





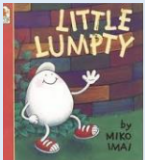
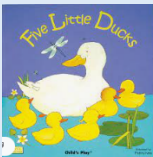
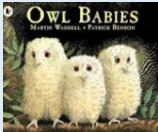

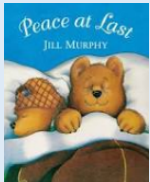
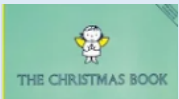

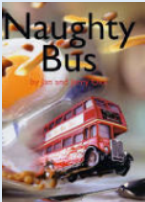
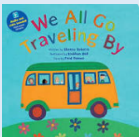
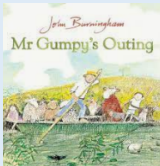
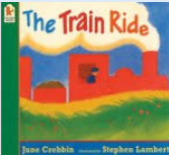


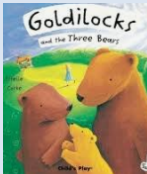
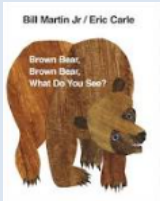
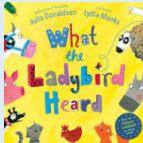
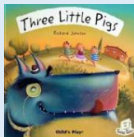

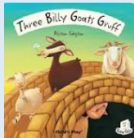
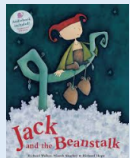




Hawley Primary School Nursery EYFS Curriculum Map 2023-2024

This gives a detailed overview of the experiences your child will have over the course of the year. There are times when teachers may adapt particular topics in response to the interests and needs of each class.

Parents are invited to click on the link below, for further information regarding the EYFS

<https://foundationyears.org.uk/wp-content/uploads/2021/09/What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Nursery Rhymes	Wow, its Night Time	Transport, off we go...	All about Bears	On the Farm	Under the Sea
The characteristics of effective teaching and learning	<p>The EYFS is about how children learn, as well as what they learn. Children need opportunities to develop their own play and independent exploration. This is enjoyable and motivating. They also need adults to 'scaffold' their learning by giving them just enough help to achieve something they could not do independently. Helping children to think, discuss and plan ahead is important, like gathering the materials they need to make a den before they start building. These are ways of helping children to develop the characteristics of effective learning.</p> <p>In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> • playing and exploring - children investigate and experience things, and 'have a go' 					

	<ul style="list-style-type: none"> • active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things 					
Possible trips and enrichment activities		Owl workshop in school	Transport Museum Jenny Wren visit	Trip to the Little Angel Puppet Theatre	Farm visit City Farm visit	The Aquarium Hampstead Heath
Themes and topics are planned around a range of high-quality picture books, which support a range of skills; including supporting language acquisition and a love of reading	   	    	   	   	    	   

						
Songs and Rhymes	Incy Wincy spider Humpty Dumpty Cobbler, Cobbler, mend my shoe Five Little Ducks Mary Mary quite Contrary The Grand Old Duke of York	Five Little Owls I'm a Little Pumpkin five little monkeys Diwali song Firework song Five clay diva's in a candle shop Bumping up and down on a camel Twinkle, twinkle little star	The wheels on the Bus The Big Red Bus Zoom, zoom, zoom, we're going to the moon London Bridge is falling down Down by the Station	five little men in a flying saucer The planet song Teddy Bear, Teddy Bear, turn around Round and round the garden, like a teddy bear	Old Macdonald had a Farm Farmers in the Den I Went to visit a Farm one day. Baa Baa Black Sheep Little Bo Peep The Goats Came Marching by There's a Tiny Caterpillar on a Leaf	One, two, three, four, five, once I caught a fish alive five little sharks five cranky crabs We're Going on a Shark Hunt Row, row, row your boat. The Waves in the sea

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day, in a language-rich environment are crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added; practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

