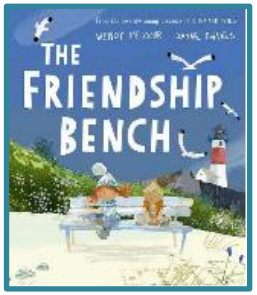
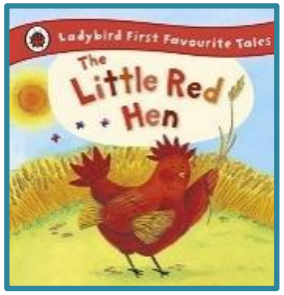
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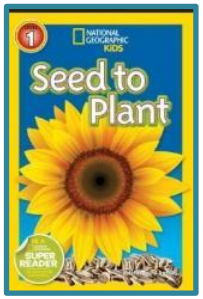
Reception Curriculum

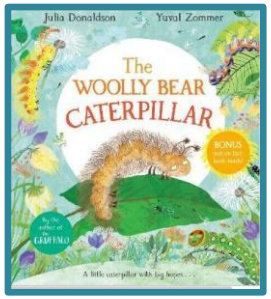
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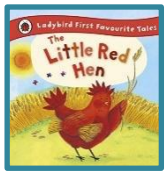
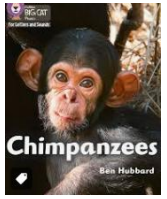
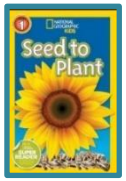
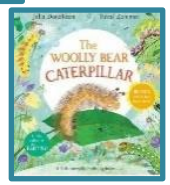
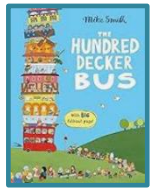
Planning a sequenced curriculum to ensure all children make progress and are ready for the next stage of their education.

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EYFS: Reception — 2024 to 2025

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
EYFS Theme	All About Me	Autumn / The Woodland	Animals in Cold Countries	Animals in Hot Countries	Lifecycles	Journeys
Planning around a quality text:	 	 	 	 	 	 

Linked texts Fiction Non-fiction Traditional tales Diversity	My Hair- Hannah Lee Susan Laughs- Jeanne Willis and Tony Ross What Happened to You- James Catchpole 10 Dogs- Emily Gravate I Spy Pets- Edward Gibs Hello friend- Rebecca Cobb A superpower like mine- Dr Ranj Mama Zooms- Jane Cowen-Fletcher See inside your body- Katie Danes and Colin King Happy in our Skin- Fran Manushkin Different Families- Melissa Higgins Who are you- Smitri Halls My Body-Gill Mcdonald My book of dogs and puppies- DK We all have different families- Melissa Higgins Goldilocks and the Three bears My skin your skin-Laura Hayley Allain and Onyinye Iwu All of us- the magic of diversity- Olivia Merritt	Hattie Peck- Emma Levey Farmer Duck- Martin Woddel Oliver's Vegetables- Vivian French The Giant Jam Sandwich- Janet Buroway Pumpkinsoup- Helen Cooper Owl Babies- Maryin Woodel After the Storm- Nick Butterworth The very helpful Hedgehog- Rosie Wellesley A little bit Worried- Ciera Gavin Tidy- Emily Cravate Hansel and Grettel Celebration texts-First festivals. The ladybird series. Shelley Hen lays Eggs- Debera Chacelor From the Garden- a counting book about growing food- Michael Daul Lift and look fruit and vegetables- Tracy Cottingham Big outdoors for little Explores- Fran- Anne-Cathrin Behal Owls in the Night- Catahine Baker What can you see in Autumn- Sian Smith What's inside- Monica Hughes Autumn is here- Heidi Prossgray Walk in the Woods- Flora Matyn and Hanna Tolsen	I can fly-Fifi Kuo I follow the fox- Rod Bidulph Well done mummy penguin- Chris Houghton Nabil steals the penguin-Nashani Reed The snow theif- Alice Henning ▪ Hello Mr Whale – Sam Boughton ▪ Storms – Katherine Baker ▪ Whales – Heather Marshall ▪ Pet Cat, Big Cat – Alison Hawes ▪ How Long is a Whale? – Alison Lementani Busy penguins-John Schnindel Baby polar bear-Anne Rooney Who lives here- polar animals- Devorah Hodge Penguins Suzanna Davison ▪ Author Study, Benji Davies (i) The Storm Whale (ii) Grandma Bird (iii) The Great Storm Whale ▪ The Unexpected Visitor - J. Courtney-Tickle ▪ The Snail and the Whale – Julia Donaldson ▪ The Whale Who Wanted More – Rachel Bright Polar animals -Paul Hess Celebration texts-First festivals. The ladybird series.	Arlow- Cathrine Raynor Abigail- Cathrine Raynor Solomon Crocodile- Cathrine Raynor Little red and the very hungry Lion- Cathrine Raynor The Blue Umbrella- Emily Anne Davison Jazzy in the Jungle- Lucy Cousins Leap Frog- Jane Clarke Chimp and Zee- Laurence Anholt Animal Crackers- Ruby Wright From my Window- Otavia Junior Along the Tapajos- Fernando Bilela Hello Mrs Elephant- Sam Boughton Meerkats- National Geographic kids A Zebras day- National Geographic kids Lions- National Geographic kids Big Cat Babies- Big Cat Collins Swing Sloth- National Geographic kids Hang on Monkey- National Geographic kids Were roaming in the Rainforest- Laury Krebs Over in the Jungle- Mariane Burkes Rumble in the jungle- Gyles Andreae Tortoise and the Hare Hare and the Lion	Extraordinary Gardener- Sam Boughton Jack and the BeanStalk The Girl who planted trees- Caryl Hart Oliver vegetables- Viviane French That's my Flower- Alice Hemming Christopher's Cayerpillar's- Charlotte Middleton A Good Place- Lucy cousins Matisse's Magical Trail- Tim Hopgood It fell from the Sky- Eric Fan Tad- Benji Davies Gozzle- Julia Donaldson Worm love worm- JJ Autrian The Ugly Duckling Lift and look fruit and vegetables Lift and look Trees Lift and look flowers Lift and look bugs Tracey Cottingham Seeds- John Townsend What's Inside- Monica Huges Thing with wings- Paul Shipton Caterpillar to Butterfly- National Georapic L1 Caterpillar to Butterfly- American Museam of natural History Shelly Hen lays eggs- Deborah Chancelor Nature Trail- Ben Zephaniah Selection of books related to Eid	The hundred Decker Rocket- Mike Smith Naughty Bus- Jan and Jerry Oke You can't take an Elephant on a bus- Patricia Cleveland Peck Mather Maps it out- Leigh Hodgkinson Mrs Armitage on Wheels- Quentin Blake There's a Tiger on the Train- Mariesa Dulak Christopher's Bicycle- Charlotte Middleton The Can Caravan- Richard O'Niel The Unexpected Visitor- J Courtney Tickle Somebody crunched Colin- Sarah Roberts Micheal recycle- Ellie Bethal The Wide Wide Sea- Anna Wilson Stella and the Seagull- Georgina Stevens The Gingerbread Man Make Tracks- Jonny Dirander I'm the Bus Driver- David Semple My big Book of Transport- Moira Butterfield Oxford very first Atlas- Dr Patrick Weigand Maps- Karen Wallace (Big Cat Collins) Wheels on the Bus- Stella Blackstone (Berfoot Books) Transport around the World- Lindsey Shaffer 10 things I can do to help my world- Melanie Walsh New from old- recycling plastic- Anthony Robinson Brillaint recycling project book- Sarah Standford Look what I found at the Seaside- Moira Butterfiled Look inside Seas and Oceans- Megan Cullis

