

The logo consists of three overlapping purple circles of varying sizes, positioned to the left of the text.

Dingley's Promise

Early Years Special Educational Needs
and Disabilities (SEND) Curriculum

Introduction

The Dingley's Promise Early Years Special Education Needs and Disabilities (SEND) Curriculum has been developed to ensure children are offered a variety of experiences and opportunities for learning, without being limited by their needs. It is designed to support learning through the natural world, promoting curiosity, independence and a love for learning. All recommended learning opportunities promote skill progression across the year whilst being equally adaptable to meet the needs of children as they join and leave us across the terms and ensuring a variety of new skills can still be pursued by children who remain with us for longer periods of time. This curriculum is not prescriptive, and all recommended experiences should be adapted, developed and changed to suit the needs and interests of individual cohorts. Dingley's Promise believes that our Early Years Practitioners are our most important resource, and it is through their knowledge and expertise that our children will experience a curriculum filled with awe and wonder, that meets their individual needs, during their time with us.

Early Years Education in England

The Early Years Foundation Stage (EYFS) is the statutory documentation which must be adhered to when working with children aged 0-5 years. This document covers the learning and development requirements, assessment and the safeguarding and welfare requirements, it is fundamental that these legal requirements are met no matter which curriculum an early years provider chooses to use. The Dingley's Promise Curriculum and Assessment Toolkit both ensure the seven educational programmes set out within the learning and development requirements within the EYFS continue to be worked towards and this document contains an alignment guide to demonstrate how the areas of learning interlink.

Dingley's Promise - who are we?

Dingley's Promise provides specialist nursery support to children with Special Educational Needs and Disabilities (SEND) in the early years across England. Their aim is to ensure that every child has the individualised and tailored support they need to achieve their full potential. With specialist centres across the country, they deliver targeted intervention via learn through play sessions, accelerating the children's progress whilst supporting their successful transition to their next educational setting. Via outreach they also support families of children with SEND to grow in confidence and access the help available to. Dingley's Promise have also developed a programme of training, designed to support those working with children with SEND in the early years to work more inclusively. Thousands of learners benefit from these courses each year. They are committed to creating a fairer and more inclusive early years for children with SEND.

Our pedagogy (how we teach at Dingley's Promise)

At Dingley's Promise we value the individual strengths and capabilities that a child starts their learning journey with, and we celebrate the successes as each child builds on their knowledge and confidence through play. Every child is seen as strong, capable and resilient, and our nurturing environments and practice reflect the opportunities to develop this mindset. Our Early Years Practitioners work together with the child, their family and other professionals to develop strategies of support focusing on wellbeing and belonging within our centres and the community in which they live. We recognise children as natural communicators and work together to ensure they have methods to share their needs, thoughts and emotions with those around them. Children learn best when they are motivated and engaged, and this learning is extended through effective support, guiding them through the hands-on learning opportunities available.

Our pedagogy takes influence from Reggio Emilia, Froebel, Montessori and Te Whariki, the key learnings we take from these are below.

Reggio Emilia

- Every child should be seen as strong, capable and resilient, and ready to explore.
- Children are natural communicators, and it's important that we understand the '100 languages of children'.
- Children can build their own learning, and require adults to help support it, not instruct.
- The focus on exploratory and child-led play is meant to improve problem-solving skills in particular.

Froebel

- Childhood is more than just preparation for adulthood.
- All learning is linked, and so every different area of learning can impact others.
- Child-initiated play is very important as it means that the child is motivated and engaged.
- Always start with what children can do, not what they can't.