<p>Communication and Language</p> <p>'Just so' vocabulary is identified each week, with a range of opportunities to use keywords.</p> <p>Ongoing assessment identifies those children who may need additional support, this may include Early Talk Boost Super Listeners</p>	<p>Settling in activities, Talking about their families and special occasions. Learning a bank of nursery rhymes which they can sing from memory. Building vocabulary - naming staff, peers, and routines within the setting. Engage in pretend play, using talk to organise themselves and their play</p>	<p>Listening to and responding to stories Super listener activities Story props to re-enact the story of Diwali and the Nativity Building vocabulary-naming nocturnal animals Talking about the differences between night and day. Begin to Use longer sentences of four to six words.</p>	<p>Building vocabulary - naming different types of vehicles, Make up their own adventure for the Naughty Bus using small world props Respond to two-part instructions. Begin to develop descriptive vocabulary - describing London Landmarks</p>	<p>Developing story telling language, re-enacting the story of the Three Bears and Whatever Next Begin to retell familiar stories, for example making up own version of Goldilocks, changing the characters. Naming and describing different types of bears and their habitats Responding to 'where' and 'what' questions</p>	<p>Retelling a familiar story, using the language from the book. Dressing up and acting out Jack and the Beanstalk and other traditional tales, shared this half term. Naming farm animals, mothers and their offspring. Who's in the shed - listening to a description and naming the farm animal, begin to generate their own, descriptions Orally retell experiences, for example the trip to the farm, using sentence starters. Responding to 'why' questions</p>	<p>Name and describe sea creatures, Labelling parts of a shark. Using 'talk' through role play opportunities pretending to be pirates and mermaids. Name each stage of the life-cycle of a butterfly. Going on a treasure hunt, describing the journey, using positional vocabulary. talk about similarities and differences between things in the past and now preparing for transition, What can I do now that I couldn't in September? Talk about the experiences I have had at different points in the school year.</p>
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Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life

<p>Themes are revisited throughout the year</p>	<p>Focus on settling and separating from main carer</p> <p>Getting to know peers and staff</p>	<p>forming relationships with other children</p> <p>Looking at different celebrations, Diwali and Christmas.</p>	<p>Working together to build a vehicle</p> <p>Playing cooperatively in different role play scenarios, Train station, and Fire-fighter role play.</p>	<p>Using stories to think about right and wrong, for example role play- 'Goldilocks crime scene' Thinking of ways to make the baby bear feel better.</p>	<p>Caring for animals Caring for plants grown Developing role play as part of a group in the Vet's surgery</p> <p>How can we express our emotions?</p>	<p>Preparing for transition my new class- books reflecting on what they have enjoyed and learnt over the last year, what they hope to learn in reception</p>
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	Become familiar with routines and expectations within the setting Select and use activities and resources, with help when needed. develop self-care skills	Keeping healthy, importance of sleep asking for help, when needed Supporting negotiating skills for turn taking and sharing.	developing self-confidence	Understand how to stay safe online Identify and talk about basic feelings, emotion box, today I feel... Group discussions, how to manage and express emotions.	How can we negotiate with others?	Writing a class letter for the new nursery children, reflecting on how it can feel frightening to begin with.
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Physical Development

EYFS Statutory Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

<p>Outside Continuous provision provides opportunities for children to develop their movement, Balancing, riding (scooters, trikes and bikes) and ball skills. Through on-going assessment, staff match their developing physical skills to tasks and activities in the setting.</p> <p>To meet the DFE requirement of 180 minutes of physical activity</p>	<p>Begin to independently use the toilet. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Use large-muscle movements to wave ribbons and scarves, paint and make marks. Planned activities around each rhyme including; Egg and spoon race,</p>	<p>Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands Look at ways to stay healthy. Look at different ways you can move your body including crawling, walking, Running. Dance to firework music Mould malleable materials, make and decorate a clay owl.</p>	<p>Use tools e.g. hole punch, scissors to Safely to create a model of a vehicle.</p> <p>Cooperative games e.g. traffic lights.</p> <p>Begin to form the initial letter correctly - small group sessions to support forming pre-writing patterns, moving on to forming their initial letter</p> <p>Continuous provision and small groups provide opportunities to</p>	<p>Moving like a bear completing an obstacle course based on 'Going on a Bear Hunt'</p> <p>Using tweezers to find hidden sequins in porridge oats</p> <p>Engage children in structured activities: guide them in drawing skills and making appropriate shapes for a specific outcome.</p> <p>Small groups sessions forming pre-writing patterns</p>	<p>Use one-handed tools e.g. hammers and malleable materials to construct Buildings.</p> <p>Obstacle courses, moving in the style of a farm animal.</p> <p>Look at ways to stay healthy and Strong link to cooking sessions.</p> <p>Act out physical changes in life cycle of a butterfly</p>	<p>Use Play dough and natural items to make Mini-beasts. Use nets and pegs to catch sea creatures.</p> <p>Explore balance, walking the plank</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</p> <p>Cycle with control, negotiating potential obstacles.</p>
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at lunch time children engage in a range of movement sessions Once settled, we have a yoga session once a week	cutting out a shoe and threading around the shape spider race, using stilts walk up and down the drain pipe outline	Move in the style of a nocturnal animal. Three king's obstacle courses. Sewing, a Christmas stocking	Use one-handed tools and equipment, for example, making snips in paper with scissors.	Cut along a straight line with scissors / Start to cut along a curved line, like a circle Dancing around the MayPole	Sewing - running stitch, making farm animal puppets. Begin to form the first two letters in their name correctly	Revisit a running stitch, sewing jellyfish puppets. how to stay healthy
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Literacy

