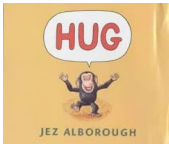
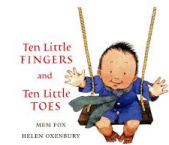

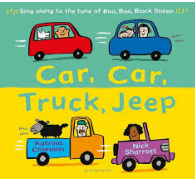
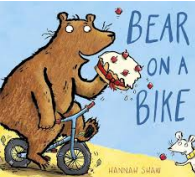
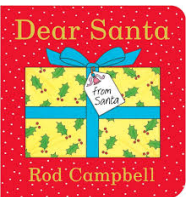
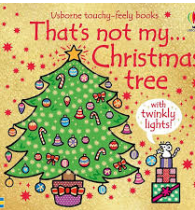



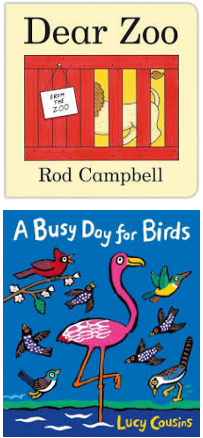
Tiddlers Curriculum Overview

	Theme	Key Text	Key Learning Questions	EYFS Framework and Development Matters (guidance)	Core experiences	Rhyme time
Au tu mn 1	All about me People, Community and family (8 wks)	  	<p>Welcome to Tiddlers:</p> <ul style="list-style-type: none"> • What is your name? • Who helps you at nursery? • Where do things belong? <p>My Family:</p> <ul style="list-style-type: none"> • Who is in your family? • What do you like playing with? <p>My community:</p> <ul style="list-style-type: none"> • What is the weather like? • What can you see and hear outside? 	<ul style="list-style-type: none"> • Establish their sense of self. • Understand simple questions about 'who', 'what', 'where' (but generally not 'why'). • Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, religion and so on. • Make connections between the features of their family and other families. • Notice differences between people. 	<ul style="list-style-type: none"> • Birthday party • Make biscuits • Family photo board • Blow out candles on cake • Play in the rain. • Weather walk in the field. 	<ol style="list-style-type: none"> 1. I've got a body. 2. Head, shoulders, knees and toes. 3. Weather song. 4. Brush your teeth. 5. One finger, one thumb keep moving. 6. Polly put the kettle on. 7. 10 in the bed.

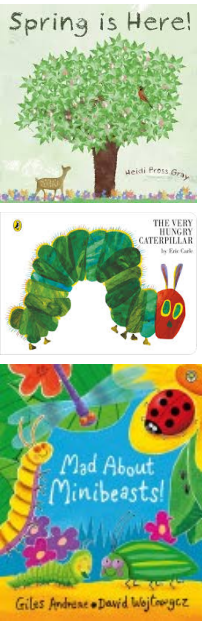
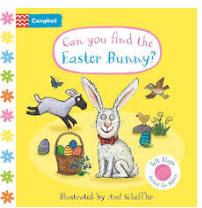
Tiddlers Curriculum Overview

<p>Au tu mn 2</p>	<p>Travel: Transport (4 wks)</p>	 	<ul style="list-style-type: none"> • How do I get to school? (Exploration of different types of transport) • How do you travel on land? • How do you travel on water? • How do you travel in the air? 	<ul style="list-style-type: none"> • Understand and act on longer sentences like 'make teddy jump' or 'find your coat'. • Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their EYEs. • Sit on a push-along wheeled toy, use a scooter or ride a tricycle. 	<ul style="list-style-type: none"> • Try to ride a tricycle. • Roll toy cars down different surfaces. • Investigate floating & sinking inside and outside. • Make your own friendship bus. 	<ol style="list-style-type: none"> 1. Take a ride in my car. 2. Down at the station. 3. The big ship sails. 4. The wheels on the bus.
<p>Au tu mn 2</p>	<p>Christmas (3 wks)</p>	 	<ul style="list-style-type: none"> • What is a gift? • How do we celebrate Christmas? • What do we decorate? 	<ul style="list-style-type: none"> • Join in with songs and rhymes, making some sounds. • Explore a range of sounds makers and instruments and play them in different ways. 	<ul style="list-style-type: none"> • Unwrap presents. • Give presents to their families. • Play Christmas songs with instruments. • Learn Christmas songs. • Decorate a tree. • Christmas stay and play. 	<ol style="list-style-type: none"> 1. When Santa got stuck up the chimney. 2. Jingle bells

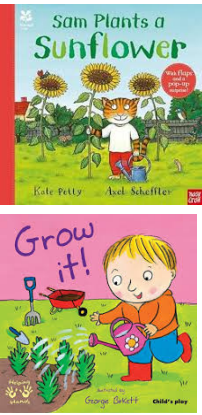
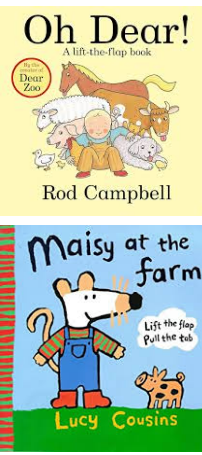
Tiddlers Curriculum Overview

<p>Spring 1</p>	<p>Seasons: Winter (3 wks)</p>		<ul style="list-style-type: none"> • What do the trees look like in winter? • What is cold? • How can we keep warm? 	<ul style="list-style-type: none"> • Identify familiar objects and properties for practitioners when they are described: for example: 'katie's coat', 'blue car', 'shiny apple'. • Explore natural materials indoors and outside. • Explore and respond to different natural phenomena in their settings. 	<ul style="list-style-type: none"> • Hold ice. • Play in the snow (if possible). • Drink hot chocolate. • Make handprints and footprints using paint. 	<ol style="list-style-type: none"> 1. Five little snowmen. 2. I hear thunder. 3. The winter cokey. 4. It's raining and pouring.
<p>Spring 1</p>	<p>Animals: wild/zoo (3 wks)</p>		<ul style="list-style-type: none"> • What animals are in the zoo? • Where do birds live? • What sounds do the animals make? 	<ul style="list-style-type: none"> • Develop and play around favorite stories using props. • Explore materials with different properties. 	<ul style="list-style-type: none"> • Hold different feathers. • Have a class 'pet', eg a snail or stick insect. • Arrange animals to visit Tiddlers. 	<ol style="list-style-type: none"> 1. Five little monkeys. 2. Down in the jungle. 3. The animal fair.

Tiddlers Curriculum Overview

<p>Spring 2</p>	<p>Seasons: Spring and life cycle (4 wks)</p>		<p>Spring:</p> <ul style="list-style-type: none"> • What happens to the trees in spring? • What is the weather like in spring? <p>Life cycles and Minibeasts:</p> <ul style="list-style-type: none"> • What minibeasts do you know? • What happened to the hungry caterpillar in the story? • Where can we find minibeasts? 	<ul style="list-style-type: none"> • Explore materials with different properties. • Explore and respond to different natural events in their setting and around the school site, eg field. 	<ul style="list-style-type: none"> • Butterfly hatching kit. • Honey tasting and cooking with honey. • Make a bug house for the garden. • Go on a minibeast hunt. 	<ol style="list-style-type: none"> 1. Wiggly woo. 2. Incy wincy spider. 3. Here is the beehive. 4. Five little speckled frogs. 5. Five little ducks.
<p>Spring 2</p>	<p>Easter (1 wk)</p>		<ul style="list-style-type: none"> • How do we celebrate Easter? 		<ul style="list-style-type: none"> • Easter egg hunt. • Make easter cards. • Easter bonnet competition. 	<ol style="list-style-type: none"> 1. Did you ever see a bunny?

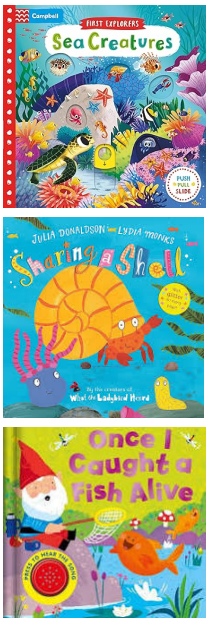
Tiddlers Curriculum Overview

<p>Summer 1</p>	<p>Growing Thing: Plants (3 wks)</p>	 <p>The first book cover is 'Sam Plants a Sunflower' by Kate Petty and Axel Shaffer, showing a boy and a cat in a garden. The second book cover is 'Grow it!' by George Schmitt, showing a boy watering plants.</p>	<ul style="list-style-type: none"> • What does soil feel like? (exploration of soil, seeds and bulbs). • What can we grow? • Where do we grow food? • How can we make them grow? 	<ul style="list-style-type: none"> • Begin to understand the life cycle of a plant. • Develop a sense of responsibility and care for the environment, eg looking after the plants (watering) • Explore materials and develop ideas about their use. 	<ul style="list-style-type: none"> • Planting seeds. • Flower tuff tray • Trying new fruit grown in this country. • Chopping vegetables. 	<ol style="list-style-type: none"> 1. Mary Mary quite contrary. 2. Oats and beans and barley grow. 3. Ring a ring of roses.
<p>Summer 1</p>	<p>Animals: Farm Animals (3 wks)</p>	 <p>The first book cover is 'Oh Dear! A lift-the-flap book' by Rod Campbell, showing various farm animals. The second book cover is 'Maisy at the farm' by Lucy Cousins, showing a dog character.</p>	<ul style="list-style-type: none"> • What animals live on a farm? • What noises do they make? • Where do eggs come from? • What do farm animals eat? 	<ul style="list-style-type: none"> • Start to understand the life cycle of a chicken. • Children take part in simple pretend play, e.g. farm small world. • Children can explore a range of materials to make something creative. 	<ul style="list-style-type: none"> • Farm role play • Animal visits to class. • Egg incubator 	<ol style="list-style-type: none"> 1. Baa Baa black sheep. 2. Old Mcdonald had a farm. 3. Hickety pickety my red hen.

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<p>Su m me r 2</p>	<p>Expressive Arts: Colours (3 wks)</p>		<ul style="list-style-type: none"> • What colours do we know? • What colours can we see outside? • Can we change colours? • What's your favourite colour? 	<ul style="list-style-type: none"> • Starts to make marks intentionally. • Explores paint using fingers as well as brushes and other tools. • Express ideas and feelings through mark making and sometimes give a meaning to their marks. 	<ul style="list-style-type: none"> • Mixing colours • Colour matching • Colour walk • Wearing colours day. 	<ol style="list-style-type: none"> 1. I can sing a rainbow. 2. Yellow bird.
<p>Su m me r 2</p>	<p>Animals: In the Sea (4 wks)</p>		<ul style="list-style-type: none"> • What animals live in the sea? • What does the ocean look like? • What does the sand feel like? • What does a shark look like? 	<ul style="list-style-type: none"> • Children can start to understand simple questions about 'who', 'what', 'why' and 'how', eg 'who is swimming in the sea?' or 'what is the jellyfish doing?'. • Children use language to share feelings, experiences, and thoughts, and learn new words. Introducing vocabulary like "fish", "seaweed", "coral", and "ocean". 	<ul style="list-style-type: none"> • Under the sea themed tuff tray. • Pet fish in class. • Create large fish to put up in the classroom. 	<ol style="list-style-type: none"> 1. A sailor went to sea, sea, sea. 2. The big ship sails. 3. Bobby Shafto's gone to sea. 4. 1,2,3,4,5 once i caught a fish alive.

Tiddlers Curriculum Overview

		 <p>The image shows three children's book covers stacked vertically. The top cover is 'Sea Creatures' by Cressida Cowell, featuring various sea creatures. The middle cover is 'Sharing a Shell' by Julia Donaldson and Lydia Merrick, featuring a large orange shell and a crab. The bottom cover is 'Once I Caught a Fish Alive' by Julia Donaldson and Lydia Merrick, featuring a fisherman and a fish.</p>		<ul style="list-style-type: none">• Children develop an understanding of simple concepts like "big" and "little" or "fast" and "slow".		
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