



Early Years Foundation Stage

Reception at Scargill

Let all that you do, be done in love

1 Corinthians 16:14

**This is our school, Let love dwell here,
Love of learning, Love of community,
Love of all people, Love of God,
and Love of life itself.**

The Early Years curriculum at Scargill Primary School is informed by...

The requirements of the Statutory Framework (2021)

The EYFS framework sets the statutory standards for the development, learning and care of children from birth to age 5. The EYFS framework sets the standards that all early years providers, including schools with early years provision, must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The overarching principles for the EYFS

There are 4 themes and accompanying principles outlined in the introduction section of the Statutory Framework. These themes and principles are meant to inform our practice and child's development.

A UNIQUE CHILD

Child Development – so that you can plan effectively and recognise when children may need additional support

Inclusive Practice – so that you can help children to develop a positive identity and create a welcoming environment

Developing children sense of safety – so that they can feel safe, but also learn to manage risk.

POSITIVE RELATIONSHIPS

Create a warm emotional environment – so that children can experience consistency, feel a sense of belonging and understand what is expected of them. Employ a strong key person approach – so that the children have a strong attachment with a person within the setting Build strong Relationships – between everyone in the setting including between children

ENABLING ENVIROMENT

Resources and activities – that are stimulating and reflects children's interests and cultures while also providing good development opportunities. Challenging and enjoying learning opportunities – which meet children's individual needs, and allow them to be independent but also to learn alongside adults.

The seven areas of learning:

- Communication and language.
- Physical development.
- Personal, social and emotional development.
- Literacy.
- Mathematics.
- Understanding the world.

The 17 Early Learning Goals

Communication and Language Listening,

Attention and Understanding ELG

Children at the expected level of development will:

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.

Speaking ELG

Children at the expected level of development will:

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 ELG

Children at the expected level of development will:

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 ELG

Children at the expected level of development will:

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.

Relationships ELG

Children at the expected level of development will:

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

The 17 Early Learning Goals

Physical Development

Gross Motor Skills ELG

Children at the expected level of development will:

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.

Fine Motor Skills ELG

Children at the expected level of development will:

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.

The 17 Early Learning Goals

Literacy

Comprehension ELG

Children at the expected level of development will:

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.

Word Reading ELG

Children at the expected level of development will: - 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

Writing ELG

Children at the expected level of development will:

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.

Mathematics

Number ELG

Children at the expected level of development will:

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.

Numerical Patterns ELG

Children at the expected level of development will:

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.

The 17 Early Learning Goals

Understanding the World

Past and Present ELG

at the expected level of development will: - 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 encountered in books read in class and storytelling;

People Culture and Communities ELG

Children at the expected level of development will: -

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 their experiences and what has been read in class;

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.

The Natural World ELG

Children at the expected level of development will: - 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.

Expressive Arts and Design

Creating with Materials ELG

at the expected level of development will:

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.

Being Imaginative and Expressive ELG

Children at the expected level of development will:

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.

CHARACTERISTICS OF EFFECTIVE LEARNING

Playing and exploring - children investigate and experience things, and 'have a go'

Active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Through playing and exploring children will:

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 referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."

Make independent choices

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.

Through Active Learning children will:

Participate in routines and 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.

Through Creating and thinking Critically children will:

Take part in simple pretend play.

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.



