

🧚 Merrylands Nursery Long Term Plan 🧚

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme (but not limited to...)	NB: These themes may be adapted at various points to allow children's interests to flow through the provision.					
	Starting Nursery and Nursery Rhymes	Changing seasons and Celebrations	Time for a story and adventures	Animals and plants in our world	Let's get going...	Summertime and Moving on Up!
Possible Ideas/Lines of Enquiry	<p>This half term in Nursery we will be learning about starting Nursery and making new friends.</p> <p>We will enjoy learning and singing nursery rhymes.</p> <p>We may take Humpty Dumpty to the hospital or write Miss Polly a shopping list.</p>	<p>This half term in Nursery we will be learning about the changing seasons, animals that hibernate and different woodland animals.</p> <p>We will also be celebrating Diwali and Christmas as well as learning about Firework Night and Remembrance Day.</p> <p>We may collect sticks in the garden to make our autumn habitats or we may make our own divas.</p>	<p>This half term in Nursery we will be learning about Fairy and Traditional Tales from around the world and finding out about pirates.</p> <p>We will make puppets, write our own stories, and do lots of reading.</p> <p>We may we make our own pirate boats and see if they float. We may also draw our own treasure map and make our own island out of bricks.</p>	<p>This half term in Nursery we will be learning about the things that happen in Spring, growing our own plants and about animals big and small.</p> <p>We may pretend to be butterflies and crawl like a caterpillar.</p>	<p>This half term in Nursery we will be learning and thinking about busy transport from flying aeroplanes to noisy tractors and zooming rockets.</p> <p>We may build a spaceship and travel to the moon. We may also make our own aliens.</p>	<p>This half term in Nursery we will be thinking about moving on to Big School or staying in Nursery and making new friends.</p> <p>We will also share where we are going on holiday or days out in the summer.</p> <p>We may also make our own classroom and teach our teddies.</p>
Possible Texts & "Old Favourites"	<p>Aaarrghhhhhh Spider! That's not my Dolly Tiddler Little Lumpty The lion on the bus The Tigger who came to tea.</p>	<p>Autumn! "Wow" said the owl at night time That's not my Bat The very helpful Hedgehog That's not my Penguin One Winters Day Dear Santa Pip and Posy and the Christmas Tree Jesus Christmas party</p>	<p>GO,GO Pirate Boat! Yo, Ho, Ho! A pirating well go! The Enormous Turnip The Elves and Shoe Shoemaker The Three Billy Goats Gruff Rapunzel</p>	<p>Dear Zoo Busy Farm Oh Dear! We're going on a Easter Egg Hunt The Little Gardener Ten Tiny Seeds Oliver's Vegetables Oliver Fruit Salad</p>	<p>On the way to Grandpas MR Grumpy's outing We catch the bus On the Farm How to catch a star! Whatever next! Pip and Posy and the super scooter</p>	<p>Singing Mermaid Mouses First Day at Big School First Day at Bug school Elmer's weather Pip and Posy and the new friend</p>
Experiences & "WOW" Moments	<p>We will make a pet spider and make some pizza!</p> <p>We will take part in listening walks and an autumn walk.</p>	<p>We will finish by making you all something special for Christmas and singing you some songs.</p> <p>We will make our Nursery Garden into a Winter Wonderland and go on a fairy walk. We will have a Nursery Rhyme story Workshop</p>	<p>We will finish with a dressing up day.</p> <p>We will cook some yummy treats and make our own pirate island.</p>	<p>We will take part in an Easter Egg hunt and go on a Spring time walk.</p> <p>We will make some easter cakes and a bird feeder to help the young baby birds grow!</p>	<p>We will make our own busy transport book.</p> <p>We will make some fruit busy space rockets.</p>	<p>We will finish with a special teddy bear's picnic with soft play</p> <p>We will ice some biscuits for our picnic.</p>

