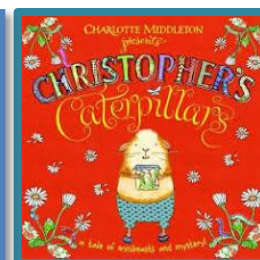
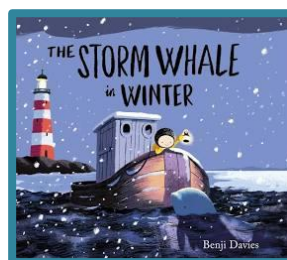
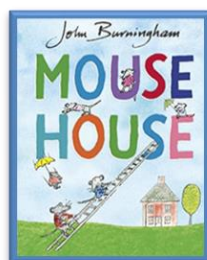


Reception Curriculum


New EYFS Framework 2021



Planning a sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.

Age Related Expectations * Teaching and learning to be differentiated through short term planning, driven by assessment

Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme	Me and My Family / Pets	Nocturnal Animals/Autumn/Celebrations	Cold Places - Arctic Circle	Journeys (Kenya Focus)	Lifecycle of a Butterfly/Minibeasts (Growing things)	Castles and Dragons
Planning around a quality text:	 	 	 	 	 	 
Linked texts	<ul style="list-style-type: none"> We All Have Different Families - Melissa Higgins Smelly Louie – Catherine Rayner Peepo/ Mockingbird – Allan Ahlberg Amazing - Steve Antony Happy in our skin – Fran Manuskin Home – Carson Ellis 	<ul style="list-style-type: none"> The Leaf Thief - Alice Hemming Stanley's Stick – John Hegley Tidy - Emily Gravett Birthdays in many cultures - Raintree Cyril and Pat - Emily Gravett 	<ul style="list-style-type: none"> Somebody swallowed Stanley – Sarah Roberts Secrets of winter - Carron Brown Polar Bears - National Geographic The Storm Whale - Benji Davies Blown Away - Rob Biddulph 	<ul style="list-style-type: none"> Handa's Hen - Eileen Brown Handa's Surprise - Eileen Brown Amelia Earhart-Little People Big Dreams - Isabel Sanchez Vegara Love our Earth - Jane Cabrera African Culture - World Cultures Rosie's Walk - Pat Hutchins Mr Gumpy's Outing John Burningham 	<ul style="list-style-type: none"> RSPB- first book of garden birds DK First Bug Facts Mad about minibeast – Giles Andreae Jack and the beanstalk Katie and the sunflowers James Mayhew David Attenborough - Little People Big Dreams Isabel Sanchez Vegara Roaming through the rainforest- An Amazon adventure – Barefoot books One day in our Blue Planet- In the rainforest -Ella Bailey 	<ul style="list-style-type: none"> Tell me a story- Jackie Morris On Sudden Hill - Linda Sarah The Dragon Machine- Helen Ward George and the Dragon Christopher Wormell Schools in many cultures - Raintree Traditional Tales
Trips/Visitors Enrichments	<ul style="list-style-type: none"> Occupation - School cook/vet 	Visitors <ul style="list-style-type: none"> Father Christmas 	<ul style="list-style-type: none"> Occupation – fishermen/lifeboat rescue Visit to the fish shop in Didsbury 	<ul style="list-style-type: none"> Occupation - Pilot 	Trip: <ul style="list-style-type: none"> Lyme Park - minibeast hunt/pond dipping 	Visitors: <ul style="list-style-type: none"> Occupation – firefighter Nurse
Celebrations / Festivals / Special Events	<ul style="list-style-type: none"> Birthdays Rosh Hashanah 	<ul style="list-style-type: none"> Birthdays Harvest Festival Diwali / Hannukah Christmas church service Nativity play Christmas Party 	<ul style="list-style-type: none"> Birthdays Chinese New Year 	<ul style="list-style-type: none"> Birthdays Lent Eid Easter 	<ul style="list-style-type: none"> Birthdays Observing a caterpillar change into a butterfly 	<ul style="list-style-type: none"> Birthdays Transition – moving up to year 1 Dressing up day - dragons and castles

COMMUNICATION & LANGUAGE: □ Listening, Attention & Understanding □ Speaking

Educational Programme: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2020](#)

* See *EY2P Communication & Language Booklet*

Listening, Attention and Understanding

- *Understand a question or instruction that has two parts*
- ⇒ Daily routines e.g. tidy up time, challenges... *instruction*
- *Understand 'why' questions*
- ⇒ Why do you think he/she feels...?
- **Understand how to listen carefully and why listening is important**
- ⇒ Model and promote how to listen carefully by asking specific questions in talk time
- **Learn new vocabulary** linked to daily routine / theme
- ⇒ See *UW*: □ Me and My Family □ Autumn □ Celebrations □ *nocturnal animals*
- ⇒ Bring in objects, pictures and photographs to talk about.
- ⇒ Use picture cards to talk about an object and focus on colour, shape, taste, smell, look, and feel.
- **Engage in story time**
- ⇒ Join in with repeated refrains / fill in rhyming words
- **Listen to and begin to talk about stories to build familiarity and understanding**
- ⇒ Discuss characters, events, setting ... *character, happened*
- ⇒ Daily read aloud programme
- ⇒ Display quality books in the book corner and learning areas
- ⇒ Link events in a story to your own experiences
- **Listen carefully to rhymes and songs and begin to pay attention to how they sound**
- ⇒ Learn rhymes, songs & poems
- ⇒ Anticipate words, begin to adapt phrases (*with support*)
- ⇒ Say words clearly and emphasise words clearly so word boundaries are clear.
- ⇒ Encourage children to have fun with rhymes
- ⇒ Model how some words rhyme

Listening, Attention and Understanding

- **Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.**
- ⇒ Continue to model and scaffold language in everyday situations
- **Listen carefully to and learn rhymes, poems and songs**
- ⇒ Show your enjoyment of poems and using your voice and manner to give emphasis to carefully chosen words and phrases.
- ⇒ Read traditional and contemporary poems/rhymes to read aloud.
- **Listen to and talk about stories to build familiarity and understanding**
- ⇒ Repetition of favourite stories in small groups
- ⇒ Use different voices for different characters/narrators
Practise possible conversations between characters
- ⇒ Provide popular and familiar stories in the book corner
- **Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary**
- ⇒ Non-fiction books linked to *UW* □ *cold places* □ *Paris*
- ⇒ Select books containing photographs and pictures
- ⇒ **Begin to understand humour e.g. nonsense rhymes / jokes**