Reception Yearly Overview 2024– 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Theme	HAPPY TO BE ME! Starting school / My new class / routines Handwashing / toiletting / staying safe What is a family? / My family/ family tree Healthy eating What could I do when I was a baby? Where do I live? What's in my local area? What are my senses? Nursery rhymes	TIME DETECTIVES How did people wash their clothes over a 100 years ago? How do we wash our clothes now? Space / Neil Armstrong What is it like to be in space? Who is Neil Armstrong? Where have the dinosaurs gone? What were toys like over 100 years ago? Bonfire – How do we celebrate bonfire night? How to safety safe on Bonfire night Florence Nightingale – How did Florence help make hospitals better today?	ENVIRONMENTS AND HABITATS Artic/Antarctic— Why don't penguins get cold? Forest/woodlands— If you go into the woods today can you survive? Jungle—What makes the rumble in the jungle? Safari—What do your binoculars spy? Under the sea— What will you see? Farm—Where does our food come from?	HOW DOES YOUR GARDEN GROW? What are the signs of spring? What do plants need? Planting beans -How did the seed turn to a bean? Planting sunflowers— How tall can a sunflower grow? Easter	BUGS LIFE Caterpillars—Becoming a butterfly—how does it happen? Snails—Why do snails leave a trail? Bee— Why do bees buzz? Do all bees make honey? Spiders—How many eyes does a spider have? Fireflies—why do fire flies glow?	AROUND THE WORLD IN A TERM! Where in the world shall we go? What will I pack? Seaside now and then, transport—How will we get there? Where is... England/Scotland Australia, Italy, America / japan
Texts	The colour Monster I am Brilliant Olivers' vegetables Our house What makes me a me? Smartest giant in town Jack and Jill Humpty dumpty Head shoulders knees and toes Baa baa black sheep Incy wincy Hickory dickory dock	Don't say no to Flo Lighting a lamp Nativity and Christmas stories Goldilocks 3 little pigs Toys in the past Stella to earth Man on the moon	The last polar bear Little penguin Rumble in the jungle The rainbow fish Barry the fish the fingers Farmer duck Giraffe's cant dance Six dinner Sid	Jasper's beanstalk Jack and the beanstalk Bean diary A seed in need	Crunching munching caterpillar. Norman the slug with a silly shell Argh spider! The greedy Bee Billys beetle What the ladybird heard The very ugly bug	Peppa goes to London Grey Friars Bobby Wombat goes walkabout World Atlases Sneakers the seaside cat Seaside poems Lighthouse keepers lunch Katie Morag stories
'Wow' Moments or enrichment	Harvest Walk around the village Bike and scooter day	Christmas Baking Children in Need Christmas / nativity Church Visit	Lunar New Year	World Book Day Easter Baking	Tasting honey Mini beast hunt	Beach day Sports day Bike Day



Reception Yearly Overview 2024– 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Theme	HAPPY TO BE ME!	TIME DETECTIVES	ENVIRONMENTS AND HABITATS	HOW DOES YOUR GARDEN GROW?	BUGS LIFE	AROUND THE WORLD IN A TERM!
Careers	Teacher Chef Child minder Nursery nurse Midwife Nurse Nutritionist Sports coach Physiotherapist Vicar Estate agent Health visitor baker	Domestic Cleaner Astronaut Nurse Doctor Palaeontologist Pyrotechnician Engineer Toy designer Dancer/ Entertainer — Diwali	Zoologist Farmer Zoo keeper Archaeologist Field scientist Marine biologist	Gardener Horticulturist Soil scientist Landscape Tree surgeon Musician	Entomologist Bee keeper	Pilot Driver Ice cream maker Airport work Translator Travel agent Lifeguard Sailor
Visits	Walk around the village	St Wilfrid's Church		St Wilfrid's Church	Trip	Field work—village Walk around the well dressing and scarecrows



Reception Yearly Overview 2024– 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Global Goal	Good health and well being	Clean water and sanitation	Climate Change	Gender Equality	Life on land	No Poverty
British Values	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries
Scargill Values	Love of learning Encourage excellence Provide a safe and stimulating environment for learning Value the skills and talents of individuals Provide a broad, rich and relevant curriculum matched to every child's needs	Love of Community Forge many links with the wider community Be a responsive, responsible and tolerant community Look after our school and the global environment	Love of People Celebrate differences within our school community Promote respect and care for others as well as ourselves Handle conflict sensitively	Love of God Meet together regularly to offer worship, praise, prayer and thanksgiving to God Know that we worship a God of love, justice, mercy and forgiveness Respect the beliefs of others	Love of life its self We celebrate the achievements of all. We foster a high level of self-esteem, believing that it is from this a truly positive love of life emanates.	Drawing all the values together and looking at the Scargill citizen values in preparation for KS1.