🧚 Merrylands Nursery Long Term Plan 🧚

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PSED	Starting Nursery and Nursery Rhymes	Changing seasons and Celebrations	Time for a story and adventures	Animals and plants in our world	Let's get going...	Summertime and Moving on Up!
	<ul style="list-style-type: none"> Settling in Becoming independent – washing hands, putting on coats and shoes, going to the toilet Making new friends Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Sing and dance along each morning/afternoon to the teeth cleaning song https://www.youtube.com/watch?v=O88P4WVHqYg Have toothbrushes and mirrors to the role play areas for the animals and characters to have their teeth cleaned. Becoming independent – washing hands, putting on coats and shoes, going to the toilet 	<ul style="list-style-type: none"> Finding out about likes/dislikes Talking about similarities and differences Taking part Understanding what celebrations are Performing to an audience – developing self-confidence Choosing the right things to do activities Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Sing and dance along each morning/afternoon to the teeth cleaning song https://www.youtube.com/watch?v=O88P4WVHqYg Have toothbrushes and mirrors to the role play areas for the animals and characters to have their teeth cleaned. Becoming independent – washing hands, putting on coats and shoes, going to the toilet 	<ul style="list-style-type: none"> Working together/turn taking To develop awareness of theirs and other feelings Learning to play and elaborate their ideas. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Sing and dance along each morning/afternoon to the teeth cleaning song https://www.youtube.com/watch?v=O88P4WVHqYg Have toothbrushes and mirrors to the role play areas for the animals and characters to have their teeth cleaned. Becoming independent – washing hands, putting on coats and shoes, going to the toilet 	<ul style="list-style-type: none"> Caring for plants Valuing families and other people Caring for animals Knowing how to stay safe around animals Talk about own experiences Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Sing and dance along each morning/afternoon to the teeth cleaning song https://www.youtube.com/watch?v=O88P4WVHqYg Have toothbrushes and mirrors to the role play areas for the animals and characters to have their teeth cleaned. Becoming independent – washing hands, putting on coats and shoes, going to the toilet 	<ul style="list-style-type: none"> Becoming confident with new friends and places Learning to play and elaborate their ideas. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Sing and dance along each morning/afternoon to the teeth cleaning song https://www.youtube.com/watch?v=O88P4WVHqYg Have toothbrushes and mirrors to the role play areas for the animals and characters to have their teeth cleaned. Becoming independent – washing hands, putting on coats and shoes, going to the toilet 	<ul style="list-style-type: none"> Preparing for change New beginnings Looking back at what I've learnt Being part of a family Rules for a big school Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Be independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food. Sing and dance along each morning/afternoon to the teeth cleaning song https://www.youtube.com/watch?v=O88P4WVHqYg Have toothbrushes and mirrors to the role play areas for the animals and characters to have their teeth cleaned. Becoming independent – washing hands, putting on coats and shoes, going to the toilet

🧚 Merrylands Nursery Long Term Plan 🧚

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Communication & Language WellComm Programme for small groups and weekly sessions for larger groups, Picture of the week and small communication intervention groups	Starting Nursery and Nursery Rhymes	Changing seasons and Celebrations	Time for a story and adventures	Animals and plants in our world	Let's get going...	Summertime and growing up moving on
	<ul style="list-style-type: none"> • Quality interactions, story time, Busy Bug home diary, daily registration time • Holding conversations • Answering questions • Retelling stories through play • Exploring different ways of communicating • Understands and responds to simple questions • Listening to stories 	<ul style="list-style-type: none"> • Quality interactions, story time, Busy Bug home diary, daily registration time • Using language to share thinking – sharing thoughts/feelings/ideas/views • Increase vocabulary – naming colours • Joining in singing familiar rhymes • Understands simple instructions • Rhyme and poetry • Uses a variety of questions 	<ul style="list-style-type: none"> • Quality interactions, story time, Busy Bug home diary, daily registration time • Recognising a rhyming string • Developing an understanding of simple concepts, e.g., big/little • Uses simple sentences • Listening to stories for longer periods 	<ul style="list-style-type: none"> • Quality interactions, story time, Busy Bug home diary, daily registration time • Shows an understanding of simple prepositions • Uses talk to connect ideas • Uses a range of tenses 	<ul style="list-style-type: none"> • Quality interactions, story time, Busy Bug home diary, daily registration time • Understanding two-part instructions • Beginning to understand how or why questions • Retelling past events in order 	<ul style="list-style-type: none"> • Quality interactions, story time, Busy Bug home diary, daily registration time • Uses more complex sentences • Questions why things happen and gives explanations • Extends vocabulary • Uses language to imagine and recreate roles and experiences • Listening to and remembering a whole story and being able to tell in own words. • Be able to sing all our Nursery songs.