Listening, Attention and Understanding

- **Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions**
- ⇒ Continue to develop good listening skills and expressing understanding clearly and with increasing precision.
- ⇒ Listening with increased concentration for a sustained period of time
- ⇒ Ask questions using a range of question words e.g. why, when, how, what and where.
- ⇒ **Listen to and talk about stories to build familiarity and understanding**
- ⇒ Take on longer roles in imaginative play, to interact and negotiate with people in longer conversations
- ⇒ Talk about the plot and the main problem
- **Make comments about what they have heard and ask questions to clarify their understanding**
- ⇒ Use of KWL grids with *UW* topics
- **Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.**
- ⇒ Provide opportunities when working in the continuous provision areas to hold back and forth exchanges with adults.
- **Understand humour more readily e.g. nonsense rhymes/jokes**
- **Listen carefully to rhymes and songs paying attention to how they sound.**
- ⇒ Choose a longer word from a poem, song or rhyme and clap out the beat structure.

Speaking

- **Use new vocabulary throughout the day**
- ⇒ Model words and phrases relevant to the area being taught
- ⇒ **Begin to** ask questions to find out more and to check they understand what has been said to them
- ⇒ Model & encourage questions after instructions
- **Begin to articulate their ideas and thoughts in well-formed sentence**
- ⇒ Help children build sentences using new vocabulary by rephrasing what they say and structuring their responses using sentence starters
- ⇒ Model accurate irregular grammar such as past tense, plurals
- ⇒ Express □ Ideas to friends □ Book talk
- **Begin to connect one idea or action to another using a range of connectives... *because, although, but when ...***
- **Begin to describe events in some detail**
Sharing family and personal news
- **Develop social phrases**
- ⇒ Routines of the day ... *greetings, How are you?*
- ⇒ Friendship ... *Would you like to...?*
- **Begin to retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words**
- ⇒ Focused & linked texts – within small world / role play
- ⇒ Make familiar books available for children to retell stories they have heard.

Speaking

- **Use new vocabulary in different contexts**
- **Begin to use wider vocabulary in talk**
- ⇒ Continue to model new vocabulary in different contexts and use it repeatedly throughout the week.
- ⇒ Keep a list of previously taught vocabulary and review it in different contexts
- **Ask questions to find out more and to check they understand what has been said to them**
- ⇒ Clarify understanding by saying can you explain more or tell me more?
- **Articulate their ideas & thoughts in well-formed sentences**
Continue to model and scaffold good sentence structure in everyday talk
- ⇒ Ask open ended questions
- **Connect one idea or action to another using a range of connectives e.g and, because, so, but**
- ⇒ Remind children of previous events
- **Describe events in some detail**
- ⇒ Retell a familiar event and begin to use the past tense more accurately
- **Use talk to help work out problems, organise thinking & activities explain how things work/why things happen**
- ⇒ Model sentence starters I think this might work.... I'll try it this way.. I wonder what would happen if... Can you help me with..?
- ⇒ Encourage children how to solve a problem together and come up with ideas for solving it.
- **Develop and use social phrases with confidence**
- ⇒ Can I join in with your game? Can I have a turn next?
Can you show me how to do that? Can I help you?
Are you upset?
- **Become more confident at retelling a simple story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words**
- ⇒ Provide props and resources to support with this as well as orally scaffolding children.

Speaking

- **Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;**
- ⇒ See UW □ life cycle of a butterfly □ *summer* □ *castles and dragons*
- **Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;**
- ⇒ Explaining how a caterpillar changes into a butterfly and how people lived in castles long using small world and non-fiction books ago - see UW
- ⇒ Think out loud about to work things out
- ⇒ Give children problem solving words and phrases to use in their explanations e.g 'so that' 'because' 'I think that' 'you could' 'it might be'
- **Describe events in some detail**
- ⇒ Use sequencing words with emphasis to retell a story/event
- ⇒ Make deliberate mistakes to highlight importance of events/ideas/instructions being in the right order.
- ⇒ **Connect one idea to another using a range of connectives**
- ⇒ Narrate events and actions linked to everyday events
- ⇒ Extend thinking in everyday situations and play
- **Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.**
- ⇒ Continue to scaffold and support children to express themselves in full sentences
- ⇒ Encourage children to feel more confident about speaking in front of peers to explain their ideas/understanding

PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT: □ Self-Regulation □ Managing Self □ Building Relationships

Educational Programme: Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Autumn	Spring	Summer
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Learning Priorities: [Linked to Development Matters 2020](#)

Self-Regulation

- *Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries ... fair, agree, turns, together, share*
 - ⇒ How to compromise and negotiate to solve problems
 - ⇒ Use □ book talk □ puppets □ real life experiences
- **Begin to express feelings and consider the feelings of others**
 - ⇒ Identify and name emotions ... *emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited*
 - ⇒ Link book character's emotion to own experiences ... *expression, mood, feeling/emotion*
 - ⇒ Help and reassure children when they are distressed upset or confused.
- **Begin to set own goals and show resilience and perseverance in the face of challenge**
 - ⇒ Set a shared goal with a friend
- **Begin to identify and moderate own feelings socially and emotionally**
 - ⇒ Focus on □ keeping *calm* □ being *patient* □ waiting for a *turn* □ *sharing* □ tidying up after themselves
 - ⇒ Support children to recognise when their behaviour was not in accordance with the rules and why it is important to respect class rules and behave correctly towards others.