Linked rhymes / songs	Head shoulders knees and toes- in different languages The Birthday song This is the way we…	Dingle dangle scarecrow If you go down to the woods today Nativity songs 5 little leaves	5 little penguins The Winter Cokey Song I want to be a polar animal	The Animal Fair Down in the Jungle Safari Animals (Twinkl)	I'm a little Tadpole 5 Butterflies 5 little sunflowers	Wheels on the bus The messy Magpie's I Recycle
Occupations	School staff Dentist Photographer	Postal worker Park keeper Baker	Fisherman Explorer	Safari Ranger Personal Trainer (Joe Wicks)	Gardener Dog Groomer	Train Driver Tram Driver
Important People [including figures from the past]	Celebration figures linked to festivals Grandparents Family Black Historian	Celebration figures linked to festivals Soldiers Guy Fawkes	Celebration figures linked to festivals David Attenborough	Celebration figures linked to festivals Linda McCartney	Celebration figures linked to festivals Vincent Van Gough	Celebration figures linked to festivals Year 1 Teacher Greta Thunberg Tim Peak
Linked Role Play Indoors and outdoors Home corner / bike track	Domestic Role Play- New baby/ Outdoor- Shop	Domestic Role Play- Celebrations Outdoor- Parcel Delivery	Domestic Role Play- Fix it Time Outdoors- Hot Drink Cafe	Domestic Role Play- Healthy Living Outdoors- Safari	Domestic Role Play- New Puppy Outdoor- Garden Centre	Domestic Role Play- Holiday Time Outdoor- Bus Station
Trips/Visitors Enrichments	School staff Photographer Walk around the school grounds/woodland area	Post box trip Bread making Christmas performance Care home visit Autumn walks	Winter Walk in local Park Visit	Spring Walk Heaton Park Farm Artist visit Hannah	Caterpillars to Butterflies Summer Walk	Teddies Bears Picnic at the Park Bolton Museum- Free Aquarium Double Decker Bus Year 1 Class Visit

Special Events	Birthdays Starting school Harvest Show Racism the Red card Diwali Grandparents day Black History month	Birthdays Remembrance Day Bonfire Night Nursery rhyme week Children in Need Anti-Bullying Christmas Hanukkah	Birthdays Shrove Tuesday Ramadan (Subject to change) Number Day	Birthdays Mother's Day Eid (Subject to change) Holi World Book Day	Birthdays St George's Day VE Day	Birthdays Eid (Subject to change) Father's Day Transition Sports Day

Characteristics of Effective Learning …… *to be embedded through all areas of learning* **…** *creating powerful learners and thinkers*	
Playing & Exploring	■ Realise that their actions have an effect on the world, so they want to keep repeating them. ■ Plan and think ahead about how they will explore or play with objects ■ Guide their own thinking and actions by talking to themselves while playing ■ Make independent choices ■ Do things independently that they have been previously taught ■ Bring their own interests and fascinations into early years settings. This helps them to develop their learning ■ Respond to new experiences that you bring to their attention
Active Learning	■ Participate in routines, such as going to their cot or mat when they want to sleep. ■ Begin to predict sequences because they know routines ■ Show goal-directed behaviour ■ Begin to correct their mistakes themselves ■ Keep on trying when things are difficult.

Thinking and Creating Critically	■ Take part in simple pretend play ■ Sort materials ■ Review their progress as they try to achieve a goal. Check how well they are doing. ■ Solve real problems ■ Use pretend play to think beyond the ‘here and now’ and to understand another perspective ■ Know more, so feel confident about coming up with their own ideas. Make more links between those ideas. ■ Concentrate on achieving something that’s important to them. They are increasingly able to control their attention and ignore distractions.

