



Year 1 MTP Term 6 202

Core Value:
Kindness

Core Text:

Now Wash Your Hands

Parental Engagement:

Stay and Play – Celebration Picnic

Theme: Shopping

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
PSED	<p><u>Emergent skills</u></p> <p>Recognising Emotions In Others</p> <ul style="list-style-type: none">▪ Turn taking games with adult support eg. Pass the parcel, time with a toy, count down and timer strategies.▪ Create facial expressions to indicate key emotions, matching to photos, symbols or AAC equipment.▪ Sharing games – throwing/passing in a circle (with support) Intensive interaction using mirrors▪ Beginning to recognise the emotions of others (say/show - AAC) – with support	<p><u>Emergent skills</u></p> <p>Managing self</p> <ul style="list-style-type: none">▪ Hand washing and toothbrushing▪ Standing toileting/ learning to sit on toilet▪ Put on/take off own shoes with support.▪ Put on own trousers and top with support▪ Support the adult applying sun cream when required.▪ Walking safely when out and about with support.▪ Begin to use cutlery eg spoon at lunch time and in cooking sessions.	<p><u>Emergent skills</u></p> <p>Self-regulation</p> <ul style="list-style-type: none">• Sensory circuit• Play alongside others with support, using AAC to remind children how to share. Highlight our value of kindness.• To play with others kindly when invited. Some adult encouragement may be needed.• 				

<p><u>Developing skills</u></p> <p>Recognising Emotions In Others</p> <ul style="list-style-type: none"> ▪ Turn taking games with limited adult support eg. Pass the parcel, time with a toy, count down and timer strategies. ▪ To say/indicate through gesture and use of AAC, how they feel with support using photos and symbols or AAC equipment. ▪ Create facial expressions to indicate key emotions, matching to photos, symbols or AAC equipment. ▪ To say/indicate through gesture and use of AAC, how someone else feels with support. ▪ To take turns happily with others, playing alongside a peer or peers successfully, sometimes with support. ▪ To show empathy eg by giving their friend a toy they know they like (with support) 	<p><u>Developing skills</u></p> <p>Managing self</p> <ul style="list-style-type: none"> ▪ Putting on shoes/wellies/trousers/tops with limited support from adult ▪ Putting on sun cream with support. ▪ Drinking from a cup (with support) ▪ Using cutlery – cooking session/ lunch time with support ▪ Toileting with some support 	<p><u>Developing skills</u></p> <p>Self-regulation</p> <ul style="list-style-type: none"> ▪ Sensory circuit ▪ To say sorry when they harm, some encouragement may be needed. ▪ someone with support either verbally or with the use of AAC (with support) ▪ To show empathy eg by giving their friend a toy they know they like (with support) ▪ To invite others to play with them, some adult encouragement may be needed. ▪ Play alongside others with limited support, using AAC to remind children how to share if needed. Highlight our value of kindness.
<p><u>Extending skills</u></p> <p>Recognising Emotions In Others</p> <ul style="list-style-type: none"> ▪ Turn taking games played independently eg. Pass the parcel, time with a toy, using count down and timer strategies only when needed. ▪ To say/indicate through gesture and use of AAC, how they and others feel. ▪ To take turns happily with others, playing alongside a peer or peers successfully ▪ To show empathy eg by giving their friend a toy they know they like (independently). 	<p><u>Extending skills</u></p> <p>Managing self</p> <ul style="list-style-type: none"> ▪ Putting on shoes/wellies/coats/trousers/tops independently ▪ Putting on own sun cream. ▪ Walking safely when out and about independently. ▪ Drinking from a cup (independently) ▪ Using cutlery – cooking session/lunch time ▪ Toileting independently 	<p><u>Extending skills</u></p> <p>Self-regulation</p> <ul style="list-style-type: none"> ▪ To say sorry when they harm someone with either verbally or with the use of AAC (independently) ▪ Sensory circuit ▪ Play alongside others with independently only using AAC to remind children how to share if needed. Highlight our value of kindness. ▪ To invite others to play with them, some adult encouragement.