Managing Self

- **Manage own self-care needs ... *fasten***
 - ⇒ Independent use of □ zips □ buttons □ coats □ shoes
 - ⇒ Model practices that support good hygiene such as washing hands before snack/lunch.
 - ⇒ Model importance of 5 a day at snack time.
 - ⇒ Model and support children with good personal hygiene such as handwashing after toileting.
- **Develop confidence to try new activities and show independence**
 - ⇒ Access all types of enhancements (indoors & outdoors)

Self-Regulation

- **Express feelings and consider the feelings of others**
 - Model positive behaviour highlight exemplary behaviour of children in class narrating what was kind and considerate.
 - ⇒ Encourage children to express their feelings if they feel hurt or upset using descriptive language.
- **Set own goals and show resilience and perseverance in the face of challenge**
 - ⇒ Offer constructive support and recognition of child's personal achievements.
 - ⇒ Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work.
- **Identify and moderate own feelings socially and emotionally**
 - ⇒ Encourage children to think about their own feelings and those of others by giving explicit example of how others might feel in particular scenarios. Give children space to calm down and return to a activity.
- **Think about the perspectives of others**
 - ⇒ Talk about the ideas arising from stories/discuss challenges, explaining how the different characters feel about these challenges and overcome them.

Managing Self

- **Manage own self-care needs**
 - ⇒ Encourage increasing independence of changing for PE/organising own clothes into a neat pile/increasing independence with buttons
- Know and talk about the different factors that support their overall health and wellbeing: □ sensible amounts of 'screen time' □ having a good sleep routine □ being a safe pedestrian □ regular physical activity

Self-Regulation

- **Express feelings and consider the feelings of others**
 - ⇒ Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly with a little support
 - ⇒ Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
 - ⇒ Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
 - ⇒ Undertake specific activities that encourage talk about feelings and their opinions.
 - ⇒ Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.

Managing Self

- **Be confident to try new activities and show independence, resilience and perseverance in the face of challenge**
 - ⇒ Help children to develop problem solving skills by talking through how they you and others resolved a problem or difficulty. Show that mistakes are an important part of learning and going back is trial and error not failure.
 - ⇒ Explain the reasons for rules, know right from wrong and try to behave accordingly
- **Manage their own needs**
 - ⇒ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
 - ⇒ Continued use of picture books and other resources to explain the importance of a healthy lifestyle.

- **Know and begin to talk about the different factors that support their overall health and wellbeing:**

- ⇒ Toothbrushing – importance and how ... *clean, decay*
- ⇒ Talk about importance of daily exercise and healthy eating ... *exercise, healthy / unhealthy, heartbeat, fit*

Building Relationships

- **Begin to see self as a valuable individual**

- ⇒ Describe self, positively ... *proud, special, love* (use books: 'Happy in Our Skin' & 'My Hair')
- ⇒ Make time to get to know child and their family. Become familiar with the child's history, likes, dislikes, family members and culture.

- **Begin to build constructive and respectful relationships**

- ⇒ Use social language to develop friendships see CL
- ⇒ Have high expectations for children following instructions, with high levels of support when necessary.
- ⇒ Make sure children listen to each other as well as staff

Building Relationships

- **See self as a valuable individual**

- ⇒ Beginning to understand own strengths and talents
- ⇒ Developing an awareness of own interests
- ⇒ Adults taking time to highlight a child's interest to build self-confidence and self esteem

- **Build constructive and respectful relationships**

- ⇒ Widening friendship groups/developing stronger friendships
- ⇒ Encouraging and supporting children to listen to each other and respect what they say and act upon it
- ⇒ Allow some time in friendship groups as well as other groupings
- ⇒ Congratulate children for their kindness to others and express your approval when they help, listen and support each other.

Building Relationships

- **Build constructive and respectful relationships**

- ⇒ Work and play cooperatively and take turns with others
- ⇒ Form positive attachments to adults and friendships with peers
- ⇒ Show sensitivity to their own and to others' needs.
- ⇒ **Continue to** see self as a valuable individual

PHYSICAL DEVELOPMENT: □ Gross Motor Skills □ Fine Motor Skills

Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2020](#)

Gross Motor Skills

- ⇒ **Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing**
- ⇒ Engage in and develop confidence in actions
- ⇒ Provide choice of open-ended materials to allow for extended repeated and regular practising of physical skills such as lifting, carrying, pushing, construction, stacking and climbing.
- ⇒ Provide a wide range of activities to support a broad range of abilities.
- ⇒ Create low pressure zones where less confident children can practise movement skills on their own, or with one or two others.
- ⇒ Allow less competent and confident children to spend time initially watching and listening without the pressure to join in.
- ⇒ Model precise vocabulary to describe movement and directionality and encourage children to use it.
- ⇒ **Begin to develop overall body-strength, balance, co-ordination and agility.**
- ⇒ Use the above actions, within the obstacle courses ... *balance, obstacle, spatial, prepositions*
- ⇒ Set own physical challenge ... *challenge, goal*
- ⇒ Provide opportunities to use range of wheeled resources for children to balance, sit or ride on, or pull and push.
- ⇒ **Begin to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor ... *straight, upright, flat***
- ⇒ Give children regular, sensitive reminders about correct posture.
- ⇒ Provide areas for sitting that are quiet and free of distraction.

Gross Motor Skills

- ⇒ **Continue to refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing**
- ⇒ **Begin to progress towards a more fluent style of moving, with developing control and grace**
- ⇒ Provide children with regular opportunities to practice their movement skills alone and with others.
- ⇒ Allow time to be still and quiet.
- ⇒ **Develop overall body-strength, balance, co-ordination and agility.**
- ⇒ Encourage children to be highly active and get out of breath several times a day.
- ⇒ Provide opportunities for children to spin, rock, tilt and fall.
- ⇒ **Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor**
- ⇒ **Combine different movements with ease and fluency**
- ⇒ Create increasingly challenging obstacle courses with different heights and different movements required to complete it.
- ⇒ **Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group**
- ⇒ Continue to encourage children to use a wide range of equipment.
- ⇒ Continue to provide opportunities for quick changes of speed.
- ⇒ **Further develop and refine a range of ball skills including: *passing, batting and aiming***
- ⇒ Begin to bat, pat and hit and aim a ball modelling how to do this and giving children time to practice it.