EYFS Statutory Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Literacy Reading comprehension	<p>Daily, planned story time - using core text from 'Read Aloud Curriculum' for nursery.</p> <p>Opportunities to join in with familiar rhymes, songs and stories, throughout the day.</p> <p>Story table with puppets and other props to retell key text.</p> <p>Talk about and reflect on the stories listened to.</p> <p>Finding their name star each morning.</p> <p>Speech bubbles, what would the characters say?</p> <p>Hot seating a character from key text.</p> <p>Role play opportunities linked to key stories.</p> <p>Carpet Drama sessions, children take on the role of a character from key text</p> <p>Talk about the setting of a story, recalling the characters and main events in order.</p> <p>Discuss a range of stories.</p> <p>Have a favourite story and talk about why.</p>
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<p>Literacy Phonics Word Reading</p> <p>Provision is planned using 'Foundations for Phonics' guidance, published by Little Wandle sharing high-quality stories and poems with children</p> <ul style="list-style-type: none"> • learning a range of nursery rhymes and action rhymes • <p>activities that develop focused listening and attention, including oral blending</p> <ul style="list-style-type: none"> • attention to high-quality language with children 	<p>Opportunities are planned each week for children to listen to and respond to high quality stories and poems, the 'Read Aloud Curriculum' identifies the books, songs and rhymes that children will encounter over the year. There are daily opportunities for children to learn nursery and action rhymes. Carpet and small group sessions are planned to support focused listening and attention and oral blending skills. Language development is central to our curriculum provision.</p> <p>Carpet sessions are planned over the year, where children will learn to clap and count syllables in a word, join in with rhyming games, find pairs of objects that rhyme and continue a rhyming string. Begin to blend sounds in a word and hear the initial sound, matching words with the same initial sound and develop awareness of alliteration.</p> <p>Through daily story time sessions, small group and individual reading, children are supported in understanding the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing <p>Children take two picture books home, each week to nurture a love of reading and to support the acquisition of early reading behaviours.</p>
<p>Literacy Writing</p> <p>Continuous Provision across the setting offers opportunities to explore and use a range of mark making tools and create marks with a meaning and for a purpose.</p>	<p>A range of opportunities each week to develop the control required to use a pen comfortably. From the spring term, children take part in sessions, forming pre-writing patterns, followed by forming the initial letter in their name; the aim is for children to correctly form the first two letters of their name before starting reception.</p> <p>Mark making opportunities are provided within the role play area: letters, telephone messages, recipes, lists, check list for the vet etc and across the setting. Children are provided with opportunities to independently explore mark making and to work in small groups, where the skills are supported.</p>

