



Year Nursery/Reception medium term plan


'What is our musical story?' Autumn term 2021-2022

Cramlington Village Primary School

Home learning and extra resources available on our Padlet page [here](#)


| 'Wow' moment | Project summary What are you going to explore? | Classroom environment What roleplay/ learning area will you create? | Key questions to answer throughout the project | Final project outcome |
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| <p>Launch Shirley Henderson (Tiddlywinks)</p> <ul style="list-style-type: none"> -Interactive session -Costumes & props -Multi-sensory | <p>Traditional Nursery rhymes Orchestra sections - strings/woodwinds/brass/percussion</p> | <ul style="list-style-type: none"> -Tuff trays linked to rhymes / stories -Nursery rhyme challenge wall -Recording studio -Radio station orchestra/conductor -Instrument table | <p>What is your favourite nursery rhyme? What is a musical instrument? What is an orchestra? What is a conductor? What are the different sounds you can hear? What are the different genres of music?</p> | <p>Legacy Performance of our favourite nursery rhymes to the local care home community.</p> |

| YN/R Planning Autumn 1 | | | | | | | |
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| | Week 1 (2 days) | Week 2 (06/09/21) | Week 3 (13/09/21) | Week 4 (20/09/21) | Week 5 (27/09/21) | Week 6 (04/10/21) | Week 7 (11/10/21) |
| <p>Maths</p> <p>Whitrose learning outcomes-</p> | <p>YR: action numbers: can we count and clap numbers, jumps, hop: 1-5</p> <p>YN</p> | <p>Baseline assessments <u>YR</u> Getting to know you.: Numbers 1-5 Intro maths number rhymes. Number representation 1-5 - fingers/blocks etc. Focus on counting. How many? <u>YN</u> Maths nursery rhymes Number representation 1-5 - fingers/blocks etc. (1, 2, 3, 4, 5 once I caught a fish alive)</p> | <p><u>YR</u> Getting to know you: Numbers 5-10 Collecting natural objects to match numerals. <u>YN</u> Use different instruments and focus on counting. How many times did I shake the maraca / how many times did I bang the drum? Show me 3 bangs on the drum / show me 2 shakes of the maraca.</p> | <p><u>YR</u>: Just like me</p> <p><u>YN</u> Focus on the different size and shapes of musical instruments. What is the shapes of a drum? What is the shape of a keyboard? How many shapes can you spot? Bigger instruments vs smaller instruments (sorting activity)</p> | <p><u>YR</u>: Just like me</p> <p><u>YN</u> Creating patterns with instruments. Drum and Maraca...can you copy my pattern? What do you notice? Can you make a musical pattern using different instruments?</p> | <p><u>YR</u>: Just like me</p> <p><u>YN</u> Creating basic rhythms with our bodies (clapping, snapping etc) Pick numbers out of bag...can you clap that many times? Can you snap that many times?</p> | <p>YR: It's me 1,2,3</p> <p><u>YN</u>- What instrument can you make using different shaped objects? Can you name them? Pictures of instruments - Can you use different shapes to add colour to the pictures? Instrument hunt outdoors - focus on positional language (I found the drum on top / inside)</p> |
| <p>English</p> <p>Nursery-</p> <p>Reception- Dear Zoo Traditional nursery rhymes Traditional tales</p> | <p><u>Nur</u> Oracy - Getting to know each other All about me Who's who?</p> <p>"My favourite thing to do is....." "My favourite song is.....because"</p> <p><u>Rec</u> Oracy - All about me "My favourite thing to do is....." "My favourite song is.....because"</p> | <p><u>Nur</u> Sing the Grand old duke of york Familiarise with nursery rhyme. Act rhyme out</p> <p><u>Rec</u> Sing a song of sixpence Can we learn the song.? Missing phrases? Explore rhyming</p> | <p><u>Nur</u> Grand old duke of york Story mapping Sequencing rhyme with pictures Vocabulary (pictures from rhyme that have the same initial sound) <u>Rec</u> Story map: sing a song of sixpence. Introduce the concept of story mapping. Work together to create a map: picking out key aspects of repeating refrains and rhyming words.</p> | <p><u>Nur</u> Mary Mary quite contrary. Introduction to song Can we use map to help us recite the rhyme? Look at vocabulary. What is a cockle shell / silver bell?</p> <p><u>Rec</u> <u>Dear Zoo (story map)</u> -Story map to retell the story. -prediction -Emotions linked to characters/emotion stones -describe the animals.</p> | <p><u>Nur</u> Mary Mary quite contrary. A bag arrives into nursery from Mary, it has all of the things needed to help Mary grow plants for her garden. Can we write a pretend list of things needed? (soil, water, seeds) <u>Rec</u> <u>Dear Zoo (talk for writing: story map)</u> Can the children notice the patterns and shapes in the illustrations? Can they create their own picture using shapes and patterns? -initial sounds linked to story -Emotions map</p> | <p><u>Nur</u> Can I try and write some or all of my own name?</p> <p><u>Rec</u>- Talk for writing: story map. The gingerbread man: Initial sounds or writing words.</p> | <p><u>Nur</u> Hickory dickory dock. Can I sequence the rhyme using picture cards? What words rhyme? (dock / clock)</p> <p><u>Rec</u> Talk for writing: story map. The gingerbread man: Initial sounds or writing words. Can we follow a pattern and match actions to the words.</p> |