Gross Motor Skills

- **Continue to refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing**
- **Progress towards a more fluent style of moving, with developing control and grace.**
- ⇒ Encourage children to conclude movements in balance and stillness.
- ⇒ Negotiate space and obstacles safely, with consideration for themselves and others
- Combine different movements with ease and fluency
- ⇒ Encourage precision and accuracy when beginning and ending movements
- **Demonstrate strength, balance and coordination when playing**
- ⇒ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- ⇒ **Further develop and refine a range of ball skills including: *passing, batting and aiming***
- ⇒ Continue to provide opportunities to develop ball skills with a range of balls.
- **Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.**
- ⇒ Introduce ball games with teams, rules and targets when they have consolidated their ball skills.

- ⇒ **Begin to combine different movements with ease and fluency**
See above obstacle course
- ⇒ Change movements / directions quickly
- ⇒ **Begin to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group**
- ⇒ Encourage children to use a range of equipment.
- ⇒ Understand rules and reasons
- ⇒ **Further develop and refine a range of ball skills including: *throwing, catching, kicking***
- ⇒ Use different sizes / types of balls/beanbags – in pairs
- ⇒ **Further develop the skills they need to manage the school day successfully:** □ lining up and queuing □ mealtimes □ personal hygiene
- ⇒ Carefully explain some of the rules of lining up and queuing such as not touching others or standing too close to others.
- ⇒ Celebrate, praise and reward children as they develop patience, turn taking and self-control when they need to line up and wait.
- ⇒ Teach and model for children how to eat with good manners in a group, taking turns and being considerate to others.

Fine Motor Skills

- *Use a comfortable grip with good control when holding pens and pencils*
- ⇒ Consolidate tripod grip
- **Continue to** develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
- ⇒ Ensure regular engagement and develop confidence in use of tools...
grip, steady, snip, twist, curve, straight

Fine Motor Skills

- **Develop small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons**
- **Begin to** develop the foundations of handwriting style which is fast, accurate and efficient, consolidating:
 - Effective pencil grip
 - Correct letter formation (see Writing)

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- **Begin to** show accuracy and care when drawing.

LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing

Educational Programme: It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2020](#)

* See *EY2P Literacy Long Term Plans*

Reading: Comprehension / Word Reading

- **Begin to** retell simple stories and narratives using their own words and **some** recently introduced vocabulary.
- ⇒ Recall key events ... *event*
- ⇒ Talk about main characters... *character, beginning, middle, end*
- **Begin to** re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment
- *Understand the five key concepts about print, with a focus on*
- ⇒ *Left to right*
- ⇒ *correspondence ... word, letter, first / last*
- *Continue to develop P1 phonological awareness, focusing on*
- ⇒ Rhythm & rhyme; alliteration (initial sounds); oral blending and segmenting ... *blending, segmenting*
- **Read individual letters by saying the sounds for them**
- ⇒ Secure P2 phonics ... *phoneme, grapheme, alphabet*
- **Blend sounds into words, so that they can read short words made up of known GPCs**
- ⇒ P2 □ VC words □ CVC words
- **Begin to read a few common exception words matched to Letters and Sounds**
- ⇒ *I, go, to, the, no, into ... tricky words*
- **Begin to read simple phrases / sentences** Apply P2 GPC
- Read pink B guided reading books aligned to phonic knowledge

Reading: Comprehension / Word Reading

- **Begin to** use and understand **some** recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play...*fiction, non-fiction, set*
- ⇒ Retell story in small world / role play (in correct sequence) ...*beginning, middle, end, set*
- ⇒ Take on role of character using some story language
- ⇒ Talk about likes and dislikes of texts, rhymes and poems
- ⇒ Choose a book and begin to explain why ...*because*
- **Begin to** anticipate - where appropriate - **some** key events in stories ...*predict / prediction*
- **Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment**
- *Continue to develop P1 phonological awareness, focusing on*
 - ⇒ Oral blending and segmenting
- **Say the sound for:**
 - ⇒ For each letter of the alphabet
 - ⇒ Double letters □ ss □ ll □ zz □ ck □ f
 - ⇒ Consonant digraphs □ sh □ ch □ th, □ ng ...*digraph*
- **Begin to read words consistent with their phonic knowledge**
 - ⇒ Mid P3 □ CVC words
- **Read common exception words matched to Letters and Sounds P2 and 3**
 - ⇒ *he, she, me, be, we, was, they, are, was, her, my, you, all,*
- **Read simple phrases / sentences**
 - ⇒ Apply P2-3, i.e. sets 1-7 + consonant digraphs and some vowel digraphs.
- Begin to read some phase 3 vowel digraphs ai, ee, igh, oa, oo/oo ar, or, ow, oi
- **Read red guided reading books aligned to phonic knowledge**

Reading: Comprehension / Word Reading

- *Continue to develop P1 phonological awareness*
 - ⇒ Oral blending and segmenting
- Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary ...*sequence*
- Anticipate-where appropriate-key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
 - ⇒ **Begin to** notice some relationships between one text and another
 - ⇒ **Begin to** comment on perceived links with own life experience or other experiences, e.g. *films, books*
- **Say the sound for each letter of the alphabet and for at least 10 digraphs**
 - ⇒ Secure P3...*trigraph*
 - ⇒ **Begin to read phase 4 adjacent consonant clusters combined with short and, long vowel sounds from p3.** E.g *stop, green, spring, blunt, roast etc.*
- **Read words consistent with their phonic knowledge by sound-blending**
- **Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words (approximately yellow book band – instructional level)**
 - (plus see Autumn/Spring words) and common exception words from p4 said, so, do, have, like, some, come, were, there, little, one, when, out, what

Writing:

- *Write name correctly*
- ⇒ Use correct letter formation
- *Use some of their print and letter knowledge in their early writing*
- **Begin to form lower-case letters correctly**
- **Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs ... *spell***
- ⇒ Use □ initial sounds □ VC □ CVC words
- ⇒ Write labels
- **Begin to** write lists & captions, focusing on ...*label, caption, space*

Oral rehearsal / vocabulary

Begin to re-read what they have written

Writing:

- **Form most lower-case and capital letter correctly**
- **Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words**
- **Write captions/phrases and **begin to** write simple sentences using known GPCs ...*sentence, full stop, capital letter***
 - ⇒ Include word spacing
 - ⇒ Orally rehearse caption of sentence before writing
- **Re-read what they have written to make sure it makes sense**
- **Begin to** write a variety of □ fiction and non-fiction sentences / captions

Writing:

- **Write recognisable letters (lower case and capital) most of which are formed correctly**
- **Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs**
 - ⇒ CVC words
 - ⇒ CCVC CVCC etc.
- **Write simple phrases and sentences that can be read by others**
 - ⇒ Including: □ oral rehearsal of sentence before writing □ word spacing □ full stop □ capital letter
- **Begin to sequence 2-3 sentences within purposeful fiction/ non-fiction writing, such as:**
 - ⇒ 2-3 part story (*e.g. using story map/planner*)
 - ⇒ Instructions
 - ⇒ Fact cards (*e.g. using a 'spidergram' to collate information*)

MATHEMATICS: □ Numerical Pattern □ Number

Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Autumn

Spring

Summer

Learning Priorities: [Linked to Development Matters 2020](#)

* See *EY2P Mathematics Long Term Plans*

Numerical Pattern / Number

- ⇒ Recite numbers to 20
- ⇒ Forward & backwards to 20 □ Finger rhymes □ passing games ... *forwards, backwards*
- ⇒ Break counting chain (not always starting from 1)
- ⇒ Talk about position ... *before, after*
- ⇒ Count objects, actions and sounds
- ⇒ Up to 10 – in context of □ daily routine □ sharing □ turn taking
- ⇒ Count objects in an irregular arrangement
- ⇒ Begin to estimate objects to 8
- ⇒ Subitise 5 objects (quick recall without counting)
- ⇒ Matching children to images in workshop areas
- ⇒ Fast recognition of dice patterns to 6
- ⇒ Link the number symbol (numeral) with its cardinal number value to 10
- ⇒ Compare quantities up to 10 ... *more than, less than, fewer, who has one more / less*
- ⇒ Understand 'one more/less than' to 10
- ⇒ Use sentence with support ... *Three is one more than two*
- ⇒ Explore the composition of numbers to 6
- ⇒ Recognise total is still the same
- ⇒ Using variety of resources ... *more, less, makes, equals, altogether*
- ⇒ **Begin to** explore number bonds to 6
- ⇒ Use a range of resources
- ⇒ Understand how to use a flip flap to 5

Numerical Pattern / Number

- ⇒ Recite numbers to 50
- ⇒ Backward from 20 and **begin to** recite backwards from 30
- ⇒ Break counting chain (not always starting from 1 forwards or 10 backwards)
- ⇒ Talk about position up to 10
- ⇒ Count objects, actions and sounds
- ⇒ Up to 15, in context of □ daily routine □ sharing □ turn taking
- ⇒ Count objects in an irregular arrangement up to 10
- ⇒ Estimate number of objects up to 10 then check by counting
- ⇒ Subitise 5 objects (quick recall without counting)
- ⇒ Link the number symbol (numeral) with its cardinal number value to 10
- ⇒ Compare quantities up to 10
- ⇒ Understand 'one more/less than' to 10
- ⇒ Use sentence ... *six is one more than five*
- ⇒ **Begin to** explore the composition of numbers to 7, 8, 9 and 10.
- ⇒ **Begin to** recall subtraction facts for number bonds to 7, 8, 9 and 10 using fingers/concrete apparatus to support where needed.
- ⇒ Begin to recall number bonds to 10 orally
- ⇒ Find the total number of items (up to 10) in two groups by counting all of them together, using a range of manipulatives ... *altogether, more/now*
- ⇒ Find the total number of items (up to 10) in a group by take away/subtraction, using a range of manipulatives ... *left*
- ⇒ Begin to identify odd and even numbers using practical resources
- ⇒ Begin to recognise coins and exchange 20, 5p and 10p using different amounts.
- ⇒ **Begin to** share, double and half up to 10 objects

Numerical Pattern / Number

- ⇒ Have a deep understanding of number to 10, including the composition of each number
- ⇒ Subitise (recognise quantities without counting) up to 6
- ⇒ Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and number bonds to 10, including double facts to double 10.
- ⇒ Verbally count beyond 50 to 100 recognising the pattern of the counting system
- ⇒ Count in 10s to 100, 2s to 20, 5s to 100.
- ⇒ Estimate with numbers up to 20.
- ⇒ Compare quantities up to 10 and beyond, in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- ⇒ Continue to record addition and subtraction calculations using the appropriate symbols.
- ⇒ Begin to find a missing number with numbers to 10.
- ⇒ Continue to recognise and exchange coins up to 10p using different combinations.
- ⇒ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Shape, Space & Measure

- ⇒ Select, rotate and manipulate shapes in order to develop spatial reasoning skills
 - ⇒ Create shape picture ...consolidate ...*2D shape names*
 - ⇒ Put shapes together to make new shape ... *fit, turn*
- ⇒ Continue, copy and create repeating patterns
 - ⇒ Talk about pattern ... *repeat, next, before, after, in between*
 - ⇒ ABAB AABBAABB ABCABC
- ⇒ Compare length and capacity estimating first.
 - ⇒ Order 3/4 items by length ..., *longer/est, shorter/est*
 - ⇒ Order snakes by length and use the correct vocabulary
 - The red snake is longer than the blue snake
 - The blue snake is shorter than the red snake
 - ⇒ Measure how many cubes long each snake is
 - ⇒ Describe containers of water as full, empty, half full almost empty etc.
 - ⇒ Begin to compare containers by measuring how many cups of water each container holds.
 - ⇒ Investigate do tall, thin containers hold more water than wide, short ones?

