

# Jack and the Beanstalk

## This experience creates opportunities to:

- Explore growth, decay and changes over time (sensory, exploratory skills, problem solving)
- Introduce simple repetitive language (expressive communication, receptive communication, problem solving)
- Develop listening & attention skills through interactive and engaging storytelling (interaction, social skills, receptive communication)
- Recognise & interact with a range of book types (fiction/non-fiction) (life skills, receptive communication)
- Grow and measure individual beanstalks to establish language of size (sensory, life skills, interaction, problem solving)
- Interact with a range of tools that can be used for a purpose (mobility, exploratory skills, problem solving)

## Potential resources:

- Jack and the Beanstalk book
- Cow, "magic beans", people, goose
- Puppets and story spoons
- Bean seeds, plant pots & soil, watering cans, trowel and gloves
- Audio resources - talking tins/buttons
- Rulers & measuring tools
- Non-fiction gardening books e.g. peas & beans
- Sensory trays - beans & pulses
- Jasper's Beanstalk by Nick Butterworth
- Crates, ladders & climbing equipment
- Drums for giant's footsteps

## New vocabulary:

- |           |        |
|-----------|--------|
| Tall      | Castle |
| Grow      | Clouds |
| Beanstalk | Up     |
| Harp      | Down   |
| Golden    | Eggs   |
| Giant     | Cow    |
| Beans     | Hen    |
| Seeds     |        |
| Water     |        |
| Magic     |        |



# Three Billy Goats Gruff

## This experience creates opportunities to:

- To embed mathematical concepts such as counting and number recognition to 3, discussing language of size, introduce simple addition and subtraction (problem solving, expressive communication)
- Order the goats in position of size from smallest to largest (problem solving)
- Act out and reimagine the story for themselves (communication and interaction, social skills, play skills)
- To discuss emotions and feelings and how we can act appropriately (regulation, awareness of self)
- To make our own bridge to 'trip, trap' across (expressive communication, problem solving)
- Grow your own green grass (life skills, interaction)
- Develop awareness of specific sounds and word endings e.g. 'ff' of 'gruff' 'ss' of 'grass' (receptive & expressive communication)
- To use a variety of skills & experiences learned throughout the year to create children's own trolls e.g. clay, scissors, junk modelling (expressive communication, awareness of self, mobility, exploratory skills, sensory)

## Potential resources:

- 3 Billy Goats Gruff book
- Story sack
- Puppets, story spoons & props
- Goats
- Troll
- Bridge
- Sensory trays/bottles - water for the river, lush green grass
- Coconut shells (goats hooves)

## New vocabulary:

Small	River
Medium	Valley
Big	Hooves
Trip-trap	Stomp
Bridge	
Troll	
Goat	
Grass	



## Whatever Next?

### This experience creates opportunities to:

- Develop an awareness of time and whatever comes 'next' (receptive communication, problem solving, life skills)
- Develop an awareness of how stories are structured (beginning, middle and end) (receptive communication, interaction)
- Share ideas and what children feel might happen 'next'. Exploring character, scene and plot (expressive communication, interaction, problem solving)
- Explore space together - looking at the planets, stars and the moon. Using photographs and non-fiction books for reference (receptive & expressive communication, exploratory skills)
- Create sensory experiences that include going on a space adventure! Use role play resources to take on the role of 'baby' and 'woosh' in a rocket (expressive communication, interaction, social skills, sensory, mobility)
- Explore sensory trays that include space-themed provocations e.g. black rice, stars and planets (sensory, mobility, problem solving)
- Utilise dark dens and cosy spaces with different sensory lights, torches & light up resources to imagine being in space (expressive communication, sensory)
- Include fine motor skill activities with colanders, tubes and pipe cleaners (mobility, problem solving)

### Potential resources:

- Whatever Next by Jill Murphy
- Story sack or story box,
- Story spoons, teddy bears (Mrs & Baby)
- Colander, box, boots
- Dark den/cosy space
- Torch, sensory lights
- Sensory bottles - water/rain
- Musical instruments - rain tubes/drums

### New vocabulary:

- |           |          |
|-----------|----------|
| Moon      | Clouds   |
| Rocket    | Millions |
| Woosh!    | Stars    |
| Helmet    | Picnic   |
| Boots     | Down     |
| Journey   | Flew     |
| Chimney   | Dripped  |
| Owl       | Bump!    |
| Aeroplane |          |



