

## Nursery Medium Term Planning Summer 2 - 2019

### Under The Sea

Area of Learning	<b><u>Week 1</u></b> 3.6.19 (4 days) The Rainbow Fish	<b><u>Week 2</u></b> 10.6.19 Commotion in the Ocean	<b><u>Week 3</u></b> 17.6.19 Sharing a Shell	<b><u>Week 4</u></b> 24.6.19 Barry the Fish with Fingers	<b><u>Week 5</u></b> 1.7.19 Fine Motor/Gross Motor	<b><u>Week 6</u></b> 8.7.19 Family Sports Day and Picnic Transition	<b><u>Week 7</u></b> 15.7.19 Transition
<b>Personal Social and Emotional</b>	<p><b><u>DM Self-confidence &amp; Self Awareness</u></b> Confident to speak to others about needs, wants, interests and opinions 30-50mths</p> <p><b><u>DM Making Relationships</u></b> Can play in a group, extending and elaborating play ideas. 30-50 mths Demonstrates friendly behavior, initiating conversations and forming good relationships with peers and familiar adults. 30-50mths</p> <p>Discuss the different story characters throughout the story. How are they feeling? Why might the Rainbow Fish not want to give away his sparkly scales?</p> <p>Discuss sharing the different ways of sharing resources, e.g. building a model together? Making a card for someone? Circle time – Pass a small toy around the circle and encourage</p>	<p><b><u>DM Self-confidence &amp; Self Awareness</u></b> Confident to speak to others about own needs, wants, interests and opinions. 30-50 mths.</p> <p><b><u>DM Managing feelings and Behaviour</u></b> Begins to accept the needs of others and can take turns and share resources, sometimes with support from others 30-50 mths.</p> <p><b><u>DM Making Relationships</u></b> Can play in a group, extending and elaborating play ideas. 30-50 mths Demonstrates friendly behavior, initiating conversations and forming good relationships with peers and familiar adult. 30-60 mths</p> <p>Hide the story characters around the garden. Encourage the children to work in teams to find them.</p>	<p><b><u>DM Self-confidence &amp; Self Awareness</u></b> Confident to speak to others about own needs, wants, interests and opinions. 30-50 mths.</p> <p>Circle time game. Pass a shell around the circle. When a child is holding the shell, it is their turn to speak. Can the children say what they liked best about the story?</p>	<p><b><u>DM Making Relationships</u></b> Can play in a group, extending and elaborating play ideas. 30-50 mths Demonstrates friendly behavior, initiating conversations and forming good relationships with peers and familiar adults. 30-50mths</p> <p>Hide under the sea themed soft toys around the outdoors area. Encourage the children to work as a team to find them. Leave clues for the children to solve.</p>	<p><b><u>DM Making Relationships – 30-50mths</u></b> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. 20 Initiates play, offering cues to peers to join</p> <p>Build a house in the shortest possible time. The children split into 2 groups. Give instructions to the children that the wall must have 4x walls, (stacking the bricks in towers of maximum 6 bricks).</p>	<p><b><u>Self confidence and self awareness 30-50mths</u></b> Confident to speak to others own needs, wants, interests and opinions.</p> <p>Going to big school - Key Worker groups...Discuss what the children want to do when they go to big school.</p> <p>Introduce a 'big book' about Reception with photographs of the environment.</p>	<p><b><u>Self confidence and self awareness 30-50mths</u></b> Welcomes and values praise for what they have done.</p> <p><b><u>Graduation Day Ceremony</u></b> for all the children transitioning to Reception. The second group will be counting how many catches they can do in the time it takes the first</p>

	<p>the children to discuss friendships. What makes a good friend?</p> <p>Discuss what it means to feel lonely and why the Rainbow Fish felt lonely. What can we do to stop people feeling lonely?</p> <p>Play the Twinkl 'Rainbow Fish Matching Game'.</p> <p>Make Twinkl 'Fishy Friendship Bracelets'</p>	<p>Encourage the children to work together to make model, picture and mural.</p> <p>Play the Twinkl Game 'Go Fish'. To encourage turn taking and number recognition.</p>					