Reception Yearly Overview 2024– 2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Our Vision	The Reception unit at Scargill school aims to provide a provision of high quality teaching and learning within a stimulating, safe environment providing care and nurture to all pupils. All children are treated as individuals so that their own needs are met regardless of their background or starting point. The strong Christian ethos supports children well so that they leave the unit: self-motivated, independent, happy and energised, they will be creative, confident, secure, and ready to continue their journey into becoming lifelong learners, who have the ability to form good relationships and be prepared for life.					
Assessment Opportunities	Analyse pre-school Assessments In-house baseline data National Baseline data Pupil progress meetings Weekly team meetings Daily dialogue between key staff Observations Create SSPs Phonic assessments Parents Evening Info	Weekly team meetings Daily dialogue between key staff Observations On going assessments Phonic assessments Update SSPs Data Sheets	Weekly team meetings Daily dialogue between key staff Observations On going assessments Phonic assessments Parents Evening info Review SSPs Pupil progress meetings	Weekly team meetings Daily dialogue between key staff Observations On going assessments Phonic assessments Update SSPs Data Sheets	Weekly team meetings Daily dialogue between key staff Observations On going assessments Phonic assessments Review SSPs Data Sheets	Weekly team meetings Daily dialogue between key staff Observations On going assessments Phonic assessments Data Sheets Transition to year 1 Handover and SSPs EOY assessments
Parent Partnership	Parents meeting Parents evening Reading records email What the Curriculum looks like afternoon Dojo Points Stay and Play	Nativity email Reading records Data sheets Open morning Dojo Points	Wow moments email Reading records Parents evening Dojo Points	Wow moments Reading records email Data sheets Dojo Points	Wow moments Email Dojo Points Reading records	Wow moments Emails Dojo points Reading records Data sheets Open Evening Sports day

'Must have' language for each curriculum area:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Theme	HAPPY TO BE ME!	TIME DETECTIVES	ENVIRONMENT AND HABITATS	OUR WONDERFUL WORLD	BUGS LIFE	AROUND THE WORLD IN A TERM!
Geography	House/ West Hallam/ detached/ seasons/local/	forward, backwards, left, right	Local area, river, stream	Arctic, earth, world, map, England	weather, sunshine, rain, direction,	country, capital, England, London, Scotland, Wales, Northern Ireland
History	past/present/baby/ younger/now/	Florence Nightingale/ Neil Armstrong / Guy Fawkes/ dinosaurs	long ago/ changing climates/	yesterday / last week / last term	change / previous	seaside/past/transport well dressing
Music	nursery rhymes/songs/ rhyme	singing/ songs/ in time/ music/ beat	instruments/piano/guitar/ trumpet	pitch/ high / low / blow/ orchestra	notes/ sound / tap	bang/ beat/pluck/ musician
Science	season/natural/nature / growth/healthy	experiment/predict/space/ materials/	food/farm/growth/ animals/ice/ melt/liquid/ solid	plants/ sunlight/soil/bean/ roots/leaf	pollen, minibeast, snail, caterpillar, life cycle, butterfly	float/sink/predict/ investigate/ weather
ICT	on/ off/ computer/ipad	torches/ electric/ battery/ press/buttons	print/charge/switch	programme/beebots/ forward	safety/online/block it/flag it	internet/password/security
DT	tools/ create/build/ glue/ stick/scissors	model/twist/pinch/roll/ squeeze/ sellotape/clay	design/connect/hole punch/ paper clip/	construct / puppets / joining	sculpture / materials/ cut/ connect	balance/ improve / clay
PE	Jump/hop/skip/run / balance /move/space	position, target, kick, roll, push, direction	Core strength /muscles/pike stretch/ tuck/ straddle	control/bounce/predict still/improve/gymnastics	sequence/strength/ heartbeat/twist/ breathing	dance/perform/race lanes/speed/sprint
R&W	Christian/ belief/ church/ bible/God/ prayer	Diwali/mosque/Christmas/ nativity/special times/ Jesus/ Mary/Jospeh/	special stories/ celebrations/Samaritan/ Holy Book/	Easter/ Jews/priest/ baptism/font	Noah's ark/ creation/ flood/ Muslim/ create/ Earth	natural world/climate change/recycling/
Art	colours/mixing/model / printing/brushes	printing / textures / pattern / colour/	collage / materials / design / rip/ tear /	textiles / materials / thread/ needle / sewing / dying	symmetrical/ sculpture / clay/ platercine	drawing/charcoal/wax/ pastels / artist/
PSHEE	feelings/ happy/ sad/ worried/ emotions	me/unique/friendship /family/tolerance/	determination/ achievement/ challenges/ difficulties	body / health/ exercise / dreams / danger	culture/difference /diverse/ bullying	memories/ growing/ respect/
Literacy	tripod/grip/mark making / sounds/ pencil/blend/ segment	book/author/title/blurb/ story map/rhyme	writing/finger spaces/ full stops/characters/ settings	speech bubbles/ fiction/ non fiction/ labels	lists/poem/connectives/ upper case/ lower case / capitals	report/ recount/ imagination/ descriptive
Maths	numbers/ count/ forward/ backward/how many/ altogether/ more than/ less than/same	order/fewer/whole/part/ behind/infront	total/more/fewer/ small/ large/addition/equal	number bond/pattern/shape/ subtract	count on/count back/ double/half/ share	odd/even/capacity/sort / shapes/time