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

Learning Priorities: Linked to Development Matters

Listening, Attention and Understanding

- Understand how to **listen carefully** and why listening is important:
  □ one-to-one □ small groups □ begin to within whole class
- Begin to sit and listen for longer periods of time [up to 15 minutes]
- Listen carefully to rhymes and songs, familiar and new
  □ pay attention to how they sound □ anticipate words / phrases
- Listen to stories and begin to be an active participant in Talk for Writing activities, join in with
  □ short repeated refrains □ oral text retelling with beginning, middle and end
- Learn new **vocabulary**

  Linked to: □ daily routine □ learning environment □ themes / focus text □ new experiences
- Understand a **question** or **instruction** that has two parts
  Linked to: □ daily routines □ activities: adult-led / child-initiated – *why / when / where / how*
- Listen to ideas shared by others when engaged in play / small group inputs

Speaking

- Use familiar and new vocabulary throughout the day within a range of contexts:
  □ daily routine □ adult-led □ child-initiated learning
- Develop use of **social phrases** with correct pronouns
- Speak using **full sentences** with some correct use of **tenses**
- Begin to **ask questions** to find out more and develop understanding
  □ *Who?* □ *What?* □ *Why?* □ *When?*
- Begin to **articulate ideas and thoughts** in well-formed sentences
  □ one-to-one □ 'talk' partners □ small group

Spring

Listening, Attention and Understanding

- **Listen carefully** in a range of contexts, including
  □ whole class inputs □ visitors into class □ events beyond the classroom – assembly / walk into the local community
- Begin to sit and listen for longer periods of time [up to 15+ minutes]
- Listen carefully to rhymes, songs and poems
  □ identify word patterns □ respond with relevant comments
- Begin to understand humour *e.g., nonsense rhymes / jokes*
- Listen to stories and be an active participate in Talk for Writing activities, join in with
  □ longer repeated refrains □ oral text retelling with 4+ parts
- Listen to read-aloud of non-fiction books
- Learn new **vocabulary**

  Linked to: □ whole school experiences □ themes / focus text □ new experiences □ visits beyond the local community
- Understand and follow a set of **instructions** independently
- Understand a range of **questions** and respond staying on topic

Speaking

- Use new vocabulary, linked to key themes and texts, in different contexts with increasing confidence
- Use a range of **social phrases** with developing confidence
- Speak using **full sentence** with increasing **accuracy of tenses**
- **Answer and ask questions** to develop understanding

  □ *Who?* □ *What?* □ *Why?* □ *When?*
- Articulate ideas and thoughts in well-formed sentences
  □ one-to-one □ 'talk' partners □ small group □ and begin to in whole class discussions
- Connect one idea or action to another using a **range of connectives**…
  because, although, but, also, first, next, after …

Summer

Listening, Attention and Understanding

- **Listen attentively** in a range of contexts including whole class inputs, whole school events, and visits into and beyond the community
- Begin to sit and listen for longer periods of time [up to 20 minutes]
- Listen carefully to a range of rhymes, songs and poems, including those with humour
  □ respond with relevant comments □ make connections between □ discuss likes / dislikes, giving reasons
- Listen to and talk about stories
  □ Discuss plot, main problem and solution / ending □ Talk about the feelings, actions and motives of characters □ discuss likes / dislikes, giving reasons
- Listen to and talk about non-fiction texts, developing new knowledge and **vocabulary**

  □ Link to their own experiences / make connections
- **Make comments** about what has been heard and ask questions to clarify understanding

Speaking

- **Participate** in small one-to-one, group and class discussions, offering to share own ideas, using recently introduced vocabulary
- **Speak with confidence** using: □ full sentences □ range of connectives □ tenses
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate
- **Hold conversation** when engaged in back-and-forth exchanges with their teacher and peers
  □ Show awareness of the listener – (i) turn take (ii) provide depth of information required (iii) ask appropriate questions
- Engage in conversations with peers and adults
  □ Respond appropriately to what others are saying □ Ask questions and offer comments to keep dialogue open

■ Begin to connect one idea or action to another using a range of connectives… *because, but...* ■ Begin to describe events in some detail, showing awareness of the listener ■ Begin to **retell** a simple story using some story language	■ **Describe events in some detail**, showing awareness of the listener ■ Hold conversation when engaged in back-and-forth exchanges with teacher and peers ■ Use talk to help work out problems, organise thinking & activities explain how things work/why things happen ■ **Retell** a simple story using story language / own words	■ Use talk to work out and solve problems, using relevant vocabulary ■ Retell some familiar stories with increasing confidence using familiar and new **story language**

KEY VOCABULARY

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General / Daily Routine		**General / Daily Routine**		**General / Daily Routine**	
Magnet eyes My turn, your turn		Magnet eyes My turn, your turn		Magnet eyes My turn, your turn	

Listening ears Talk partner 1,2,3 hand signals Names of keys areas of school Names of key staff in school/role Behaviour policy words School rules Feeling words Challenge		Listening ears Talk partner 1,2,3 hand signals Names of keys areas of school Names of key staff in school/role Behaviour policy words School rules Feeling words Challenge Continue Autumn routine words		Listening ears Talk partner 1,2,3 hand signals Names of keys areas of school Names of key staff in school/role Behaviour policy words School rules Feeling words Challenge	
Linked to knowledge/ skills		**Linked to knowledge/ skills**		**Linked to knowledge/ skills**	
Friends Family Extended family members Special places Worship places Roles of people in school Same/different Kindness Scared Shy Excited Good friend Safe Happy Action words Celebration Celebration names Drawing Painting Collage Sculpture Modelling Printing Artist Artist names Technique	Habitat Nocturnal Hibernation Woodland animals Weather words Seasonal changes words Celebration names Drawing Painting Collage Sculpture Modelling Printing Artist Artist names Technique	Polar animal names Habitats in cold countries Weather words Seasonal changes words Environment Melting Freezing Polar Maps Directional language Country Sea Land Light Shadow Heat Drawing Painting Collage Sculpture Modelling Printing Artist Artist names Technique	African/jungle animal names Habitats in hot countries Weather words Seasonal changes words Animal body parts Mixing Drawing Painting Collage Sculpture Modelling Printing Artist Artist names Technique	Egg Caterpillar Chrysalis Cocoon Butterfly Moth Change Seed Root Shoot Bud Flower Grow Caterpillar body parts Same/different Drawing Painting Collage Sculpture Modelling Printing Artist Artist names Technique	Transport Travel Map Transport names Adventure Landmarks Deck Journey Full Problem Occupations Places/place names Ocean Pollution Seas creature names World Climate change Recycling Brave Float Sink Drawing Painting Collage Sculpture Modelling Printing Artist Artist names Technique

