A purple circle with a tree and text

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At the West Tyne Federation we aim to make learning irresistible. We provide the highest quality care and education for all our children therefore giving them a strong foundation for their future. We aim to ensure that all our children develop into independent and lifelong learners. Children feel valued and loved in school and we pride ourselves on our strong relationships between children, staff and parents. We treat every child as an individual and are committed to nurturing their strengths and interests.

Being in Early Years is the start of a magical learning journey. During our time in Nursery and Reception we learn the importance and joy of being part of our school community, by joining in with school routines and events. By the end of our early years journey we are confident, independent and firmly established within school life. We believe we can do anything we want to do.

A diagram of a child development

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| **COEL**  Engagement  Motivation  Thinking | **Characteristics of Effective Learning**  **Playing and exploring:** - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning.  **Active learning:** - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.  **Creating and thinking critically:** - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on experiences which help them to solve problems and reach conclusions. |
| **Overarching Principles** | **Unique child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.  **Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community.  **Enabling environments:** Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.  **Learning and Development:** Children develop and learn at different rates. We must be aware of children who need greater support than others. |

Key Code: **Key Skills** **Development Matters Little Wandle Letters and Sounds Revised Phonics**

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | | **Summer 2** |
|  | All about me! | Once upon a time… | A starry night | Dangerous dinosaurs! | Growing | | Big wide world |
| General Themes | * Settling in - becoming familiar with their learning environment * Me and my family * What makes me special * Seasonal changes * Halloween * Harvest Festival | * Exploring Traditional tales/characters and different versions * Seasonal changes * Bonfire Night * Remembrance Day * Diwali * Road safety week * Christmas | * Nocturnal animals * Stars, moon, sun and planets * Bed time routine – healthy teeth * Seasonal changes * Chinese New Year * RSPB Bird Watch * Shrove Tuesday * Valentine’s Day | * Types of dinosaurs * Fossils and bones * Animals from the past * Extinction * Features of fiction and non-fiction books * Palaeontology * World Book Day * Mother’s Day * Science week * Easter * Seasonal changes | * Growing and caring for plants – flowers/vegetables * Lifecycles * Habitats * Minibeasts * Down on the Farm * Eid * Seasonal changes | | * Where in the World shall we go? * Animals around the World * Under the Sea * Reduce, Reuse, Recycle * Seasonal changes * Father’s Day |
| Core Texts | Elmer  Little Red Hen  Elmer By David McKee - Paperback Book  Little Red Hen: Ladybird First Favourite Tales by Ronne Randall 9781409309581 - Picture 1 of 1 | The Gingerbread Man  The 3 Little Pigs  The Gingerbread Man - Picture 1 of 1 | Owl Babies  Whatever Next!    whatever next - St Cyprian's Greek Orthodox Primary Academy | Cave Baby  Dear Dinosaur  Cave baby by Donaldson, Julia (9780330522762) | BrownsBfS  Dear Dinosaur by Chae Strathie | The Very Hungry Caterpillar  Errol’s Garden    Errol's Garden (Book) | | Commotion in the Ocean  Handa’s Surprise  Commotion in the Ocean | Classroom Essentials Scholastic Canada  Handa's Surprise Big Book (Read and Share) - Black Baby Books - Black ... |
| Linked texts | Marvellous Me  Once there were giants  The Lion and the Mouse  The Colour Monster  Leaf Man  The Large Family  Funny Bones  Meg and Mog | A range of traditional tales  The Snowman  The Night before Christmas  The Jolly Christmas Postman  The Nativity Story | How to Catch a Star  Peace at Last  The Great Race – story of the Chinese Zodiac  The Owl who was Afraid of the Dark | If I had a Dinosaur  Dinosaur Roar  Dinosaur More  Little Kids First Big Book of Dinosaurs  Harry and the Dinosaurs  Tyrannosaurus Drip | Why do Ladybirds have Spots?  What the Ladybird Heard  The Bad-Tempered Ladybird  The Tiny Seed  Superworm  Jasper’s Beanstalk  Mad About Minibeasts | | The Train Ride  Fatou, Fetch the Water  What the Ladybird Heard at the Seaside  Rainbow Fish  There’s a Rang-tang in my Bedroom  Somebody Swallowed Stanley |
| ‘WOW’ Moments | Bread Making  Berry picking/crumble making  Harvest Festival at local church | Trip to the panto  Visit from Santa  Nativity Performance | Planetarium visit  Bird Watch in local park | Trip to the Great North Museum – ‘Dinky Dinos’ workshop | Trip to the farm  Local picnic – making our own picnic | | Sports Day  Trip to the seaside |
| **Prime Areas of Learning** | | | | | | | |
| **Communication and Language**  -Listening, Attention, Understanding and Speaking | | | | | | | |
| Nursery  (3-4 years) | -Enjoy listening to longer stories and can remember much of what happens.  *Children will point out objects/pictures in a story.*  -Pay attention to more than one thing at a time, which can be difficult. *Children will learn to focus on the story and speaker.*  -Children will know and use vocabulary linked to their theme ‘All about me!’ including family, home and friends.  -Develop their pretend play e.g. ‘putting the baby to sleep’ or ‘driving the car to the shop’. | -The children will explore a variety of traditional tales. The children will explore events and characters.  -Can shift from one task to another if you get their attention – using their name can help.  -Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. | -Sing a large repertoire of songs. *The children will become familiar with and grow to love a variety of books, songs and rhymes.*  -Children will be encouraged to talk about what is happening and give their own ideas.  -Use longer sentences of four to six words.  -Can tell you what objects are for, such as a sponge for washing. | -The children will engage in a variety of story retelling activities to help children retell, invent and tell their own rhymes, songs and stories:  -small world-based play  -story sacks  -role play/dressing up  -Use talk to organise themselves and their play: “Let’s go on a bus... you sit there… I’ll be the driver.”  -Develop their pronunciation but may have problems saying:  some sounds:- r, j, th, ch and sh -Multi-syllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’. | -Use a wider range of vocabulary.  -Using prepositions in/on/under  -Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”.  -Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions*. Children will engage in scientific investigations to explore their thinking*. | -Can start a conversation with an adult or friend and continue it for many turns.  -Start to say how they are feeling using words as well as actions.  -Understand ‘why’ questions like: “Why do you think the caterpillar got so fat?” *Children will explore ‘I see, I think, I wonder questions to promote thinking and challenges.*  -Know many rhymes, be able to talk about familiar books and be able to tell a longer story. | |