Communication and Language

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Theme	HAPPY TO BE ME!	TIME DETECTIVES	ENVIRONMENT AND HABITATS	OUR WONDERFUL WORLD	BUGS LIFE	AROUND THE WORLD IN A TERM!
Communication and Language	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 opportunities to use and embed new words in a range of contexts, will give children the opportunity to develop their language over time. 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					
Communication and Language is developed throughout the year through high quality interactions, discussion, circle time, stories, singing, speech and language, role play, Talk for writing actions, productions, play and daily communication with both adults and children	Settling in activities Treasure box Danny Dolphin Thrive PSHE Stories Happy to be me Model talk routines Full sentence demonstrations Language pyramid Wow word wall	Previous term plus: Story language Asking questions Listens and responds to stories and information Follows instructions Uses new vocabulary related to general themes and new learning. Takes part in discussions Shares events from home	Previous terms plus: Beginning to discover passions Story invention Beginning to add description in their talk Describe events in more detail Learns new rhymes, poems and/or songs Asks questions to check understanding	Previous terms plus: Uses time connectives to describe events in detail To listen attentively and explain why it is important to listen Describe objects that others can't see To play headbands using good questioning	Previous terms plus: Talk about illustrations in books Relate books to own experiences Talk about similarities and difference	Previous terms plus: Discuss current events happening in their lives Read books aloud Talk about the weather, seasons, current affairs and daily routines Express any concerns or worries about moving onto year 1