🧚 Merrylands Nursery Long Term Plan 🧚

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Physical Development	Starting Nursery and Nursery Rhymes	Changing seasons and Celebrations	Time for a story and adventures	Animals and plants in our world	Let's get going...	Summertime and growing up moving on
Fine Motor	<ul style="list-style-type: none"> Using simple tools safely such as scissors, small details added to a craft masterpiece, peg, puzzles, twisters, hammers and playdough. Become independent as they get dressed and undressed. 					
Gross Motor	<ul style="list-style-type: none"> Help them to climb and balance Ride bikes and scooters Games – throwing, catching, kicking, aiming, balancing objects Digging and sweeping in mud kitchen, dancing, chalking on playground. Helping them choose the right resources to carry out their own plan. Helping them collaborate with others to manage large items. Help them to use and remember sequences and patterns of movements which are related to music and rhythm. 		<ul style="list-style-type: none"> Help them to climb and balance Aiming objects, throwing and catching Balancing objects Races Fun dancing Mud kitchen Using tools with safety Understand healthy/unhealthy food choices Helping them choose the right resources to carry out their own plan. Helping them collaborate with others to manage large items. Help them to use and remember sequences and patterns of movements which are related to music and rhythm. 		<ul style="list-style-type: none"> Games – throwing, catching, kicking, aiming, balancing objects Moving in different ways, crawling, sliding, jumping. Sports day Choose the right resources to carry out their own plan. Collaborate with others to manage large items. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. 	
Weekly hall time						

🧚 Merrylands Nursery Long Term Plan 🧚

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Literacy	Starting Nursery and Nursery Rhymes	Changing seasons and Celebrations	Time for a story and adventures	Animals and plants in our world	Let's get going...	Summertime and growing up moving on
Reading	<ul style="list-style-type: none"> • Joining in stories • Looking at books independently • Handling books correctly • Know that a book tells a story • Reading from left to right • Books have page numbers • Name the different parts of a book – the spine, cover, pages, title, author, illustrator • Talk about the stories they read and adults read in Nursery and in the activities they do. 					
Phonics	<ul style="list-style-type: none"> • Phase 1 phonics – environmental sounds 	<p style="text-align: center;">September Intake</p> <ul style="list-style-type: none"> • Phase 1 Phonics – instrumental sounds • Phase 1 phonics – body percussion & Rhythm/Rhyme • Phase 1 Phonics – Alliteration/Rhythm/Rhyme • Phase 1 Phonics – Voice Sounds/Oral blending and Segmenting 				<ul style="list-style-type: none"> • Phase 1 Phonics – Voice Sounds/Oral blending and Segmenting for children going to Reception.
		<p style="text-align: center;">January Intake</p> <ul style="list-style-type: none"> • Phase 1 phonics – environmental sounds • Phase 1 Phonics – instrumental sounds • Phase 1 phonics – body percussion & Rhythm/Rhyme • Phase 1 Phonics – Alliteration/Rhythm/Rhyme • Phase 1 Phonics – Voice Sounds/Oral blending and Segmenting 				
	<p>All day older children will have a separate afternoon group activity to prepare for Reception</p>					
Writing	<ul style="list-style-type: none"> • Distinguishes between the marks they make when in role play, chalk boards, painting, chalking, arts and crafts and drawing • Support them to hold a pencil correctly and begin to form shapes and lines. 	<ul style="list-style-type: none"> • Distinguishes between the marks they make when in role play, chalk boards, painting, chalking, arts and crafts and drawing • Support them to hold a pencil correctly and begin to form shapes and lines. • To support writing within the letter formation groups in handwriting practice. 	<ul style="list-style-type: none"> • Distinguishes between the marks they make when in role play, chalk boards, painting, chalking, arts and crafts and drawing • To write some or all of their name and other letters within the letter formation groups in handwriting practice. 			