## A Home for Bees

### This experience creates opportunities to:

- Explore the habitats of other creatures (expressive communication, play skills, exploratory skills)
- Build environments out of a range of resources (interaction, sensory, play skills, problem solving)
- Recognise life cycles, changes and patterns in the natural world (expressive communication, exploratory skills)
- Remember and recall own personal experiences (bug hotel making spring term) (expressive communication)

### Potential resources:

- Learn about Bees by Goss Castle
- Life Cycles: Egg to Bee by Camilla De la Bedoyere
- Cardboard tubes
- Wooden pots and containers
- Felt balls, pom poms in yellow/black/brown
- Tweezers
- Flowers (silk or real)
- Hexagon wooden or felt shapes
- Realistic bee toys
- Photographs of different types of bees
- Felt bees and hive
- Black and yellow rice
- Other animal lifecycle books

### New vocabulary:

Bee  
Buzz  
Hive  
Stripe  
Wings  
Sting  
Flower  
Pollen  
Honey  
Queen



Loose Parts

## Potion Making

### This experience creates opportunities to:

- Explore a range of different textures, temperatures and consistencies (exploratory skills, play skills, sensory)
- Provide visual stimulation of coloured water, glitter and other visual elements of potions (exploratory skills, sensory, play skills, interaction)
- Engage with tools for; pouring scooping and stirring water or potions (exploratory skills, sensory, play skills, mobility)
- Share cause and effect of actions like mixing ingredients and observing changes in colour, texture (sensory, problem solving, interaction)
- Social interactions of playing alongside others, turn taking (social skills, play skills, interaction, sensory)
- Support calming and self-expression through creation of potions (regulation, play skills, exploratory skills, sensory, expressive communication)

### Potential resources:

- Containers, jars, bottles and bowls
- Water, food colouring
- Petals, leaves, herbs and spices
- Spoons, droppers or smaller cups
- Different sized spoons and utensils

### New vocabulary:

Water  
Potions  
Mixing  
Containers  
Ingredients  
Colours  
Pouring  
Magic



Loose Parts

## A Dress With Pockets

### This experience creates opportunities to:

- Read together and explore the different dresses (interaction, play skills, exploratory skills)
- Explore different materials of dresses (exploratory skills, play skills, sensory, interaction)
- Explore and notice different fabric patterns (expressive communication, problem solving)
- Create your own dress shop and engage in role play together (expressive communication, interaction, social skills)
- Describe the objects found in pockets, adults can expand vocabulary and introduce new words (expressive communication, play skills, life skills)
- Celebrate the joy of pockets (expressive communication, interaction, awareness of self)

### Potential resources:

- A Dress with Pockets by Lily Murray
- A range of dresses - fairy, silly, scary, frilly, stripy or coloured
- Dresses with pockets
- Fabric, scarves
- Natural loose parts - shells, pebbles, pinecones, leaves, feathers, fossils
- Other loose parts - large buttons, lollipop sticks, curtain rings
- Trinkets, necklaces, rings, bracelets

### New vocabulary:

Pocket  
Dress  
Fabric  
Smooth  
Patterns  
Fancy  
Silly  
Frilly  
Colours



Loose Parts

## Monet's Cat/ Katie and the Sunflowers

### This experience creates opportunities to:

- Create marks in a variety of ways (mobility, sensory, play skills, regulation)
- To create their own representation of objects and experiences they encounter (expressive communication, mobility, sensory, social skills, play skills)
- To establish cause and effect and how they can create their own changes to texture, consistency and colour (sensory, awareness of self, exploratory skills, problem solving)
- To paint and create on to a variety of different materials e.g. paper, wood, tiles, large pebbles (expressive communication, sensory, exploratory skills)
- Explore a variety of different paints, how they each feel and end in a different result e.g. poster paint, watercolours, powdered paint (exploratory skills, expressive communication, sensory)

### Potential resources:

- Monet's Cat by Lily Murray
- Katie and the Sunflowers by James Mayhew
- Blank paper - a4/a3/covering whole table
- Vase of flowers (real or silk)
- Paint in variety of colours
- Water
- Paint brushes of different sizes
- Framed picture of Van Gogh or Monet artwork
- Chalks

