

Area/Resource	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Construction-large building blocks</b>	<p><i>foam bricks, wooden blocks, crates</i></p> <ul style="list-style-type: none"> <li>-Collaborate with others to manage large items, such as moving a long equipment safely, carrying large hollow blocks.</li> <li>-Lifting and carrying more than one object.</li> <li>-Create collaboratively, sharing ideas, resources and skills.</li> </ul>	<p><i>foam bricks, wooden blocks, crates, smaller wooden blocks</i></p> <ul style="list-style-type: none"> <li>- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</li> <li>- Add details using smaller items</li> <li>-Create props for pretend play.</li> <li>- Create places of significance</li> </ul>	<p><i>foam bricks, wooden blocks, crates, smaller wooden blocks, planks and stepping stones</i></p> <ul style="list-style-type: none"> <li>-Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>-Include steps, raised platforms and bridges.</li> </ul>	<p><i>foam bricks, wooden blocks, crates, smaller wooden blocks, planks and stepping stones</i></p> <ul style="list-style-type: none"> <li>-Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>-Adding height and or stability to a construction.</li> </ul>	<p><i>foam bricks, wooden blocks, crates, smaller wooden blocks, planks and stepping stones, fabrics, large pegs and clips</i></p> <ul style="list-style-type: none"> <li>-Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>-ELG Make use of props and materials when role playing characters in narratives and stories.</li> </ul>	<p><i>foam bricks, wooden blocks, crates, smaller wooden blocks, planks and stepping stones, fabrics, large pegs and clips</i></p> <ul style="list-style-type: none"> <li>-ELG Share their creations, explaining the process they have used.</li> </ul>
<b>Key question</b>	What is your plan?	How could you add detail?	How could you make it better?	Can you add...steps, platforms, height, bridges?	What can you use this for?	How did you make this?

Water	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><i>Measuring jugs, cans, buckets, pipes, water wheel</i></p> <p><b>Pouring, Filling, Transferring</b>            -Pour an amount of water into a chosen container            -Pour with increased accuracy with less spilling            transferring water from one container to another            -transferring water from one container to another</p>	<p><i>Measuring jugs, cans, buckets, pipes, water wheel            nets, boats, people, spoons, pipets</i></p> <p><b>Mixing</b>            Understand what will happen to the water when they mix it            -Lose little or no water when mixing            -Mixes with a goal in mind for example to make potions</p>	<p><i>Measuring jugs, cans, buckets, pipes, water wheel            nets, boats, people, spoons, pipets            sea creatures, shell</i></p> <p><b>Transporting</b>            -Carefully carries water from A to B but spills a little            -Explores using a range of resources and techniques to transfer water for example pipets</p>	<p><i>Measuring jugs, cans, buckets, pipes, water wheel, spoons, pipets, bottles, bowls</i></p> <p><b>Volume and Capacity</b>            -Compare volume and capacity</p>	<p><i>Stones, pebbles, coral, seaweed, nets, sea creatures, shells, boats</i></p> <p><b>Small World</b>            -Make use of props and materials when role playing characters in narratives and stories            -Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p><i>Measuring jugs, cans, buckets, pipes, water wheel            nets, boats, people, spoons, pipets            sea creatures, shells, nets, cork, stones</i></p> <p><b>Forces, Dropping, Pushing, Diving</b>            -Explore cause and effect- floating and sinking            -Drop object into water</p>
<b>Key question</b>	Can you fill/pour/move?	Can you mix? Can you use this to help you make?	Can you carry/move the water to...?	Which container can hold the most/least? Can you show me...half empty, empty, full?	What story can you tell me?	What will float? What will sink?

Sand	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><i>Sieves, dry sand, spades, colander, wire racks</i></p> <p><b>Sieve</b> - Develop their small motor skills so that they can use a range of tools competently -Recognises that dry sand falls freely through fingers/ sieve -Free play with hands.</p>	<p><i>Sieves, dry sand, spades, colander, wire racks, rocks, pebbles, shells, treasure</i></p> <p><b>Sieve</b> - Develop their small motor skills so that they can use a range of tools competently -Sieves sand for a desired purpose - Sieves sand to filter out larger</p>	<p><i>Moulds, wet sand, watering can, spades</i></p> <p><b>Mould</b> - Develop their small motor skills so that they can use a range of tools competently -Understand the effects of adding water to dry sand improves hold -Free play with hands - makes shapes, heaps and tunnels Fills moulds and shapes and turns</p>	<p><i>Moulds, wet sand, watering can, spades, small world objects</i></p> <p><b>Mould</b> -Uses a range of containers/ moulds to create sand creations -Uses spades/ scoops/ buckets to make sand into desired shapes - Return to and build on their previous learning, refining ideas and developing their ability</p>	<p><i>Buckets, scoops, spades, wet sand, small world, pebbles, shells, treasure, sieves</i></p> <p><b>Dig, Bury and Sieve</b> -Uses hands to cover up objects - Scoops sand up using scoop/ spade - Moves sand from A to B using a spade -Loses little sand off the spade -Compare volume and capacity</p>	<p><i>Buckets, scoops, spades, wet sand, small world, pebbles, shells, treasure, moulds</i></p> <p><b>Dig, Bury and Mould</b> - Selects the most appropriate scoop/ spade for digging - Safely use and explore a variety of materials, tools and techniques, experimenting with design, texture, form.</p>

			over to make shape	to represent them.		
<b>Key Question</b>	How does it feel?	Can you sieve to find...?	What happens when we add water?	Can you make a...house, village?	Can you bury the...?	What tool would be best?

<b>Tricycles and Bicycles</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<p><i>Tricycles</i></p> <p>-Ride a tricycle with increasing control</p>	<p><i>Scooters</i></p> <p>-Confidently ride a tricycle and bike with or without stabilisers</p>	<p><i>Tricycles and scooters</i></p> <p>-Understand the importance of keep a safe distance</p> <p>-Know and talk about the different factors that support their overall health and wellbeing: - being a safe pedestrian</p>	<p><i>Tricycles and scooters, road signs</i></p> <p>-Incorporate scooters and tricycles in role play draw on understanding of road safety</p>	<p><i>Scooters and balance bikes, cones</i></p> <p>-Navigate safely around obstacles</p>	<p><i>Balance bikes</i></p> <p>- Confidently ride a scooter</p> <p>- Show control and balance on balance bike</p>
<b>Key Question</b>	Can you follow the road?	Can you speed up and slow down safely?	How can you stay safe on the road?	What is the Highway Code?	Can you go safely around the cone?	Can you balance on the bike?