<b>Communication and Language</b>	<p><b><u>Speaking</u></b> <b><u>DM – Speaking</u></b> <b><u>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. 40-60 mths</u></b></p> <p>Play the listening game – one child is blindfolded in the middle of the circle the children in the middle take it in turns to say 'Its only me, the little blue fish' in a squeaky voice. The blindfolded child guesses who was speaking. Talk about the adjectives used to describe the different creatures deep, blue sea, blue dazzling shimmering scales.</p> <p><b><u>Listening</u></b> <b><u>DM – Listening</u></b></p>	<p><b><u>Speaking</u></b> <b><u>DM Speaking</u></b> <b><u>Beginning to use more complex sentences to link thoughts (e.g. using and because).</u></b></p> <p>Encourage children to talk about the children favourite sea creature and discuss any creatures they may have seen at the beach, fish tank or aquarium.</p> <p><b><u>Listening</u></b> <b><u>DM Listening</u></b> <b><u>Recognises and responds to many familiar sounds 22-36 mths</u></b> <b><u>Focusing attention – still listen or do, but can shift own attention 30-50 mths.</u></b></p> <p>Using shells to listen to everyday sounds.</p>	<p><b><u>Speaking</u></b> <b><u>Uses intonation rhythm and phrasing to make it clear to others 30-50mths</u></b></p> <p>Children to join in with repeated or remembered parts of the story.</p> <p><b><u>Listening</u></b> <b><u>DM Listening</u></b> <b><u>Focussing attention. Still listen and do but can shift own attention 30-50mths</u></b></p> <p>Play a listening and attention game with the children. Place a number of different plastic sea creatures on a tray and cover with a blanket. Ask the children to guess how many there are then check by counting. Remove one of the objects and see if they can say which one has gone.</p>	<p><b><u>Speaking</u></b> <b><u>DM – Speaking</u></b> <b><u>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. 40-60 mths</u></b></p> <p>Hot seating...How does Puffy feel now that Barry is the favourite? Is Barry more special because he has fingers? Encourage the children to share their thoughts and ideas.</p> <p><b><u>Listening</u></b> <b><u>DM Listening</u></b> <b><u>Focussing attention. Still listen and do but can shift own attention 30-50mths</u></b></p> <p>Initial letter sounds lotto game. (Linked to phonics)</p>	<p><b><u>Understanding –</u></b> <b><u>Understands use of objects (e.g. "What do we use to cut things?")</u></b></p> <p>Share a selection of fine and gross motor resources – can the children talk about how they are used? Can they show how to use them?</p> <p><b><u>Shows understanding of prepositions, such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture</u></b></p> <p>Linked to physical activity – can the children follow instruction and move across the obstacle course – use prepositional language.</p>	<p><b><u>Listening and attention 30-50mths</u></b> Listens to stories with increasing attention and recall <b><u>Listen to the story – 'Topsy and Tim start school'.</u></b></p> <p><b><u>Speaking 30-50mths</u></b> Builds up vocabulary that reflects the breadth of their experiences Introduce new vocabulary used in 'Reception'...reception, playground, assembly, packed lunch, hot school dinners, etc.</p> <p><b><u>Understanding 30-50mths</u></b> Begins to understand how and why questions. <b><u>Children to answer questions about the story 'Topsy and Tim start school'.</u></b> <b><u>With a group of children from</u></b></p>	<p><b><u>Listening and attention 30-50mths</u></b> Listens to others one to one or in small groups, when conversation interests them. Listening and sharing kind words about our friends during the Graduation Ceremony. <b><u>Speaking 30-50mths</u></b> Uses intonation, rhythm and phrasing to make the meaning clear to others. Listening and sharing kind words about our friends during the Graduation Ceremony.</p> <p><b><u>Understanding 30-50mths</u></b> Begins to understand how and why questions. Support the children with asking their friends about what they hope to do when they are in Reception. Teacher to model questions.</p>

	<p><b>Listens with interest to the noises adults make when they read stories 30-50 mths</b></p> <p>Listening to 'Under the Sea' songs and music.</p>	<p>Listening through the flowers and red telephones – what are is your friend saying, what can you hear?</p> <p>Play Sound Bingo – environmental sounds.</p>				<p><u>Reception – Children to ask questions about being in Reception.</u></p>	
Literacy	<p><b>Reading DM Reading</b> Listens to and joins in with stories and poems, one to one and also in small groups. stories 30-50 mths</p> <p>Read the story using props from a story sack.</p> <p>Sequence the story using Twinkl 'Story Sequencing' cards.</p> <p><b>Writing Writing</b> Ascribes meanings to marks that they draw and paint. 30-50 mths</p> <p>Model writing a letter to the 'Rainbow Fish' asking what games he likes to play with his friends.</p> <p><b>Phonics</b></p> <p>Phase 1 Aspect 4 Rhythm and Rhyme</p>	<p><b>Reading DM Reading</b> Listens to and joins in with stories and poems, one to one and also in small groups. stories 30-50 mths</p> <p>Read the poems to the children without telling them which animal they are talking about.</p> <p>As a class choose a poem and then make own one up.</p> <p><b>Writing Writing</b> Ascribes meanings to marks that they draw and paint. 30-50 mths</p> <p>Children to write own poem about the sea creatures. Of choice. Children to write own words to describe the sea creatures.</p> <p><b>Phonics</b></p> <p>Phase 1 Aspect 4 Rhythm and Rhyme</p>	<p><b>Reading DM Reading</b> Listens to and joins in with stories and poems, one to one and also in small groups. stories 30-50 mths</p> <p>Read the story to the children. Encourage them to discuss what might happen next. Record ideas on large paper.</p> <p><b>Writing Writing</b> Ascribes meanings to marks that they draw and paint. 30-50 mths</p> <p>Use some real shells as a writing prompt. Encourage the children to think of and write words to describe the shells, such as bumpy, smooth, flat, round and pointy.</p> <p><b>Phonics</b> Alliteration...sh Shell, sharing, shiny etc...</p>	<p><b>Reading DM Reading</b> Suggests how the story might end. 30-50mths</p> <p>Read the story to the children. Invite the children to make up their own twist on the story e.g. Barry the fish with hair. Barry the fish with sunglasses etc. Support the children with making their own story. Record on paper through picture.</p> <p><b>Writing Writing</b> Ascribes meanings to marks that they draw and paint. 30-50 mths</p> <p>Draw a picture of their fictional character that they have made up.</p> <p><b>Phonics</b> Alphabet sounds lotto listening game.</p>	<p><b>Reading DM Reading</b> Listens to and joins in with stories and poems, one to one and also in small groups. stories 30-50 mths</p> <p>Read the story using props from a story sack - Topsy and Tim at Sports Day .</p> <p><b>Writing DM – Writing</b> Sometimes gives meaning to marks as they draw and paint.</p> <p>Take your pen, paint brush for a walk – on large paper</p> <p>Phase 1 Aspect 4 Rhythm and Rhyme</p>	<p><b>Reading 30-50mths</b> Reading Describes main story settings, events and principal characters Children to join in with re-tell of the story of Topsy and Tim start school.</p> <p><b>Writing 30-50mths</b> Ascribes meaning to marks that they see in different places. Take the children on a visit to Reception class. Introduce the children to different labels in the class eg. Mrs Lawrence, Home Corner etc... are there any words that the children recognise from Nursery class?</p> <p><b>Phonics...Phase 1</b> Aspect 4 Rhythm and Rhyme</p>	<p><b>Reading 30-50mths</b> Listens to stories with increasing attention and recall. Read the story 'I am absolutely too small for school' Lauren Child. Discuss.</p> <p><b>Writing 30-50mths</b> DM – Writing Sometimes gives meaning to marks as they draw and paint.</p> <p>Writing names on their work – use name card to support.</p> <p><b>Phonics...Phase 1</b> Aspect 4 Rhythm and Rhyme</p>

<p style="text-align: center;"><b>Mathematics</b></p>	<p><b><u>DM Numbers 30-50 mths</u></b>  <b>Recognises numerals 1-5. Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</b></p> <p>Using Laminated number cards (Rainbow Fish themed resources). Use numbered cards to order, find the missing number, matching and counting objects.</p> <p>Play the Twinkl Games – 'Colourful Counting Activity' encourage the children to count the spots shown on the die and colour the corresponding numbered scale.</p> <p>Play the Twinkl 'Magnetic Fishing Game'. To practice counting and number recognition.</p>	<p><b><u>DM Shape, space and Measure</u></b>  <b>Orders two or three by length or height 40-60 mths Notices simple shapes and patterns in pictures 22-36 mths</b></p> <p><b><u>DM Numbers</u></b>  <b>Uses number names accuracy in play 30-50 mths Shows curiosity about numbers by offering comments or asking questions. 30-50 mths Uses language of 'more' and 'fewer' to compare two sets of objects.</b></p> <p>Ordering the different sized sea creatures.</p> <p>To continue the pattern.</p> <p>Make Pictograms of the children's favorite sea creatures. Encourage them to count totals and compare numbers for each creature.</p>	<p><b><u>DM Shape, space and Measure</u></b>  <b>Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. DM 30-50mths</b></p> <p>Support children with making 3D shape fish paper models (Twinkl) and talk about the shapes and their properties.</p> <p><b><u>DM Numbers</u></b>  <b>Shows an interest in number problems. 30-50mths</b></p> <p>Print out and laminate numbers 0-20 on shells (twinkl. Ask the children to order them on a washing line outside.</p>	<p><b><u>DM Numbers</u></b>  <b>Recognizes numerals 1-5. Counts objects to 10, and beginning to count beyond 10. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.</b></p> <p>Barry the Fish has 10 fish fingers. Cut out and laminate 10 fish fingers and two hands. Support the children with placing the fish fingers in different ways on each hand but understanding that they always have the same number of fish fingers. E.g. 7 and 3, 8 and 2 etc.</p>	<p><b><u>DM Numbers 30-50mths</u></b>  <b>Uses number names accuracy in play 30-50 mths</b></p> <p>Number challenges -          How many times can you throw the ball with a friend in a minute?</p>	<p><b><u>DM Numbers 30-50mths</u></b>  <b>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects...</b></p> <p>Using the espresso programme on the IWB children to match number to quantity.</p>	<p><b><u>DM Numbers 30-50mths</u></b>  <b>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects...</b></p> <p>Introduce language first, second and third in a game.</p>
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<p><b>Understanding of the World</b></p>	<p><a href="#">DM UW The World 30-50 mths</a></p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or natural world 30-50 mths</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects. 30-50 mths</p> <p><a href="#">DM UW Technology</a> Shows interest in technological toys 30-50 mths Shows skill in making toys work by pressing parts and lifting flaps to achieve effects such as sound, movements or new image. 30-50 mths</p> <p>Discuss how rainbows are made and look for rainbows during sunny and wet days. Use Espresso to look at Rainbows. Sing Rainbow song.</p> <p>Navigate around the mouse bot around the 'Under the Sea' mat.</p> <p>Encourage the children to explore reflective, shiny or holographic material like the Rainbow Fish's sparkly scales.</p>	<p><a href="#">DM UW The World30-50 mths</a></p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or natural world 30-50 mths</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects. 30-50 mths</p> <p><a href="#">Look closely at similarities, differences and change 30-50 mths</a></p> <p>Look at Under the Sea habitats that sea creatures live in (Twinkl – rock pools, sand, shells, coral, rock pools, etc.</p> <p>Put Fish shape ice cubes into the water tray for the children to explore.</p> <p>Provide bubbles and encourage the children to blow bubbles using bubble wands.</p> <p><a href="#">DM UW Technology</a> Knows that information can be retrieved from computers 30-50 mths.</p> <p>Adult to use the computer to show children where information can be found. Write a list of Sea creature facts.</p>	<p><a href="#">DM UW The World30-50 mths</a></p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or natural world 30-50 mths</p> <p><a href="#">Look closely at similarities, differences and change 30-50 mths</a></p> <p>Explore floating and sinking in the water tray.