Montessori

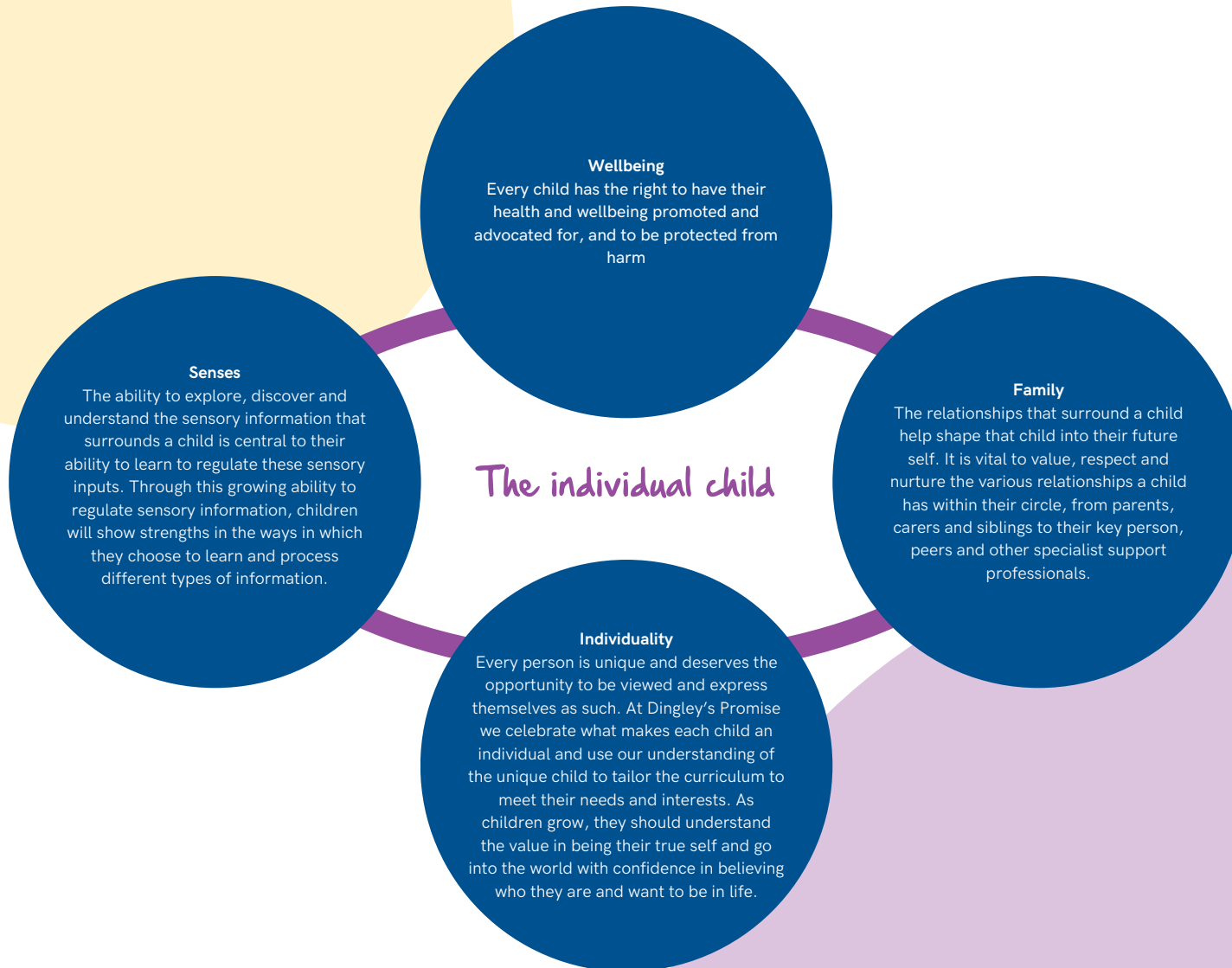
- Crafting a safe, ordered, and nurturing environment that encourages self-directed, hands-on learning.
- Features a range of natural, often open-ended resources that match the five Montessori curriculum areas.
- These five curriculum areas are: practical life, sensorial, mathematics, language, and culture.
- Practitioners play a crucial role in providing the right materials for children to explore at the right point in their development.