<p><u>Emergent skills</u></p> <p>LISTENING ATTENTION AND UNDERSTANDING</p> <p>Attention Bucket/ Group Time (focus with support from adult and AAC)</p> <ul style="list-style-type: none"> ▪ 1:1 games and intensive interaction <p>1:1 and group singing time – focus on action and repetitive songs. Encourage simple repetitive action participation</p> <ul style="list-style-type: none"> • Turn taking games with support. Follow adult instructions with support. • Listen & participate in the core text sensory story with adult encouragement 	<p><u>Emergent skills</u></p> <p>SPEAKING</p> <ul style="list-style-type: none"> ▪ Initiating interaction/sounds/some words with trusted adults and peers ▪ Making simple choices from 2 or 3 objects / photos/ symbols/ objects of reference. ▪ Joining in with songs / rhymes / stories using AAC where appropriate or own sounds. ▪ Making simple requests and comments – using AAC where appropriate ▪ Saying / signing sorry/please and thank you with adult support. ▪ Encourage signing of the terms Makaton focused signs.
<p><u>Developing skills</u></p> <p>LISTENING ATTENTION AND UNDERSTANDING</p> <p>Attention Bucket/ Group Time (focus with support from adult and AAC if necessary)</p> <ul style="list-style-type: none"> ▪ 1:1 and group games with limited support using AAC <p>1:1 and group singing time – focus on action and repetitive songs. Encourage simple repetitive action participation</p> <ul style="list-style-type: none"> • Turn taking games with support. Follow adult instructions with limited support or modelling. ▪ Listen & participate in the core text sensory story. Retell the story with support using AAC 	<p><u>Developing skills</u></p> <p>SPEAKING</p> <ul style="list-style-type: none"> ▪ Imitate simple greetings and goodbyes with adult modelling and use of AAC ▪ Making simple requests using please and thank you with adult support both verbally or using AAC ▪ Joining in with songs / rhymes / stories using AAC where appropriate ▪ Making simple requests and comments – using AAC where appropriate ▪ Saying / signing sorry ▪ Focus on this terms Makaton signs
<p><u>Extending skills</u></p> <p>LISTENING ATTENTION AND UNDERSTANDING</p> <p>Attention Bucket/ Group Time (focus with AAC where necessary)</p> <ul style="list-style-type: none"> ▪ Group games, following instructions or modelling. <p>1:1 and group singing time – join in repetitive, action songs. Encourage simple repetitive action participation, following singing hands.</p> <ul style="list-style-type: none"> • Turn taking games independently. Follow adult instructions independently ▪ Listen & participate in the core text sensory story. Retell the story independently using AAC. 	<p><u>Extending skills</u></p> <p>SPEAKING</p> <ul style="list-style-type: none"> ▪ Use simple greetings with adults and peers independently using AAC, gesture or verbally. ▪ Making simple requests using please and thank you independently both verbally or with AAC devices. ▪ Using the names of familiar adults and peers ▪ Joining in with songs / rhymes / stories using AAC where appropriate ▪ Making simple requests and comments – using AAC where appropriate ▪ Saying / signing sorry/ please/ thank you/please/ help me please ▪ Making choices