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**
Learning Priorities: Linked to Development Matters		

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*
- 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
  - ⇨

Managing Self

- Manage own self-care needs … *fasten*
  - ⇨ Independent use of □ zips □ buttons □ coats □ shoes
- Develop confidence to try new activities and show independence
  - ⇨ Access all types of enhancements (indoors & outdoors)
- 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')*
- Begin to build constructive and respectful relationships
  - ⇨ Use social language to develop friendships see CL

Think Equal- See weekly Planning

Emotions and feelings
Kindness

Self-Regulation

- Express feelings and consider the feelings of others
- Set own goals and show resilience and perseverance in the face of challenge
  - ⇨ Thinking / trying different solutions
  - ⇨ Having a go – trial and error
  - ⇨ Bouncing back after difficulties
- Identify and moderate own feelings socially and emotionally
  - ⇨ Talk about and manage own emotions using available strategies e.g. Calm Space
- Think about the perspectives of others
  - ⇨ Story characters / peers

Managing Self

- Manage own self-care needs
- 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

Building Relationships

- See self as a valuable individual
  - ⇨ Talk confidently about own past history
  - ⇨ Share likes / dislikes / interests in school / out of school
- Build constructive and respectful relationships
  - ⇨ Listen to one another (child-initiated learning / small group activities)
  - ⇨ Play / learn cooperatively (child-initiated learning / small group activities)
  - ⇨ Use social language with growing confidence
  - ⇨ Display kindness to one another – sharing observed likes in group time activities
  - ⇨ Acknowledge positive attributes of one another – group activity

Think Equal- See weekly Planning

Empathy
Perspectives of others
Responsibility
Regulation
Emotions and Feelings
Unique talents
Compassion

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly
- 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.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building 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

Think Equal- See weekly Planning

Critical thinking
Understanding justice
Collaboration
Emotions and feelings
My amazing brain
Making a difference
Responsibility for our environment
Including others
Dreams and goals
Diversity

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		

Gross Motor Skills

- Continue to develop gross motor skills. E.g. upper arm movements
- Begin to develop overall body strength, balance, coordination and agility
- Revise and consolidate movement skills already acquired-rolling-crawling-walking-jumping-hopping-rinning-skipping-climbing
- Begin to use core muscle strength to achieve a good posture when sitting at a table or on the floor.
- Begin to confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group
- Further develop and refine a range of ball skills including: rolling, throwing, catching, kicking
- Develop the skills they need to manage the day successfully; lining up, queueing, meal times, personal hygiene

Fine Motor Skills

- Continue to develop: strength of hand arches, fine motor muscles, in hand manipulation, pincer grip and thumb opposition.
- Show preference for a dominant hand
- Use and hold a pencil effectively with correct grip.
- Feely mark make and draw, consolidating composition of lines and circles.
- Form cross and square Beery shapes.
- Form diagonal and cross Beery shapes.
- Begin to form recognisable letter.
- Write name using correct letter formation including capital letters.
- Continue to develop fine motor skills to use a range of tools competently, safely and confidently: pencils for drawing and writing, paint brushes, scissors, knives, forks and spoons

Gross Motor Skills

- Continue to develop gross motor skills
- Continue to refine the fundamental movement skills they have already requires-rolling, crawling, walking, jumping, running, hopping skipping, climbing
- Begin to process towards a more fluent style of moving with developing control and grace
- Develop overall body strength, balance, coordination and agility
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on floor
- Combine different movements with ease and fluency
- Confidently use a range of large and small apparatus indoors and outside, alone and in a group
- Further develop and refine a range of ball skills including passing, batting and aiming
- Continue to develop the skills they need to manage the school day successfully-lining up and queuing, meal times, personal hygiene

Fine Motor Skills

- Continue to develop: strength of hand arches, fine motor muscles, in hand manipulation, pincer grip and thumb opposition.
- Develop fine motor skills to use a range of tools competently, safely and confidently-pencils for drawing/writing, paint brushes, scissors, knives, forks and spoons
- Begin to develop the foundation of handwriting styles which is fast, accurate and efficient which consolidates an effective pencil grip.
- Show preference for a dominant hand
- Use and hold a pencil effectively with correct grip.
- Feely mark make and draw, consolidating composition of lines and circles.
- Form cross and square Beery shapes.
- Form diagonal and cross Beery shapes.
- Begin to form recognisable letter.
- Write name using correct letter formation including capital letters.
- Consolidate Beery shapes
- Consolidate effective pencil grip
- Attempt to form all letter families correctly.
- Begin to write surnames

Gross Motor Skills

- Continue to develop gross motor skills. E.g. upper arm movements
- Demonstarte body strength, balance, coordination and agility while playing
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on floor
- Continue to refine the fundamental movement skills they have already requires-rolling, crawling, walking, jumping, running, hopping skipping, climbing
- Further develop and refine a range of ball skills including passing, batting and aiming
- Negotiate space and obstacles safely and confidently with consideration of themselves and others.

Fine Motor Skills

- Continue to develop: strength of hand arches, fine motor muscles, in hand manipulation, pincer grip and thumb opposition.
- Consolidate effective pencil grip
- Consolidate the Beery shapes
- Form all letter families correctly
- Form capital letters correctly
- Write name using correct letter formation including capital letters.
- Develop the foundations of handwriting styles which is fast, accurate and efficient.
- Develop fine motor skills to use a wider range of tools competently, safely and confidently-pencils for drawing/writing, paint brushes, scissors and modelling tools.