Te Whariki

- Wellbeing
- Belonging
- Contribution
- Communication
- Exploration

How the curriculum is organised

Principles



How the curriculum is organised

Overview

Pathways	Environment	Learning Outcomes
<p>With reflection on the areas of need that children may face, particularly those who have emerging or identified SEND, the Dingley's Promise curriculum values and focuses on these broad areas of need to ensure learning is progressing to support children to find their strengths and achieve within these pathways.</p>	<p>The environment expresses common traits that can be seen in how our environments both physically and through practitioner skill are presented to support children in achieving and developing a love for learning with us.</p>	<p>These are a range of statements which children are working towards building their capability and confidence in doing successfully. Each statement considers the broad needs and varying abilities of children and can be met in multiple ways based on the child's own abilities. These learning outcomes focus on positivity and achievement in small steps.</p>

Pathways	Environment	Learning Outcomes
<p>Communication and interaction</p>	<p><i>Children experience an environment where:</i></p> <p>They are confident to interact with people, objects and family. (Interaction)</p> <p>Their methods of communication are recognised and valued. (Expressive communication)</p> <p>They have opportunities to see and hear different types of communication. (Receptive communication)</p>	<p><i>With time and support children becoming increasingly confident and capable of:</i></p> <p>I react in anticipation of familiar play or interactions.</p> <p>I demonstrate distress when left alone.</p> <p>I seek interaction through movements or vocalisations.</p> <p>I show excitement during one-to-one turn taking games.</p> <p>I can imitate the communication of others.</p> <p>I can complete a back-and-forth interaction using my method of communication.</p> <p>I can request more during a highly motivating activity.</p> <p>I respond to interactions initiated by others.</p> <p>I can attract attention to express a want or dislike.</p> <p>I can make some non-speech sounds.</p> <p>I can communicate my choice between two options.</p> <p>I can use my method of communication to demonstrate a need or want.</p> <p>I can request support or communicate my need for help safely.</p> <p>I am learning new words/ visuals or signs regularly.</p> <p>I can combine two or three words when communicating, this may include signs or symbols.</p> <p>I commentate on things I see around me using gestures/ visuals/ signs/ verbal.</p> <p>I respond to sounds made near me.</p> <p>I attempt to copy actions or sounds to familiar rhymes/ songs or books.</p> <p>I can follow a simple instruction involving my method of communication.</p> <p>I can join in with familiar rhymes/ songs or books using my method of communication.</p> <p>I can wait for "Go" during ready, steady, go games.</p> <p>I can look between two objects when shown them (recognises two objects are present)</p> <p>I can follow an instruction involving two parts.</p> <p>I can focus on a directed activity for up to 1 minute.</p>

Pathways	Environment	Learning Outcomes
<p>Cognition and learning</p>	<p><i>Children experience an environment where:</i></p> <p>Their play is valued as meaningful and in the moment opportunities for learning are recognised and encouraged. (Play skills)</p> <p>They feel comfortable with the routines, customs and regular events. (Exploratory skills)</p> <p>They create links between experiences and investigate new challenges for themselves. (Problem solving)</p>	<p><i>With time and support children becoming increasingly confident and capable of:</i></p> <ul style="list-style-type: none"> I recognise familiar objects and the joy they bring. I explore new objects with interest. I can repeat actions of others. I can cooperate with a familiar person to play, such as rolling a ball back and forth. I repeat actions demonstrating cause and effect. I can choose items to play with in different ways. I link ideas during play such as putting tedding in a car and pushing it along. I can focus on an activity of my own choosing for up to 2 minutes. <ul style="list-style-type: none"> I use my different senses to explore new objects and environments. I can look for object's places near or around me. I can remember where preferred objects are and seek these out. I show awareness of routines through reaction to visual and audio stimuli. I correctly understand use of objects, such as phone to ear. I can re-enact/ imitate everyday routines during play. I can transition to a new task using a visual or audio prompt. I can use a visual routine to support my understanding of the day. <ul style="list-style-type: none"> I can notice change as I interact with my environment. I try to complete tasks independently, using trial and error. I can balance objects on top of each other. I can search for hidden objects. I demonstrate pride in my accomplishments. I can group or organise objects in a way which is meaningful to me. I show awareness of counting objects during play. I can adjust my approach to achieve my desired outcome.