Physical Development

<p><u>Emergent skills</u> GROSS MOTOR</p> <p>Gross Motor: Athletics</p> <ul style="list-style-type: none">• Obstacle course, balancing, jumping, high/low equipment with adult support and encouragement.• Running safely, changing direction with adult support and encouragement.• Begin to climb safely with the support of an adult.• Jumping off a small step/bench safely (bending knees etc) with adult support.• Sensory circuits with adult support. <p>Themed based learning</p>	<p><u>Emergent skills</u> FINE MOTOR</p> <p>Core Learning: Using tools for a purpose and safely</p> <ul style="list-style-type: none">• Scissor skills – holding tool safely.• Using and holding a paint brush/pen safety (not drawing/painting on walls).• Using tools to change the shape of malleable material eg playdough and clay. <p>Themed based learning;</p>
<p><u>Developing skills</u></p> <p>GROSS MOTOR:</p> <ul style="list-style-type: none">• Obstacle course, balancing, jumping, high/low equipment with limited adult support and encouragement.• Running safely, changing direction with limited adult support and encouragement.• Begin to climb safely with limited support of an adult.• Jumping off a small step/bench safely (bending knees etc) with limited adult support.• Sensory circuits with adult support. <p>Themed based learning</p> <ul style="list-style-type: none">▪ Moving body and using equipment to meet an end goal.	<p><u>Developing skills</u></p> <p>FINE MOTOR: Explore tools and use for a purpose</p> <p>Scoop with large spoon or shovel with increasing control. Make patterns/pictures in malleable materials using a variety of tools. Grasp mark making implement and make marks on paper Use scissors to make snips safely with adult support.</p> <p>Themed based learning: Large mark making - can you create wave patterns? Spraying targets using spray bottles/squeeze bottles.</p>

	<p><u>Extending skills</u></p> <p>GROSS MOTOR:</p> <ul style="list-style-type: none"> • Obstacle course, balancing, jumping, high/low equipment independently. • Running safely, changing direction independently. • Begin to climb safely with the support of an adult. • Jumping off a small step/bench safely (bending knees etc) independently. • Sensory circuits with adult support. <p>Themed based learning</p> <ul style="list-style-type: none"> ▪ Moving body and using equipment to meet an end goal. 	<p><u>Extending skills</u></p> <p>FINE MOTOR: Hold pen or crayon using a whole hand (palmer) grasp and make random marks</p> <p>Thread large beads onto a plastic lace</p> <p>Place small pegs in a peg board</p> <p>Use more complex actions (pouring, sieving digging) to fill containers with water or sand</p> <p>Playdough – roll, manipulate to make a ball or sausage shape</p> <p>Cut out shape from play dough using cutters</p> <p>Themed based learning: Makings ships, using different fine motor skills, pen skills, gluing, manipulating different materials</p>	
Literacy	<p>Phonics</p> <p>Level 0</p> <p>Emerging Attention</p> <ul style="list-style-type: none"> • Story massage • Attention Bucket • Intensive Interaction • Body percussion • Begin to follow a repetitive beat 	<p><u>Emergent skills</u></p> <p>Reading</p> <ul style="list-style-type: none"> • Children to be sat in a group listening and watching sensory story – Now Wash Your Hands. • Retrieval: what can you see/feel/hear? – use symbols. • Make a choice from 2 or 3 objects/photos/symbols/objects of reference • Sharing a book 1:1 with an adult or small group with support. 	<p><u>Emergent skills</u></p> <p>Writing – Make random marks by:</p> <ul style="list-style-type: none"> • Exploring making marks in a range of sensory materials eg rice, sand, play dough, paint • Hold a pencil/crayon with increasing control (Possibly with whole hand grip) • Make marks vertically, horizontally and in circles. • Using simple mark making tools such as sponges. paint brushes, rollers with adult support etc