| **Development Matters Observational Checkpoint:** Can children shift focus from one task to another if you fully obtain their attention? Can children use sentences of four to six words? Can children join sentences using ‘because’, ‘or’, ‘and’. Can children use future and past tense? Can children answer a simple ‘why’ question? | | | | | | | |
| Reception | -Understand how to listen carefully and why listening is important. *Pay attention to something of interest for a short period.*  -Connect one idea or action to another using a range of connectives.  -Engage in story times, rhymes and songs.  -Listen and talk about stories to build familiarity and understanding. *Use language to imagine and recreate roles and experiences in play situations.*  -Develop social phrases. | -Ask questions to find out more and to check they understand what has been said to them.  -Can both listen and do for a short span.  -Describe events in some detail.  -Introduce a story or narrative or narrative into their play.  -Understand a range of complex structures including negatives, plurals and tense markers. | -Articulate their ideas and thoughts in well-formed sentences.  -Engage in non-fiction books.  -Listen to and talk about stories to build familiarity *e.g. explain why Daddy Bear was so tired in the story of ‘Peace at Last’.*  -Listen and respond to ideas expressed by others in conversation or discussion.  -Begin to understand humour e.g. nonsense jokes. | -Describe events in some detail *e.g. talk about what they saw and learnt during our trip to the museum.*  -Follow a story without pictures or props.  -Use talk to help work out problems and organise thinking and activities.  -Understand questions such as who, why, when, where and how. | -Use new vocabulary in different contexts.  *-*Extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.  -Listen and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  -Link statements and stick to a main theme or intention. | -Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words *e.g. retell the story of ‘The Very Hungry Caterpillar’ saying days of the week in the correct order and using pictures in book to remind themselves of what he ate on each day.*  -Use talk to organise, sequence and clarify thinking, ideas, feelings and events. | |
| **ELG 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.  **ELG Speaking:** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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. | | | | | | | |
| **Personal, Social and Emotional Development**  Self-Regulation, Managing Self, Building Relationships | | | | | | | |
| Nursery  (3-4 years) | **Self-Regulation**  Children will separate from main carer to come into nursery.  -Develop their sense of responsibility and membership of a community.  **Managing Self**  -Increasingly follow rules, understanding why they are important.  -Children will know how to look after resources using the rhyme ‘Choose it, use it, put it away’.  -Children will know to wash and dry their hands before eating and after using the toilet.  -Children will know to drink water to be healthy.  **Building Relationships**  -Play with one or more other children, extending and elaborating play ideas.  -Children will know how to play partner games. | | **Self-Regulation**  -Become more outgoing with unfamiliar people, in the safe context of their setting.  -Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.  **Managing Self**  -Remember rules without needing an adult to remind them.  -Select and use activities and resources with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.  -Children will know examples of healthy food.  -Children will know to exercise to be healthy.  **Building Relationships**  -Understand gradually how others might be feeling.  -Children will share resources and take turns whilst playing in a group and waiting patiently to have a go. | | **Self-Regulation**  -Show more confidence in new social situations.  **Managing Self**  -Develop appropriate ways of being assertive.  -Talk with others to solve conflicts.  -Children will know how to calm themselves by stopping and taking deep breaths.  -Children will know to brush their teeth to be healthy.  -Children will know how to independently use the toilet.  **Building Relationships**  -Children will consider the feelings of others.  -Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-man in the game, and suggesting other ideas. | | |
| **Development Matters Observational Checkpoint:** Can children share and take turns with others, with adult guidance and understanding ‘yours’ and ‘mine’? Can children settle at activities for a while? Can children play alongside others? Can children take part in pretend play, taking on a role such as Mummy or Daddy? Can children take part in pretend play with different roles such as the Gruffalo? Can children negotiate solutions to conflicts in their play? | | | | | | | |
| Reception | **Self-Regulation**  -See themselves as a valuable individual.  -Develop their sense of responsibility and membership of a community.  -Show more confidence in new situations.  **Managing Self**  -Give focused attention to what the teacher says.  -Explain the reasons for rules.  -Know right from wrong and try to behave accordingly.  -Returns to secure base of a familiar adult to recharge and gain emotional support and practical help in difficult situations.  **Building Relationships**  -Build constructive and respectful relationships.  -Express their feelings and consider the feelings of others.  -Work and play cooperatively and take turns with others.  -Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others. | | **Self-Regulation**  -Show resilience and perseverance in the face of challenge.  -Identify and moderate their own feelings socially and emotionally  -Be confident to try new activities and show independence.  **Managing Self**  -Manage their own basic hygiene and personal needs.  -Having an understanding of how to be healthy – healthy food choices, staying active, oral health, the need for a good night’s sleep.  -Is proactive in seeking adult support and able to articulate their wants and needs.  **Building Relationships**  -Form positive attachments to adults and friendships with peers.  -Develops particular friendships with other children, which help them to understand different points of view and to challenge their own and others’ thinking.  -Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants and behaviours. | | **Self-Regulation**  -Being able to wait for what they want and control immediate impulses when appropriate.  -Shows an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.  **Managing Self**  -Set and work towards simple goals.  -Shows an ability to follow instructions involving several ideas or actions.  **Building Relationships**  -Think about the perspectives of others.  -Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support. Builds an understanding of what makes a consistent and stable relationship. | | |
| **ELG 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.  **ELG 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.  **ELG 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. | | | | | | | |

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| **Physical Development** | | | | | | |
| Nursery  (3-4 years) | **Gross Motor**  -Runs safely on whole foot.  -Enjoys joining in with dancing and ring games.  -Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  **Fine Motor**  -Use large-muscle movements to wave flags and streamers, paint and make marks. | **Gross Motor**  -Move freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  -Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  -Play parachute games and simple group games e.g. ‘What’s the time Mr Wolf?’  -Begin to use and remember sequences and patterns of movements which are related to music and rhythm.  **Fine Motor**  -Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. | **Gross Motor**  -Start taking part in some group activities which they make up for themselves, or in teams.  -Runs skilfully and negotiates spaces successfully to avoid obstacles.  -Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on it’s length and width.  -Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.  **Fine Motor**  -Start eating independently and learning how to use a knife and fork. | **Gross Motor**  -Go up steps and stairs, or climb up apparatus, using alternate feet.  -Creates movement in response to music.  -Choose the right resources to carry out their plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.  **Fine Motor**  -Use one-handed tools and equipment, for example, making snips in paper with scissors. | **Gross Motor**  -Skip, hop, stand on one leg and hold a pose for a game like musical statues.  -Climbs confidently.  -Can catch a large ball.  -Can control a ball, roll it to a partner. Stop the ball with your hand, foot and a bat.  -Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.  **Fine Motor**  -Use a comfortable grip with good control when holding pens and pencils. | **Gross Motor**  -Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.  -Practise throwing a range of equipment with one hand, two hands, overarm and underarm.  -Throw to a target e.g. skittles, hoop.  -Make healthy choices about food, drink, activity and toothbrushing.  **Fine Motor**  -Show preference for a dominant hand. |
| **Development Matters Observational Checkpoint:** Can children make ‘cross the mid-line’ marks on vertical surfaces? Can children move in a range of ways including hopping, climbing and balancing? Can children work in groups/teams? Can children use one-handed tools such as scissors or a hammer? Do children have a comfortable grip when using pens/pencils? Are children independent in dressing themselves? | | | | | | |
| Reception | **Gross Motor**  -Revise the fundamental skills: roll, crawl, walk, jump, run, hop, skip, climb.  -Chooses to move in a range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.  -Develop the skills needed to manage the school day effectively: lining up, mealtimes, personal hygiene.  -To learn some basic yoga moves through stories.  -Start to use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  **Fine Motor**  -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils and pens for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  -Use one-handed tools and equipment.  -Uses simple tools to effect changes to materials.  -Shows a preference for a dominant hand. | **Gross Motor**  -Revise the fundamental skills: roll, crawl, walk, jump, run, hop, skip, climb.  -Experiments with different ways of moving, testing out ideas and adapting movements to reduce risk.  -Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other disciplines including dance, gymnastics, athletics and swimming.  -Continue to develop yoga poses.  **Fine Motor**  -Continue to develop skills to use a range of tools.  -Handles tools, objects, construction and malleable materials safely and with increasing control and intention.  -Use a comfortable grip with good control when using pens and pencils.  -Begins to form recognisable letters independently. | **Gross Motor**  -Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.  -Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  -Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.  -Jumps off an object and lands appropriately using hands, arms and body to stabilise and balance.  -To begin to understand how yoga can strengthen our bodies and help us to relax.  -Further develop the skills needed to manage the school day effectively: lining up, mealtimes, personal hygiene.  **Fine Motor**  -Start to develop the foundations of a handwriting style which is fast, accurate and efficient.  -Use a range of small tools with increasing accuracy e.g. scissors. | **Gross Motor**  -Progress toward a more fluent style of moving, with developing control and grace.  -Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  **Fine Motor**  -Continue to develop the foundations of a handwriting style which is fast, accurate and efficient.  -Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.  -Continue to use a range of small tools with increasing accuracy e.g. scissors. | **Gross Motor**  -Combine different moves with ease and fluency.  -Negotiate space and obstacles safely, with consideration for themselves and others, adjusting speed or changing direction to avoid obstacles.  -Demonstrate strength, balance and co-ordination.  -Continue to develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future PE sessions and other disciplines including dance, gymnastics, athletics and swimming.  **Fine Motor**  -Hold a pencil effectively in preparation for fluent writing – using a tripod grip in almost all cases.  -Show accuracy and care when drawing and colouring. | **Gross Motor**  -To move smoothly from one yoga pose to another.  -Travels with confidence and skill around, under, over and through balancing and climbing equipment.  -Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.  **Fine Motor**  -Hold a pencil effectively in preparation for fluent writing – using a tripod grip in almost all cases with ease and comfort.  -Continue to show accuracy and care when drawing and colouring. |
| **ELG Gross Motor:** Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.  **ELG Fine Motor:** 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. | | | | | | |

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| **Specific Areas of Learning** | | | | | | | | |
| **Literacy** | | | | | | | | |
| Nursery  (3-4 years) | | **Comprehension**  Developing a passion for reading | -Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.  -Understand the five key concepts about print: Print has meaning children will know the logos for local shops. | -Repeat words and phrases from familiar stories.  -Develop play around favourite stories.  -Understand the five key concepts about print: Print has meaning children will know a range of signs including bus stop, parking, stop. | -Sing songs and say rhymes independently, for example, singing whilst playing.  -Understand the five key concepts about print: Children will know print has different purposes by exploring menus, magazines, newspapers, labels. | -Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone.  -Understand the five key concepts about print: Children will know the names of different parts of a book including the cover, title, author. | -Asks questions about the book.  -Understand the five key concepts about print: Children will know how to turn pages of a book carefully. | -Makes comments and shares their own ideas.  -Understand the five key concepts about print: Children will know how to read from left to right and top to bottom. |
| **Word Reading** – including phonics  Little Wandle Letters and Sounds Revised | **Environmental Sounds**  -To develop children’s listening skills and awareness of sounds in the environment.  -Further development of vocabulary and children’s identification and recollection of the difference between sound.  -To make up simple sentences and talk in greater detail about sounds.  **Instrumental Sounds**  -To experience and develop awareness of sounds made with instruments and noise makers.  -To listen to and appreciate the difference between sounds made with instruments.  -To use a wide vocabulary to talk about the sounds instruments make.  -To develop awareness of sounds and rhythms.  -To distinguish between sounds and to remember patterns of sound. | **Progression of sounds:**  s a t p i n  **Phonemic awareness focus:** Teach children to hear the same initial sound for words and names of objects.  **Oral Blending Focus:**  Teach children to blend CVC words using oral blending and objects.  **Oral Blending:**  Words with sounds the children know: s-a-t s-i-t p-a-t p-i-t t-i-n t-a-p n-i-p s-i-p  -Develop their phonological awareness so that they can spot and suggest rhymes. | **Progression of sounds:**  m d g o c k e  **Phonemic awareness focus:** Teachchildren to identify initial sounds of words and names of objects. Teach children to distinguish different sounds.  **Oral Blending Focus:**  Teach children to blend a wider range of CVC words using oral blending.  **Oral Blending:**  Words with sounds the children know: d-i-g m-a-p g-e-t n-o-d c-o-t p-e-t d-a-d p-i-g p-e-g t-e-n  -Continue to develop their phonological awareness so that they can spot and suggest rhymes. | **Progression of sounds:**  u r h b f l j  **Phonemic awareness focus:** Teach children to identify initial sounds of words and names of objects. Teach children to articulate sounds correctly – including playing with voice sounds.  **Oral Blending Focus:** Teach children to blend a wider range of words using oral blending.  **Oral Blending:**  Words with sounds the children know: m-u-m r-a-n h-u-g b-i-g f-a-n r-u-b h-o-t l-e-g l-i-p j-o-g j-i-g  -Develop their phonological awareness so that they can count and clap syllables in a word. | **Progression of sounds:**  v w y z qu ch  **Phonemic awareness focus:**  Teach children to identify initial sounds of words and objects.  **Oral Blending Focus:**  Teach children to blend a wider range of words using oral blending.  **Oral Blending:**  Words with sounds the children know: y-e-s m-e-ss b-e-ll w-e-t w-a-g s-a-d h-i-ss y-e-ll r-i-ch qu-i-t z-a-p b-u-zz  -Develop their phonological awareness so that they can recognise words with the same initial sound such as money and mother. | **Progression of sounds:**  ck x sh th ng nk  **Phonemic awareness focus:** Teach children to identify the final sounds of words and objects.  **Oral Blending Focus:** Teach children to blend a wide range of words using oral blending when playing:  **Oral Blending:**  Words with sounds the children know: th-u-d th-i-ng r-u-sh sh-u-t s-o-ng s-i-ng p-e-ck r-o-ck b-a-ck f-i-x  -Engage in extended conversations about stories, learning new vocabulary. |
| **Writing** | -Enjoy drawing freely.  -Add some marks to their drawings, which they give meaning to. For example: “That says mummy.” | -Children will know how to draw horizontal and vertical lines.  -Make marks on their picture to stand for their name. | -Children will know how to draw circles.  -Mark makes in a variety of forms for different purposes e.g. shopping list, label. | -Children will know how to draw diagonal lines.  -Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy. | -Children will know how to write the initial sound in their name.  -Write some letters accurately. | -Children will write some or all of their name.  -Plan what they will draw, paint. |
| **Development Matters Observational Checkpoint:** Can children identify a range of different signs? Do children know how to handle a book and turn the pages one at a time? Can children identify rhymes and clap syllables? Can children talk to an adult about a story that they have enjoyed? Can children write their name? | | | | | | | | |
| Reception | **Comprehension**  Developing a passion for reading | | -Enjoy sharing books with an adult.  -Handle books correctly and follow print left to right, top to bottom.  -Know that stories have a title.  -Pay attention and respond to the pictures and words.  -Recalls and makes links between what they have read to them and their own first-hand experiences.  -Show a preference for a book, song or rhyme.  -Recognise words that rhyme.  -Develop play around favourite stories using props. | -Join in with rhymes and stories. Fill in missing words from well-known rhymes and stories.  -Talk about events, setting and characters in a story read to me.  -Anticipate key events in rhymes, poems and stories.  -Sequence a story/recount using visual prompts.  **-** Answer simple questions about a story which has just been read. Retell familiar stories. | -Show interest and answer simple questions about the text.  -Use words that are known to check understanding of what has been read.  -Invent own stories.  -Apply new language from books to first hand situations.  -Know that books include different elements such as a cover, contents page, blurb, etc.  - Knows that information can be retrieved from books, computers and mobile digital devices. | -Demonstrate understanding when talking about what has been read.  -Repeat words or phrases to check reading.  -Anticipates key events in stories.  -Innovates stories.  **-** Share ideas and feelings about a story from their own point of view.  -Know the difference between fiction and non-fiction books. | -Begin to notice if what has been read makes sense and looks right.  -Use knowledge already known to support understanding of reading.  -Say rhymes by heart.  -Sometimes notices errors.  -Know that illustrations can help with understanding.  -Recall and apply information from non-fiction books to real life situations | -Demonstrate understanding of what has been read by retelling stories and narratives using own words and recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.  -Draws and writes own stories.  -Reviews stories.  -Read and talk about what they have just read. |
| **Word Reading**  Phonics - Little Wandle Letters and Sounds Revised | | **Phase 2**  To orally blend and segment CVC words, e.g. “b-a-t”, “bat”.  To identify words that rhyme and begin to predict rhyming words.  Blend the onset and rime to identify an object e.g. dog. Learn the Grapheme Phoneme Correspondences (GPCs) ‘s a t p i n m d g o c k ck e u r h b f l’.  To hear and identify the initial sound in a word.  To hear the final sound in a CVC word. Hear the middle sound in a CVC word (medial sound).  Using GPCs taught begin to independently blend to read simple CVC words.  To begin to read tricky words ‘I, go, is’ by sight. | **Phase 2**  Learn the GPCs ‘ff ll ss j v w x y z zz qu ch sh th ng nk’.  To read words with –s /s/ added at the end (hats sits).  To read words ending –s /z/ (his) and with –s /z/ added at the end (bags).  To begin to read the tricky words ‘as and has his her go no to into she he of we me be’ by sight.  Using GPCs taught independently to blend to read CVC words.  -Continues a rhyming string and identifies alliteration. | **Phase 3**  Learn the GPCs ‘ai ee igh oa oo oo ar or ur ow oi ear air er’.  To read longer words using the ‘chunk it up’ method. To read words with double letters.  To begin to read the tricky words ‘was you they my by all are sure pure’ by sight.  Orally blend the sounds in CCVC/CVCC words.  Recognise all letters to read some CCVC/CVCC/VCVC words.  Know that print is read (in English) top to bottom, left to right. | **Phase 3**  Review all Phase 3 learning.  To read longer words including those with double letters.  To read words with –s /z/ in the middle.  To read words with –es /z/ at the end.  To read words with –s /s/ and /z/ at the end.  To review all Phase 2 and 3 Tricky words to ensure that they can be ready by sight.  Recognise all digraphs to read some CVC words.  Attempt to read unfamiliar words using a phonics strategy. Read a simple sentence. | **Phase 4**  Short vowels with adjacent consonants.    To read CVCC CCVC CCVCC CCCVC and CCCVCC words.    To begin to read longer words and compound words.  To read words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est.  Know Phase 3 long vowel graphemes with adjacent consonants.  To begin to read tricky words ‘said so have like some come love do were here little says there when what one out today’ by sight.  Read simple sentences with increasing fluency.  -Say a sound for at least 10 digraphs.  -Continue to develop fluency and accuracy in reading. | |
| **Writing** | | -Using dominant hand and developing (pinchy pinchy) tripod grip.  -Mark making and giving meaning to marks and labelling.  -Forms clearly identifiable letters to communicate meaning.   * Writes own name using a capital letter. * Writes initial sounds in words linked to phonemes taught so far. * Writes end sounds in words. * Writes CVC words-pin, mat, cat, dog, etc.   -Writes/marks makes for a purpose in role play e.g. shopping list, card, invitation.  -Starts to develop phonic knowledge by: linking sounds to phonemes outlined in Little Wandle Autumn term,  linking all single letter graphemes to their phoneme. | | -Writes recognisable letters, most of which are correctly formed.  -Spell words by identifying the sounds and then writing the sound with letter/s.  Writes CVC word independently  Writes CVCC/CCVC words with support  Attempts to spell unfamiliar words using a phonics strategy  -Uses their developing phonic knowledge to write things such as labels, lists, recipes, instructions and captions.  -Creating own story maps and write simple phrases to match it.  -Becoming aware of capital letter, finger spaces, full stop. | | -Forms lower case and capital letters correctly. Can control the size of their writing with greater ease.  -Write short sentences with words with known letter sound correspondences, using a capital letter, finger space and full stop.  Writing for a purpose using phonetically plausible attempts at words:   * Writing character descriptions * Writing a recount e.g. of a trip. * Writing a simple poem   -Spell and read some tricky words correctly outlined in the Little Wandle assessments.  -Re-read what they have written to check it makes sense. | |
| **ELG Comprehension:** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 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.  **ELG Word Reading:** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.  **ELG Writing:** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. | | | | | | | | |

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| **Maths**  White Rose Maths | | | | | | |
| We use the Mastery approach along with White Rose Maths to ensure that children develop a strong grounding and understanding of number. This will provide children with the building blocks to excel in their mathematical learning. We provide varied opportunities for children to build on and apply their understanding, with plenty of discussion for them to explain their mathematical thinking. We use stem sentences to support children’s learning. Children are encouraged to have a go and have discussions with their peers and adults – ‘I see, I notice, I wonder'. We use rhymes and stories to support their learning. Children become familiar in using a range of manipulatives e.g. 10 frames, numicon, which helps them to explore number, see relationships, make connections and represent their ideas. We also provide rich opportunities for the children to develop their skills in other areas of maths including shape, space and measure e.g. creating a ‘Smoothie Bar’ to practise measuring and weighing. | | | | | | |
| Nursery  (3-4 years) | **Number**  Children will rote count to 5.  **Numerical Patterns**  Children will sort by colour, size and object.  Children will sequence events using language including first, then and after.  Children will identify patterns around them such as stripes on clots. | **Number**  Children will count to in correspondence to 5.  **Numerical Patterns**  Children will compare big and small.  Children will identify a circle, square and triangle.  Children will use language including sides, corners, straight, flat and round. | **Number**  Children will count in correspondence to 5, knowing that the total is 5.  Children will show ‘finger numbers’ up to 5.  **Numerical Patterns**  Children will use language including tall, long, short.  Children will identify a cube. | **Number**  Children will rote count to 10.  Children will identify more/less.  **Numerical Patterns**  Children will use positional language including on top, under, next to and behind.  Children will match objects that are the same. | **Number**  Children will count in correspondence to 10.  Children will subitise to 3.  **Numerical Patterns**  Children will use language including light, heavy, full and empty.  Children will make shape pictures using a tangram.  Children will solve real world mathematical problems with numbers up to 5. | **Number**  Children will count recognise numbers 1, 2 and 3.  **Numerical Patterns**  Children will make an AB repeating pattern.  Children will notice and correct an error in a repeating pattern.  Children will discuss routes and locations using words such as ‘in front of’ and ‘behind’. |
| **Development Matters Observational Checkpoint:** Can children subitise to 3? Can children count in correspondence to 5? Can children rote count beyond 5? Can children compare quantities, size, length, weight and capacity? Can children talk about 2D and 3D shapes? Can children use positional language? Can children select shapes appropriately? Can children create a repeating pattern? | | | | | | |
|  | Comparison  Uses number names and symbols when comparing numbers, showing interest in large numbers.  Estimates the numbers of things, showing understanding of relative size.  Counting  Enjoys reciting numbers from 0-10 (and beyond) and back from 10-0.  Increasingly confident at putting numerals in order 0 to 10 (ordinality).  Cardinality  Engages in subitising numbers to four and maybe five.  Counts out up to 10 objects from a larger group.  Matches the numeral with a group of items to show how many there are (up to 10).  Spatial awareness  Uses spatial language, including following and giving directions, using relative terms and describing what they see from different viewpoints.  Investigates turning and flipping objects in order to make shapes fit and create models; predicting and visualising how they will look (spatial reasoning). | | | | | |
|  | May enjoy making simple maps of familiar and imaginative environments, with landmarks.  Shape  Uses informal language and analogies (e.g. heart-shaped and hand-shaped leaves), as well as mathematical terms to describe shapes.  Enjoys comprising and decomposing shapes, leaning which shapes combine to make other shapes.  Uses own ideas to make models of increasing complexity, selecting blocks needed, solving problems and visualising what they will build.  Pattern  Spots patterns in the environment, beginning to identify the pattern ‘rule’.  Chooses familiar objects to create and recreate repeating patterns beyond AB patterns and begins to identify the unit of repeat.  Measures  Enjoys tackling problems involving prediction and discussion of comparisons of length, weight or capacity, paying attention to fairness and accuracy.  Becomes familiar with measuring tools in everyday experiences and play.  Is increasingly able to order and sequence events using everyday language related to time.  Beginning to experience measuring time with timers and calendars. | | | | | |
|  | Key times of day. Class routines.  Positional Language.  Match, sort and compare amounts.  Counting, representing, comparing, composition of numbers 1, 2, 3, 4, 5  Compare size, mass, capacity.  Explore and make patterns. | Counting, representing, comparing, composition of numbers 1, 2,3, 4, 5  Money  Time  Shape  Subitising  Spatial reasoning | Counting, representing, comparing, composition of numbers 0, 6, 7, 8, 9  Money  Time  Shape  Early doubling  Subitising  Length and height | Counting, representing, comparing, composition of numbers 7, 8, 9 ,10  Halving  Doubling  Sharing  Subitising  Spatial reasoning | Counting, representing, comparing, composition of teen numbers  Doubling, sharing, grouping and halving  Subitising  Odd and even  Spatial reasoning  Money, Time, Shape  Further develop repeating patterns. | Automatically recall number bonds for numbers 0-10.  Counting, representing, comparing, composition of numbers to 20 and beyond  Subitising  Doubling, sharing, grouping, halving.  Even and odd  Money, time, shape  Spatial reasoning |
| **ELG 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.  **ELG Numerical Patterns:** 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. | | | | | | |

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| **Understanding the World** | | | | | | |
| Nursery  (3-4 years) | **People, Culture and Communities**  -Show interest in different occupations.  -Children will know how and why we celebrate Harvest Festival. | **People, Culture and Communities**  -Explore how things work.  -Children will know that some people celebrate Christmas. | **People, Culture and Communities**  -Continue developing positive attitudes about the differences between people.  -Children will know the globe represents the world. | **People, Culture and Communities**  -Children will know some people celebrate Easter.  -Children will know the name of the village our School is in. | **People, Culture and Communities**  -Children will listen to a selection of bible stories.  -Create a sense of community through creating a picnic to share with friends. | **People, Culture and Communities**  -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  -Children will know about hot and cold places in our world. |
| **Past and Present**  -Children will know they were a baby.  -Begin to make sense of their own life-story and family’s history. | **Past and Present**  -Children will know about Poppy Day and Bonfire Night.  -Sequence pictures in a story. | **Past and Present**  -Children will find out about Chinese New Year.  -Talk about significant events in their own experience. | **Past and Present**  -Children will find out about Spring and know before it was Winter and next it will be Summer, then Autumn. | **Past and Present**  -Children will observe changes over time, they will know that seeds can turn into plants. Children will begin to understand how it takes time to grow fruit and vegetables. | **Past and Present**  -Children will begin to understand that at the moment they attend Nursery but soon they will move into Reception ‘big school’. |
| **The Natural World**  -Use all their senses in hands-on exploration of natural materials.  -Children will know the names of body parts: head, arms, hands, legs, feet, neck. | **The Natural World**  -Explore and talk about the different forces they can feel.  -Talk about the different materials and the changes they notice. Children will know materials change when cooking, cooling and heating. | **The Natural World**  -Talk about what they see, using a wide range of vocabulary.  -Children will know how materials change when melting.  -Children will investigate light, dark and shadows. | **The Natural World**  -Explore collections of materials with similar and/or different properties.  -Use natural materials to create dens.  -Identify plants by using vocabulary such as tree, flower, bush, weed. | **The Natural World**  -Plant seeds and care for growing plants.  -Understand the key features of the life cycle of a plant and an animal.  -Talk about what they see, using a wide range of vocabulary. | **The Natural World**  -Begin to understand the need to respect and care for the natural environment and all living things e.g. litter picking.  -Explore and talk about the different forces they can feel for example floating/sinking. |
| **Development Matters Observational Checkpoint:** Can children use their senses to explore? Can children make sense of their own life-story and family history? Can children understand the key features of the life cycle of a plant and animal? Do children show an interest in different occupations? Can children talk about differences between materials and changes they notice? Can children talk about different countries in the world? | | | | | | |
| Reception | **People, Culture and Communities**  -Talk about members of their immediate family and community.  -Name and describe people who are familiar to them. Talk about the lives of people around them and their roles in society.  -Understand that some places are special to members of their community. | **People, Culture and Communities**  - Recognise that people have different beliefs and celebrate special times in different ways. e.g. Christmas around the world and other religious festivals.  - Recognise some similarities and differences between life in this country and life in other countries. | **People, Culture and Communities**  **-** Continue to recognise that people have different beliefs and celebrate special times in different ways.  e.g. New Year and Chinese New Year.  **-** Recognise some environments that are different to the one in which they live.  - Knows about similarities and differences in relation to places, objects, materials and living things. | **People, Culture and Communities**  -Children will name and explain the purpose of a church.  -Children will know the Easter story. | **People, Culture and Communities**  - Understand how a farm looks after animals and some of the processes on the farm.  -Children will know that we can only grow certain fruit/vegetables in England. | **People, Culture and Communities**  - Recognise and explain some similarities and differences between life in this country and life in other countries.  -Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions. |
| **Past and Present**  - Know some similarities and differences between in the past and now.  -Children will know how they have changed from being a baby to being 4/5 years old. | **Past and Present**  - Understand the past through settings, characters and events encountered in books read in class and storytelling.  - Talks about past and present events in their own life and in the lives of family members. | **Past and Present**  -Children will look at images of the 1st moon landing and learn about Neil Armstrong. | **Past and Present**  -Understand the past through settings, characters and events encountered in books read in class and storytelling. e.g. Discovering dinosaurs through fiction and non-fiction. | **Past and Present**  -Children will know the past is anything before the current day.  -Children will know the present is now. | **Past and Present**  - Comment on images of familiar situations in the past.  - Compare and contrast characters from stories, including figures from the past. |
| **The Natural World**  -Explore the natural world around them, making observations and drawing pictures of animals and plants and important changes and seasons.  -Talks about the features of their own immediate environment and how environments might vary from one another.  -Children will know the names of body parts: shoulders, elbows, knees ankles. Children will know the 5 senses. | **The Natural World**  - Explore the natural world around them.  e.g. Winter approaching, changing weather and what happens when it gets colder.  -Children will explore the strength of materials to make house for the 3 little pigs. | **The Natural World**  -Children will know that there are 8 planets.  -Similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. e.g. Different between night and day, nocturnal animals  - Understand the important processes and changes in the natural world around them, including seasons and changing states of matter. e.g. Moon, sun and space. | **The Natural World**  - Explore the natural world around them.  -Describe immediate environments.  -Explore similarities and differences between the natural world around them and contrasting environments. E.g. The environment when dinosaurs existed, volcanoes.  - Looks closely at similarities, differences, patterns and change in nature. | **The Natural World**  - Explore the natural world around them.  - Understand the important processes and changes in the natural world around them. e.g. Planting and looking after flowers and vegetables.  - Understand the key features of the life cycle of a plant and an animal.  -Makes observations of animals and plants and explains why some things occur and talks about changes. | **The Natural World**  - Explore the natural world around them.  - Draw information from a simple map.  -Begin to understand the need to respect and care for the natural environment and all living things. |
| **ELG People, Culture and Communities:** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.  **ELG Past and Present:** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events in encountered in books read in class and storytelling.  **ELG The Natural World:** Explore the natural world around them, making observations and drawing pictures of animals 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | | | | | |

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| **Expressive Arts and Design** | | | | | | |
| Nursery  (3-4 years) | **Being Imaginative**  -Take part in simple pretend play, using an object to represent something else even though they are not similar.  -Explore the different sounds they can make with their voice/body. | **Being Imaginative**  -Listen with increased attention to sounds.  -Join in with singing familiar songs, such as nursery rhymes. | **Being Imaginative**  -Remember and sing entire songs.  -Explore with creating sounds with different instruments and other resources (pots and pans, sticks, etc) and perform as a group. | **Being Imaginative**  -Respond to what they have heard, expressing their thoughts and feelings.  -Remember and sing entire songs. | **Being Imaginative**  -Play instruments with increasing control to express their feelings and ideas.  -Sing the pitch of a tone sung by another person (‘pitch match’).  -Identify and distinguish environmental sounds using key vocabulary e.g. loud, quiet. | **Being Imaginative**  -Create their own song, or improvise a song around one they know.  -Identify some musical instruments by name such as drum, guitar. |