LITERACY: □ Reading - Comprehension □ Reading - Word Reading □ Writing ** Also see CL and half termly text planning*

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		

Word Reading

- Begin to read all the set 1 sounds from RWInc
- Blend sounds to read VC & CVC words that match their phonetic ability
- Begin to read simple phrases/sentences matched to their phonic ability
- read labels and captions using current phonic knowledge.

Reading

- continue with phonics activities and focus on rhythm and rhyme, alliteration and oral blending/segmenting.
- Understand direction of print- left page before write-left to right, top to bottom- return sweep
- Identify, name and talk about different parts of a book
- Know correct orientation of letters and words
- Understand the concept of a word and a letter
- Follow words with 1:1 correspondence
- Be aware that a sentence starts with a capital letter and ends with a full stoop.

Comprehension

- Describe a setting and a character within a story
- Re-enact a story using puppets to take on the role using some vocab and language structure from the text.
- Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary
- Begin to show awareness of story structure
- Answer questions with relevant comments.
- Predict some of the story line and vocabulary.
- Say how they feel about stories.

Transcription

- Write VC and CVC words that match their phonetic ability
- Begin to write a simple caption.

Composition

- Break the flow of speech into words
- Use new vocabulary in sentences in a range of contexts.

Word Reading

Consolidate from Autumn term:

- Read all the set 1 sounds from RWInc including special friends.
- Read labels, captions and some simple sentences that match their phonic ability.
- Match captions to pictures.
- Read a range of HF words matched to phonic ability
- Re-read books to build confidence in word reading, fluency, understanding and enjoyment

Reading

- To consolidate from Autumn term:
  -directionality of print, focusing on; top to bottom, return the sweep.
  -Correct orientation of letters and words
  -Concept of a word and a letter
  -Following words with 1:1 correspondence
  -Identify name and talk about different parts of a book including for non-fiction texts.
- Know that a sentence starts with a capital letter and ends with a full stop.
- continue with phonics activities and focus on rhythm and rhyme, alliteration and oral blending/segmenting.
- Listen to and enjoy a variety of stories, rhymes, poem and non-fiction texts. Show an awareness of story structure.
- Talk about story events, characters ad setting in response to questions
- Re-enact/retell simple texts using some vocabulary and language structures from the text.

Comprehension

- Find the correct page in a book by following the contents page
- Understand the difference between fiction and non-fiction text
- Sequence a story into beginning, middle and end
- Give their opinion on a story and make a prediction about what might happen next.
- Answer a range of questions with relevant comments
- Predict some of the story line and vocabulary in response to what has been read
- Talk about likes and dislikes.

Word Reading

- Begin to read set 2 sounds from RWInc
- Read a range of nonsense words, matched to phonic sounds
- Read aloud simple sentences by decoding phonetically regular words and sight ready HF words
- Read labels, captions and some simple sentences that match their phonic ability.

Reading

- Identify name and talk about different parts of a book including non-fiction
- Begin to understand and use page numbers
- Know that a sentence starts with a capital letter and ends with a full stop
- Consolidate phonic activities of oral blending/segmenting
- Listen to and enjoy a variety of stories, rhymes, poems and non-fiction texts. Show an awareness of story structure.
- Talk about story events, characters ad setting in response to questions
- Re-enact/retell simple texts using some vocabulary and language structures from the text.
- Understand and use recently learnt vocabulary during discussions about stores, non-fiction, rhymes and poems during role play.

Comprehension

- Answer ‘who’, ‘why’, ‘where’ and ‘what’ questions based on a key text
- Can make statements and ask questions.
- Understanding the difference between them
- Explain the differences between two different stories.
- Explain the meaning of new vocabulary in the context in which it was read.
- Answer a range of questions with relevant comments including simple inferential and deductive questions.
- Predict some of the story line and vocabulary in response to what has been read
- Talk about likes and dislikes.

Transcription

- Attempt to include spaces between each word

- Say a label, caption or simple sentence they would like to write.
- Orally retell a story, draw images and write some initial sounds to represent words
- Use correct letter formation for lower case letters
- Write a label/ list/ speech bubble using phonic sounds

Poetry

- 'Oh Dear' by Michael Rosen
- Rhyming poems

Transcription

- Attempt to include spaces between each word
- Begin to use capital letters and full stops
- Write simple common exception words linked to phonics programme
- Spell CVC words
- Begin to spell some words with digraphs.
- Begin to write a simple caption/simple sentence using phonic knowledge.

Composition

- Write captions and simple sentences when writing for a range of purposes, applying knowledge of HF words
- Begin to develop independent writing further to include (orally rehearsed) simple sentences
- Re-read what they have written to ensure it makes sense
- Form some upper-case letters
- Say as simple sentence they would like to write.

Poetry

- 'I'm a Little Snowman'
- Adaptation of a traditional rhyme

- use capital letters and full stops correctly within sentences
- Write simple common exception words linked to phonics programme
- Spell CVC words
- Begin to spell some words with digraphs and trigraphs.
- Begin to write a simple caption/simple sentence using phonic knowledge.

Composition

- Write simple sentences and phrases that can be read by others
- Rewrite a story in simple sentences
- Present facts via simple sentences
- Progress towards 2 independent writes per week
- Apply capital letters, finger spaces and full stops.
- Form most lower case and upper-case letters correctly
- Use new vocabulary in sentences in a range of contexts
- Say a simple sentence they would like to write
- Begin to compose a sequence of 2-3 simple sentences.