Pathways	Environment	Learning Outcomes
<p>Social and emotional</p>	<p><i>Children experience an environment where:</i></p> <p>They can safely explore social boundaries, expectations, and interactions. (Social skills)</p> <p>They are encouraged to recognise and develop skills to emotionally regulate themselves. (Regulation)</p> <p>They can celebrate being a unique individual. (Awareness of self)</p>	<p><i>With time and support children becoming increasingly confident and capable of:</i></p> <p>I show awareness of familiar people.</p> <p>I look in the direction of the person or object I am interacting with (not necessarily making eye contact)</p> <p>I can initiate interaction with a familiar adult.</p> <p>I recognise when others are engaging with the same experience as me.</p> <p>I can approach an activity where others are already playing.</p> <p>I can play alongside others or allow others in my space.</p> <p>I am comfortable engaging in a group of more than 2.</p> <p>I can initiate interaction with other children.</p> <p>I react to the emotions of those around me.</p> <p>I demonstrate my emotions through my behaviour and actions.</p> <p>I seek comfort when emotionally dysregulated.</p> <p>I can recognise strategies which support my emotional regulation.</p> <p>I can be encouraged to change activities using now & next approach.</p> <p>I can wait my turn with a familiar adult.</p> <p>I can recognise some consistent boundaries.</p> <p>I can use strategies to wait my turn with peers.</p> <p>I show enjoyment when looking in a mirror.</p> <p>I can copy facial expressions of others.</p> <p>I can show preference for people or tasks.</p> <p>I can play contently on my own.</p> <p>I demonstrate a want to do things independently.</p> <p>I can recognise when an adult it is sharing language about emotions with me.</p> <p>I can label some of my own emotions using visuals/ signs or verbal.</p> <p>I can wear personalised aids and equipment that support me accessing the environment.</p>

Pathways	Environment	Learning Outcomes
<p>Sensory and physical</p>	<p><i>Children experience an environment where:</i></p> <p>They can access and explore the same opportunities as their peers. (Mobility)</p> <p>Their health and independence are promoted. (Life skills)</p> <p>They can explore, discover, and understand the sensory information that surrounds them. (Sensory)</p>	<p><i>With time and support children becoming increasingly confident and capable of:</i></p> <p>I can move parts of my body in response to stimuli.</p> <p>I can grasp objects within my reach.</p> <p>I can move my arms/ legs across my body, crossing my midline.</p> <p>I can crawl/ shuffle/ roll from one place to another.</p> <p>I can sit using an appropriate support.</p> <p>I can put weight through my feet, this may be using an appropriate support aid.</p> <p>I can move around a room by cruising/ using an adult for support.</p> <p>I can move in a variety of ways on two feet with or without a support aid.</p> <p>I can open my mouth for feeding/ drinking.</p> <p>I try new foods during mealtimes.</p> <p>I can feed myself with some success using hands or cutlery.</p> <p>I can drink from an open top cup without support.</p> <p>I can brush my gums/teeth appropriately.</p> <p>I can sleep for period of two hours or longer.</p> <p>I cooperate with dressing.</p> <p>I can navigate fastenings to aid me to dress myself, such as zips, buttons, and clips.</p> <p>I can close my fist around given objects.</p> <p>I respond positively to games involving physical touch or movement.</p> <p>I repeat actions which achieve a familiar outcome.</p> <p>I will engage with new textures with interest.</p> <p>I am interested in exploring new experiences.</p> <p>I can respond in different ways to different sensory opportunities.</p> <p>I can express discomfort towards a sensory experience.</p> <p>I can adjust my environment to meet my sensory needs, such as switching off lights, putting on ear defenders, removing uncomfortable clothing.</p>