Shape, Space & Measure

- ⇒ Select, rotate and manipulate shapes in order to develop spatial reasoning skills
 - ⇒ **Begin to** compose and decompose shapes within practical activities
 - ⇒ Continue, copy and create repeating patterns
 - ABCABC AABBAABB etc
 - ⇒ Compare height and weight
 - ⇒ Order 3/4 items by weight, and height
 - ⇒ Order 3 children by height using language x is taller than Y Y is shorter than X
- ⇒ Order items by weight ... heaviest, lightest, is heavier than, is lighter than
- ⇒ Understand how a balance scale works
 - ⇒ Build 3 towers of different heights
 - ⇒ Order 3 parcel of different weights
 - ⇒ Investigate - are big parcels heavier than small parcels?
 - ⇒ Begin to investigate how many cubes each item needs to balance it on the scales estimating first.
- ⇒ **Begin to** order and sequence familiar events
 - ⇒ Become familiar with a clock face and hands
 - ⇒ Learn about 0'clock. What do we do at significant o'clock times in the day?

Shape, Space & Measure

- ⇒ Select, rotate and manipulate shapes in order to develop spatial reasoning skills
 - ⇒ What 2d shapes can you see on a 3d shape?
 - ⇒ Naming 3d shapes and describing properties.
 - ⇒ Compose and decompose shapes within practical activities
 - ⇒ How many small triangles are within a large triangle?
 - ⇒ Continue, copy and create more complex repeating patterns
 - ⇒ AABBAABB ABCABC ABBABB and patterns with the same shape in different rotations etc
 - ⇒ Compare length, height, weight and capacity using reasoning skills more confidently.
- ⇒ Tell the time to o'clock accurately
- ⇒ **Begin to** tell the time to half past
- ⇒ Measure and compare short periods of time
 - ⇒ How many jumps can you do in 1 minute?
 - ⇒ How many times can you run around the obstacle course in 1 minute?
- ⇒ Begin to use a stop watch to time short activities.

EYFS Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Autumn	Spring	Summer
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Learning Priorities: [Linked to Development Matters 2020](#)

Past and Present

- **Vocabulary** - Today, yesterday, tomorrow, the past, the future, day, week, month, long ago, old/new, parent/ grandparent/great grandparent, memory, lifetime, calendar, remember Who? What?
- **Use language of time** - this morning, last night, yesterday, at the weekend, last week, in the summer holidays.
- **Begin to comment on images of familiar situations in the past**
- **Recognise the difference between past and present, old and new**
- **Understand and use vocabulary such as: how, why, because, find out, I wonder what/if/when/why**
- When Mum and Dad, gran, grandad were little ... *past, history, long ago* linked to Peepo - Allan Ahlberg
- What were seaside holidays like long ago? Share *artefacts* such as old fashioned bucket and spade/penny lick/punch and Judy.
- Look at images of swimming costumes from the past 100 years. Create a *simple chronology* of the clothes people wore at the seaside long ago.
- What was it like to have a birthday long ago? Read Mockingbird – Allan Ahlberg
- Sharing nursery rhymes and images from the rhyme and noticing how homes long ago were different. e.g a cooking range for heating up the water in a kettle - Polly put the kettle on.
- Discussing how events in the past affect the present. e.g Guy Fawkes/Remembrance Day
- **Compare and contrast characters from stories including from the past.**
- What did a home look like long ago? Polly put the kettle on rhyme - focus on no electricity/gas cooker and heating water on a range. Jack and Jill - getting waster from a well.

People, Culture & Communities

- Talk about members of their immediate family and community**
- Describe family members ... *grandparent, older, younger*
 - That there are many different types of families ... *parent, step-sister / brother / mum / dad, similar, different*
 - Visit from a mum and young baby – how do we care for a young baby? *How do babies change and grow?*
 - **Name and describe people who are familiar to them**
 - People in their local / school community... *school cook, vet*
 - **Begin to draw information from a simple map**
 - Look at the immediate environment around our school. Model new vocabulary.
 - What road is my school on?
 - How far do I live from school? Draw a simple map of the things I pass on my way to school.

Past and Present

- **Comment on images of familiar situations in the past**
- **understand and use vocabulary such as:** I can see, I saw, same, different, similar, change, because, explain
- ⇒ Show images of travel long ago e.g air travel/first aeroplane flight
- ⇒ Order a simple chronology of air flight
- Learning about *Amelia Earhart*
- People, Culture & Communities**
- **Talk about members of their immediate family, community and wider community**
- **Name and describe people who are familiar to them**
- ⇒ Visit to the local fish shop
- ⇒ Find out about being a fisherman
- ⇒ Find out about lifeboat rescue and the RNLI
- ⇒ Find out about being a pilot
- ⇒ Visit the local library and meet the librarian
- **Draw information from a map**
- **Look at a map and begin to name the different continents in the world.**
- ⇒ **Draw an imaginary map of going on a lion hunt with different environments** e.g swamp, savanna, lake, waterfall, desert, jungle, highlands, coast
- **Compare and contrast characters from stories including figures from the past.**
- ⇒ Draw out common themes from stories – friendship against the odds Cyril and Pat Emily Gravett
- ⇒ Talking about theme of loss – Grandad's Island – Benji Davies
- ⇒ We are together – Britta Teckentrup – theme about working together
- **Understand that some places are special to members of their community**
- ⇒ Find out about how the church prepares for Easter
- **Recognise that people have different beliefs and celebrate special times in different ways**
- ⇒ Chinese New Year
- ⇒ Pancake Day, Shrove Tuesday, Lent/Easter

Past and Present

- **Talk about the lives of the people around them and their roles in society**
- **Recognise some similarities and differences between things in the past and now**
- ⇒ Firefighter/nurse
- ⇒ Sir David Attenborough - linked to little People, Big dreams NF text
- **Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class**
- ⇒ *What was it like to live in a castle long ago?* Compare and contrast to life today e.g cooking, sleeping, eating
- ⇒ What are the different parts of the castle called? Introduce new vocabulary.
- ⇒ *Simple chronology of castles* – wooden Motte and Bailey castles, rectangular towers with high stone walls, round towers with a moat
- **Understand the past through settings, characters and events encountered in books read in class and storytelling.**
- ⇒ Sir George and the Dragon

People, Culture & Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- ⇒ Trip to Lyme Park – discussion of the environment around the house after the visit
- **Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class**
- ⇒ Eid/ What is a Mosque like? How do people pray in a Mosque?
- **Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.**
- ⇒ Show images of homes in other countries using NF books, introduce new vocabulary
- ⇒ Look at a map to identify countries where all the different homes are found
- ⇒ **Begin** to learn about the names of the different continents