Poetry

- 'Braving the Sea' by Phillip Waddell
- Poetry out loud

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

Learnig Priorities: Linked to Development Matters 2021

Numerical Pattern / Number

- Recite numbers to 10
- Count objects, actions and sounds
- Subitise 3 / 4 objects (quick recall without counting)
- Link the number symbol (numeral) with its cardinal number value to 5
- Compare quantities up to 5 … *more than, less than, fewer, who has one more / less*
- Understand 'one more/less than' to 5
- Explore the composition of numbers to 5
- Begin to explore number bonds to 5

Shape, Space & Measure

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills 2D shapes
- Continue, copy and create repeating patterns
- Begin to compare length

See First4Maths Long term plan

Numerical Pattern / Number

- Recite numbers to 20
- Count objects, actions and sounds
- Begin to 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
- Begin to explore the composition of numbers to 10
- Recall number bonds to 5

Shape, Space & Measure

- Select, rotate and manipulate shapes in order to develop spatial reasoning skills 3D shapes
- Begin to compose and decompose shapes within practical activities
- Continue, copy and create repeating patterns
- Compare weight

See First4Maths Long term plan

Numerical Pattern / Number

- Have a deep understanding of number to 10, including the composition of each number
- Subitise (recognise quantities without counting) up to 5
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognising the pattern of the counting system
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity
- 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
- Compose and decompose shapes within practical activities
- Continue, copy and create more complex repeating patterns
- Compare capacity
- Measure and compare short periods of time

See First4Maths Long term plan

UNDERSTANDING THE WORLD □ Past and Present (KS1: History)

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
Learning Priorities: Linked to Development Matters 2021		

- Begin to make sense of their own life story and family's history

  -when I was young…baby, toddler, child, adult.

  -people in my family…aunts, uncles, grandparents

  My birthday, invitations, cards, celebration

  -Christmas time, celebration, birth
- Chronology-understand that their birthday and some other key festivals are annual and take place in different times of the year.
- Continue to make sense of their own life-story and family's history: □ Share All About Me box □ Talk about special events … *history / special*
- Begin to observe and comment on images of familiar situations in the past: □ When Mum and Dad were little … *past, history, long ago* □ Look back at photographs of nursery events – autumn walk / birthday celebration / Christmas nativity …
- Be introduced to, become familiar with and follow the daily routine. Consistent use of language of time – *day, next / after / morning / afternoon*
- Begin to understand the difference between a day and a week: □ Recite the days of the week □ Count days to an event … *day, week, days of the week*
- Introduction to class calendar / timeline with special events: Highlighting □ Birthdays □ School events □ Personal events … *calendar / event*
- Begin to develop an understanding of chronology-remembering past events through photographs
- Compare and contrast characters from stories including figures from the past
- Talk about members of their immediate family and community: □ Describe family members … *grandparent, older, younger* □ Begin to understand that there are many different types of families …*parent, step-sister / brother / mum / dad, similar, different*
- Sequence the key events in the Christmas story

- Continue to make sense of their own life story and family's history
- Continue to develop an understanding of chronology remembering past events through photographs and objects
- Comment on images of familiar situations in the past
- Study / talk about images of familiar situations in the past: □ Photographs of winter in the past … *same, different* □ Observe photographs of old fishing towns … *old, new, before, a long time ago*
- Begin to develop a sense of things happened before they were born: □ Fishing boats made before they were born
- Share past family journeys … *long / short journey*
- Compare and contrast characters from stories including figures from the past
- Develop an understanding of class calendar with special events … *month, date, year*

- Talk about the lives of the people around them and their roles in society: □ Interview special member of school / local community □ Interview parent / grandparent with a special role in the community … *community, society, local*
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class: □ Looking back through the reception year / EYFS – creating a timeline using photographs □ Talk about changes at a personal and school level e.g. *new family babies / new members of staff / developments to provision* □ Talk about likes / dislikes … *timeline,*
- Know how a calendar works, developing a concept of time … *season*
- Participate in transition into Y1 events: □ Visits from new class teacher □ Visits to new classroom … *year one, new school year, next year…*
- Understand the past through settings, characters and events encountered in books read in class and storytelling: □ Talk about 'long time ago' □ Compare and contrast settings / characters – where they live / what they are wearing / activities …
- Compare and contrast characters from stories including figures from the past

UNDERSTANDING THE WORLD □ People, Culture & Communities (KS1: R.E)

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
Learning Priorities: Linked to Development Matters		

People, Culture & Communities

- Introduction to new Family Group members
- Talk about members of their immediate family and community: □ Describe family members … *grandparent, older, younger* □ Begin to understand that there are many different types of families …*parent, step-sister / brother / mum / dad, similar, different*
- Begin to understand that some places are special to members of their community: □ Talk about special places visited with family… *places of worship visited by children*
- Talk about members of their immediate family and community
-
- Name and describe people who are familiar to them: □ Introduction to site manager / other class teachers □ People in school / local community… *site manager, office manager, lolly pop person*
- Continue to develop an awareness of different occupations linked to personal experiences / focus texts-baker, park ranger
- Begin to recognise that people have different beliefs and celebrate special times in different ways: □ Explore how different people celebrate birthdays □ Explore some different festivals / special events … *Harvest, Diwali, Halloween, Bonfire Night, Remembrance Day, Christmas*
- Begin to understand that some places are special to members their community
- Begin to recognise that people have different beliefs and celebrate especial times in different ways
- Begin to name and describe people who are familiar to them- focus on similarities/differences, positive attitudes and respect
- Chronology-understand that their birthday and some other key festivals are annual and take place in different times of the year
- Sequence the key events in the Christmas story

People, Culture & Communities

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Talk about members of immediate family: □ Talk about family jobs / roles and responsibilities □ Identify similarities and differences
- Name and describe people who are familiar to them in the local community: □ Talk about how they know them / what they do
- Continue to develop an awareness of different occupations: □ Different jobs
  □ Fisherrman □ □ animal conservationist
- Understand that some places are special to members of their community: □ Visit school linked church □ Watch a video about a church and identify some special events … *wedding, christening …*
- Recognise that people have different beliefs and celebrate special times in different ways: □ Explore festival of Holi □ Ramadan ... *Holi / festival of colour, Ramadan, Rama and Sita., Eid .Easter*
-
- Identify features of different story settings – *water, iceberg, arctic, lighthouse, beach, house, island …*
- Participate in visits

People, Culture & Communities

- talk about range of occupations- tree surgeon, garden centre worker
- 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: □ Revisit timeline of class celebrations across the year □ Talk about key events
- Participate in visits