Promote this in practice – Communication and Interaction

Stage 1:

- Notice how children react to different stimuli and repeat favourite activities regularly.
- Speak aloud, commenting on what you are doing with the child and what is happening around you.
- Come down to the child's level, sitting, kneeling or lying down as necessary.
- Pause between comments or questions to allow the child time to process and respond (count to 10!).
- Introduce Makaton signs as you speak to model using these in practice.
- Ensure all resources have a clearly labelled home, using photographs and written labels.
- Repeat sounds and vocalisations children make in interactions.
- Utilise intonation and pitch changes when speaking, some children may find it easier to follow the musicality of your voice rather than recognising the words.
- Model interacting and communicating politely with other adults and children in the room, for example saying please and thank you, offering eye contact, moving near to or in front of someone to gain their attention before speaking, using simple sentences for requests.

Stage 2:

- Repeat key words regularly as you introduce new language, ensure you use Makaton, symbols and objects of references based on the child's need.
- Introduce symbol systems through choice boards available for different aspects of the environment including inside, outside and mealtimes.
- Use ready steady go regularly with different games, this could be rolling a ball down the hill, waiting to go down the slide, lifting children up to change their nappy.
- Ensure all practitioners use the same key phrases/signs/visuals consistently.
- Provide children with activities that encourage them to engage in simple 'back and forth' interactions e.g. rolling a ball, pushing a car.
- Give children consistent choices throughout the session to encourage independence and empower developing communication skills e.g. 'milk' or 'water' at snack, 'trains' or 'painting' for activities.
- Offer regular story times to model vocabulary in ways that are appropriate for individual children, all adults to role how to interact with stories (listening) and use available resources to make the story interactive e.g. puppets, story spoons and sensory stories.
- Offer regular opportunities to engage in songs and rhymes, making these sessions interactive and engaging. Use additional resources such as song bags and song cubes. Change songs with the curriculum and seasons to introduce new songs and vocabulary.

Promote this in practice – Communication and Interaction

Stage 3:

- Introduce new vocabulary that is relevant to a child's play, for example animal names when playing with or reading about particular animals, colours when exploring colour in creative experiences.
- Provide written words and phrases in the environment e.g. If focusing on 'The three little pigs' set up provocations with 'huff' 'puff' and 'blow'.
- Incorporate regular stories throughout the session, extending learning by offering small world set ups alongside modelling vocabulary. Build narrative into children's play.
- Extend on songs and rhymes by creating new words and phrases, changing content or incorporating children's names into songs. Using songs to promote development of learning skills e.g. 'shake and stop'.
- Engage children in shared sustained attention, joining them in their play and utilising their interests to develop attention skills.
- Build on 'back and forth' interactions by encouraging another child to join the group i.e. 1 adult, 2 children. Continue to build these interactions and introduce 'my turn, your turn' alongside successful interactions. Using visual prompts to support interactions.
- Give children simple instructions, supported with visual prompts, to achieve successfully throughout the session. Encourage children to try for themselves to promote independence and give things a go.

Promote this in practice – Cognition and Learning

Stage 1:

- Introduce key songs to use repeatedly with transitions, supporting children to recognise routine.
- Have a visual timetable clearly visible at the child's height for them to explore.
- Use open ended and "I wonder..." questions to encourage children to think in different ways and make connections for themselves.
- Introduce visual and auditory resources that can support transitions and play e.g. talking boxes alongside small world set up, talking buttons added to sensory trays.
- Provide children with cause-and-effect resources that can be explored both independently and with others. E.g. rolling a ball down a click-clack track.
- Provide children with resources that can be used for construction purposes, playing together to encourage stacking and building (vertically and horizontally).
- Introduce mathematical numbers in play and engaging ways e.g. utilise songs and rhymes.