<p>Phonics Level 1</p> <ul style="list-style-type: none"> ▪ 	<p><u>Developing skills</u></p> <p>Reading</p> <ul style="list-style-type: none"> ▪ Children to be sat in a group listening and watching sensory story – Now Wash Your Hands. ▪ Retrieval – Answer simple comprehension questions when reading 1:1 with an adult or in small groups (use symbols, verbal or gesture) ▪ Choosing a book to read 1:1 with a grown up or small group. ▪ Begin to join in with repetitive phrases or words verbally or using AAC ▪ Retell a story or instructions eg how to plant a seed using AAC with support. 	<p><u>Developing skills</u></p> <p>Writing</p> <ul style="list-style-type: none"> ▪ Printing using a variety of materials. ▪ Using simple mark making tools such as sponges, paint brushes, rollers with limited adult support etc ▪ Make marks with meaning ▪ Begin to add more detail into drawings eg dots for eyes and nose. ▪ Hold a pencil in a tripod grip. ▪ Copy/trace with increasing control ▪ Trace some numbers and letters
<p>Phonics Level 2</p> <ul style="list-style-type: none"> ▪ 	<p><u>Extending skills</u></p> <p>Reading</p> <ul style="list-style-type: none"> ▪ Children to be sat in a group listening and watching sensory story – Now Wash Your Hands. ▪ Retrieval – Answer simple comprehension questions and make comments when reading 1:1 with an adult or in small groups (use symbols, verbal or gesture) ▪ Choosing a book to read 1:1 with a grown up or small group. ▪ Join in with repetitive phrases or words verbally or using AAC with increasing confidence ▪ Retell a story or instructions eg how to plant a seed using AAC independently. 	<p><u>Extending skills</u></p> <p>Writing –</p> <ul style="list-style-type: none"> ▪ Printing using a variety of materials. ▪ Using simple mark making tools such as sponges, paint brushes, rollers independently. ▪ Make marks with meaning ▪ Add more detail into drawings eg eyes, mouth, hair, arms and legs and nose. ▪ Hold a pencil in a tripod grip and write with confidence. <p>Write some letters and numbers correctly.</p>

Maths

<p><u>Emergent skills</u></p> <p>Number – Combining and partitioning two groups</p> <ul style="list-style-type: none"> ▪ Counting songs (sensory based activity) ▪ counting by rote ▪ To partition 1 group into 2 split a bowl of 5 sweets into 2 groups. ▪ 	<p><u>Emergent skills</u></p> <p>Sequencing</p> <ul style="list-style-type: none"> • Learning and Accepting new routines • Responds to rhymes and song • Sequence numbers to 3 and beyond • Follow a daily routine using symbols
<p><u>Developing skills</u></p> <p>Number -Combining and partitioning two groups</p> <ul style="list-style-type: none"> ▪ To partition 1 group into 2 split a bowl of 5 sweets into 2 groups. Count sweets so they recognise there are still the same amount in total. (With support) ▪ <p>Combine 2 groups into 1 group using objects of reference eg combine 2 bowls of sweets into 1 group. Count sweets so they recognise there are still the same amount in total. (With support)</p>	<p><u>Developing skills</u></p> <p>Sequencing</p> <ul style="list-style-type: none"> • Sequence numbers to 10 • Sequence the days of the week with support • Sequence a daily routine with support • Sequence a familiar story using pictures or objects of reference with support • Follow a daily routine using symbols •
<p><u>Extending skills</u></p> <p>Number -Combining and partitioning two groups</p> <ul style="list-style-type: none"> ▪ To partition 1 group into 2 split a bowl of 5 sweets into 2 groups. Count sweets so they recognise there are still the same amount in total. (Independently after modelling) ▪ Combine 2 groups into 1 group using objects of reference eg combine 2 bowls of sweets into 1 group. Count sweets so they recognise there are still the same amount in total. (independently) ▪ Use 10's frames or part-whole models to show their work 	<p><u>Extending skills</u></p> <p>Sequencing</p> <ul style="list-style-type: none"> • Sequence numbers beyond 10 • Sequence the days of the week independently • Sequence the months of the year independently • Sequence their daily routine independently • Sequence a familiar story using pictures or objects of reference independently. • Follow a daily routine using symbols •

<p><u>Emergent skills</u></p> <p>- Moving On</p>	<p><u>Emergent skills</u></p> <p>People, culture and communities</p> <p>What makes us great</p>	<p><u>Emergent skills</u></p> <p>The Natural World</p> <p>Fruit and Vegetables</p>
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- Look back at photos of the children throughout their time this year.
- Make simple transitions to different areas of school or locality with support using AAC.
- Prepare children for their next class and members of staff using photos, visits and a transition booklet

Choose from 2 or 3 symbols or photos that enjoy doing and are good at eg drawing, riding a bike, reading, counting.