- Look at aerial views of the school setting and encourage children to comment on what they notice, recognising roads, open spaces roads and other simple features.
 - Describe the local area using vocabulary- busy, village, polluted, open spaces, quiet, calm, built up, green
 - What buildings are on Wilmslow Road? Describe and name the buildings.
 - What physical features are in Didsbury? - Mersey River
 - What green, open spaces do we have in Didsbury?
 - Offer opportunities for children to draw simple maps of the local environment e.g Didsbury village
 - Use positional language to describe their local environment
- ⇒ **Begin to understand that some places are special to members of their community**
- ⇒ Talk about special places they go with their family... *places of worship visited by children e.g church at Harvest/Christmas*
- ⇒ **Begin to recognise that people have different beliefs and celebrate special times in different ways)**
- ⇒ Develop a knowledge and awareness of other festivals ... *Harvest, Diwali, Christmas*

Natural World

- **Explore the natural world around them**
- ⇒ Leaves □ sort by shape/size/colour □ **begin to** identify some local tree species ... *nature, natural*
- ⇒ Learning autumn songs
- ⇒ Investigating autumn produce e.g pumpkins, conkers and shells, autumn flowers
- ⇒ Observing shadows in different lights
- ⇒ Naming/finding out about nocturnal animals (linked with new vocab C + L) Which animals are diurnal?
- ⇒ Find out facts about hedgehogs and mice using non-fiction books.
- ⇒ Testing materials to see what are magnetic /non-magnetic
- ⇒ Naming different materials when testing for magnetic/non-magnetic e.g. wood, metal, plastic, fabric
- ⇒ **Understand the effect of changing seasons on the natural world around them – Autumn into Winter**
- Observe / talk about changing □ seasons ... *season, summer, autumn, winter* □ changes in autumn ... *temperature, change, hibernation, darker, weather, wind*
- ⇒ Recognise that some trees don't lose their leaves in winter - deciduous leaves - holly
- **Describe what they see, hear and feel whilst outside** and use the vocabulary to describe it. e.g. It gets dark earlier. It is getting colder. It can be foggy/ misty /icy/windy/wet/clear/ cold/mild etc.
- ⇒ Naming autumn /winter plants - dahlia, planting bulbs, daffodils, tulips
- * Develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information

- **Recognise some similarities and differences between life in this country and other countries**
- ⇒ Look at life in cold climates such as the Arctic Circle □ *maps – human features* □ *homes* □ *transport* □ *clothing* □ *food*
- ⇒ Physical features □ *iceberg* □ *ice floe* □ *sea* □ *mountains* □ *glacier* □ *animals*
- ⇒ Look at how life in another contrasting country - Kenya □ maps □ continents
- ⇒ **Physical features** - name the oceans around Africa - describe the physical features □ desert □ mountains □ highlands □ waterfall □ coast □ lake □ swamp □ savanna □ valley
- ⇒ **Human features** - different languages □ schools □ homes □ Maasai village □ food □ roads □ transport □ clothing □ food □ language □ music
- ⇒ **Compare and contrast with our life in Didsbury**
- ⇒ Introduce new vocabulary to compare and contrast different locations - **Love our Earth** - Jane Cabrera □ *oceans* □ *cold places* □ *African grasslands* □ *deserts* □ *rainforests* □

Natural World

- **Explore the natural world around them**
- ⇒ Caring for our oceans/plastic pollution - **Somebody swallowed Stanley** - Sarah Roberts
- ⇒ Observing and drawing spring flowers/blossom
- ⇒ Finding out about and drawing animals that live in the Arctic Circle
- ⇒ Finding out about animals that live in Kenya
- ⇒ Naming baby animals of the big 5 found in Kenya e.g cub/calf
- ⇒ Naming the different environments in Kenya e.g desert □ savannah □ mountains □ coast
- ⇒ Observe ice melting, how can we speed up the melting process?
- ⇒ Observing things that float and sink
- **Describe what they see, hear and feel whilst outside**
 - **Understand the effect of changing seasons on the natural world around them**
- ⇒ Changing seasons from winter to spring/observing signs of spring
- * Continue to develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information

Natural World

- ⇒ **Explore the natural world around them, making observations and drawing pictures of animals and plants**
- ⇒ Observing the lifecycle of a caterpillar changing into a butterfly- introduce appropriate vocabulary
- ⇒ identifying and naming minibeasts found in the local environment, comparing similarities and differences
- ⇒ Drawing minibeasts
- ⇒ Growing bean plants and sunflowers and observing growth- introduce appropriate vocabulary
- ⇒ Measuring growth using non-standard units e.g cubes
- ⇒ Naming common garden birds and plants
- ⇒ **Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class**
- ⇒ Finding out about the rainforest and all the animals that live there- Roaming through the rainforest - an Amazon adventure- Barefoot books.
- ⇒ **Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.**
- ⇒ Observe light travelling through different materials using the vocabulary transparent
- ⇒ Observe a sound causing a vibration using tambours and tambourines

* Continue to develop interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information

EXPRESSIVE ARTS & DESIGN: □ Creating with Materials □ Being Imaginative & Expressive