| **Core songs/rhymes**  -If you’re happy and you know it  -Tommy Thumb | **Core songs/rhymes**  -This little piggy went to market  -I’m a little donkey | **Core songs/rhymes**  -Five little monkeys  -Twinkle, twinkle little star | **Core songs/rhymes**  -Sleeping bunnies  -I’m a spring chicken | **Core songs/rhymes**  -There’s a tiny caterpillar on a leaf  -Five little speckled frogs | **Core songs/rhymes**  -Row, row, row your boat  -Once I caught a fish alive |
| **Creating with Materials**  -Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.  -Children will do large scale drawings/paintings.  -Children will use pencils to free draw. | **Creating with Materials**  -Children will paint on a flat surface and an easel.  -Join different materials and explore different textures.  -Begin to develop complex stories using small world equipment like animal sets, dolls and doll houses etc. | **Creating with Materials**  -Explore colour and colour mixing.  -Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  -Children will use pencils to draw closed shapes such as squares and rectangles.  -Make simple models which express their ideas. | **Creating with Materials**  -Children will explore painting with a range of tools such as cotton buds.  -Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. | **Creating with Materials**  -Children will explore painting on a range of different surfaces such as tin foil, cling film, sugar paper etc.  -Develop their own ideas and then decide which materials to use to express them.  -Children will do observational drawings. | **Creating with Materials**  -Draw with increasing complexity and detail, such as representing a face with a circle and including details.  -Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.  -Children will explore various painting techniques such as splatter painting, bubble painting, printing etc. |
| **Development Matters Observational Checkpoint:** Can children take part in pretend play? Can children create using different materials? Can children develop their own creative ideas by drawing and painting? Can children perform a range of songs? Can children play instruments to express their own ideas? | | | | | | |
| Reception | **Being Imaginative**  -Develop storylines in pretend play, using class texts as a stimulus.  -Begin to explore and engage in music making and dance, performing solo or in groups.  - Chooses particular movements, instruments/ sounds, colours and materials for their own imaginative purposes | **Being Imaginative**  -Sing in a group or on their own, increasingly matching the pitch and following the melody.  -Practice in a group for a Christmas performance.  -Begins to build a collection of songs and dances.  -Creates representations of both imaginary and real-life ideas, events, people and objects.  -Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. | **Being Imaginative**  -Make use of props and materials when role playing characters in narratives and stories, such as being astronauts or different nocturnal animals.  -Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences. | **Being Imaginative**  -Continue to sing a range of nursery rhymes and songs.  - Responds imaginatively to art works and objects, e.g. this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth. | **Being Imaginative**  -Listen attentively, move to and talk about music, expressing their feelings and responses.  - Continue to invent, adapt and recount narratives and stories with peers and adults.  - Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to. | **Being Imaginative**  - Perform songs, rhymes, poems and stories.  - Watch and talk about dance and performance art, expressing their feelings and responses.  - Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts. |
| **Core songs/rhymes**  -Head, Shoulders, Knees and Toes  -Cauliflowers fluffy | **Core songs/rhymes**  - When Goldilocks went to the house of the bears  - Little Donkey | **Core songs/rhymes**  -Hey Diddle Diddle  -Ten in the Bed | **Core songs/rhymes**  -Five current buns  -Chick chick chicken | **Core songs/rhymes**  -Here we go around the mulberry bush  -Mary, Mary Quite Contrary | **Core songs/rhymes**  -A sailor went to sea, sea, sea  -There’s a hole in the bottom of the sea |
| **Creating with Materials**  -Children will know how to draw a person – head, body, arms, legs and facial features.  -Children will create self-portraits.  -Children will know how to mix primary colours to make secondary colours. | **Creating with Materials**  -Start to develop their own ideas through experimentation with diverse materials to express and communicate their discoveries and understanding.  -Children will make own playdough and will learn how to manipulate playdough.  - Developing skills to join materials – flange, slots e.g. for turrets on a castle, using split pins. | **Creating with Materials**  -Return to and build on previous learning, refining ideas and developing their ability to represent them.  -Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping. | **Creating with Materials**  -Create collaboratively sharing ideas, resources and skills *e.g. Making a giant volcano as a class, decorating eggs for Easter.*  -Design and plan an Easter Garden in RE.  - Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking. | **Creating with Materials**  -Continue to develop their own ideas through experimentation with diverse materials to express and communicate their discoveries and understanding.  -Children will learn how to use and mix watercolour paints. | **Creating with Materials**  - Share their creations, explaining the process they have used.  -Children will learn how to make a range of prints e.g. leaf impressions in clay, hapazome prints.  -Children will know how to make different shades of the same colour.  -Children will know how to create 2D collages and 3D models. |
| **Key Artist**  Arcimboldo Giuseppe  - fruit and vegetable portraits. | **Key Artist**  Henri Matisse  -collage pictures cutting shapes, using bold colours. | **Key Artist**  Andy Warhol  -Exploring colour and repeating patterns. | **Key Artist**  Andy Goldsworthy  -Environmental art using loose parts. | **Key Artist**  Van Gogh  -Observational drawings of spring flowers. | **Key Artist**  Piet Mondrian  -Use of shape and colour, create a stained-glass ‘window’. |
| **ELG 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.  **ELG Being Imaginative:** 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. | | | | | | |