Personal, Social and Emotional Development

<div> <div>Personal, Social and Emotional Development</div> <div> <p>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.</p> </div> </div>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Managing Self Self Regulation Building Relationships We use Jigsaw and thrive to support our curriculum 	Being me Class rules and routines understand how it feels to belong and that we are similar and different How am I feeling today? Being at School Gentle hands Our rights I am learning what being responsible means	Celebrating Differences What I am good at? I'm special, I'm me understand that being different makes us all special Knowing we are all different but the same in some ways Houses and homes Making friends Sticking up for yourself	Dreams and Goals Challenges Never give it Setting a goal Obstacles and support Understanding the link between what I learn now and the job I might like to do when I'm older I can say how I feel when I achieve a goal and know what it means to feel proud	Healthy Me! I understand that I need to exercise to keep my body healthy We like to move it, move it! Food, Glorious Food Sweet dreams Keeping clean Stranger Danger	Relationships My family and me Make friends, make friends, never ever break friends . Falling out Bullying Being the best friend we can be	Changing Me! My Body Respecting my body Growing up I can express how I feel about moving to Year 1 I can talk about my worries and/or the things I am looking forward to about being in Year 1 I can share my memories of the best bits of this year in Reception
Vocabulary	Feelings/happy/sad/worried/anxious/mad/unhappy/excited/scared/fearful/rules/routines/belonging/similar/different/unique/rights/independence/responsible/caring/emotions/express/choices/rights/rule of law / mutual / respect	Plus...Me/unique/different/same/characteristics/houses/homes/belonging/friendships/relationships/celebrating/celebrations/independence/understanding/tolerance/	Plus... challenges/difficulties/hard/perseverance determination/future/plan/importance/learning/career/achievement/sense of pride/success	Plus...body, health, exercise, food, vitamins, protein, carbs, water, fruit, vegetables, dreams, feelings, scared, happy, nightmares, clean, washing, teeth, toothpaste, dentist, doctor, stranger, danger, individual / liberty	Plus...family, families, difference, religion, culture, bullying, several, purpose, friends, caring, kind, helpful / listen/democracy / citizen / diverse / eco/ friendly /	Plus... my body, eye, ears, nose, head, neck, mouth, lips, arms, elbow, wrist, knee, leg, ankle, toes, foot, fingers, tummy, shoulder, worries, feelings, respect, growing, memories / diverse /planet



Physical Development

Physical Development	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 practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Indoors	Dance: Ourselves Moving in sequence. Responding in movement to words and music. Moving with props and contrasting tempos. Creating their own movements. Exploring opposites and creating simple movement sequences.	Dance: Dinosaurs Moving with control Adding movements together Responding to rhythm in character Adding expression to our characters' (dinosaur) movements. Performing with a partner. Exploring relationships.	Gymnastics High, Low, Over, Under Introduction to high, low, over and under. Introduction to the apparatus. Applying high and low on apparatus	Dance: Nursery Rhymes Moving in sequence Creating our own movements. Creating simple movement sequences. Responding in movement to words and music Exploring contrasting tempos. Exploring character movements.	Gymnastics: Moving Explore moving and making shapes using different body parts. Explore moving in different directions. Explore big and small ways of moving and making shapes. Moving in pairs. Creating shapes in pairs.	Games for Understanding Taking turns/keeping the score. Understanding and playing by the rules. Avoiding a defender Preventing an attacker from scoring. Applying attacking and defending into a game
Gross Motor Outdoors	Locomotion: Walking Explore/develop walking Explore walking in different pathways. Sustain walking. Explore marching. Apply walking into a game	Ball Skills: Hands 1 Explore pushing. Explore rolling. Explore bouncing. Explore bouncing into space. Combine pushing and rolling Combine rolling, pushing and bouncing	Ball Skills: Hands 2 Explore throwing overarm. Explore throwing underarm. Explore rolling. Explore stopping a ball. Explore catching.	Locomotion: Jumping Explore/develop jumping. Apply jumping into a game. Jumping for distance. Explore jumping high. Explore hopping.	Ball Skills: Feet Explore moving with a ball using our feet. Develop moving with a ball using our feet. Understand dribbling. Develop dribbling against an opponent.	Games for Understanding Taking turns/keeping the score. Understanding and playing by the rules. Avoiding a defender Preventing an attacker from scoring. Applying attacking and defending into a game
Fine Motor	Pincer grip activities Threading, cutting, weaving, playdough, platercine, working with tweezers, manipulating objects Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Pincer grip activities Threading, cutting, weaving, playdough, platercine, working with tweezers, manipulating objects Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation	Pincer grip activities Threading, cutting, weaving, playdough, platercine, working with tweezers, manipulating objects Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Pincer grip activities Threading, cutting, weaving, playdough, platercine, working with tweezers, manipulating objects Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed lego Build things with smaller linking blocks, such as Duplo or	Pincer grip activities Threading, cutting, weaving, playdough, platercine, working with tweezers, manipulating objects Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Pincer grip activities Threading, cutting, weaving, playdough, platercine, working with tweezers, manipulating objects Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable



Physical Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vocabulary	Physical, skills Undressed, redressed, Hand-eye coordination, Object control , Jumping, Hopping, Skipping, running, obstacles, hula, hoop, sideways, balance, leap, move, space, weight, body parts, grip, threading, cutting, walk- ing, tweezers, pinch, squeeze, squash, roll, form, pull, push, pencil, brush, objects, equip- ment, pencil grip	Dance, move, rhythm, perform, space, timing, movement, bal- ance, position, bench, target, kick, roll, push, special aware- ness, speed, direction, pressure, draw, write, develop, progress, improve	Gymnastics, confidence, core, strength, muscles, pike, stretch, tucj, straddle, pointy, watch, demonstrate, evaluate, improve, stamina, target, un- derarm, push, bounce, over- arm, control, cut, snip, draw, write, tripod, land, scoot, walk, skip	Gymnastics , Jumping, sliding, rolling, under, apparatus. Con- trol, coordination, bouncing, dribbling, balancing, aiming, predicting, estimating, station- ary, still, observe, copy, weav- ing, recognisable, fine motor, cycle, pedal, pincer, tripod, link, bat, ball,	Gymnastics, Sequence, roll, stretch, balance, pike, tuck, progress, improve, develop, invent, challenge, mirror, per- form, teamwork, trust, heart, blood, exercise, breathing, pumping, water, oxygen, space, awareness, striking, balance, core, strength, stami- na, heartbeat, scissors, blade, knife, roll, twist, sculpt, bounce, control, hit, tap	Dance, perform, beats, run- ning, throwing, jumping, starts, track, lanes, speed, race, sprints, stamina, obsta- cle, event, determination, ef- fort, heart, water, beat, en- couragement, improvement, sportsmanship, results, pincer, grip, tripod, gross motor, fine motor, achievement



Literacy

Literacy	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)
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Recognising initial sounds. Name writing. Knowing we read from left to right and top to bottom.	Retell stories related to events through acting/ role play. Christmas letters/lists. Non-Fiction Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books	Making up stories with themselves as the main character. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. Spell words by identifying sounds in them. Matches sounds to letter names	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a nonfiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Describe different story settings. Writes simple phrases and sentences independently.
Phonics We use Little wandle phonics and Big cat books to support our curriculum	Graphemes: s a t p i n m d g o c k ck e u r I h b f l Tricky words: I the is	Graphemes: f ll ss j v w x y z zz qu ch sh th ng nk words with –s /s/ Tricky words: Put pull full as and has his her go no to into she push he	Graphemes: ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp Tricky words: was you they my by all are sure pure	Graphemes: Revisit all previous taught Tricky words: Revisit all previously taught	short vowels CVCC CVCC CCVC CCVCC CCCVC CCCVCC compound words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est Tricky words: out today said so have like some come love do were here little says there when what one	Long vowel sounds CVCC CCVC CCVC CCCVC CCV CCVCC words with –s /s/ at s /z/ at the end words with –es /z/ at the end root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/





Literacy

Literacy	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)
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Name Labels.	Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, Help children identify the sound that is tricky to spell. Sequence the story Write a sentence	Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context.	Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story.	Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems	Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories.
English Focus	Key Texts: Jack and Jill Humpty dumpty Incy wincy Writing Focus: Initial letter sounds. CVC Word Writing.	Key Texts: 3 Little Pigs. Little Red Riding Hood. Goldilocks. Nativity Story. Writing Focus: CVC Word sentences.	Key Texts: 6 Dinner Sid. Rumble in the jungle Handa's surprise Writing Focus: poster rhyme. Lists	Key Texts: Jaspers Beanstalk. Jack and the Beanstalk. Writing Focus: Instructions. Captions.	Key Texts: What the Ladybird Heard. The Very Ugly Bug Billy's beetle Writing Focus: Creative writing. Speech. Recounts.	Key Texts: If I built a car. Seaside Things. Sharing a Shell. Writing Focus: Imaginative writing. Poems.