Themed Learning and celebrations:

Try a range of fruit and vegetables, indicating if they like them or not using AAC with support.

Use vegetables and fruit in cooking sessions

Plant a range of vegetables that grow quickly eg lettuce, cress with support

Plant carrot tops, lettuce bottoms etc and watch them grow with support

Plant apple/orange pips to see what happens with support

Remind children how to take care of plants and what they need to grow healthily with adult support using AAC.

- Forest School (See SOLA planning)

<h3>Understanding the World</h3>	<p><u>Developing skills</u></p> <p>Past and Present</p> <p>Moving On</p> <ul style="list-style-type: none"> • Look back at photos of the children throughout their time this year. Encourage them to make some comments about the photos with encouragement. • Make simple transitions to different areas of school or locality with very some adult support and using symbols • Prepare children for their next class and members of staff using photos, visits and a transition booklet 	<p><u>Developing skills</u></p> <p>People, culture and communities</p> <p>What makes us great</p> <p>Discuss things they enjoy doing and are good at eg drawing, riding a bike, reading, counting both verbally and using AAC with support</p> <p>Discuss things that their friends are good at using AAC or verbally with support.</p> <p>Themed Learning and celebrations:</p>	<p><u>Developing skills</u></p> <p>- The Natural World</p> <p>Fruit and Vegetables</p> <ul style="list-style-type: none"> Try a range of fruit and vegetables, indicating if they like them or not using AAC with support. Use vegetables and fruit in cooking sessions Plant a range of vegetables that grow quickly eg lettuce, cress with limited support Plant carrot tops, lettuce bottoms etc and watch them grow with limited support Plant apple/orange pips to see what happens with limited support Remind children how to take care of plants and what they need to grow healthily with limited support using AAC. • Forest School (See SOLA planning)
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<p><u>Extending skills</u></p> <p>Past and Present</p> <p>Moving on</p> <ul style="list-style-type: none"> • Look back at photos of the children throughout their time this year. Encourage them to make comments about the photos. • Make simple transitions to different areas of school or locality with very limited support using symbols to support. • Prepare children for their next class and members of staff using photos, visits and a transition booklet 	<p><u>Extending skills</u></p> <p>People, culture and communities</p> <p>What makes us great</p> <p>Discuss things they enjoy doing and are good at eg drawing, riding a bike, reading, counting both verbally and using AAC</p> <p>Discuss things that their friends are good at using AAC or verbally.</p> <p>Is there anything they would like to get better at?</p> <p>Create certificates to give their friends for things they think they are good at.</p> <p>Themed Learning and celebrations: Transition</p>	<p><u>Extending skills</u></p> <p>The Natural World</p> <p>Fruit and Vegetables</p> <p>Try a range of fruit and vegetables, indicating if they like them or not using AAC with support.</p> <p>Use vegetables and fruit in cooking sessions</p> <p>Plant a range of vegetables that grow quickly eg lettuce, cress with support</p> <p>Plant carrot tops, lettuce bottoms etc and watch them grow independently and comment on the changes.</p> <p>Plant apple/orange pips to see what happens. Make comments about the changes.</p> <p>Remind children how to take care of plants and what they need to grow healthily using AAC.</p> <p>Forest School (See SOLA planning)</p>
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<p><u>Emergent skills</u></p> <p>Exploring and Using Media and Materials</p> <p>Malleable Materials</p> <ul style="list-style-type: none"> ▪ Explore different methods changing the shape of materials eg using playdough/clay/magic sand etc with support. ▪ Explore using tools when using malleable materials. 	<p><u>Emergent skills</u></p> <p>Being Imaginative</p> <p>Theme based Learning - – Greengrocers shop</p> <ul style="list-style-type: none"> ▪ Use a variety of materials to create own artwork eg paint, collage and crayons with support. ▪ Create shapes and structures with clay and playdough. ▪ Role play with support
<p><u>Developing skills</u></p> <p>Exploring and Using Media and Materials</p> <p>Malleable Materials</p> <ul style="list-style-type: none"> ▪ Explore different methods changing the shape of materials eg using playdough/clay/magic sand etc and create with designs suggested by adults. ▪ Create with a purpose in mind using malleable material ▪ Use tools with purpose to create. 	<p><u>Developing skills</u></p> <p>Being Imaginative</p> <p>Theme based Learning - – Greengrocers shop</p> <ul style="list-style-type: none"> ▪ Use a variety of materials to create own artwork eg paint, collage and crayons independently. ▪ Create recognisable 2d or 3d structures using clay or playdough with support, using adult suggestions/pictures etc as inspiration. ▪ Role play independently. An adult may be needed to extend their play.
<p><u>Extending skills</u></p> <p>Exploring and Using Media and Materials</p> <p>Malleable Materials</p> <p>Themed based learning</p> <ul style="list-style-type: none"> ▪ Explore different methods changing the shape of materials eg using playdough/clay/magic sand etc. and create with their own designs. ▪ To use tools with confidence to create. ▪ Create with a purpose in mind using malleable material ▪ To use materials to build for a purpose independently. Can they describe/plan their design. Can they alter the design to make it better? 	<p><u>Extending skills</u></p> <p>Being Imaginative</p> <p>Themed based learning – Greengrocers shop</p> <p>Use a variety of materials to create own artwork eg paint, collage and crayons and discuss their ideas.</p> <ul style="list-style-type: none"> ▪ Create 2d or 3d recognisable structures using clay or playdough with support independently and add further detail to it eg windows, hair, ears etc ▪ Role play independently and are encouraged to develop their own ideas.

