a tadpole? (Green playdough, lily pad mats)	1-2 Sensory Base: Green jelly - Enhancements: lily pads and pebbles tadpoles and frogs 3-4 Sensory Base: Rainbow rice - Enhancements: Fruit cut-outs, caterpillar figure, pipe cleaners for antennae, tweezers 5-6 Sensory Base: Sensitive shaving foam with green food colouring swirled in - Enhancements: Jungle animals, feathers, sticks, emotion stones made from	1-2 Tweezer Sort – Spring Colours Children use tweezers to sort small items (e.g. pastel pom-poms, buttons, beads) into trays by spring colours (yellow, pink, green, blue). 3-4 Threading Leaf Chains Thread green paper leaves onto string or ribbon to make spring garlands. 5-6 Peg the Lifecycle Use pegs to attach picture cards in order on a washing line (e.g. egg → caterpillar → cocoon → butterfly).	Animal Washing Station - Add: Toy animals, brushes, sponges, and water trays - Focus: Role play, care routines, fine motor	1-2 Create minibeast homes using sticks, leaves, and stones (Children build bug hotels or nests outdoors) 3-4 Make life cycle shapes with pebbles and chalk (Butterfly or frog life cycle drawn and built with natural materials) 5-6 Build animal shapes using sticks and leaves (Children form outlines of animals and decorate them)	- Visit a farm to see animals and their young/Ask a farmer to visit - Spring walk - Easter Egg hunt - Tractor visit to the school. - Pond dipping

					<i>painted pebbles</i>				
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Area of Development	Continuous Provision (CP) Approaches and enhancements These approaches support child-led exploration and spontaneous language development:	Adult-Led Approaches These approaches support structured language development and targeted teaching:	Nursery Intended Outcomes	Reception Intended Outcomes
Communication & Language	Listening - Story baskets with props from <i>Monkey Puzzle</i> and <i>The Very Hungry Caterpillar</i> to encourage children to listen and retell longer stories independently. - Cosy book corners with soft seating and life cycle-themed books to support sustained listening. - Small world setups with caterpillars, butterflies, tadpoles, and frogs to encourage listening to peers during imaginative play. Attention - Nature-themed sensory trays (e.g. leaves, water, pebbles, toy insects) to promote focused attention through curiosity. - Independent storytelling stations with puppets and sequencing cards from <i>Tadpole’s Promise</i> to support sustained engagement. - Outdoor provision with bug hunts and life cycle trails to encourage attention to detail and natural changes. Understanding - Role play areas themed around the jungle or pond to support answering questions about characters (e.g. “What did the caterpillar eat?” or “Who did the butterfly find?”). - Mini provocations with labelled life cycle stages (e.g. egg, caterpillar, chrysalis, butterfly) to support vocabulary development. - Loose parts play to recreate story scenes and discuss what characters did and why. Speaking - Small world and role play zones to encourage children to retell events from their own lives (e.g. “I saw a butterfly at the park!”). - Snack time conversations with prompts like “Where do you think the caterpillar lives?” or “Who do you think the tadpole will meet next?” - Mark-making and drawing areas with story prompts to encourage children to describe their creations and ask questions like “Who is this?” or “Where is it going?”	Listening - Guided story sessions with <i>Tadpole’s Promise</i> and <i>Monkey Puzzle</i>, using props and repeated refrains to support careful listening. - Interactive questioning during stories (e.g. “What happened next?” or “Why did the caterpillar feel hungry?”). - Listening games like “What’s missing from the life cycle?” to build auditory memory. Attention - Circle time games focused on life cycles and discovery (e.g. “Pass the butterfly” or “Find the missing stage”) to build attention. - Small group work with turn-taking and listening tasks linked to story content. - Visual timetables and cues to support attention during transitions and adult-led activities. Understanding - Interactive story sessions with “why” and “how” questions (e.g. “Why did the tadpole change?” or “How did the caterpillar become a butterfly?”). - Adult-led play modelling with clear instructions and vocabulary (e.g. “Let’s build the caterpillar’s food trail”). - Story sequencing activities to support understanding of beginning, middle, and end. Speaking - Retelling sessions where children act out <i>Monkey Puzzle</i> or <i>The Very Hungry Caterpillar</i> using props and puppets. - Sentence starters to support reasoning and problem solving (e.g. “I think the butterfly is looking for…”). - Role play modelling with adult joining in and extending language (e.g. “Let’s pretend we’re the tadpole and caterpillar talking!”). - Show and tell linked to nature walks or life cycle discoveries (e.g. “What did you find outside today?”).	Listening I can enjoy listening to longer stories. I can pay more attention to what is happening in the stories being read. Attention I can focus more attention on a chosen activity. I can sit and listen during quieter or adult-led activities when appropriate. Understanding I can answer questions about characters and what they did. Speaking I can recite or retell a past event in my life to someone else. I can ask ‘where’ and ‘who’ questions.	Listening I can pay attention to the person talking. I can listen to keep safe when I am out of school – like near cars or strangers. Attention I can maintain attention in different contexts. I can show attention to both peers and adults. Understanding I can ask questions to clarify understanding and confirm knowledge. I can show a good understanding of texts that have been read to me through my recall. I can talk about the beginning, middle, and end of a story. Speaking I can use talk to clarify my thinking and ideas. I can speak in well-formed sentences. I can use speech to reason and problem solve. I can retell familiar stories.