🧚 Merrylands Nursery Long Term Plan 🧚

	Autumn	Spring	Summer
Mathematics	<p>Numeral 1</p> <ul style="list-style-type: none"> ➤ Understanding what 'one' means. ➤ Select one object from a larger group. ➤ Recognise the numeral 1 ➤ Represent 1 in different ways ➤ Subitise 1 ➤ Make comparisons between 1 and more than 1. ➤ To place one object on a 5 frame. <p>Numeral 2</p> <ul style="list-style-type: none"> ➤ Understand 2 is the number after 1 (1 more than) ➤ Understand what 2 means ➤ Select 2 from a larger group ➤ To chant to 2 ➤ To recognise numeral 2 ➤ To represent 2 in different ways ➤ To subitise 2 ➤ To compare 2 groups – which has fewer/more ➤ To know when one more or less is needed to make the desired total. ➤ Count 2 objects accurately. ➤ To place 2 objects on a 5 frame <p>2D shape</p> <ul style="list-style-type: none"> ➤ Circle – naming a circle when shown. ➤ Use a circle appropriately for pictures/models. ➤ To select a circle from a group of shapes. ➤ Begin to be aware that a circle has no corner and one side. <p>Sorting</p> <ul style="list-style-type: none"> ➤ To sort into one of 2 groups – for instance colour. <p>Pattern</p> <ul style="list-style-type: none"> ➤ To replicate a 2 stage pattern. ➤ Be able to talk about a 2 stage pattern. 	<p>Numeral 3</p> <ul style="list-style-type: none"> ➤ Understand 3 is the number after 2 (1 more than) ➤ Understand what 3 means ➤ Select 3 from a larger group ➤ To chant to 3 ➤ To recognise numeral 3 ➤ To represent 3 in different ways ➤ To subitise 3 ➤ Count 3 objects accurately ➤ To know that 2 is one less than 3. ➤ Know the amount doesn't change if don't add or take anything away. ➤ To place 3 objects on a 5 frame <p>Numeral 4</p> <ul style="list-style-type: none"> ➤ understand the concept of 4, ➤ see when there are 4 items (subitise) ➤ count 4 objects ➤ see that 4 can represent actions as well as physical objects ➤ Recognise more and fewer than 4. ➤ To chant to 4 ➤ To compare amounts by applying a matching strategy. ➤ To match quantity to amount up to 4. ➤ Understand fingers represent objects in a rhyme. ➤ Understand that taking one away is the same as making one less. ➤ To compare amounts, knowing which is the same, which is more and which is fewer. ➤ To notice similarities and differences. ➤ To understand how to make a given number by adding or taking away 1 object. ➤ To know that a single object can be split onto similar sized parts and then recombined to make the whole. ➤ To know that a given number can be made by adding different amounts together. ➤ To place 4 objects on a 5 frame 	<p>Numeral 5</p> <ul style="list-style-type: none"> ➤ understand the concept of 5, ➤ see when there are 5 items (subitise) ➤ count 5 objects accurately. ➤ see that 5 can represent actions as well as physical objects ➤ Recognise more and fewer than 5. ➤ To chant to 5 ➤ To compare amounts by applying a matching strategy. ➤ To match quantity to amount up to 5. ➤ Understand fingers represent objects in a rhyme. ➤ Understand that taking one away is the same as making one less. ➤ To compare amounts, knowing which is the same, which is more and which is fewer. ➤ To understand how to make a given number by adding or taking away 1 object. ➤ To know that a given number can be made by adding different amounts together. ➤ To represent numbers 0-5 on a 5 frame. <p>Measures</p> <ul style="list-style-type: none"> ➤ Days of the week. ➤ Sequencing pictures and events ➤ Spotting mistakes in sequencing of pictures/events. <p>Capacity</p> <ul style="list-style-type: none"> ➤ To identify and say when a container is full and empty. ➤ To fill a container so that it is full. ➤ To empty a container so that it is empty. ➤ To order 3 containers for capacity. ➤ To know which container has more/less. <p>Positional Language</p> <ul style="list-style-type: none"> ➤ To respond correctly to the positional language – in, on, under, in front, behind, next