To Note:

- This plan is supported by a Continuous Provision medium term plan
- Suggested Enhanced Provisions will be amended to follow the children's interests as appropriate
- Texts may be modified or presented in a variety of ways to engage and extend
- Individual pupil progression through the SEYAP will shape the learning in all 7 areas to ensure challenge. This differentiation may be evidenced in different communication strategies, scaffolding of learning/task, expectation, presentation as well as difference in actual learning task/activity.
- Class Teachers may adapt or add to the medium term planning ideas to support appropriate challenge & engagement for their learners

Continuous Provision Enhancements Plan Term 6 Now We Wash Our Hands

Area of Provision	Area of Learning	Enhancement	Outcomes	Key Vocabulary and Questions
Book Corner	<ul style="list-style-type: none">▪ <i>Literacy: Reading, Pre-phonics & Phonics</i>	<ul style="list-style-type: none">▪ Create an inviting reading area with a selection of fiction and non-fiction books, enhanced with cosy blankets; bunting; soft toys etc. Encourage pupils to explore and use the area. Keep book corner updated and interesting, add non fictional books about keeping healthy, vegetables and fruit.▪ Provide opportunities to access books in the outdoor area.▪ Create a tuff tray for use with resources to re-tell the story eg water and soap to clean hands and toys.▪ Research books about fruit/vegetables/keeping healthy	<ul style="list-style-type: none">▪ To choose to engage with the reading area and resources▪ To choose to look at books independently▪ To choose to share a book with an adult or a peer	<ul style="list-style-type: none">▪ More▪ Finished▪ Story▪ Clean▪ germs▪ Vegetables/fruit▪ Book▪ Fruit and vegetable names▪
Mark Making / Art Table/ EAD	<ul style="list-style-type: none">▪ <i>Physical Development: Fine Motor</i>▪ <i>Expressive Arts</i>	<ul style="list-style-type: none">▪ Printing▪ Markmaking in rice/sand etc▪ Use tools to alter malleable materials▪ Observational drawings of fruit/vegetables.▪ Paper, pens, pencils, chalk, water and paintbrushes etc all readily available.	<ul style="list-style-type: none">▪ To develop fine motor skills▪ To use tools with control▪ To develop mark making with increased intent	<ul style="list-style-type: none">▪ Colour names▪ textures▪ Draw▪ Write▪ Paint▪ Print

		<ul style="list-style-type: none"> Write some tricky words onto hands/fruit/vegetables to prompt children to write. Provide a range of materials for children to use to create their own pictures. You could provide paint and forks, strips of pink/grey tissue paper and soft, fluffy materials alongside glue and sticky tape. Create plant labels for the plants planted Create labels/pictures for the greengrocers roleplay area. Vegetable/fruit printing. Observe the shapes created. 		<ul style="list-style-type: none"> Label Fruit and vegetable names
Small World / Role play	<ul style="list-style-type: none"> <i>PSED: Making Relationships</i> <i>Language & Communication: Expressive & receptive</i> <i>Understanding the World: The World</i> <i>Literacy: Mark Making</i> 	<ul style="list-style-type: none"> Greengrocers shop Small world story of Now Wash Your Hands. Model role playing shopping Home corner Provide water and soap to give dolls a bath 	<ul style="list-style-type: none"> Sharing space / resources with adults/ peers Take turns To investigate and explore texture. To use language associated with size / colour / natural world To begin to develop imaginative play skills 	<ul style="list-style-type: none"> Greengrocers Mine / yours My turn / your turn Share Commentary on play
Maths Enhanced Provision	<ul style="list-style-type: none"> <i>Mathematics: Number; Numerical pattern</i> 	<ul style="list-style-type: none"> Vegetable/fruit printing Observe the shapes. Print veg/fruit patterns Vegetable/fruit counting – how many animals can you count? Sorting veg/fruit into groups Fruit/veg/hands pictures to support number bonds. Combine/partition fruit/veg 	<ul style="list-style-type: none"> To explore and recognise space and shape To say / identify numerals / number names 	<ul style="list-style-type: none"> More, fewer number names shape names longer shorter big/small more/less/same
Sensory / Messy Play	<ul style="list-style-type: none"> <i>Physical Development: Fine Motor</i> <i>PSED</i> 	<ul style="list-style-type: none"> Coloured rice / oats / sand/lentils/cereal etc Playdough / marshmallow dough/clay Water, sponge & soap Make sensory bottles 	<ul style="list-style-type: none"> To explore natural resources To explore using different senses 	Names of colours Smell, squeeze, poke, hard, soft, rough, smooth, dirty, clean,

	<ul style="list-style-type: none"> ▪ <i>Language & Communication</i> ▪ <i>Understanding the World: The World</i> ▪ <i>Expressive Arts</i> 	<ul style="list-style-type: none"> ▪ Provide different fruit and vegetables to explore, squeeze and feel. 	<ul style="list-style-type: none"> ▪ To communicate about resources 	Mix. Stir, shake
Investigation Construction	<ul style="list-style-type: none"> ▪ <i>Understanding the World: Natural world</i> ▪ <i>Language & Communication</i> ▪ <i>Physical Development: Fine Motor</i> ▪ <i>Maths: Numerical Pattern</i> 	<ul style="list-style-type: none"> ▪ Provide some magnifying glasses for children to use. Encourage them to look closely at the natural environment ▪ Explore different veg/fruit ▪ Explore planting seeds and observing their changes. 	<ul style="list-style-type: none"> ▪ To interact with objects independently ▪ To begin to communicate about what they are doing ▪ To make choices when creating 	<ul style="list-style-type: none"> ▪ Grow, water, light, dark, big, small. Seed, soil ▪