</p> <p><a href="#">DM UW Technology</a> Knows that information can be retrieved from computers. 30-50mths</p> <p>Use drawing program on IWB for children to draw under the sea related pictures. They could explore filing the page with a blue colour first and then using smaller tools to draw story characters or sea creatures and plants.</p>	<p><a href="#">DM UW The World30-50 mths</a></p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or natural world 30-50 mths</p> <p>Bubbles...provide a variety of different sized bubble wands for the children to explore making bubbles.</p>	<p><a href="#">DM The World 30-50 mths</a></p> <p>Shows skill in making toys work by pressing parts or lifting flaps to achieve effects, such as sound, movements or new images</p> <p>Use a selection of ICT tools/equipment – can the children control the Bee bot mouse? IPads, IWB to complete a programme.</p>	<p><a href="#">DM Technology 30-50mths</a></p> <p>Knows some of the things that make them unique and can talk about some of the similarities and differences in relation to friends and family.</p> <p>Sorting clothes. Babies clothes, School clothes, Adult clothes. Can the children talk about different stages of development in relation to themselves?</p>	<p><a href="#">DM UW The World 30-50 mths</a></p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or natural world 30-50 mths</p> <p>What have we noticed has happened to the plants growing in the Nursery Garden? What has happened to the broad beans we planted together?</p>

<p style="text-align: center;"><b>Physical Development</b></p>	<p><a href="#"><u>DM – Moving and Handling 30-50mths</u></a></p> <p>Moves feely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. 30-50 mths</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment. 30-50 mths</p> <p>Draws lines and circles using gross motor movements 30-50 mths.</p> <p>Play the parachute Game based on the sea. Can the children move the parachute like little ripples of water, big stormy waves and pass a wave from one side to the other?</p> <p>Create a Rainbow fish obstacle course with a tunnel to crawl through (the Octopus cave), cones to weave through the seaweed and beanbags to throw into the hops when the Rainbow fish is giving out his scales.</p>	<p><a href="#"><u>DM – Moving and Handling 30-50mths</u></a></p> <p>Experiments with different ways of moving 30-50 mths. Draws lines and circles using gross motor movements 30-50 mths. Uses one handed tools and equipment e.g. makes snips in paper with child scissors 30-50 mths</p> <p>Play under the sea music for the children to create movements to.</p> <p>Use 'Under the sea' pencil control worksheets.</p> <p>Scissor skills – 'Under the sea' cutting and sticking pictures.</p> <p>Encourage Mark Making with different size brushes, rollers to create shapes, pictures and patterns.</p> <p>Play a circle game – give each child the name of a sea creature, e.g. sea horse, octopus, fish or turtle, etc. When the adult calls out the name of a sea creature the children assigned to that creature run outside of the circle until they find space to sit down in. Sometimes the adult can call out 'Sharks' for all the sea creatures to run around and sit down in a circle again.</p>	<p><a href="#"><u>DM – Moving and Handling 30-50mths</u></a></p> <p>Moves feely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. 30-50 mths</p> <p>Outdoors field game...Give each child the name of a sea creature e.g., seahorse, octopus fish, turtle. When the adult calls out the name of a sea creature the children assigned that creature run around the circle until they find a space to sit down. Sometimes, the adult can call out 'sharks' and all the sea creatures then run around and sit down in the circle again.</p> <p>Fine motor...under the sea playdough mats. Encourage the children to shape and mould models of sea creatures.</p>	<p><a href="#"><u>DM – Moving and Handling 30-50mths</u></a></p> <p>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.</p> <p>Mounts stairs, steps or climbing equipment using alternate feet.</p> <p><b>Sports Day Practice</b> A range of sports day activities – introduce the children to different races and how to join in.</p> <p>Using the climbing equipment and obstacle course.</p> <p><a href="#"><u>DM – Health &amp; Self Care 30-50mths</u></a></p> <p>Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies.</p> <p>Understands that equipment and tools have to be used safely.</p> <p>Twinkl - Outdoor activity cards – throw and catch a ball with a friend?</p> <p>How do you feel during/after exercise?</p>	<p><a href="#"><u>DM Moving and handling 30-50 mths</u></a></p> <p>Begins to form recognisable letters. Children to learn to write names independently ready for Reception. Name writing</p> <p><a href="#"><u>Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, etc.</u></a></p> <p><a href="#"><u>Sports Day</u></a> – Selection of races (See Timetable).</p>	<p><a href="#"><u>DM – Moving and Handling – 30-50 mths</u></a></p> <p>Holds pencil near point between first two fingers and thumb and uses it with good control.</p> <p>Name writing (linked to the writing area).</p>	<p><a href="#"><u>DM – Health &amp; Self Care 30-50mths</u></a></p> <p>Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</p> <p>Can the children show the skills in self-care that they have learnt since being in Nursery? Can the children talk about these skills (share with a friend/adult)?</p>

<b>Expressive Arts and Design</b>	<p><b><u>DM Exploring and Using Media &amp; Materials</u></b> Explores colour and how colours can be changed. 30-50 mths.</p> <p><b>Manipulates materials to achieve a planned effect. 40-60 mths.</b></p> <p><b>Uses simple tools and techniques competently and appropriately. 40-60 mths</b></p> <p>Children to decorate a fish shape using coloured circles. (encourage the children to places them like scales – overlapping them).</p> <p>Explore creating wax resistant pictures.</p> <p>Using clay to make own fish shapes and decorate with sequins.</p>	<p><b><u>DM Exploring and Using Media &amp; Materials</u></b> Explores colour and how colours can be changed. 30-50 mths. <b>Manipulates materials to achieve a planned effect. 40-60 mths.</b></p> <p>Create Sea creatures using junk materials – make jelly fish using paper plate and crepe paper.</p> <p>Explore making bubble prints to make watery backgrounds.</p> <p>Encourage exploring colours by colour mixing – create water colours.</p>	<p><b><u>DM Exploring and Using Media &amp; Materials</u></b> <b>Manipulates materials to achieve a planned effect. 40-60 mnths.</b></p> <p>Look at the glittery pages of the story. Encourage children to paint pictures and then sprinkle some glitter onto the wet paint to see what happens. They could paint shells, fish or sea pictures, exploring adding different coloured glitter to different parts of their painting.</p> <p>Encourage children to explore gently pressing shells into playdough to create patterns and texture.</p>	<p><b><u>Using Media &amp; Materials</u></b> <b>Manipulates materials to achieve a planned effect. 40-60 mnths.</b></p> <p>Blue shaving foam and combs. Children to explore mark making to make it look like the waves.</p> <p>Make an under the sea painting. Blue background, fish and plants. Use real sand at the bottom of the sea to add texture to the painting.</p>	<p><b><u>DM Exploring and Using Media &amp; Materials</u></b> <b>Joins construction pieces together to build and balance</b></p> <p>Junk Modelling - using fine motor skills</p> <p>Paper play – play sculptures – using different strips of paper.</p>	<p><b><u>DM Being imaginative 30-50mths</u></b> Engages in imaginative role-play based on own first-hand experiences <b>Develop role play (school class).</b></p> <p><b><u>DM Exploring and using media and materials 30-50mths</u></b> <b>Explores colour and how colour can be changed.</b></p> <p>Children to make own pictures whilst mixing primary colors.</p> <p><u>Role play – classroom</u></p>	<p><b><u>DM Being imaginative 30-50mths</u></b> Engages in imaginative role-play based on own first-hand experiences <b>Develop role play (school class).</b></p> <p><b><u>DM Exploring and using media and materials 30-50mths</u></b></p> <p>Children using collage materials whilst creating a picture.</p> <p><u>Role play – classroom</u></p>