	<p>Exploring mark making, using a range of media and tools</p> <p>Begin to give meaning to marks created</p> <p>Mark making opportunities linked to the focus rhymes</p> <p>Drawing Humpty Dumpty sitting on a wall</p> <p>Drawing ducks swimming in the pond.</p>	<p>Develop and strengthen their pen control - fine motor activities children will give meaning to marks created, pictures will become more distinguished</p> <p>Begin to consistently explain what they have drawn</p> <p>Mark making opportunities linked to the focus texts</p> <p>Drawing Rama and Sita</p> <p>Drawing and decorating an owl</p> <p>Making a map for the Three Kings</p> <p>Letters to Santa</p>	<p>Mark making skills will develop, becoming more detailed and purposeful, for example drawing maps to depict the journey taken by the Naughty Bus, children will begin to distinguish marks as writing such as writing labels or lists</p> <p>Mark making opportunities linked to the focus texts, such as</p> <p>Drawing a story map linked to the Naughty Bus</p> <p>Drawing the characters from the Mr Gumpy story on the boat.</p>	<p>Mark making opportunities linked to the focus texts, such as</p> <p>Drawing Goldilocks and the Three Bears</p> <p>sequencing pictures to retell 'Whatever Next' then drawing what happens next</p> <p>Book making based on Goldilocks, creating their own versions.</p> <p>Naming and drawing the missing characters from Brown bear text</p> <p>drawing and labelling different types of bears</p> <p>Making spring cards</p> <p>Forming pre-writing patterns and shapes</p> <p>Begin to correctly form initial letter of their name</p> <p>Orally retelling a story, using puppets, props and story map.</p> <p>Continue to make marks, representing writing, using resources in role play provision.</p>	<p>Mark making opportunities linked to the focus texts, such as</p> <p>Drawing Story maps for each of the traditional tales covered</p> <p>Illustrating parts of the story during book making sessions</p> <p>making a pop -up troll card</p> <p>Who's in the shed?</p> <p>drawing and describing a farm animal</p> <p>Begin to correctly form the first two letters in their name</p> <p>Continue to develop a more comfortable grip when using a pen</p> <p>Orally retelling a story using relevant story language</p>	<p>Mark making opportunities linked to the focus texts</p> <p>Draw and label treasure maps</p> <p>Describing sea creatures in Billy's bucket, label sea creatures using knowledge of initial sounds</p> <p>Writing opportunities in the mermaid cave</p> <p>Message in a bottle</p> <p>We're going on a shark hunt, shared writing</p> <p>Name writing using recognisable letters with the first two letters correctly formed.</p> <p>Orally retelling a story using relevant story language and continue creating their own narratives.</p>
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Mathematics

EYFS Statutory Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

<p>From the second half of the autumn term, children have a daily carpet session with a number focus</p> <p>And a weekly spot the pattern activity, looking at repeating patterns</p>	<p>Singing a range of number rhymes and songs to familiarise children with the language of numbers.</p> <p>Singing and acting out 5 little ducks, Focus on recognising how old a child is and looking at numerals with personal significance.</p>	<p>Using shapes to make an owl</p> <p>Counting stars and match amounts to numerals.</p> <p>Use 2D shapes to create snowman Pictures.</p> <p>Look at colour and shape patterns.</p> <p>How heavy is the pumpkin, ordering three pumpkins by weight</p>	<p>Draw and negotiate maps using Positional and directional language.</p> <p>Use vehicle wheels to add and count in exploring 3D shapes, predicting which shapes will roll</p>	<p>Making sets of 3</p> <p>ordering sets of 3 objects by size</p> <p>Exploring patterns, designing a repeating pattern for baby bears blanket.</p> <p>Teddy bears picnic, who has the most/least biscuits</p> <p>sharing equally</p> <p>Begin to compare quantities.</p>	<p>Counting food for the farm animals</p> <p>dice games -reliably</p> <p>counting sets from a larger set and finding the numeral to show how many</p> <p>sorting and counting animals in each field, finding the total</p> <p>Investigate symmetry e.g. butterfly pictures,</p> <p>Using mirrors and printing.</p> <p>Know that the last number reached when counting shows how many are in a group.</p> <p>Use fingers to represent numbers to 5.</p>	<p>Ordering numbered shells up to five and then ten</p> <p>Rolling the dice, and counting treasure for the pirates</p> <p>5 little crabs- how many are hidden, looking at composition of numbers to five</p> <p>Mermaid counting, looking at the mermaid list.</p> <p>How can we share the treasure amongst the pirates?</p> <p>Going on a shark hunt, reliably finding five sharks.</p>
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Understanding the World

EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their

understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Building a wall for Humpty Dumpty, looking at brick patterns Finding out about spiders Planting bulbs for the spring Role play home corner.	Dark den, exploring darkness Investigating Nocturnal animals Finding out about different species of owls. Celebrations, what festivals are celebrated in the nursery community. looking at pumpkins - life cycle role play corner, celebrating Diwali	Design and construct vehicles, using axel and wheels Small world roads/tracks Imaginative play Look at family journeys including looking at London landmarks Looking at how transport has changed, comparing an old and new bus. Finding out about the emergency services.	Naming different types of bears: polar bears, pandas and brown bears. looking at features and habitats Spring, looking at changes in the environment celebrate spring festivals Comparing old and new teddy bears.	Exploring habitats, focus on the farm- Naming farm animals, mothers and offspring cooking - linked to the farm topic looking at the sources of food how can we look after the environment, caring Planting beans	Explore floating and sinking. Look at features of sea creatures Programme the Bee-bot to find the treasure going left and right, forwards and backwards Sorting animals by habitat.
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Expressive Arts and Design

EYFS Statutory Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Enrichment activity, weekly music session with specialist music teacher	Activities are planned around each nursery rhyme, this might include, Make a shoe create a sound -scape for Humpty dumpty Walk barefoot through the paint Children explore a range of mark making resources	Observational drawing of pumpkins printing pumpkins, how can we make orange printing spiders' webs using tiles and printing inks. Working together to create a large spiders web	Learning a range of transport themed songs, using different. Instruments to evoke sound of different vehicles looking at representation of circles in work of Kandinsky - recreate in style of Constructing models of the Naughty Bus, using axel and wheels	Observational drawing of a teddy bear Making puppets, based on Goldilocks Begin to compose short pieces, using 'paw print' notation - loud, quiet, medium sound May Pole dancing Role-Play opportunities The house of the Bears	Dance to <i>Old Macdonald</i> and use different instruments to evoke different animals. Observational drawings of a plant Creating moving Jack and the Beanstalk pictures. Drawing and selecting media to decorate different farm animals	Making under the sea Dioramas, children to select materials Revisit using tiles to print waves, sea creatures. Creating self -portraits, using a child's photo to draw a portrait as a pirate or a mermaid. Singing 'We're going on a shark hunt, selecting instruments to represent the different sounds and performing. Role-play opportunities
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	and construction kits. Role- play Opportunities Building site role play, can you build Humpty Dumpty a wall. Elves workshop	Exploring colour mixing Using clay to make an owl Role-play Opportunities The Gingerbread Cottage Santa's house The Nativity Stable,	Using the Train Ride as a stimulus, create a moving picture, using a lever. Role-play Opportunities Bus station Garage Train station Fire-engine Observational drawing of a bus.	Space station Observational drawings of teddy bears May pole dancing	Observing animal patterns and recreating Working together to draw a tableau, retelling the story of the Three Little Pigs and What the Ladybird heard. Role play opportunities Vet's Surgery	Pirate ship Pirate cave mermaids cave
Cooking The nursery has a cooking session once a week.	Using the fruit from the nursery garden, apple & pear crumble	Pumpkin Loaf Root vegetable soup Moon shaped Chapati celebration food	Making different vehicles using a range of fruit and vegetables	Making porridge, selecting sweet/sour toppings choosing healthy toppings for mini bear pizza's	Food produced on the farm Goat cheese tarts Greek salad Pea fritter beanstalk	Using food to make sea creatures
STEAM / Characteristics of effective early learning	Over the course of the year, children are presented with challenges to support their problem-solving skills and the characteristics of early learning are actively supported.					
	Humpty Dumpty is stuck in the tree, how can we rescue him?	How can we create a night time sky, lit up with fireworks? How can we light the star? Help the camels cross the river without getting wet.	How can we build Tower Bridge? Building vehicles with wheels that turn.	Designing and making beds for each of the three bears, looking at size.	Design and construct something to help the goats cross the bridge. Build a house for the pigs that won't fall down.	How can we rescue the whale?

