

Rowan Class Curriculum Map 2023 – 2024



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES <i>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</i>	SUPERHERO ME! Starting school/my new class/New Beginnings Superheroes People who help us/Careers Staying healthy/Food/Human body How have I changed? My family/RHE focus What am I good at? How do I make others feel? Being kind/staying safe	TERRIFIC TALES! Traditional Tales Little Red Hen - Harvest Old favourites Familiar tales Gingerbread Man Cinderella The Nativity At the Panto Christmas Lists Letters to Father Christmas Christmas Cards/Crafts	AMAZING ANIMALS! Life Cycles Safari Animals Around the world Climates/Hibernation Down on the Farm Min Night and day animals Animal patterns David Attenborough Happy Habitats	TICKET TO RIDE! Around the Town How do I get there? Where in the world have you been? Where do we live in the UK /world? Fly me to the moon! Vehicles past and Present Design your own transport! Who was Neil Armstrong?	COME OUTSIDE! Plants & Flowers Weather / seasons Does the moon shine? The great outdoors Planting seeds Beasts Animal Arts and crafts Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun Science / Materials Life Cycles	FUN AT THE SEASIDE! Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art
POSSIBLE TEXTS AND 'OLD FAVOURITES'	Owl Babies Once there were Giants Stick Man The Smartest Giant The Rainbow Fish Funny Bones The Big Book of Families Pete the Cat	The Jolly Postman Goldilocks Farmer Duck Hansel & Gretel The Ugly Duckling Christmas Story/Nativity	The Emperors Egg Arrghhh Spider! Tiger who came to tea Diary of a wombat Pig in the Pond	The Snail and the Whale The Way Back Home The Naughty Bus Mr. Gumpy's Outing The Train Ride Bob, The Man on the Moon Beegu Oi! Get off my train!	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk One Plastic Bag Jasper's Beanstalk The Very Hungry Caterpillar	Lighthouse Keeper's Lunch Under the Sea Non – Fiction P is for Passport The Journey Zoom Passport to Paris World Atlases Tiddler
'WOW' MOMENTS/ ENRICHMENT WEEKS	Autumn Walk Remembrance Day Nurse / Firefighter visit Harvest Time Birthdays Favourite Songs What do I want to be when I grow up? Visit to Euston Estate Visit Church	Guy Fawkes / Bonfire Night Christmas Time/Nativity Diwali Black History Month Remembrance day Road Safety World Space Week Children in Need Anti- Bullying Week	Chinese New Year LENT Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day Let's go on Safari - An animal a day!	Post a letter Food tasting – different cultures Map Work Start of Ramadan Eid D-Day Let's fly - Role play Mother's Day	Planting seeds Easter time Weather experiments Nature Scavenger Hunt Vincent Van Gogh Study Science Week	Under the Sea – singing songs and sea shanties Father's Day Healthy Eating Week World Environment Day Pirate Day Bring a Box to School Day

<p>COMMUNICATION & LANGUAGE</p> <p><i>C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, RHE times, stories, singing, speech and language interventions, EYFS productions, assemblies and weekly interventions.</i></p> <p>Daily Story Time!</p>	<p>Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p>Using language well Ask's how and why questions... Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.</p>	<p>Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story.</p>	<p>Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
<p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>RELATIONSHIP AND HEALTH EDUCATION</p>	<p>Me & My Relationships All about me What makes me special Me and my special people Who can help me? My feelings My feelings (2)</p>	<p>Valuing Difference I'm special, you're special Same and different Same and different families Same and different homes I am caring I am a friend</p>	<p>Keeping Safe What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe</p>	<p>Rights and Respect Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe</p>	<p>Being My Best Bouncing back when things go wrong Yes, I can! Healthy eating My healthy mind Move your body A good night's sleep</p>	<p>Growing and Changing Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys</p>

<p>PHYSICAL DEVELOPMENT</p> <p>FINE MOTOR</p> <p>Daily Activities for Fine Motor in continuous Provision along with Fine Motor Fun Carousel and Weekly Squiggle Time</p> <p>Continuously checking the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp. Pencil Grip</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy. (Squiggle) Teach and model correct letter formation.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding small items/Button clothing/Cutting with scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors/Start to cut along a curved line, like a circle/Draw a cross.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Form letters correctly. Copy a square. Begin to draw diagonal lines, like in a triangle /Start to colour inside the lines of a picture. Start to draw pictures that are recognisable/Build things with smaller linking blocks, such as Duplo or Lego.</p>
<p>PHYSICAL DEVELOPMENT</p> <p>GROSS MOTOR</p> <p>Weekly P.E Session either indoors or outdoors and children have access to outdoor provision to continue to develop and grow gross motor skills.</p> <p>6 Week program of balancability also incorporated throughout the year.</p>	<p>Fundamentals 1</p> <p>Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Developing gross motor skills through a range of activities. Learning how to stay safe using space, working independently and with a partner..</p>	<p>Introduction to P.E 1</p> <p>Learn basic principles of a PE lesson such as finding space, freezing on command, using and sharing equipment and working individually, with a partner and group. Take part in activities, which will develop fundamental movement skills such as running, jumping, skipping</p>	<p>Gymnastics 1</p> <p>Explore basic movements, creating shapes and balances, jumps and rolls. Develop an awareness of space and how to use it safely. Perform basic skills on both floor and apparatus. Copy, create, remember and repeat short sequences. Use levels and directions when travelling and balancing</p>	<p>Dance 1</p> <p>Explore space and how to use space safely. Explore travelling movements, shapes and balances. Choose actions in response to a stimulus, copy, repeat and remember actions. Introduce counting to help keep in time with the music. Perform to others and begin to provide simple feedback.</p>	<p>Ball Skills 1</p> <p>Develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Develop fine and gross motor skills through a range of game play using a variety of equipment. Opportunities given to work independently and with a partner.</p>	<p>Games 1</p> <p>Further develop fundamental movement skills through games. Learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learn how to behave when winning and losing.</p> <p>Rainbow Games Practice for sports day.</p>

LITERACY COMPREHENSION <i>- Developing a passion for reading</i>	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - 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. Sequencing familiar stories through the use of pictures to tell the story. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Retelling stories using images. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus on retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Enjoys an increasing range of books	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making for LAs.	Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. World Book Day	Stories from other cultures and traditions. Information leaflets about animals in the garden/ plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events.	Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.
	WORD READING Twinkl Phonics Level 2 Phonics Recognising initial sounds. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	Level 2/3 Phonics Recognising initial sounds. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, read common exception words matched to Twinkl Phonics.	Level 3 Phonics Recognising initial sounds. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, read common exception words matched to Twinkl Phonics.	Level 3 Phonics Recognising initial sounds. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, read common exception words matched to Twinkl Phonics.	Level 4 Phonics Recognising initial sounds. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, read common exception words matched to Twinkl Phonics.	Level 4 Phonics Recognising initial sounds. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, read common exception words matched to Twinkl Phonics.

<p>LITERACY</p> <p>WRITING</p> <p><i>Each term we will look at a text from Jane Considine's The Write Stuff and work towards a sentence at the end of the week. This will follow 5 key plot points and introduce the children to a variety of rich vocabulary.</i></p>	<p>Texts as a Stimulus: Ruby's Worrry Perfectly Norman</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!</p>	<p>Texts as a Stimulus: Rosie's Walk We're Going on a Bear Hunt</p> <p>Create a wanted poster to catch the troll. Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge. Help children identify the sound that is tricky to spell.</p>	<p>Texts as a Stimulus: Penguins Handa's Surprise</p> <p>Animal Fact File – Compare two animals. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context.</p>	<p>Texts as a Stimulus: All Aboard the London Bus</p> <p>Write new version Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Order the Easter story.</p>	<p>Texts as a Stimulus: Katie and the Sunflowers</p> <p>Healthy Food – My Menu / Diary. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions – life cycles Re-count. Character descriptions. Write sentences.</p>	<p>Texts as a Stimulus: The Snail and the Whale</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character descriptions.</p>
<p>MATHS</p> <p>NUMBER & NUMERICAL PATTERNS</p>	<p>Opportunities for settling in, introducing the areas of provision and getting to know the children. Introducing key times of the day, Exploring the continuous provision in and out. Where do things belong, positional language.</p> <p>Match and Sort - Classifying objects based on one attribute, matching equal and unequal sets, Counting rhymes and songs, Subitising. Compare size, mass and capacity, Recognise, describe, copy and extend colour and size patterns.</p>	<p>Representing and comparing numbers 1, 2, 3. Investigating the composition of numbers 1, 2, 3. Recognise numbers in the environment. Number of the day/week. Looking at circles and triangles and continue to explore positional language.</p> <p>Representing numbers to 5, Recognise numbers in the environment. Number of the day/week. One more and one less. Counting Rhymes. Looking at shapes with 4 sides and exploring time – days of the week, routines.</p> <p>Introducing zero, comparing numbers to 5, discussing more & fewer. Exploring the composition of 4 & 5. Recognise numbers in</p>	<p>Representing and comparing numbers 6 7 8. Investigating the composition of numbers 6 7 8. Recognise numbers in the environment. Number of the day/week, Counting Rhymes. Making pairs, combining 2 groups, addition. Comparing mass and capacity. Exploring length and Height. Continuing with time – days of the week, months of the year, routines.</p>	<p>Representing and comparing numbers 9 & 10. Recognise numbers in the environment. Number of the day/week.Counting Rhymes. Composition of numbers to 10 – number bonds. Exploring 3D shapes and revisiting patterns.</p>	<p>Building Numbers beyond 10 and investigating counting patterns. Spatial reasoning by matching, rotating and manipulating shapes.</p> <p>Commutativity, exploring addition and subtraction, Comparing two amounts. Continuing spatial reasoning by composing and decomposing shapes.</p> <p>Looking at relationships between doubling and halving, sharing and grouping, even and odd numbers. Continuing with spatial reasoning by visualising and building</p>	<p>Consolidating learning and deepening understanding of patterns and relationships through composition of number, addition and subtraction, number bonds, comparing amounts etc. Continuing with spatial reasoning by investigating mapping.</p>

		the environment. Number of the day/week.Counting Rhymes. One more and one less.				
UNDERSTANDING THE WORLD RE /FESTIVALS	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family.</p> <p>Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p> <p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</p>	<p>Can talk about what they have done with their families during Christmas' in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past.</p> <p>Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p> <p>Share different cultures versions of famous fairy tales.</p> <p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.</p>	<p>Listening to stories and placing events in chronological order.</p> <p>What can we do here to take care of animals in the jungle?</p> <p>Use Handa's Surprise to explore a different country.</p> <p>Compare animals from a jungle to those on a farm.</p> <p>Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo.</p> <p>Nocturnal Animals Making sense of different environments and habitats</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</p> <p>Listen to children describing and commenting on things they have seen whilst</p>	<p>Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.</p> <p>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</p> <p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</p> <p>Environments – Features of local environment Maps of local area Comparing places on Google Earth –</p>	<p>Local walk (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</p> <p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</p> <p>Can children make comments on the weather, culture, clothing, housing.</p> <p>Change in living things – Changes in the leaves, weather, seasons,</p> <p>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</p> <p>Building a 'Bug Hotel'</p>	<p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</p> <p>Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</p> <p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</p> <p>Seasides long ago – Magic Grandad</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>

	<p>Introduce children to different occupations and how they use transport to help them in their jobs.</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p> <p>Long ago – How time has changed. Using cameras.</p>		<p>outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world, including animals and plants.</p>	<p>how are they similar/different?</p> <p>Introduce the children to NASA and America.</p> <p>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</p> <p>Can children differentiate between land and water.</p> <p>Take children to places of worship and places of local importance to the community.</p>	<p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Look for children incorporating their understanding of the seasons and weather in their play.</p> <p>Use the BeeBots</p>	
R.E	<p>What does the word 'GOD' mean?</p> <p>Focus on Harvest/Creation and why the word 'God' so important to Christians. Also an encounter with Islam looking at why Muslims want to whisper 'Allah' in a baby's ear.</p>	<p>Why are some people revered?</p> <p>Focus on Christmas/Incarnation and why Christians perform Nativity plays at Christmas. Also an encounter with Islam looking at why Prophet Muhammad rescue some ants.</p>	<p>Is it always easy to help someone?</p> <p>Focus on Lent/Salvation and how we help others when they need it? Also, an encounter with the Sikhism and how the Guru Har Gobind rescue the 52 princes.</p>	<p>Does everyone need some help?</p> <p>Focus on Easter/Salvation and why Christians put a cross in an Easter garden. Also, an encounter with Buddhism and what Buddhists learn from the Monkey king.</p>	<p>Is every one of us special?</p> <p>Focus on Pentecost/Incarnation and what makes every single person unique and precious. Also, an encounter with Hinduism and how Hindu brothers and sisters show love.</p>	<p>What is really important to do?</p> <p>Focus on Creation/Stewardship and how we care for our wonderful world. Also, an encounter with Judaism and why Jewish children help to plant trees.</p>
	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for</p>	<p>Make porridge for goldilocks.</p> <p>Build bridges and traps.</p>	<p>Rousseau's Tiger / animal prints / Designing homes for hibernating animals.</p> <p>Collage owls</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p>	<p>Make different textures; make patterns using different colours.</p>	<p>Sand pictures/Rainbow fish collages</p> <p>Lighthouse designs</p> <p>Paper plate jellyfish</p>

<p>EXPRESSIVE ARTS AND DESIGN</p> <p>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</p>	<p>props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Harvest artwork</p>	<p>Listen to music and make their own dances in response.</p> <p>Firework pictures, Christmas decorations, Christmas cards, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations Role Play of The Nativity</p>	<p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition. Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Learn a traditional African song and dance and perform it /Encourage children to create their own music.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories</p> <p>Creating outer of space pictures. Provide children with a range of materials for children to construct with. Mother's Day crafts</p> <p>Easter crafts Pastel drawings, printing, patterns on Easter eggs.</p>	<p>Collage-farm animals / Making houses. Life cycles, Flowers-Sun flowers. Home Corner role play. Artwork themed around Eric Carle / The Seasons – Art. Provide a wide range of props for play which encourage imagination.</p> <p>Symmetrical butterflies</p>	<p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Salt dough fossils</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p>
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