UNDERSTANDING THE WORLD □ People, Culture & Communities (KS1: Human Geography)

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
Learning Priorities: Linked to Development Matters		

Natural World	Natural World	Natural World
■ Sequence growth from baby to adult. Talk about key changes … *same / different* ■ Explore a range of different pets and learn names of babies: □ Talk about key features □ Categorise – size / number of legs / mobility / ■ Explore woodland animals □ Name and identify key features … □ Categorise by habitat / sleeping habits / babies … *habitat, nocturnal …* ■ explore the natural world around them ■ describe what they see, hear and feel whilst outside ■ Explore the natural world around them at autumn time and the beginning of winter ■ Experience and explore weather through the changing seasons: □ Summer into Autumn □ Autumn into Winter □ Begin to compare ■ Experience, explore and identify the seasonal changes on the natural world at autumn time: □ categorise objects □ sort objects using different criteria – shape / size / colour / material □ describe what they see, hear and feel … *shape and colours words e.g. long, spiky, gold, rust, orange*	■ Explore the natural world around them ■ Describe what they see, hear and feel whilst outside ■ Understand the effect of changing seasons on the natural world around them ■ Recognise some similarities and differences between life in this country and other countries ■ Recognise some environments are different to the one in which they live ■ Explore the natural world around them: □ Observe and identify key characteristics of different seasons - Winter / Spring □ Begin to identify that there are four seasons … *winter, spring, season …* ■ Describe what they see, hear and feel whilst outside: □ Begin to develop an understanding of water when frozen, melted and heated by the sun □ Begin to develop an understanding of light (including colour and shadow) and heat … *science, experiment …* ■ Explore the effect of changing seasons on the natural world around them: □ Complete a snow / ice study □ Explore animals that hibernate during the Winter □ Identify British winter animals - … *hibernation* ■ Talk about key features of the natural environment, beginning to identify different materials and their properties … *wood / hard* ■ ■ Explore the properties of different materials: □ Make a superhero cap / wand □ Talk about materials chosen and begin to say why ■ Describe what they see , hear and feel while outside ■ Recognise some similarities and differences between life in this country and other countries: □ Study winter time in different countries – videos / photographs / non-fiction texts … *country, sea, land* ■ Introduce map drawing, travelling from place to place: □ Penguin visiting different places □ Noi looking for whale / Dad □ Walk from school to local park … *map, journey, points of interest …* ■	■ Understand the need to respect and care for the natural environment ■ -handle living things with care ■ -begin to understand and talk about how to look after plants and what they need ■ -begin to understand how plants and animals help each other ■ -how some plants are food ■ Begin to make some comparisons in growth between plant and human ■ Make observations and draw pictures of plants ■ Observe natural features carefully and begin to make observational drawings: □ Plants □ Animals ■ Explore growth of different vegetables and identify key ingredients to grow – *soil, sunlight, water:* □ Grow own vegetables □ Visit school allotment ■ Take care of flowers in EYFS outdoor area: □ Name different ■ Observe and know the lifecycle of a butterfly ... *caterpillar, chrysalis, pupa, butterfly:* □ Talk about habitat □ ■ *Plant and grow sunflowers* ■ Begin to understand the effects of changing seasons on the world around them-plants growing in spring and summer ■ Recognise and talk about ■ -some environments are different to the one they live in - there are some things that are the same or different about life in other places ■ -describe journey to school-name different types of transport-name familiar places passed each day-understand that not everyone has the same journey ■ Understand that different places and buildings in the local community have different purposes ■ Use a simple map- begin to develop an awareness of signs and symbols on simple maps-find places of interest on a simple map-draw and create own maps using objects pictures and some signs/symbols ■ Name some significant places in Manchester- local shops, football stadiums, tram stops

		■ 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 ■ Explore the natural world around them and make observations: □ Observe and identify key characteristics of different seasons – Spring into Summer □ Identify the four seasons and their key characteristics … *winter, spring, summer, autumn, season …* ■ Compare and contrast two different environments- oceans and land

UNDERSTANDING THE WORLD □ Natural World (KS1: Science)

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
Learning Priorities: Linked to Development Matters		

Explore the natural world around them at autumn time and the beginning of winter Describe what they see hear and feel whilst outside Explore, name and talk about different use / function of body parts … *elbows, knee, eyebrows …* describe what they see, hear and feel whilst outside ■ Explore woodland animals □ Name and identify key features … □ Categorise by habitat / sleeping habits / babies … *habitat, nocturnal …* ■ explore the natural world around them ■ describe what they see, hear and feel whilst outside ■ Explore the natural world around them at autumn time and the beginning of winter ■ Experience, explore and identify the seasonal changes on the natural world at autumn time: □ categorise objects □ sort objects using different criteria – shape / size / colour / material □ describe what they see, hear and feel … *shape and colours words e.g. long, spiky, gold, rust, orange* ■ Explore and respect the natural environment ■ Add babies	■ Explore the natural world around them ■ Describe what they see, hear and feel whilst outside ■ Understand the effect of changing seasons on the natural world around them ■ Recognise and name different animals living in hotter environments. Explore their characteristics, habitats and what they need to survive ■ Describe what they see , hear and feel while outside ■ Understand the effect of changing seasons on the natural world ■ Explore and respect the natural environment ■ Explore the process of freezing and melting ■ Name and sort a range of different materials ■ Explore artic animals, name and identify key features: □ Categorise by habitat / mobility / babies / sleeping habits ■	Describe what they see, hear and feel Begin to develop an understanding of the life cycle Understand the need to respect and care for the natural environment -handle living things with care -begin to understand and talk about how to look after plants and what they need -begin to understand how plants and animals help each other -how some plants are food Identify, talk about and care for different seeds Life cycle-seed, water, soil, plant Begin to recognise and name some parts of a plant and begin to develop an understanding of the purpose Begin to make some comparisons in growth between plant and human Make observations and draw pictures of plants Begin to understand the effects of changing seasons on the world around them-plants growing in spring and summer Recognise and talk about how some environments are different to the one in which they live Understand some important processes -a small/big force (push or pull) can change direction/speed and distance of an object moving -humans are not the only forces that can make things move Plant and grow sunflower seeds. ■ Explore and respect the natural environment ■ Life cycle of a butterfly

EXPRESSIVE ARTS & DESIGN: □ Creating with Materials (KS1 Art & Design / DT)

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.