Merrylands Nursery Long Term Plan

	<ul style="list-style-type: none"> ➤ To finish a 2 stage pattern. ➤ To talk a pattern through from start to finish. 	<p>2D shape</p> <ul style="list-style-type: none"> ➤ Triangle – naming a triangle when shown. ➤ Use a Triangle appropriately for pictures/ models. ➤ To select a Triangle from a group of shapes. ➤ Begin to be aware that a Triangle has 3 corners and 3 sides. <p>Sorting</p> <ul style="list-style-type: none"> ➤ To sort by a given criteria – triangle or circle? <p>Length/height</p> <ul style="list-style-type: none"> ➤ To order 3 things by height/length. <p>2D shape</p> <ul style="list-style-type: none"> ➤ Name a square and an oblong ➤ Know what a corner is on a 2D shape ➤ Know what a side is on a 2D shape. ➤ To select an oblong and a square from a selection of shapes. ➤ To use shapes appropriately. <p>Sorting</p> <ul style="list-style-type: none"> ➤ To sort shapes according to whether they have corners or not. ➤ To notice similarities and differences between objects. 	<p>to.</p> <ul style="list-style-type: none"> ➤ To begin to use some positional language. <p>2D shape</p> <ul style="list-style-type: none"> ➤ Recap 2D shape, teaching to be based on the needs of the cohort. <p>Weight</p> <ul style="list-style-type: none"> ➤ To compare 2 items for weight saying which one is heavy and which one is light.
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🧚 Merrylands Nursery Long Term Plan 🧚

Understanding the World	Starting Nursery and Nursery Rhymes	Changing seasons and Celebrations	Time for a story and adventures	Animals and plants in our world	Let's get going...	Summertime and growing up moving on
	<ul style="list-style-type: none"> • Explore the immediate environment – inside and outside and in the school grounds • Establish and follow the daily routine • Explore how things work – ICT equipment/talking buttons/IWB/Computer • Talk about what they are doing and seeing • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Explore the immediate environment – inside and outside and in the school grounds • How do things work – linked to the seasons • Explore and observe the autumn environment and how its changed from the Summer and will change to Winter • Explore how different people celebrate and why • Explore how things work – ICT equipment/talking buttons/IWB/Computer • Talk about what they are doing and seeing • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Explore the immediate environment – inside and outside and in the school grounds • How things change • Properties of materials and what things are made from • Explore how things work – ICT equipment/talking buttons/IWB/Computer • Talk about what they are doing and seeing • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Explore the immediate environment – inside and outside and in the school grounds • Growing and changes in plants and in animals in around the Nursery • Naming animals and plants • Talk about a life cycle for a plant and an animal • Care and concern for living things • Explore how things work – ICT equipment/talking buttons/IWB/Computer • Talk about what they see and do using a wide vocabulary • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Explore the immediate environment – inside and outside and in the school grounds • Different occupations and what their parents do • Different types of transport and how they move and what makes them move (forces) • Explore how things work – ICT equipment/talking buttons/IWB/Computer • Talk about what they see and do using a wide vocabulary • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> • Explore the immediate environment – inside and outside and in the school grounds • Understand how they and their friends have changed over time • Explore how things work – ICT equipment/talking buttons/IWB/Computer • Talk about what they see and do using a wide vocabulary • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