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| <p>Expressive Arts and Design</p> | | <p>Launch event Visit from Tiddlywinks</p> <p>Controlling sounds through singing- Use the voice in different ways such as speaking, singing and chanting. Perform simple rhythms, poems, rhymes and songs by copying.</p> | <p>Nur Self-portraits using paper plates and creative objects. Explain what different objects represent. (pom poms for eyes etc)</p> <p>Can I draw with increasing complexity? (circle for face and details etc)</p> <p>Rec <u>Autumn playdough: senses, describing words.</u></p>  | <p>Nur Explore different fillings used to make a maraca. Play the kims game. (rice, pebbles etc)</p> <p>Oracy I predict... I can hear...</p> <p>Rec Colour mixing: explore different colours: how do we make orange? Enc self exploring and mixing. What can you identify? How did that change?</p> | <p>Nur - Mary Mary quite contrary</p> <p>Can I create my own garden using a range of different materials? (paints, shells, pipe cleaners)</p> <p>Can I practise cutting flowers out using scissors?</p> <p>Rec Let's make musical instruments? What can we hear? How can we join them together? How can we make the sound louder? Quieter? (dynamics)</p> <p>Play a piece of music- can they identify the instruments or when the dynamics change (loud/quiet)</p> | <p>Nur -Dingle dangle scarecrow</p> <p>Can I remember and sing the entire song and sing the melodic shape? (up and down / down and up) Can the children finish the line of the nursery rhyme-identify the missing word</p> <p>Rec Gingerbread playdoh. Can we make our own gingerbread men?</p> | <p>Nur- Listen with increased attention to sounds</p> <p>Kims game with a range of musical instruments.</p> <p>Rec Painting-identify prime colours. Can you paint a pumpkin?</p> |
| <p>Music</p> | | <p>Nur: Grand old duke of york. Percussion</p> <p>Rec: sing a song of sixpence: explore creating different sounds with different instruments to the song.</p> | <p>Nur: Grand old duke of york. Percussion</p> <p>Rec: sing a song of sixpence- Percussion Can you identify the different sounds in the song. What are the missing words?</p> | <p>Nur: sing a song of sixpence</p> <p>Sing songs with the pitch of a tone sung by another person</p> <p>Rec: Oranges and lemons- Brass Explore different brass instruments visually.: What do they sound like? Identifying sounds - guess the musical instrument game.</p> | <p>Nur:sing a song of six pence</p> <p>Sing the melodic shape of the song</p> <p>Rec: - Grand old duke of york.- Moving to different sounds. (jumping or running in response to fast music/moving slow and graceful to slow music).</p> <p>Learn - Sing some harvest-themed songs like 'Dingle, Dangle Scarecrow' with the children.</p> | <p>Nur: Dingle dangle scarecrow</p> <p>Rec: Moving to different sounds. (jumping or running in response to fast music/moving slow and graceful to slow music).</p> <p>Learn - Sing some harvest-themed songs like 'Dingle, Dangle Scarecrow' with the children.</p> | <p>Nur: Hickory dickory dock. Rhythm and blues</p> <p>Rec: Looking at different styles of music (classical, rock, jazz, dance) Can children explain how it makes them feel and move and how they are different</p> <p>Learn - Sing some harvest-themed songs like 'Dingle, Dangle Scarecrow' with the children. Encourage the children to add sound effects using different musical instruments.</p> |
| <p>Personal, Social and Emotional Development</p> | <p>Rec- Mental Health/Well being- Emotion Pebbles- Use/select emotion pebble to describe how they are feeling about coming to school or about something that has happened. <i>Use words that explain body sensations and feelings</i></p> <p>Physical Health/Safety- Introduce Hazard Harry & Safety Sue (work with nursery to complete for classroom)</p> <p>YN - Introduce themselves and share something that they like / dislike / what they are interested in. Explore the shoe boxes and things the children got up to during the holidays.</p> <p>Oracy <i>My name is....</i> <i>I like...because</i></p> | <p>Rec Circle Time- rules, introducing themselves and share something that they like/dislike/ what they are good at <i>Say and share preferences, likes and dislikes</i> <i>Say what makes me special, naming characteristics as well as skills.</i></p> <p>Physical Health/Safety- Introduce Hazard Harry & Safety Sue (work with nursery to complete for classroom)</p> <p>YN Emotion pebbles Can the children use the emotion pebbles to discuss how they are feeling about starting nursery. Understand what each emotion is and when we would feel these.</p> <p>Oracy</p> | <p>Rec: Physical Health/Safety- Hand hygiene- pepper experiment. Why is it important to keep our hands clean? When do we need to wash our hands?</p> <p>YN- Circle time rules / understand why rules are important. What would happen if we didn't follow rules? Can we follow rules?</p> <p>Simon says game.</p> | <p>Rec: Take turns with my friends through playing a game</p> <p>YN- Discuss ways of staying healthy.</p> <p>What does it mean to be healthy?</p> <p>Have a selection of objects. Can we sort these into healthy / unhealthy groups explaining the importance of each?</p> <p>(toothbrush / chocolate / handwash ect)</p> | <p>Rec: discuss how some people in the world don't always have enough food to eat and how harvest should be a time of plenty but some people don't have a lot. Discuss ways of helping with the children, e.g. food collections and charities.</p> <p>YN - Harvest festival focus. Can we grow our own cress? Discuss what cress is, children to use their senses (touch, taste, smell) to explore cress.</p> <p>What does harvest mean?</p> <p>What do we need to grow cress?</p> <p>What does cress need to grow?</p> | <p>Rec: Talk to the children about why it is important to be a good friend. Do the children think the other animals were being a good friend to the gingerbread man?</p> <p>YN - Discuss friendship with the children through a puppet who needs a friend. Discuss how they might feel/emotions.</p> <p>What does friendship mean?</p> <p>What does it mean to be a friend?</p> <p>Give a range of scenarios</p> <p>Would a friend let you play with them?</p> <p>Read Goldilocks and the Three Bears</p> <p>How could the bears have been a good friend to Goldilocks?</p> | <p>Rec: Tooth brushing: use the teeth for tooth brushing: Why do we clean our teeth? How do we keep them healthy?</p> <p>YN Children to use the cress they have grown to make an egg/cress sandwich.</p> |