### New vocabulary:

- Brush
- Paint
- Colours
- Sunflower
- Pattern
- Swirl
- Mix



## Art in Nature

### This experience creates opportunities to:

- Create 'paints' with different alternatives - mud paint, water, turmeric, mustard powder, instant coffee, tea bags. Use nature to make your own mark-making opportunities - squashed blackberries, beetroot, painting with petals, grass & leaves (exploratory skills, expressive communication, sensory)
- Explore making paints in different consistencies e.g. thick mud paint or add water for runnier mud paint (exploratory skills, sensory)
- Use the natural world to make different marks and explore textures and patterns e.g. tree rubbings with charcoal or pastels (exploratory skills, mobility, expressive communication)
- Explore nature's sculptures using photographs, books and outings in the community (receptive & expressive communication, mobility)
- Use clay (or thick mud) and natural resources to create own sculptures (expressive communication, mobility, sensory)
- Explore transient art and patterns in nature. Then create your own transient art with natural objects and 'found' items (receptive & expressive communication, sensory, mobility)

### Potential resources:

- Flower petals, grass, leaves, sticks. mud, soil, clay
- Water, white vinegar (if making own petal paints in jars)
- Oil pastels, charcoal
- Selection of brushes and pots
- Photographs of sculptures in nature, transient art, patterns in nature
- Collecting bags/buckets (to carry found items)

### New vocabulary:

Consistency	Spiky
Thick	Sculpture
Oozing	Transient
Bark	
Bumpy	
Sticky	





## Large Scale Art

### This experience creates opportunities to:

- Create with their whole body! Giving children a sense of freedom (expressive communication, mobility, sensory)
- Engage vestibular & proprioceptive senses (sensory, mobility, regulation)
- Support children's independence and give them full autonomy over how to make large scale art (expressive communication, awareness of self)
- Use a variety of environments and surfaces to engage in artistic experiences e.g. rolls of wallpaper across the floor, white bedsheet hung up in the garden (expressive communication, mobility, sensory)
- Create art collaboratively, using all the available space, communicating with one another, sharing ideas and experiences (expressive communication, interaction, social skills, sensory, mobility)
- Use different resources to create large scale art e.g. buckets of water & paintbrushes on the pavement (expressive communication, sensory, mobility)
- Engage in horizontal and vertical mark-making that helps develop gross motor skills (expressive communication, mobility)
- Provide larger tools such as mops, brushes, sticks and spray bottles (expressive communication, mobility)

### Potential resources:

- Wallpaper, large paper
- White/light bed sheets
- Mop, brush, spray bottle, fly swats, paint rollers
- Large crates (to stand on)
- Paint (different varieties)
- Glue & collage materials/papers

### New vocabulary:

- |         |          |
|---------|----------|
| Large   | Bend     |
| Create  | Mould    |
| Big     | Enormous |
| Balance | Gigantic |
| Move    |          |



## Floral Playdough

### This experience creates opportunities to:

- Collect flowers from the environment to use in playdough recipe, exploring different types of flowers and what makes each unique (exploratory skills, sensory, play skills, regulation, interaction)
- Create a sensory experience that engages sight & smell (exploratory skills, sensory)
- Develop a sense of awe and wonder – hiding flowers and petals within the playdough to explore and find (exploratory skills, sensory)
- Manipulate playdough in a variety of ways – rolling, pinching, twisting, poking, developing hand-eye coordination (exploratory skills, sensory, mobility)
- Make choices on what to add to playdough & how to interact with it e.g. squash it into a flowerpot & add pipe cleaners as stems) (exploratory skills, mobility, awareness of self)

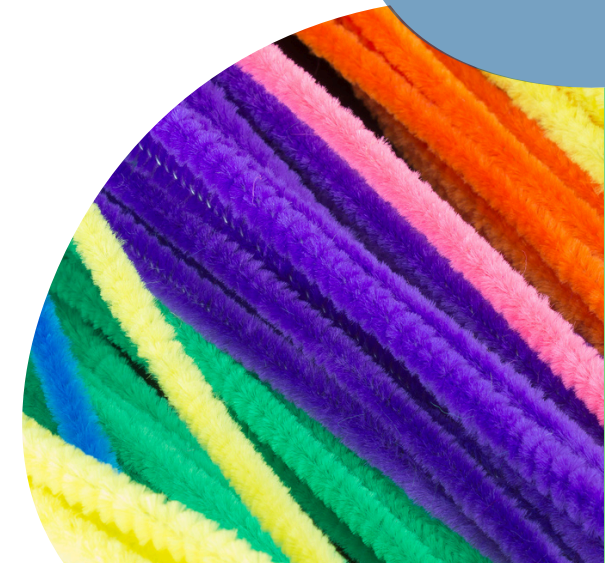
### Potential resources:

- Flour, water, salt, oil, cream of tartar
- Variety of food colouring options
- Floral essential oils
- Real or silk flowers or petals
- Patterned rolling pins, small plant pots
- Sticks, herbs, leaves, dandelions
- Lollipop sticks, pipe cleaners in shades of green

### New vocabulary:

- |             |                |
|-------------|----------------|
| Squeeze     | Jasmine        |
| Roll        | Cherry blossom |
| Petals      | Dandelion      |
| Rose        |                |
| Lavender    |                |
| Honeysuckle |                |

**CAUTION - raw flour can pose a health risk to young and vulnerable children. Raw flour should not be explored by children under 2, and children over 2 must be supervised when using raw flour. You must be mindful of children with compromised immune systems within your centre and may choose to heat treat flour before allowing children to engage with it to minimise any health-related risk. Be conscious of allergies within your centre, any children with a gluten intolerance or coeliac disease will require cornflour as an alternative to wheat flour.**



Playdough

## Citrus Playdough

### This experience creates opportunities to:

- Stimulate senses and fosters creativity (exploratory skills, sensory, play skills, regulation, interaction)
- Engage with tools for a desired purpose e.g. lemon zester (exploratory skills, life skills)
- Support children's regulation with calming colours & smells (regulation, sensory)
- Encourage children's creative thinking and decision making. They can decide how to interact with the playdough e.g. roll it into a lemon shape, squash it into a cupcake mould (expressive communication, regulation, sensory)
- Explore slices of lemon & lime, adding to playdough arrangements, touching or tasting (exploratory skills, mobility, sensory)

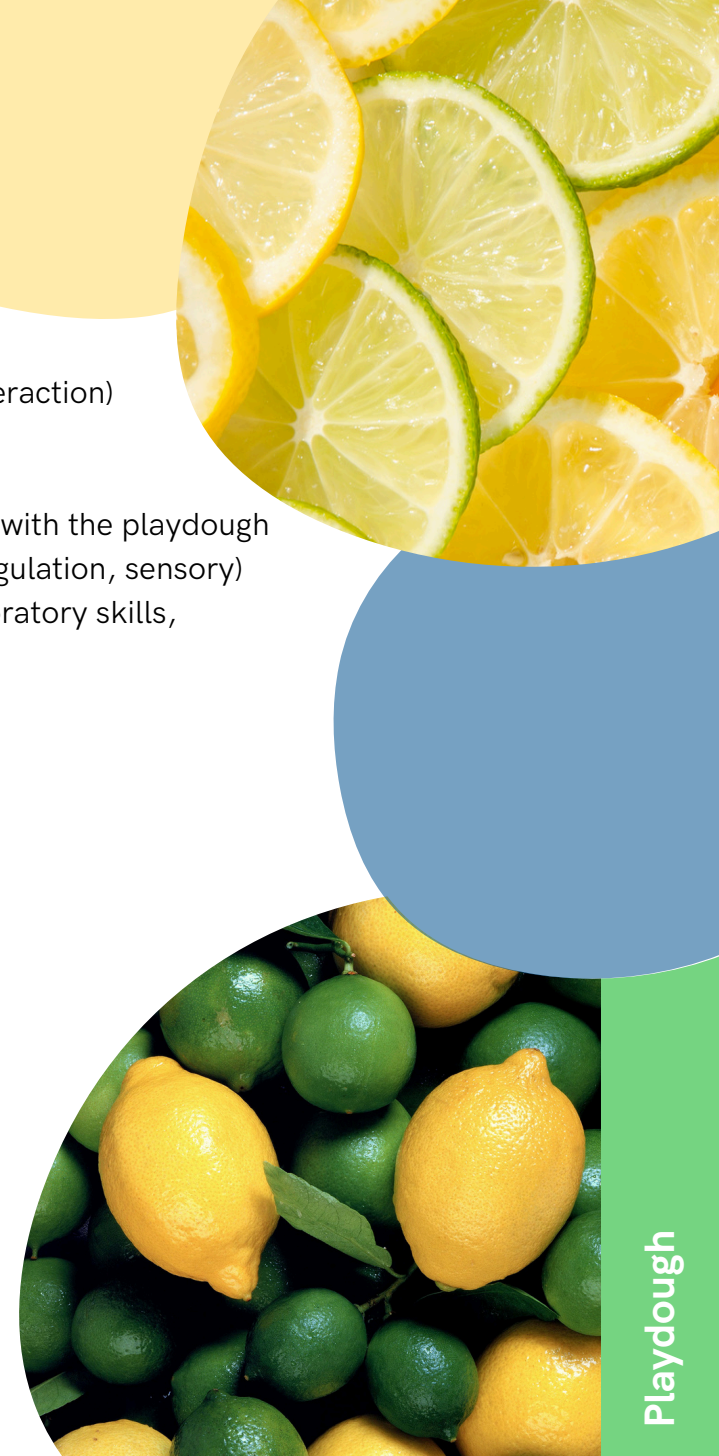
### Potential resources:

- Flour, water, salt, oil, cream of tartar
- Lemon and lime scented essential oils that are safe for children (use a little to not overwhelm the experience)
- A few drops of food colouring for the colour, yellow and green
- Finely grated lemon and lime zest
- Real lemons and limes
- Airtight container to store playdough for future use

### New vocabulary:

Yellow  
Green  
Lemon  
Lime  
Playdough  
Texture  
Scented  
Smell

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## Sand Playdough

### This experience creates opportunities to:

- Provide a rich sensory learning opportunity that encourages creativity to engage with materials and develop fine motor skills (exploratory skills, sensory, play skills, regulation, interaction)
- Create playdough with a different feel and texture (exploratory skills, sensory)
- Extend experiences & provide opportunities to discover new things by adding shells or smooth pieces of sea glass (exploratory skills, sensory)
- Make patterns and prints in playdough with natural items e.g. shells, sticks (exploratory skills, mobility, sensory)
- Add sand playdough to ocean/seaside small world arrangements to encourage developing language skills (exploratory skills, expressive communication, sensory, mobility)

### Potential resources:

- Flour, water, salt, oil, cream of tartar
- Fine sand
- Playdough to mix the sand with
- Mixing bowls
- Playdough tools, shells
- Water to moisten the playdough if needed
- Visual step by step instructions to make alongside children

### New vocabulary:

- |       |         |
|-------|---------|
| Feel  | Roll    |
| Touch | Squeeze |
| Stir  | Grainy  |
| Mix   |         |
| Sand  |         |
| Rough |         |

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## Scarf Dancing

### This experience creates opportunities to:

- Make small and big movements with our bodies (mobility, expressive communication)
- Develop our proprioception sense, moving left side, right side and across our mid-line (mobility, sensory)
- Improve hand-eye coordination and gross motor skills (mobility)
- Encourage dance to support self-regulation e.g. swaying scarves to calming music (awareness of self, mobility, regulation)
- Copy movements made by others as we watch them (interaction, social skills, expressive communication)
- Engage children in people games e.g. peek-a-boo with the scarves (interaction, social skills)
- Develop listening skills as we make movements along to music, noticing change of rhythm, pace and tempo (receptive communication, mobility)
- Encourage imaginative skills whilst dancing e.g. 'can you move your scarf like the wind?' (receptive & expressive communication)
- Practice pincer grip whilst holding onto a scarf (mobility, life skills)

### Potential resources:

- Different coloured scarves
- Different types of scarves e.g. weighted at one end
- A variety of music from different genres e.g. soft classical music, fast-paced folk music

### New vocabulary:

- |        |            |
|--------|------------|
| Swish  | Scrunch    |
| Twist  | Peek-a-boo |
| Float  | Sway       |
| Twirl  |            |
| Bounce |            |
| Wave   |            |

## Animal Action Songs

This experience creates opportunities to:

- Move in a variety of ways that imitate movements made by animals (expressive communication, mobility)
- Listen to and follow different actions & instructions given in songs (receptive communication, mobility)
- Model and encourage children to make different animal sounds (receptive & expressive communication)
- Encourage children to sing-along to repeated refrains and well-known songs (expressive communication)
- Join social experiences as part of a small group to engage and interact (expressive communication, social skills, interaction)
- Play along to action songs with musical instruments (shaking, tapping) to a rhythm and beat (expressive communication, interaction, sensory)
- Explore numbers 1-10 within songs and rhymes (expressive language, problem solving)
- Move whole body to a beat (expressive communication, mobility)

Potential resources:

- The Animal Boogie
- Walking Through the Jungle
- Over in the Meadow
- Related animal toys
- Sensory materials – e.g. feathers for birds, furry fabric for a lion
- Musical instruments

New vocabulary:

Animal names  
Wave  
Stamp  
Clap  
Crouch  
Crawl  
Slither  
Wiggle



Music and Movement

## What does your castle look like?

### This experience creates opportunities to:

- Explore photographs of real-life castles, looking at their shapes, heights and patterns (receptive communication, exploratory skills, problem solving)
- Ask families if they have visited any real-life castles and ask for their photographs to share with children (expressive communication, life skills, interaction)
- Use a variety of different shapes and sizes of blocks to create your own castle (expressive communication, mobility, problem solving)
- Experiment with different castle heights and see who can build the tallest or the strongest castle (social skills, problem solving, interaction)
- Add narratives to castles by taking on a role or character e.g. king of the castle (expressive communication, interaction)
- Add small world characters to castles to develop story telling skills e.g. knights and dragons (expressive communication, interaction, social skills)
- Include mark-making opportunities by adding clipboards and pencils to block play and drawing/designing your castle before building (expressive communication, mobility)
- Build a giant castle with large boxes – big enough for everyone to sit inside! (mobility, social skills, interaction)
- Use malleable materials such as sand to create an array of sandcastles (sensory, mobility, problem solving)

### Potential resources:

- See Inside Castles by Katie Daynes
- Wooden blocks – cubes, cuboids, cylinders, spheres, cones, arches
- Lollipop sticks, paper cups (flat and pointed bottom), CDs
- Photographs of castles in England or around the world
- People figures
- Crowns, tiaras, jester hats
- Natural resources – log slices, twigs and sticks, shells

### New vocabulary:

Castle	Dungeon	King
Vertical	Gatehouse	Queen
Horizontal	Drawbridge	Dragon
Turrets	Prince	
Tower	Princess	
Fort	Royalty	
Fortress	Historical	
Moat	Numbers 1-5	



Block Play

# Lego and Fine Motor Building

## This experience creates opportunities to:

- Work collaboratively in small groups to share Lego bricks, ideas and build together (receptive & expressive communication, interaction, social skills)
- Encourage communication and language - naming colours, shapes, and adding narrative/stories to buildings & characters (expressive communication, interaction)
- Support children's creativity - encouraging them to make choices and create freely. They can build absolutely anything! (expressive communication, interaction, awareness of self)
- Celebrate children's ideas and successes, developing their self-confidence. Allow time to save their constructions for later - show their parents/carers later in the day and support them to demonstrate pride in their achievements (expressive communication, awareness of self)
- Develop children's fine motor skills by successfully placing Lego bricks together & building (mobility)
- Encourage children to 'keep on trying' if things don't quite go to plan, bricks fall, support their developing resilience (awareness of self, regulation)
- Increase concentration and extend opportunities to follow instruction, planning what piece they need next, engaging in turn-taking (receptive & expressive communication, problem solving)
- Notice simple arrangements and patterns, replicating them if they choose to (receptive & expressive communication, problem solving, awareness of self)

## Potential resources:

- Lego bricks
- Lego characters
- Different size Lego boards
- Photographs of simple arrangements
- Photographs of different brick patterns

## New vocabulary:

Brick	Vertical	In front
Place	Length	In the middle
On top	Width	Cube
Left	Behind	Cuboid
Right	Between	Cylinder
Horizontal	Inside	Colours



Block Play



# I am an Architect

## This experience creates opportunities to:

- Look at architecture from all over the world, exploring famous buildings, how they are made and what makes them special (exploratory skills, receptive communication)
- Introduce mathematical tools such as rulers & right-angle protractors to explore drawing straight lines and shapes (exploratory skills, receptive communication)
- Use graph paper to create marks and movements, add this to clipboards and draw in a variety of environments (expressive communication, mobility)
- Make design choices and select construction materials with thought & purpose. Encourage children to build with materials they have independently chosen (expressive communication, exploratory skills, awareness of self)
- Replicate and imitate buildings observed in books, photographs and in the community (expressive communication, exploratory skills, mobility)
- Make large scale constructions that encourage working together to achieve a shared goal/vision e.g. using large boxes & Sellotape to create Buckingham palace (exploration skills, interaction, expressive & receptive communication, social skills)
- Explore photographs, brochures and floor plans from building sites. Use these to spark ideas and decide what to build next (receptive & expressive communication, exploratory skills)

## Potential resources:

- Iggy Peck, Architect by Andrea Beaty
- Architecture for Babies by Jonathan Litton
- 13 Architects Children Should Know by Florian Heine
- Where in the World? Famous Buildings and Landmarks Then and Now by Baby Professor
- Graph paper, pencils, rulers, protractors, clipboards
- Floorplans & building designs
- Sellotape, string, rope

## New vocabulary:

Architect  
Planning  
Drawing  
Protractor  
Ruler  
Angle  
Building site