🧚 Merrylands Nursery Long Term Plan 🧚

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Expressive Art & Design	<ul style="list-style-type: none"> • Listen to and respond to music and sounds (by singing, dancing, playing instruments) through role play, dance and music lessons, signing songs and rhymes and playing games - Sound patterns/exploring instruments • Play with small world equipment in role play and other areas • Use small and large blocks and other material to make things using their imagination in role play, in activities and outside • Explore paint, pens, pencils, crayons, and chalk – develop colour recognition and mix colours • Listen to adults and to other children with their listening ears. 	<ul style="list-style-type: none"> • Listen to and respond to music and sounds (by singing, dancing, playing instruments) through role play, dance and music lessons, signing songs and rhymes and playing games – musical beat and patterns • Play with small world equipment in role play and other areas • Use small and large blocks and other material to make things using their imagination in role play, in activities and outside • Explore paint, pens, pencils, crayons and chalk – use colours for a purpose, explore shadows, draw shapes more accurately and start to draw themselves in more detail • Make sculptures and collages with clay, textiles, mud, straws • Listen to adults and to other children with their listening ears. 	<ul style="list-style-type: none"> • Listen to and respond to music and sounds (by singing, dancing, playing instruments) through role play, dance and music lessons, signing songs and rhymes and playing games – musical beat and patterns • Play with small world equipment in role play and other areas • Use small and large blocks and other material to make things using their imagination in role play, in activities and outside • Explore paint, pens, pencils, crayons and chalk – use colours for a purpose, explore shadows, draw shapes more accurately and start to draw themselves in more detail • Make sculptures and collages with clay, textiles, mud, straws • Listen to adults and to other children with their listening ears. 	<ul style="list-style-type: none"> • Listen to and respond to music and sounds (by singing, dancing, playing instruments) through role play, dance and music lessons, signing songs and rhymes and playing games – musical beat and patterns • Play with small world equipment in role play and other areas – making imaginative and complex worlds and settings • Use small and large blocks and other material to make things using their imagination in role play, in activities and outside • Explore paint, pens, pencils, crayons and chalk – draw lines and shapes, their faces and others more accurately so you can see emotions, feelings and discern what the image is • Make sculptures and collages with clay, textiles, mud, straws – choosing what they want and saying why including joining the materials together well. • Listen to adults and to other children with their listening ears. 	<ul style="list-style-type: none"> • Listen to and respond to music and sounds (by singing, dancing, playing instruments) through role play, dance and music lessons, signing songs and rhymes and playing games - Pitch and Tempo matched to feelings and ideas, sing whole songs and create their own, talk about the songs they hear • Play with small world equipment in role play and other areas – making imaginative and complex worlds and settings • Use small and large blocks and other material to make things using their imagination in role play, in activities and outside • Explore paint, pens, pencils, crayons and chalk – draw lines and shapes, their faces and others more accurately so you can see emotions, feelings and discern what the image is • Make sculptures and collages with clay, textiles, mud, straws – choosing what they want and saying why including joining the materials together well. • Listen to adults and to other children with their listening ears. 	<ul style="list-style-type: none"> • Listen to and respond to music and sounds (by singing, dancing, playing instruments) through role play, dance and music lessons, signing songs and rhymes and playing games - Pitch and Tempo matched to feelings and ideas, sing whole songs and create their own, talk about the songs they hear • Play with small world equipment in role play and other areas – making imaginative and complex worlds and settings • Use small and large blocks and other material to make things using their imagination in role play, in activities and outside • Explore paint, pens, pencils, crayons and chalk – draw lines and shapes, their faces and others more accurately so you can see emotions, feelings and discern what the image is • Make sculptures and collages with clay, textiles, mud, straws – choosing what they want and saying why including joining the materials together well. • Listen to adults and to other children with their listening ears.