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| | | I am feeling.....because..... 'Happy, sad, angry, worried' | | | | How could Goldilocks have been a good friend to the bears? | |
| Physical Development Gymnastics and Dance | Rec: Rolling in different ways (forward roll, curled side roll, teddy bear roll, pencil roll) YN Can the children complete the simple obstacle course? Kicking, catching, throwing, balancing on one foot, jumping. | Rec: Stretching and balance in different ways (arms stretched up, touch toes, stretch to each side, sit down pike, lunge, donkey kick, V-sit, standing balances) YN Can the children make marks on a large scale using their gross motor skills (outside using chalk) | Rec: Jumping in a range of ways (tuck jump, star jump, half turn jump, jump from one place to another with control) YN Can the children create a picture of the butterfly templates using their fine motor skills to select sequins and beads. | Rec: Travelling in different ways (moving under/over/through objects and equipment, tiptoe, step, jump and hopscotch) YN Can the children remove the sequins and arrange them in a way they would like using their fine motor skills to peel the sequins from the sticky plastic. | Rec: Can the children learn a simple dance routine or short sequence of moves we have learnt Oranges and lemons game YN Can the children learn a simple dance routine or short sequence of moves we have learnt | Rec: Can the children learn a simple dance routine or short sequence of moves we have learnt YN Can the children learn a simple dance routine or short sequence of moves we have learnt | Rec: Stretching and balance in different ways (arms stretched up, touch toes, stretch to each side, sit down pike, lunge, donkey kick, V-sit, standing balances) Nur -Stretching and balance in different ways (arms stretched up, touch toes, stretch to each side, sit down pike, lunge, donkey kick, V-sit, standing balances) |
| Understanding the World | | Nur - Continue developing positive attitudes about the differences between people. Can I discuss how my friends in the class are different to each other and that it is good to be different? Rec: Collect natural objects (naming objects): where have they come from? How have they changed over time? | Nur - Can I begin to make sense of my own life story and family's history? Create a family portrait. Who is in your family? Where do they live? Rec: Who is important to me? Why are they important? | Nur -Exploring the forest school area, what natural materials can we find? What do they feel like? What do they smell like? What do they sound like? Focus on vocabulary (hard, cold, soft, rough) Rec: Autumn weather: discuss the changes to the seasons? What changes when the seasons change? What do you notice? | Nur - Exploring musicians / an orchestra. What do they do? What do they need for their occupation? Extending vocabulary / ambitious vocabulary. Rec: Autumn weather: Can we think of adjectives to describe the Autumn weather? https://www.youtube.com/watch?v=CyTIfdA71Lc | Nur - Celebrate Harvest Festival: When is harvest? What is the meaning behind it? Rec: Celebrate Harvest Festival: the meaning behind it. | Nur - Rec: How can we care for Brownie the pig and our chickens? Does the care they need change over the seasons? |
| Forest school | | | | | | | |