Stage 2:

- Engage children in removing visual timetable activities into a finished container to establish sense of routine. Introduce now and next boards based on individual needs during transitions and children's interests.
- Use sand timers of no more than a minute for each year of a child's age to support awareness of upcoming transitions.
- Use visuals when giving instructions, particularly those involving a transition.
- Provide resources which can become anything, encourage children to explore freely and develop their own concepts rather than predetermined adult expectations.
- Encourage children to engage in risky play and celebrate their achievements together. Supporting them to overcome challenges and keep on trying.
- Extend construction resources to include real-life opportunities and environments, looking at real life buildings within the community. Provide authentic resources for children to explore e.g. wooden hammers to tap golf tees into vegetables.
- Model mathematical language in play and during activities. Include written numbers in children's environments and provocations. Incorporate number into everyday actions e.g. counting jumps.

Promote this in practice – Cognition and Learning

Stage 3:

- Encourage confident children to set out the visual timetable for the session, allow them to place the visuals, sharing that they know the routine and what to expect.
- Provide increasingly challenging resources that may not combine in obvious ways.
- Provide areas of interest as part of ordinarily available provision that develop skills and use of real-life objects e.g. adding mobile phones to the role play area.
- Further extend construction opportunities by visiting local areas of interest, encouraging children to engage in that environment, take photographs and return to setting to recreate the experience e.g. large-scale building with boxes, emerging children in the experience.
- Explore authentic resources and develop children's growing skills by sharing 'real life' tools e.g. measuring tapes
- Extend mathematical understanding by providing activities or using loose parts to support correspondence. Provide children with regular opportunities to gain understanding of mathematical concepts including measuring, weighing, shape, space and measure.

Promote this in practice - Social and Emotional

Stage 1:

- Implement consistent routines and boundaries that create a 'safe' and 'predictable' play space for all children.
- Role model a range of feelings and talk out loud how you are helping to regulate yourself, modelling regulation strategies.
- Label emotions for the child to support their understanding of how they are feeling. E.g. 'I can see that you are angry.'
- Create safe spaces in which children can regulate in or remove themselves to when feeling overwhelmed.
- Provide a range of resources for children to experiment with to support their regulation.
- Engage your key children one-to-one to build their awareness of social interactions.
- Model positive social interactions with other children and adults.
- Ensure enough resources are available for children to play alongside each other.
- Introduce children to risky play, encouraging them to give things a go independently and keep trying when they face challenges.

Stage 2:

- All adults to embed consistent routines and boundaries ensuring children know what to expect and what they can do e.g. give a persistent climber something safe to climb, use photographs on calm boxes so children know which box is theirs and offer only their box if they are searching through boxes, clearly naming and identifying boxes for them.
- Give emotions to characters in books or during small world play so that children see others experiencing a variety of feelings.
- Use mirror play and reflective surfaces to demonstrate over-exaggerated emotions on your faces, encourage children to join in, notice and comment on what someone is feeling. Support language of emotions e.g. 'happy' 'sad' with communication aids and Makaton.
- Introduce the language of turn taking, and model this when engaging with a child, their turn first then your turn for 30 seconds before returning to their turn. Support 'my turn' 'your turn' with visual aids.
- Introduce strategies to support turn taking such as visuals for waiting and sand timers of 1/2/3 minutes as appropriate to the moment and child's age.
- Utilise specific regulation strategies that support individual children, ensure this approach is consistent.
- Notice children's sensory processing needs and offer resources to support regulation e.g. chewy toys for oral input, trampolines for proprioception.
- Be available to support co-regulation during times of dysregulation. Offer children's regulation strategies, offer calming alternatives e.g. finger breathing together.
- Support children to 'bounce back' when they face challenges in play, encourage them to keep trying and model different ways to achieve their goals. Celebrate their achievements together.

Promote this in practice – Social and Emotional

Stage 3:

- Encourage children to take autonomy over consistent routines and boundaries in their play space so they can 'self-police' and reflect on them.
- Ensure regulation tools and aids are self-accessible for the children.
- Allow time for children to make choices around their own regulation before providing support.
- Pause and observe how the child is expressing themselves, make it known you are available should they need you.
- Support home learning and consistency of approach by sharing children's regulation resources with families and demonstrate how they can be used. This will ensure children have access to successful regulation activities in all their environments.
- Empower children's emotional well-being and resilience by supporting them to be independent in tasks throughout the day. Give them opportunities to choose and cut up their own fruit, select clothing to put on and engage in risky play.
- Allow time for children to identify how they are feeling and label their own emotions, explore the feeling together and validate the feeling. E.g. 'You are angry, I wonder if...' or 'When I am angry, I like to...'

Promote this in practice – Sensory and Physical

Stage 1:

- Use treasure baskets and sensory toys to engage children and encourage movement in different ways.
- Allow time for children to reach, stretch and grasp toys independently.
- Engage children in physical activity involving touch and movement, follow their lead and ensure they are happy to join such play.
- Offer children strategies that can support their sensory needs e.g. if they are covering their ears offer them ear defenders to wear.
- Offer daily opportunities to develop movement in a variety of ways e.g. dancing with scarves, moving to music.
- Provide opportunities to develop children's gross motor movements e.g. large-scale painting, sweeping
- Encourage children to make choices at snack times, using visual prompts and encourage them to try new foods.
- Introduce independence skills at snack times, support children to chop up fruit, spread their own butter and pour their own drinks.
- Introduce oral hygiene practices as part of children's routine e.g. Songs and rhymes whilst brushing crocodiles' teeth
- Introduce visual prompts to self-help routines, talk through the process with children as it happens and encourage them to be involved and make decisions about their self-care.
- Provide children with different sensory stories and encourage them to explore.

Stage 2:

- Ensure all experiences can be accessed on different height surfaces.
- Allow time for children to attempt tasks independently, never hurry, only encourage.
- Introduce new textures using hand under hand or hand over hand support as needed.
- Introduce songs and rhymes that encourage movement e.g. 'Grand old duke of York', 'Roley Poley' and all adults model actions.
- Allow children to be independent during snack times – encouraging them to chop up their own fruit, pour drinks from jugs and drink from open cups.
- Provide children with regular opportunities to engage in cooking and baking activities, supported by cookbooks and reading materials in the environment.
- Introduce resources that support children's fine motor skills development e.g. peeling stickers, pipettes in the water tray
- Continue to support oral hygiene practices by encouraging children to explore toothbrushes and toothpaste to become familiar with the sensation of tooth brushing. This can be done with provocations set up in sensory trays, providing brushes, paste, mirrors and sets of teeth to explore.
- Support children's developing independence during self-help routines e.g. backwards chaining at nappy changing times (the child completes and achieves the last step first i.e. pulling up their own trousers).
- Provide heuristic baskets containing fabrics, scarves and different types of fastenings for children to explore (pre dressing/undressing)
- Provide busy boards and puzzles that include a variety of switches, latches and resources to explore.

Promote this in practice – Sensory and Physical

Stage 3:

- Allow time for children to make their own choice or express their opinion on new sensory opportunities provided.
- Support children to make independent decisions about their sensory needs e.g. put on their own headphones if it's too noisy, remove a jumper if they're too hot.
- Support children to make independent decisions about their support aids and equipment e.g. have walking-frames accessible for children to use independently or visual aids available so that children can communicate their wants and needs.
- Provide children with step-by-step photo recipes and support them to follow the steps independently to bake and cook. Encourage them to share what comes next and what ingredients are needed.
- Provide real-life clothing in role play areas that encourage children to dress/undress and attempt a variety of different fastenings e.g. cardigans with buttons, shoes with buckles.
- Share oral hygiene practices with families so that children can use skills in all their environments – share resources, ideas and toothbrushing songs for parents/carers to replicate at home.
- Encourage children to engage with action songs independently and use additional resources to extend learning opportunities e.g. balancing bean bags on head, tapping sticks together.