Personal, Social & Emotional	Self-Regulation Emotion-themed small world play using <i>The Colour Monster</i> figures alongside fairy tale characters (e.g. the sad Giant, angry wolf) to help children talk about how they feel. Cosy corners or sensory spaces decorated like fairy tale forests or castles, offering quiet reflection and self-soothing opportunities. Books and puppets in provision featuring fairy tale dilemmas (e.g. Jack feeling scared, Little Red feeling worried) to prompt emotional talk. Mirrors and emotion cards in dressing-up areas where children can explore how characters might feel (e.g. “How does the wolf feel when he’s left out?”).	Self-Regulation Circle time discussions using emotion puppets and fairy tale scenarios (e.g. “How did Jack feel when the beanstalk grew?”). Stories about emotions like <i>The Colour Monster</i> or <i>Ruby’s Worry</i>, paired with fairy tales to explore feelings in context. Calm-down strategies taught using fairy tale characters (e.g. “Let’s breathe like Little Red hiding from the wolf”). Songs and rhymes about feelings and fairy tale characters (e.g. “If you’re happy and you know it, stomp like the Giant”). Managing Self Carpet sessions introducing rules and routines through fairy tale storytelling	Self-regulation: I can talk about my feelings and explore why I might be feeling a certain way. I know what the ‘right’ choices are and try my best to make the right choice. Managing Self: I can use the toilet independently. I can focus on a task for a longer period of time. I can talk about healthy food choices.	Self-regulation: I have an adult in school I trust and will talk to. I can talk about my interests, likes and dislikes at school. I am beginning to understand why listening is important to help me learn and keep safe. Managing Self: I know what makes me happy and I do these things.

	Managing Self • Tidy-up routines built into fairy tale role play (e.g. “Let’s tidy the pigs’ house before the wolf comes!”) to encourage responsibility. • Visual prompts for rules like “kind hands” and “kind words” displayed in themed zones (e.g. castle rules, forest rules). • Turn-taking games in construction and small world areas (e.g. building the pigs’ houses together or crossing the troll’s bridge). • Snack time routines themed around fairy tales (e.g. choosing porridge like Goldilocks or fruit from Jack’s garden) to promote independence. Building Relationships • Role play and small world setups exploring friendships and family (e.g. Little Red and Grandma, Jack and his mum). • Group snack time with prompts like “Who would you share your magic beans with?” to encourage social talk. • Family-themed provocations using fairy tale families (e.g. the Three Bears, the Three Little Pigs) to prompt discussion. • Outdoor play with shared equipment and fairy tale challenges (e.g. “Can you help your friend cross the bridge like the goats?”) to practise cooperation.	(e.g. “What rules would the Three Bears have?”). • Social stories about making good choices, linked to fairy tale dilemmas (e.g. “Should Goldilocks go into the house?”). • Group games to practise turn-taking and problem-solving (e.g. “Help Jack pack his bag for the adventure”). • Praise and celebration routines linked to fairy tale achievements (e.g. “You climbed the beanstalk just like Jack!”). Building Relationships • Circle time to talk about fairy tale families and friendships (e.g. “Who helps Little Red in the story?”). • Stories and role play exploring empathy and kindness (e.g. “How could the wolf be a better friend?”). • Small group discussions about special people and fairy tale characters (e.g. “Who would you invite to your fairy tale tea party?”). • Guided play modelling respectful communication and conflict resolution (e.g. “Let’s help the pigs talk to the wolf kindly”).	Building Relationships: I can form friendships with some children in my setting. I am becoming more confident in social situations.	I know what keeps me healthy and I try to do these things when I can. I can look after myself at school, including my personal and hygiene needs. I am developing resilience and perseverance independently. Building Relationships: I am building relationships through play and talk. I can converse with many of my peers.
Physical Development	Self-Regulation • Emotion-themed small world play using characters from <i>Monkey Puzzle</i> and <i>Tadpole’s Promise</i> to explore feelings like sadness, confusion, and change (e.g. “How does the caterpillar feel when it’s hungry?”). • Cosy corners with soft furnishings and emotion cards featuring story characters to help children reflect on their own feelings and choices. • Books and puppets in provision to prompt talk about feelings and right choices (e.g. “Was the tadpole kind?” or “Did the butterfly help?”). • Visual prompts in provision zones (e.g. “Kind choices like the butterfly helping Monkey”) to support self-regulation. Managing Self • Toilet and hygiene routines supported with independence visuals and story links (e.g. “The caterpillar grew strong because it looked after itself”). • Focused activity zones like life cycle puzzles or nature trays to encourage sustained attention. • Snack time discussions about healthy food choices using <i>The Very Hungry Caterpillar</i> (e.g. “Which foods helped the caterpillar grow?”). • Outdoor play with movement challenges (e.g. “Can you crawl like a caterpillar?”) to build perseverance and resilience. Building Relationships • Role play and small world setups with jungle and pond animals to encourage cooperative play and friendship-building (e.g. “Help Monkey find his family together”). • Group snack time with prompts like “Who would you share your leaf with?” to encourage social confidence. • Family-themed provocations using <i>Monkey Puzzle</i> to talk about relationships and special people. • Outdoor play with shared equipment and nature hunts to practise turn-taking and social interaction.	Self-Regulation • Circle time discussions using story characters to explore feelings and choices (e.g. “Why did the tadpole break his promise?”). • Emotion check-ins using puppets from <i>Monkey Puzzle</i> to help children name and explore their feelings. • Reflective questions during stories (e.g. “What would be the right choice for the caterpillar?”). • Safety and listening games (e.g. “Listen like Monkey when the butterfly talks”) to support self-regulation in different contexts. Managing Self • Carpet sessions introducing healthy habits through <i>The Very Hungry Caterpillar</i> (e.g. “What foods help us grow strong?”). • Social stories about making good choices and managing behaviour, linked to story dilemmas. • Group games to practise turn-taking and perseverance (e.g. “Can you help Monkey find his mum without giving up?”). • Praise routines linked to story achievements (e.g. “You kept trying just like the butterfly!”). Building Relationships • Circle time to talk about friendships and family using <i>Monkey Puzzle</i> as a prompt. • Guided role play exploring empathy and kindness (e.g. “How can we help someone who’s lost like Monkey?”). • Small group discussions about special people and transitions (e.g. “Who helps you when you feel lost?”). • Adult-supported play modelling respectful communication and conflict resolution (e.g. “Let’s help the caterpillar and tadpole talk kindly”).	Gross Motor: I can kick a large ball with some control. I can throw a ball with some control. I am beginning to balance on one leg. I can dance with control using different parts of my body. I can use the available equipment to create an obstacle course and navigate it. Fine Motor: I can make more controlled marks when drawing and mark making. I can manipulate dough by rolling, squeezing, balling, and patting.	Gross Motor: I can negotiate space successfully and adjust my speed and direction. I am showing increasing control with a ball. Fine Motor: I can form recognisable letters with an effective pencil grip.
Literacy	Comprehension • Book corners with life cycle and transformation stories (e.g. <i>The Very Hungry Caterpillar</i>) to support understanding of reading direction and book parts. • Story baskets with props from <i>Monkey Puzzle</i> and <i>Tadpole’s Promise</i> to encourage sequencing and retelling. • Role play areas where children use vocabulary from stories (e.g. “I’m looking for my mum!” or “I made a promise!”) during imaginative play. • Story prediction prompts using front covers and blurbs (e.g. “What do you think will happen to the caterpillar?”). Word Reading • Environmental print hunts (e.g. signs in the garden, labels in the snack area) to support recognition of symbols and their meanings. • Rhyme stations with themed rhymes (e.g. “Wiggly caterpillar” or “Frogs on a log”) to encourage rhyme spotting and creation.	Comprehension • Guided reading sessions with <i>Tadpole’s Promise</i> and <i>Monkey Puzzle</i>, focusing on naming book parts and reading direction. • Story sequencing activities using picture cards from <i>The Very Hungry Caterpillar</i> to build narrative structure. • Vocabulary building during storytelling (e.g. “What does ‘promise’ mean?” or “What is a chrysalis?”). • Story prediction tasks using cover, blurb, and beginning to suggest endings. Word Reading • Phonics sessions using graphemes and digraphs found in story words (e.g. “ch” in “chrysalis”, “th” in “the”). • Blending practice with CVC and CVCC words linked to the texts (e.g. “bug”, “frog”, “leaf”, “jump”).	Comprehension: I am beginning to understand that we read from left to right and top to bottom. I am beginning to name the parts of a book, like the front cover, title, and author. Word Reading: I can identify signs and symbols in the environment and recall what they mean. I can spot or suggest rhymes.. Writing: I am beginning to give meaning to the marks I make.	Comprehension: I use vocabulary from stories I’ve read or heard when I play or roleplay. I join in when reading a well-known or repeated story. I show increasing confidence in sequencing a story. I can suggest an ending to a story using the front cover, blurb, and beginning to help me. I can spot familiar words in books. Word Reading: I can continue to read graphemes and some digraphs.

	• Letter and sound matching games using nature-themed items (e.g. “C is for caterpillar, B is for butterfly”). Writing • Mark-making areas with themed prompts (e.g. “Draw what the caterpillar ate” or “Make a promise like the tadpole”) to support meaningful marks. • Nature journals where children record what they see on walks or in the garden using early writing. • Role play writing (e.g. “Write a message to Monkey’s mum” or “Label the butterfly’s wings”) to embed writing in play.	• Reading simple sentences from the stories (e.g. “The caterpillar is hungry.”) with known phonemes and exception words. Writing • Guided writing sessions where children build and record CVC/CVCC words from the stories (e.g. “sun”, “mud”, “pond”, “wing”). • Story scribing where children dictate their own version of a life cycle or discovery story and adults model writing. • Writing challenges like “Can you write a label for the butterfly?” or “Write a promise to a friend like the tadpole did.”		I can read simple phrases and sentences with known graphemes/phonemes and a few exception words from memory.. Writing: I can build CVC and CVCC words using known graphemes. I can record the words I build. I use writing in my play.
Mathematics	Counting, Ordinality & Cardinality • Nature-themed number lines (e.g. caterpillar segments or butterfly wings numbered 1–8) to support ordering and staircase pattern recognition. • Outdoor counting games like “Jump like a frog 7 times” or “Clap for each leaf on the branch” to reinforce counting actions. • Story-linked counting mats (e.g. “How many foods did the caterpillar eat?”) to support number order and cardinality. Comparison • Small world setups with unequal groups (e.g. “Does the butterfly have more flowers than the caterpillar has leaves?”) to explore comparison. • Stick tally stations in nature areas (e.g. “Make a tally for how many bugs you find”) to support simple data recording. • Sorting trays with natural objects (e.g. stones, leaves) to compare groups up to 4 using language like “more than” and “less than”. Composition • Loose parts play with natural materials (e.g. “Can you show 7 using sticks and stones?”) to explore number composition. • Doubling games with butterfly wings or frog legs (e.g. “Can you make two equal parts?”) to explore doubles. • Odd and even sorting trays using caterpillar segments or jungle fruit to identify and sort number patterns. Number Patterns • Finger pattern matching games (e.g. “Show how many leaves Monkey found”) to support visual number recognition. • Odd/even trails using numbered stepping stones or lily pads to spot and follow patterns. • Pattern play with natural objects (e.g. “Make a pattern with odd and even numbers using sticks and stones”).	Counting, Ordinality & Cardinality • Guided counting sessions using <i>The Very Hungry Caterpillar</i> to count foods and explore number order. • Ordinality games (e.g. “Which animal did Monkey meet first?”) to reinforce sequencing. • Number line activities using jungle or pond themes to build staircase understanding. Comparison • Adult-led comparison games (e.g. “Who has more leaves – the caterpillar or the frog?”) using real objects. • Maths talk prompts during stories (e.g. “Did the caterpillar eat more on Monday or Tuesday?”). • Tally challenges (e.g. “Let’s tally how many animals Monkey meets”) to introduce simple data handling. Composition • Number composition stories (e.g. “The caterpillar ate 3 apples and 4 pears – how many altogether?”) to explore part-whole relationships. • Doubling activities using butterfly wings or frog legs to model equal parts. • Odd/even sorting games with numbered jungle fruit or pond creatures to reinforce number properties. Number Patterns • Pattern spotting games (e.g. “Can you find the odd numbers on the caterpillar’s body?”). • Guided finger pattern matching to link quantities to visual representations. • Number trail activities (e.g. “Follow the even numbers to find Monkey’s mum”) to reinforce pattern recognition.	I can compare groups up to 4. I can use words like “on”, “under”, and “next to”. I can match finger patterns to how many things there are. I can make simple tallies using sticks. Length, Height and Time I can use words like long, short, tall with ribbons, ropes, and sticks. I can compare how long or tall things are using natural objects and measuring tapes. I can talk about time using outdoor routines. I can order events using movement games and photo cards.	Counting, Ordinality & Cardinality I can order numbers and see the staircase pattern. Comparison I can order numbers to 8. I can use words like “less than”. Composition I can explore the number 7. I can find doubles (two equal parts). I can sort numbers into odd and even. Number Patterns I can spot odd and even number patterns. Length, Height and Time Explore length I can use words like “long” and “short” to talk about objects. I can find things that are longer or shorter than others. Compare length I can put objects in order by length. I can say which object is the longest or shortest. Explore height I can use words like “tall” and “short” to describe height. I can find things that are taller or shorter than me. Compare height I can compare how tall things are. I can say which is the tallest or shortest. Talk about time I can talk about things I do in the morning, afternoon and night. I can use words like “before”, “after”, and “later”. Order and sequence time I can put events in order. I can talk about what happens first, next and last.
Understanding the World	Past and Present • Role play areas themed around seasonal celebrations (e.g. Easter garden or springtime picnic) to prompt children to talk about past experiences. • Curiosity tables with old and new nature objects (e.g. dried leaves vs. fresh buds, old nests vs. new eggs) to explore change over time. • Photo displays showing springtime traditions (e.g. planting, baby animals, Easter) to encourage discussion about personal and cultural past events. People, Communities and Culture • Small world setups with characters in different jobs (e.g. gardener, vet, forest ranger) to explore occupations linked to spring and nature. • Springtime walk maps where children spot signs of community life (e.g.	Past and Present • Circle time discussions about Easter and spring memories (e.g. “What did you do last Easter?”). • Object exploration sessions comparing old and new tools or nature items (e.g. “What did people use to garden in the past?”). • Story-based timelines using <i>Tadpole’s Promise</i> to explore change over time (“What was the tadpole like before?”). People, Communities and Culture • Guided discussions about occupations linked to spring (e.g. “What does a gardener do?”). • Celebration comparisons using books and photos to explore weddings and	Past and Present I can comment on my own past experiences, like Easter. I show curiosity about objects from the past. People, Communities and Culture I show an interest in people with a range of occupations. new life and plants during Springtime. The Natural World I can explore the changing weather and seasons, like Spring.	Past and Present I know that some children live in poverty. I understand how to care for nature. I know that people celebrate getting married in different ways. I know that some places are special to people in my community. People, Communities and Culture I know that some children live in poverty. I understand how to care for nature. I know that people celebrate getting married in different ways.

	shops, parks, gardens) and talk about how they get there. • Provocation tables with wedding photos, celebration items, and storybooks from different cultures to explore special places and traditions. • Nature care stations with watering cans, compost, and planting tools to encourage care for living things. The Natural World • Spring nature trays with buds, blossoms, twigs, and soil to explore seasonal change and new life. • Outdoor exploration of plants and trees — children can observe growth and draw what they see. • Animal-themed small world (e.g. caterpillars, butterflies, frogs, jungle animals) to talk about habitats and life cycles. • Magnet and gravity play using natural materials (e.g. “Will this leaf stick to the magnet?” or “Watch the stone fall”) to explore non-contact forces.	spring festivals around the world. • Nature care routines with adult modelling (e.g. “Let’s water the plants and talk about why it’s important”). • Community map activities where children trace routes to familiar places and talk about their local environment. The Natural World • Spring walks to observe seasonal changes and describe what children see, hear, and feel — linked to <i>The Very Hungry Caterpillar</i> and <i>Monkey Puzzle</i>. • Guided life cycle investigations using <i>Tadpole’s Promise</i> and real-life examples (e.g. frogspawn, caterpillars). • Observation and drawing sessions where children sketch plants and animals they’ve seen. • Simple science experiments exploring melting, magnetism, and gravity using natural materials (e.g. “What happens when the ice melts?” or “Will the stone fall faster than the leaf?”).	I can learn about new life and plants during Springtime.	I know that some places are special to people in my community. I can retell stories about Easter and say why they are important to Christians. I can say why Easter is a special time for Christians. I can recognise Easter symbols like palm leaves, crosses and eggs, and link them to signs of new life. I can talk about how Christians remember Easter stories through celebrations and traditions. The Natural World I can talk about signs of Spring and changes from Winter to Spring. I understand the effect of changing seasons on the natural world around me. I can explore the natural world around me, making observations and drawing pictures of animals and plants. I can explore non-contact forces like gravity and magnetism.
Expressive Arts & Design	Creating with Materials • Scissor stations with spring-loaded scissors and nature-themed cutting prompts (e.g. “Snip leaves for the caterpillar” or “Cut out butterfly wings”). • Printing tables with sponges, leaves, and shaped stamps to create caterpillar trails, butterfly patterns, or jungle textures. • Drawing areas with prompts like “Draw the tadpole changing” or “Sketch the butterfly’s wings” to support developing observation and detail. • Loose parts and collage stations for children to create bugs, plants, or jungle animals using pom-poms, pipe cleaners, and natural materials. • Role play prop-making (e.g. “Make a butterfly mask” or “Create a jungle crown”) to support imaginative play. Being Imaginative and Expressive • Small world setups with jungle and pond animals to encourage linking real life and stories in play (e.g. “Monkey is looking for his mum – can you help?”). • Music corners with instruments for children to explore beat and rhythm (e.g. “Tap like the caterpillar walking” or “Shake like the butterfly flying”). • Dance and movement zones with scarves and ribbons to imitate life cycle changes (e.g. “Wriggle like a caterpillar, fly like a butterfly”). • Nursery rhyme and seasonal song stations with spring-themed songs and multicultural music to explore pitch and rhythm.	Creating with Materials • Guided design sessions where children plan and explain how they’ll make a bug or butterfly model using different materials. • 3D model-making of favourite bugs (e.g. caterpillars, butterflies, frogs) with adult support to include key features. • Observation drawing using real plants, insects, or photos (e.g. “Let’s draw the butterfly’s wings carefully and talk about the patterns”). • Collaborative art projects (e.g. “Let’s build a jungle together”) to encourage sharing ideas and resources. • Tool-use modelling with scissors, glue, and paintbrushes to support precision and care. • Colour mixing activities (e.g. “Mix colours to paint the butterfly’s wings”) to support purposeful art-making. • Simple programming tasks using Bee-Bots or apps (e.g. “Can you guide the robot to the butterfly?”) to support sequencing and creativity. Being Imaginative and Expressive • Story-based movement sessions (e.g. “Act out the caterpillar’s journey” or “Move like Monkey through the jungle”) to explore expressive movement. • Music-making activities using instruments to create soundscapes for stories (e.g. “What sound does the tadpole make?”). • Rhythm games (e.g. “Tap a pattern for the butterfly flying”) to explore beat and repetition. • Pitch exploration using songs from different cultures (e.g. “Sing high like a bird, low like a frog”) to develop musical awareness. • Group performances where children share songs, dances, or story retellings with peers (e.g. “Let’s perform the caterpillar’s story together”).	Creating with Materials I can use spring-loaded scissors to snip. I can use printing materials in paint, such as sponges and shapes. I continue to develop my drawing skills. Being Imaginative and Expressive I can explore a range of musical instruments and learn to hold a beat. I can use my voice and instruments to make music, either with others or on my own. I can link real life and stories into small world play. I can use props in my play.	Creating with Materials I can design with a purpose in mind and explain the process I have used. I can make 3D models of my favourite bugs, including their different features. I can draw an object from careful observation and talk about the features I have included. I can make props to use in role play and small world play. I can create collaboratively, sharing ideas, resources and skills. I can use tools and techniques with increased care and precision. I can mix a range of colours needed for a purpose. I can execute a sequence of instructions on a programming toy or app to guide a robot. Being Imaginative and Expressive I know a repertoire of songs – nursery, topical, seasonal, interdenominational and multi-cultural. I can imitate and create movement in response to music. I can tap out simple repeated rhythms and make some up. I show interest in the way musical instruments sound. I can explore high pitch and low pitch in the context of songs.