| Y/N/R Planning Autumn 2 | | | | | | | |
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| | Week 1 (01/11/21) | Week 2 (08/11/21) | Week 3 (15/11/21) Anti-bullying week | Week 4 (22/11/21) | Week 5 (29/11/21) | Week 6 (06/12/21) | Week 7 (13/12/21) |
| Maths Whitrose learning outcomes- | Nur - Say one number for each item in order (1,2,3,4,5) Rec: Just like me | Nur - Compare quantities using language 'more than / fewer than' Rec: its me 1,2,3 | Nur - Know that the last number reached when counting a small set of objects tells you how many there are in total Rec: its me 1,2,3 | Nur - Show finger numbers of an amount Rec: i's me 1.2.3 | Nur - Understand position through words alone. (Under/ over) Rec: light and dark | Nur - Link numerals and amounts Rec: light and dark | Nur - Talk about 2D and 3D shapes using mathematical language Rec: light and dark |
| English | Nur - Little Miss Muffet T4W Rec: Celebrate guy fawks: Can we make a story map to represent the story of guy fawks? | Nur - Little Miss Muffet - exploring questions and instructions Rec: -key text: Prediction, what could the surprise be? Use clues from the cover, illustration -Story map (retell) T4W | Nur -Hey Diddle Diddle T4W Rec: -key text: innovation: Prediction, what could the surprise be? Use clues from the cover, illustration -Story map (retell) T4W | Nur -Focus on syllables Clapping names and objects out Rec: Writing lists- link to musical bands: -initial sounds -adjectives | Nur -The Mulberry Bush T4W (encourage children to use longer sentences of 4 / 6 words) Rec -Comparisons between two books (same/different) -Research place (where can we source information- computer/books) -simple sentences(I can see a _____) use initial sound to find animal label Building/structure simple sentences. -adjectives linked to animals -Play what am I game? -Change story (innovate) based on what they might see? | | Nur - Nativity story Rec: can we sequence the traditional nativity story? Can you identify initial sounds and blend key words and phrases. |

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| <p>Expressive Arts and Design</p> | <p><u>Nur</u>: Creating firework pictures using a range of materials and colours</p> <p><u>Rec</u>: Firework paintings.: exploring color, shape and pattern.</p> | <p><u>Nur</u>: Create Little Miss Muffet puppets and take part in simple pretend play</p> <p><u>Rec</u>: Rubbings of natural materials and objects. Linked to natural materials found in our natural environment compared to that of a different country. (textures)</p> | <p><u>Nur</u> - Craft using a range of different objects and textures</p>  | <p><u>Nur</u> - Recite Hey Diddle Diddle listening to the pitch and tone sung by others</p> <p><u>Rec</u>: Show experience in simple weaving: paper, twigs. KOTW- Children use Ipad to take photos or videos of them talking about their creation.</p> | <p><u>Nur</u> - Explore and use a range of natural materials to make a mulberry bush.</p> <p><u>Rec</u>: Can you make a winter wreath? Using a variety of different media.</p> | <p><u>Nur</u> - Explore playing different instruments whilst singing the key song whilst listening with increased attention.</p> <p><u>Rec</u>: Christmas crafts.</p> | <p><u>Nur</u> - Using a variety of different media that represent elements of winter to recreate the arctic / christmas crafts</p> <p><u>Rec</u>: Christmas crafts.</p> |
| <p>Music</p> | <p><u>Nur</u>: Little Miss Muffet https://www.youtube.com/watch?v=RPW_wel6hM</p> <p>Introduce the keyboard - What is a keyboard? How do we use a keyboard? Can you name parts of the keyboard? What do you notice about the keys I press? What type of instrument is a keyboard?</p> <p><u>Rec</u>: : Music Genre: CLassical: explore the different sounds, pitch, speed, What can you hear? Can youcompare? Is it dramatic or soothing?</p> | <p><u>Nur</u>: Little Miss Muffet https://www.youtube.com/watch?v=RPWwvlp6hM</p> <p>Introduce the keyboard - What is a keyboard? How do we use a keyboard? Can you name parts of the keyboard? What do you notice about the keys I press? What type of instrument is a keyboard?</p> <p><u>Rec</u>: Music Genre:Country explore the different sounds, pitch, speed, What can you hear? Can youcompare? Is it dramatic or soothing?</p> | <p><u>Nur</u>:Hey Diddle Diddle https://www.youtube.com/watch?v=G_y5EFK16eQ</p> <p>Introduce the fiddle - What is a fiddle How do we use a fiddle Explore vocabulary What do you notice about the sounds the fiddle makes? What type of instrument is a fiddle?</p> <p><u>Rec</u>: Music Genre: Pop explore the different sounds, pitch, speed, What can you hear? Can youcompare? Is it dramatic or soothing?</p> | <p><u>Nur</u>:Hey Diddle Diddle https://www.youtube.com/watch?v=G_y5EFK16eQ</p> <p>Introduce the fiddle - What is a fiddle How do we use a fiddle Explore vocabulary What do you notice about the sounds the fiddle makes? What type of instrument is a fiddle?</p> <p><u>Rec</u>: Music Genre: Gospal explore the different sounds, pitch, speed, What can you hear? Can youcompare? Is it dramatic or soothing?</p> | <p><u>Nur</u>:The Mulberry Bush T4W https://www.youtube.com/watch?v=fja5m4RI7Yc</p> <p>Introduce the glockenspiel - Can I say glockenspiel? How do we use a glockenspiel? Explore vocabulary What do you notice about the sounds the glockenspiel makes? What type of instrument is a glockenspiel?</p> <p><u>Rec</u>: Music Genre: Jazz Music explore the different sounds, pitch, speed, What can you hear? Can youcompare? Is it dramatic or soothing?</p> | <p><u>Nur</u>:The Mulberry Bush T4W https://www.youtube.com/watch?v=fja5m4RI7Yc</p> <p>Introduce the maraca- How do we use a maraca? Can we make our own maraca? What type of instrument is a maraca?</p> <p><u>Rec</u>: Music Genre: Rock explore the different sounds, pitch, speed, What can you hear? Can youcompare? Is it dramatic or soothing?</p> | <p><u>Nur</u>:Hickory dickory dock https://www.youtube.com/watch?v=TXxa2SVIQyE</p> <p>Introduce the drum How do we use a drum? What type of instrument is a drum? Can we make our own beat with the drum?</p> <p><u>Rec</u>: Music Genre: contemporary explore the different sounds, pitch, speed, What can you hear? Can youcompare? Is it dramatic or soothing?</p> |
| <p>Personal, Social and Emotional Development</p> | <p><u>Nur</u>: Sharing each other's work, volunteering nice comments to explain why we like the children's work.</p> <p><u>Rec</u> Introduce voting station. Can the children vote for the story they would like to read; showing their preferences and interests. Which story did you choose? Why?</p> | <p><u>Nur</u> - My best friend bob story; prompting the children to consider the feelings of the characters as well as how they themselves would be feeling in this situation.</p> <p><u>Rec</u> Recognise and name Bother and Best. -Talk about what is bothering me. -Talk about how I could do things differently next time. -Begin to solve my own problems. (circle time- linked to emotions)</p> | <p><u>Nur</u>:Anti-bullying - story</p> <p><u>Rec</u>: Anti Bullying- story</p> | <p><u>Nur</u> - Pantosaurus (Keeping privates privates)</p> <p><u>Rec</u>:Pantosaurus</p> | <p><u>Nur</u> - Understand why we have rules and why rules are important to us inside and outside of school</p> <p><u>Rec</u> What makes us kind? What actions can make us unkind?</p> | <p><u>Nur</u> - Telephone conversation; Can the children keep a conversation going by responding to what the other person is saying to them? *Paired work*</p> <p>Rec:RE-Festivals and Celebrations</p> <p>I know that Jesus resurrection is what makes Jesus most special for Christians</p> <p>I can state that Christmas is important to Christians because it celebrates the birth of Jesus https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the%20christian-story-of-the-first-christmas/z7fp382</p> <p>I can explain that the Bible is the source for information about Jesus' birth</p> | <p><u>Nur</u> - Can I say what I have enjoyed about my time in nursery so far in front of others?</p> <p><u>Rec</u>:friendship day: what makes a good friend?</p> |
| <p>Physical Development Athletics, Sports and Games</p> | <p><u>Nur</u>: YN_Hula hooping and exploring the range of things that can be carried out using a hula hoop (hula hooping, skipping, making bubbles, chalk drawing-drawing people using the hula hoop)</p> <p><u>Rec</u>: ball games: can we work in 2's to pass the ball? Bounce the ball, roll it etc.</p> | <p><u>Nur</u> -Rolling ball/balloon in paint (using gross motor skills to move the items to create a masterpiece)</p> <p><u>Rec</u>: Target throwing. How far can we throw the bean bag. Can we predict if we will get it into the large hula hoop or the small one?</p> | <p><u>Nur</u> - Drawing around different objects using fine motor skills to correctly hold a pencil.</p> <p><u>Rec</u>: Can we move and dance in a variety of way's to a variety of different music styles?</p> | <p><u>Nur</u> - Ball games (throwing, catching, batting, kicking)</p> <p><u>Rec</u> Obstacle course: can we balance, guide and aim?</p> | <p><u>Nur</u> - Ball games (throwing, catching, batting, kicking)</p> <p><u>Rec</u> Following instructions for traffic light game and jelly bean game.</p> | <p><u>Nur</u> - Ball games / football (throwing, catching, batting, kicking)</p> <p><u>Rec</u> Mirroring game, Alligator in the swamp</p> | <p><u>Nur</u> - Ball games / Tennis (throwing, catching, batting, kicking)</p> <p><u>Rec</u>: Can we move and dance in a variety of way's to a variety of different music styles?</p> |

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| <p>Understanding the World</p> | <p><u>Nur</u> - Bonfire tuff tray with a range of different materials</p> <p>Rec : Celebrating Diwali: (115) Happy Diwali Diwali Story For Kids Diwali Activities Kids Video Jalebi Street Full Episode - YouTube What is the festival of lights?</p> | <p><u>Nur</u> - Apple activity. Can I explore what happens to an apple after we leave it in a plastic bag for some time?</p> <p>Rec: The 'magic' of watching food leftovers turning into soil might be just the way to be curious about the outdoor environment. Visit to the compost bin.</p> | <p><u>Nur</u> - Explore the chicken life cycle. Use our eggs and chickens.</p> <p>Rec: Discover how to care for the birds in the cold winter months. Can you make a bird feeder? Why will this help the birds?</p> | <p><u>Nur</u> - Talk about the differences in materials and changes they notice. Ice / water - what happens when we heat the ice up?</p> <p>Rec: Celebrate thanksgiving (115) thanksgiving story for children - YouTube</p> | <p><u>Nur</u> - Drawing with water on the pavement; what will happen when we come back to check on it 20 minutes later?</p> <p>Rec: celebrate St Andrews day. (115) Saint Andrew's Day - YouTube</p> | <p><u>Nur</u> - Discuss that not everyone's the same and how it is good to be different. How are you different from others?</p> <p>Rec: Celebrate Hanukkah (115) The Story of Hanukkah Hanukkah for Kids Origins of Hanukkah - YouTube</p> | <p><u>Nur</u> - Explore different occupations using props for role play</p> <p>Rec. Celebrate the meaning of Christmas</p> <p>(115) The Birth of Jesus Christ Christmas Story for Kids Animated Children's Bible Stories Holy Tales - YouTube</p> |
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