Learning Priorities: Linked to Development Matters

Autumn	Spring	Summer
Visual Arts **Linked Artists- Andy Goldsworthy (Sculpture)** **Drawing and painting-** Begin to draw with purpose Decide what to draw before making marks Use a verity of mark makers with increasing control and efficacy Understand they can draw through observation Select a brush Dip, draw, wash, wipe to keep colours clear -Self/friend portraits -Favourite Characters -Settings beach/school -cake/birthdays Making colours Colour Mixing (Primary Colours) Animals/characters Farm Windmill Colour Mixing From observations create plants **Collage** Offer a verity of materials e.g junk modelling, natural materials Tools, e.g. zig zag scissors Experiences **Sculpture and Modelling (DT)** Include Malleable construction and loose part model making. Re-visit and extend skills such as cutting, folding, tearing, joining, stacking and re-shaping. Junk modelling Include collaborative experiences Mould with hands using techniques such as pinching, squeezing, pulling, poking and patting. Use tools toll roll, cut, flatten Loose parts- independently make constructions using own ideas, show increasing skills with combining lining up and stacking. Making a nest using textures Make a Dough Animal Abstract using leaves and wick sticks	**Visual Arts** **Linked Artists- Althea McNish (Printing-Carrabin Designer)** **Drawing and painting** Develop drawing with an arrange of contexts e.g telling a story Return to build on previous learning- look closely at natural and made objects to create observational drawings Mix primary colours and use in Art work Observational Drawing Observational Paintings Water colour painting Colour mixing with ice cubes Techniques using water like Marbling **Collage** Offer a verity of materials e.g junk modelling, natural materials Tools, e.g. zig zag scissors Experiences e.g. experiences From observations create plants **Sculpture and Modelling (DT)** Include Malabe construction and loose part model making. Re-visit and extend skills such as cutting, folding, tearing, joining, stacking and re-shaping. Junk modelling Include collaborative experiences Combine pieces using techniques and tools Build and de construct loose part models Handle tools with increasing control Making a nest using Transient Art (Loose Parts) Building houses Making and labelling sculptures of animals Making and labelling models of rain forest and plants **Printing-** Have own ideas for print making Take rubbings from objects e.g tree bark	**Visual Arts** **Linked Artists- Van Gough (Painting/Drawing)** **Drawing and painting** With independence create drawings based on feelings and real experiences. Using drawing tools with care and increasing precision Draw with increasing detail Observe colour in nature- mix colours to match Work collaboratively Observational Drawing Using a range of media to draw plants and flowers Collaborative drawing Colour Mixing **Printing** Make patterns with independence Using fruit and vegetables to create repeating patterns Print a multideck bus- collage for detail **Collage** Offer a verity of materials e.g junk modelling, natural materials Tools, e.g. zig zag scissors Experiences e.g. experiences From observations create plants and flowers Combine materials to create 3D models Print a multideck bus- collage for detail Create minibeasts **Sculpture and Modelling (DT)** Include Malabe construction and loose part model making. Re-visit and extend skills such as cutting, folding, tearing, joining, stacking and re-shaping. Junk modelling Include collaborative experiences Make models with purpose and increase in skill. Loose parts- explore a wide range of materials. Apply simple decorative features. Create mosaics in air dry clay with seeds Create clay pots Making and labelling models of plants/minibeasts Loose parts to make vehicles

Printing-
Understand how to print effectively using fine motor skills to grip and press.
Begin to make considered pattern/pictures.
Paw prints
Patterns
Wheels, tracks, pathways

Creating with Materials

- *Draw with increasing complexity and detail, such as representing a face with a circle and including details*
- *Show different emotions in drawings and paintings*
- *Continue to explore colour and colour mixing.*
- Safely use and explore a variety of materials and tools
- Explore new techniques
- Talk about new creations
- Begin to return to and build upon previous learning

Creating with Materials

- 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.
- Create collaboratively sharing ideas, resources and skills.

Making nest for turtles using natural materials and clay
Make a kite

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
- Share their creations, explaining the process they have used
- Make use of props and materials when role playing characters in narratives and stories.

EXPRESSIVE ARTS & DESIGN: □ Being Imaginative (KS1 Drama / Music)

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
Learning Priorities: Linked to Development Matters		
Play / Drama … *also see EY2P guidance* **Music / Performance** Song/Rhyme Listen to and join in with chorus/ actions Using finger and actions Music and Dance Listen and dance to sounds Play instruments to accompany songs and rhymes. Listen and move to pieces of music to represent animals Listen to lots of music with seasonal images. Drama/play Begin to develop story lines in their pretend play	Play / Drama … *also see EY2P guidance* **Music / Performance** Song/Rhyme Listen to and join in with chorus/ actions Using finger and actions Music and Dance Winter Music Whale Music Cat dance Listen and watch African Dance/Brazilian Music Focus on drumming and body percussion Dance in response to the African/Brazilian music Drama/play Develop story lines in their pretend play	Play / Drama …. *also see EY2P guidance* **Music / Performance** Song/Rhyme Using finger and actions Innovate popular transport rhymes Music and Dance Make up and preform a Dance Use instruments to make sound effects of vehicles Make up a train dance inspired by classical music Preform a dance to flight of the bumblebee or butterfly waltz Listen to Whale music Drama/play With increased detail develop story lines in their pretend play

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*
- 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)*

Being Imaginative & Expressive

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.
- Develop storylines in their pretend play.

Being Imaginative & Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

EVALUATION:

AUTUMN TERM:
SPRING TERM:
SUMMER TERM: