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| **Mostly Problem solving Reasoning and Numeracy** | **Mostly Knowledge and Understanding of the World** | **Mostly Creative** | **Mostly Physical** | **Mostly Communication, Language and Literacy** |
| **Baking**How materials change, manipulation materials, measuring by countingWashing up and cleaning**PSRN/KUW/PSED** | **Finger painting** How we can use tools to make different patterns, taking prints of our patterns, describing, creating**C/KUW** | **Collage** Creating, talking about shape, pattern and colour, using tools**C/PSRN/KUW** | **Dens and tunnels**Under, over, creating spaces for children to go inside, through and over**P/PSRN** | **Reading to small groups** Develop listening and attentionAsk & answer questions based on what they have seen/heard**CLL**  |
| **Pegs and boards**Counting with childrenFine motor skills **PSRN/P** | **Cornflour** Sensory experience, how materials behave, describing the feel and behaviour of the mixture**KUW/P** | **Role play**Looking after babies, taking them for walks, going shopping, making phone calls, feeding and bathing babies, putting them to bed.Staff to model play and give running commentary**C/CLL/P** | **Ribbon twirling**Using upper body, developing large motor skillsStaff must follow safety precautions**P** | **Singing and saying rhymes**Doing actions to rhymes, dancing**CCL/P**With face to face actions**PSED/CLL** |
| **Jigsaws**Teaching strategies to find where things may fitDescribing shape, picture and colour**PSRN/P** | **Big suds**Using big tray (like sand tray), fill with soap suds, explore how materials behave, using big spoons and utensils, whisks, etc.**KUW/P**  | **Clay**Free use of clay, without tools, showing children the various ways you can manipulate clay to make different shapes and adding a little water to show how it can slide and be smoothed.**C/P** | **Bubbles**Chasing and catching bubbles, how they look, behave, language to describe positional language**P/KUW/PSRN** | **Make book of ourselves**Photos of children at nursery and with families - talk about the families, names, relationshipsHow books are constructed, talking about families and learning connections**CLL/PSED** |
| **Singing number rhymes****PSRN/C** | **Shaving foam**Explore how materials behave, mark making, describing the texture and marks, sensory experience**KUW/P** | **Small world play**Acting out experiences and feelings, talk about what is happening using positional languageFine motor skills**C/CLL/P** | **Using soft blocks** for pushing and pulling, rolling on, jumping off**P** | **Reading stories** to small groups and individuals, according to their individual interests**CLL** |
| **Tray collage**Arrange objects separately on tray, give children glue with spoon. Let children choose objects to stick on each blog of glue. Children make connections and match one to one. | **Soapy sand**Gradually add the soap liquid and allow children to mix it in with their hands, exploring the mixture as it changes.Exploring how materials change, describing what it feels like.Explore what you can do with it with the children | **Play dough - any area of curriculum**Mathematical language.Sharing, exploring and manipulating materials using tools, acting out experiences.**C/KUW/PSRN** | **Housekeeping**Clean easel, clean cupboards, showing children necessary skills and establishing expectations - when is it clean?**P/PSED** | **Children records**Looking through children's record books, recalling what happened in the photos, telling the children what is written, showing them occasional words. If writing in the books, telling them what you are writing. Learning about past events.**CLL/PSED/KUW** |
| **Posting**Various objects to post into various opening, talking about shapes and size, fine manipulation | **Baking**Learning how things are made, how materials change, manipulating, learning about measuring, physical skills**KUW/P** | **Music and musical instruments**Playing a range of music and showing children how to play musical instruments along to the music**C/P** | **Block play**Building towers and knocking them down, counting**P/PSRN** |  |
| **Big Building**Using large cardboard boxes of various sizes, build with them.Learning about building, height, counting**PSRN/P** | **Water****Sponges, wheel, cups, jugs**How water behaves, how water turns wheel, experimenting with water, measuring, using vocabulary to describe what is happening**KUW/P/CLL** | **Glue dribbling**How materials behave, making patterns, mark making**C/KUW/CLL** | **Action rhymes**Moving to action rhymes (large motor)Staff modelling and joining in**P/CLL** |  |
| **Shape sorting**Making connections, exploring shapes, manipulating shapes**PSRN** | **Dry Sand**Funnel, jugs, wheel sieves, couple of bottles with holes inExplore how the sand pours, turns the wheel, flows through the sieve, how it feels**KUW** | **Collage using a rang of fabric shapes and textures**Showing children how one thing can represent another, describing what we are doing, talking about what will work.Encourage and help children to feel and describe shapes and textures**C/PRSN/P** | **Pushing, riding and rocking toys to promote movement****P** |  |
| **Filling and emptying**Talking about measuring, filling, emptying, counting and estimating.Exploring materials.Handling utensils**N/KUW/P** | **Lentils**Bottles and funnels for filling, emptying, sound making…jugs, wheel.Explore how the lentils pour, turn the wheel, how they feel**KUW/P** | **Finger Painting**Mixing colours, pattern making, creatingTalking about the shapes and patterns we can make**C/CLL/PSRN** | **Balls in the boat**Experiencing different environment, throwing and catching.**P** |  |
| **Heuristic Play**Opportunities to explore size, shape, position, classification | **Animal care**Hand washing, importance of keeping animals clean, how to handle them properly**PSED/KUW** | **Role play**Using a range of props to enact things from their experiences**C/PSED** | **Climbing**Use large soft blocks and help children to climb, describe actions |  |
| **Treasure Basket**Exploring objects, feeling shapes, manipulating objects, making connections**PSRN/P** | **Using glue**Showing children how the glue can be spread, dripped or dribbled and that things will stick to the glue or fabric.Putting together a series of actions**KUW/C/P/PSRN** |  |  |  |