EYFS Educational Programme: The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Autumn	Spring	Summer
<p>Creating with Materials</p> <ul style="list-style-type: none"> ▪ Draw with increasing complexity and detail, such as representing a face with a circle and including details ▪ Show different emotions in drawings and paintings ▪ Explore colour and colour mixing. ▪ Safely use and explore a variety of materials and tools e.g scissors, glue spreaders, thick and thin brushes ⇒ Ready mix paint - thick and thin brushes - painting pictures of ourselves and families ⇒ Colour mixing ⇒ Colour mixing to make skin tones - matching paint to skin colour more closely ⇒ Colour mixing by gradually adding blue to white to create different shades - create a night time sky. ▪ Explore new techniques ⇒ 3D art - Making a diva - Diwali and painting using acrylic paint. ⇒ Transient art - faces/bodies/houses/Diwali-Rangoli patterns Autumn /Christmas art using loose parts. ⇒ Printing - printing using natural materials – leaf prints Printing using card of different thicknesses – hedgehog spines Printing using a variety of hard/soft resources to create fireworks ⇒ Textiles - Weaving using autumn/Christmas colours on large frames ⇒ Observational drawing of shells/pumpkins, leaves, flowers using a variety of different resources, pen, pastel chalk, craypas Making a body using cut out card shapes. Model using different joining techniques such as pipe cleaners, hole punch and treasury tags, split pins etc. ▪ Model using hole puncher /pipe clears and treasury tags ▪ Using PVA glue with a spreader to make a Christmas card. ▪ Modelling how to use adhesive tape to join junk materials to create an object. ▪ Talk about new creations and celebrate new skills/share good ideas/discuss what children have made ▪ Begin to return to and build upon previous learning 	<p>Creating with Materials</p> <ul style="list-style-type: none"> ▪ Explore and use a variety of artistic effects to express their ideas and feelings. ▪ Return to and build on their previous learning, refining ideas and developing their ability to represent them. ⇒ Ready mix paint - thick, thin brushes on paper of different sizes and colours - on going. ▪ Naming watercolours, describing properties and modelling how to use them to create a cold colour background for a snowflake picture. ▪ Naming prime colours - red, green and blue ▪ Naming secondary colours - orange, purple and green. ⇒ Mixing red and yellow to become orange- Chinese dragon/spring flowers, African sunset ⇒ Mixing blue and yellow to become green - spring flowers ⇒ Adding texture e.g glitter to gold paint to create sparkle ⇒ Using different collage materials with PVA glue to create polar landscapes/African masks ⇒ Painting with different textures e.g sponges, foil, pipe cleaners, feathers, bubble wrap, cotton wool and noticing the effect. ⇒ Using pastel chalk to draw polar bears and experimenting with smudging ⇒ Observational drawings of spring blossom/African fruit using pastel chalk/craypas ⇒ ⇒ Transient art - winter trees/snowflakes/snowmen/polar animals/Masai people /Spring blossom/ Easter eggs/ Easter chicks • Make a boat - model different joins using PVA glue and masking tape. Talk about selecting waterproof materials such as plastic boxes. ▪ Create collaboratively sharing ideas, resources and skills. ⇒ Share model boats with peers and begin to recognise what was successful and why. 	<p>Creating with Materials</p> <ul style="list-style-type: none"> ▪ Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function ▪ Artist study - Kandinsky. Making shapes using pens and watercolour paints ⇒ Designing a shield and experimenting how to add a handle to the back. Cutting out a shield shape using precise control of scissors. ⇒ Transient art minibeasts /butterflies/sunflowers/ in the garden/castles /shields/dragons ⇒ Collage using different textures butterflies/sunflowers ⇒ Digital art - use a simple graphics package to create images and effects with lines by changing the size of brushes in response to ideas, shapes using eraser, shape and fill tool, colours and texture using simple filters to manipulate and create images. Create a digital picture of a butterfly. ⇒ Drawing - using ballpoint black pen, draw with more control and add more detail- castle/knight ⇒ Create a printing block with card of a flower and make a print using printing ink and a roller. ⇒ Observational drawings of minibeasts using pens and watercolours/craypas/pastels. ⇒ Collage - ripping tearing and twisting collage materials to make a prince/princess/King/ Queen. ⇒ Textiles - Cutting and shapes oval wings from different fabrics and combing to make the wings of a butterfly ▪ Share their creations, explaining the process they have used ⇒ Make a castle using junk materials. Model the wider use of joins such as masking tape, PVA glue, Pritt stick, pipe cleaners and treasury tags using a hole puncher. ⇒ Share what was successful and why. Share with support what wasn’t successful and could have been improved.

Being Imaginative & Expressive

- ⇒ Take part in simple pretend play
 - ⇒ Family / play date role play ... *role, pretend, imagine*
- ⇒ Begin to develop complex stories using small world equipment
 - **Begin to develop storylines in their pretend play – including those linked to focus text ... story language, character, beginning, middle, end**
Stanley's stick John Hegley
 - **Begin to listen attentively, move to and talk about music, expressing their feelings and responses**
 - ⇒ How does the music make me feel? ... *emotions vocabulary (see PSE)*
 - **Begin to watch and talk about dance and performance art**
 - ⇒ What type of dance/music is it? ... *adjectives to describe music; e.g. happy, sad, slow, fast, bouncy*
 - ⇒ Watch live music / dance performances linked to festivals ... *perform, celebrate, audience, musician, dancer*
 - **Sing in a group or on their own**
 - ⇒ Engage in circle and partner songs
 - ⇒ **Begin to make own verse for familiar song**
 - **Begin to explore and engage in music making and dance**
 - ⇒ Invent and dance / play music to show different emotions ... *emotions vocabulary (see PSE) linked to autumn dance*

Being Imaginative & Expressive

- **Listen attentively, move to and talk about music, expressing their feelings and responses.**
- ⇒ Begin to use specific music vocabulary tempo, pulse, dynamics, etc continue to describe how music make you feel.
- **Watch and talk about dance and performance art, expressing their feelings and responses.**
- ⇒ What type of dance/music is it? ... *adjectives to describe music; e.g. happy, sad, slow, fast, bouncy*
- ⇒ Watch live music / dance performances linked to festivals ... *perform, celebrate, audience, musician, dancer*
- ⇒ Listen to African drumming and discuss
- **Sing in a group or on their own, increasingly matching the pitch and following the melody.**
Little Johnny climbed a tree ..
- **Explore and engage in music making and dance, performing solo or in groups.**
- ⇒ Perform songs learnt in class on my left.... What would you like for tea?
- ⇒ Sing a song telling a story from another culture.
- **Develop storylines in their pretend play.**
- ⇒ Grandad's Island

Being Imaginative & Expressive

- **Invent, adapt and recount narratives and stories with peers and their teacher;**
- ⇒ Adapt - There is no dragon in this story in small world /outdoor role play area
- **Sing a range of well-known nursery rhymes and songs;**
- ⇒ Minibeast songs
- ⇒ Sing songs from memory that have been learnt in class with increasing tuning
- **Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.**