Dingley's Promise Seasonal Enhancement Programmes

We utilise 6 enhancement programmes throughout the year: enhanced stories, loose parts, creative, playdough, music and movement and block play. Through these experiences we will offer children the opportunity to engage in the natural world as changes occur around them and develop their skills through a sequential and ambitious curriculum. Whilst we know SEND children may not develop in a linear pattern, our curriculum is designed to be flexible in recognising the individual child's interests and passions as well as their unique needs and skills. All experiences can and should be adapted based on the children in session and a practitioner's knowledge of the individual child will enable them to guide children's learning and develop their skills sensitively and appropriately to their needs.

	Autumn	Spring	Summer
Enhanced Stories	<ul style="list-style-type: none"> • Dear Zoo • Goldilocks and the 3 Bears • Going on a Bear Hunt 	<ul style="list-style-type: none"> • Gingerbread Man • Little Red Riding Hood • The Very Hungry Caterpillar 	<ul style="list-style-type: none"> • 3 Billy Goats Gruff • Jack and the Beanstalk • Whatever Next?
Loose Parts	<ul style="list-style-type: none"> • Introducing Loose Parts • Light and Shadow • Pick a Pine Tree - Creating a Winter Tree 	<ul style="list-style-type: none"> • What Does Your Snowflake Look Like? • Mud Kitchen • Recyclable Materials 	<ul style="list-style-type: none"> • A Home for Bees • Potion Making • A Dress With Pockets
Creative	<ul style="list-style-type: none"> • Andy Goldsworthy - Transient Art • The Noisy Paintbox - Kandinsky • Glue Table Snowflakes 	<ul style="list-style-type: none"> • If Picasso Painted a Snowman - Painting in Different Ways • Granny's Easter Eggs Are Not the Sort You Eat - Creating Clay Eggs • Henri's Scissors - Exploring Scissor Skills 	<ul style="list-style-type: none"> • Monet's Cat/Katie and the Sunflowers • Art in Nature • Large Scale Art

Dingley's Promise Seasonal Enhancement Programmes

	Autumn	Spring	Summer
Playdough	<ul style="list-style-type: none"> • Roll and Squeeze Playdough Gym • The Natural World and Insects • Making Your Own Playdough 	<ul style="list-style-type: none"> • Gingerbread Playdough • Introducing Tools • Daffodils Playdough 	<ul style="list-style-type: none"> • Floral Playdough • Lemon/Lime Scented Playdough • Sand Playdough
Music and Movement	<ul style="list-style-type: none"> • Autumn Yoga • Going on a Bear Hunt • Exploring Drumming 	<ul style="list-style-type: none"> • Spring Yoga • Parachute Play • Body Awareness Action Songs 	<ul style="list-style-type: none"> • Summer Yoga • Scarf Dancing • Animal Action Songs
Block Play	<ul style="list-style-type: none"> • 3 Little Pigs • Towers • Construction Site 	<ul style="list-style-type: none"> • Can You Build a Bridge? • Building a Bug Hotel • A Home for Animals 	<ul style="list-style-type: none"> • What Does Your Castle Look Like? • Lego - Fine Motor Building • I Am an Architect
Celebrations	<ul style="list-style-type: none"> • Christmas • Diwali • Hanukkah • Halloween • Winter Solstice 	<ul style="list-style-type: none"> • Greek Orthodox Christmas - 6th January • Lunar New Year • Eid • Holi • Easter • Black History Month - February 	<ul style="list-style-type: none"> • School Leavers Celebration • Summer Solstice