Literacy

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vocabulary	Dominant hand, tripod grip, mark making, marks, sound, blend, write, pencil, nursery rhymes, characters, setting, spider, drainpipe, spout, washed, dried, rhyme, pictures, sequence, pail, crown, tumbling, trot, mend, vinegar, struck, wool, master, dame, lane, head, shoulders, pinch, grip, flip, knees, toes, body parts	Name, labelling, labels, initial sounds, story scribing. Retelling, tricky words, stories, setting, beginning, middle, end, characters, house, forest, woods, nativity, crib, stable, description, text, title, author, blurb, predict, guess	Writing, finger spaces, full stops, signs, posters, information, non fiction, fiction, stories, characters, labels, speech, speech bubbles, report, communication, settings, title, author, blurb, predict, anticipate, position,	story maps, writing captions, writing, finger spaces, full stops, signs, posters, information, non fiction, fiction, stories, characters, labels, speech, speech bubbles, report, communication, settings, title, author, blurb, predict, anticipate, poem, rhyme, beanstalk	recipes, lists, role play letters, capital letters, upper case, lower case, Writing, finger spaces, full stops, signs, posters, information, non fiction, fiction, stories, characters, labels, speech, speech bubbles, report, communication, settings, title, author, blurb, predict, anticipate, poem, rhyme, heard, exciting, connectives, recount, retell, imagination, descriptive,	Writing, finger spaces, full stops, signs, posters, information, non fiction, fiction, stories, characters, labels, speech, speech bubbles, report, communication, settings, title, author, blurb, predict, anticipate, menu, poem, rhyme, poem, rhyme, heard, exciting, connectives, recount, retell, imagination, descriptive,



Maths

Maths	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.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths We will use White Rose Maths to support the learning.	Numbers to 5 Comparing numbers within 5 Comparing quantities 3D shapes	2D Shape One more one less Whole part model Spatial awareness	Counting to 10 Comparing groups upto 10 Combining two groups Length, height and distance	Using a ten frame Part whole model to 10 Subtraction Making simple patterns Exploring more complex numbers	Adding by counting on Taking away by counting back Counting to 20 Doubling Halving and sharing	Odds and evens Composing and decomposing shapes Volume and capacity Sorting into 2 groups My day—time

Vocabulary	Numbers, count, forward, backward, how many, altogether, five frame, same, different, next, after, arrange, more, fewer, match, sort, equal, less than, fewer than, greater than, more than, compare, amount, roll, stack, push, curved, straight, round, square, rectangle, circle, triangle,	sphere, cube, cuboid, cylinder, cone, point, face, edge, first, then, now, one less. One more, order, fewer, take away, add, altogether, five frame, represent, groups, parts, whole, same, different, more than, count, counting, in, out, below, under, above, in front, behind, next to, up, down, across, forwards, backwards	Numbers to ten, ten frame, 1,2,3,4,5,6,7,8,9,10, count, how many, total, altogether, count, forwards, backwards, more, fewer, collections, dice, method, odd one out, same, different, greater, greatest, smaller, smallest, large, largest, taller, tallest, shorter, shortest, difference, addition, total, how many, heavy, light, lighter, length, width, weight, estimate, predict, balance, equal	Missing number, more than, fewer, less than, number bond, each, more, counters, altogether, whole, part, leave, left, take away, group, count, how many, repeat, cube, round, core, pattern, complex, size, shape, colour, action, elements, tall, short, tall, stripes, spots, squares, describe, repeat, elements, continue, next, describe	Count on, count back, move forwards, go back, jump forwards, more, less, add, take away, number track, dice, largest, smallest, possibilities, directions, forwards, backwards, largest, 11,12,13,14,15,16,17,18,19,20, more, same, different, pattern, predict, teams, odd, half, halving, fair, share, equal, uneven, equal, represent, doubling, domino, more, same, double facts, fewer, same	Doubling, odd, even, uneven, fair equal, unequal, solution, halving, teams, pattern, square, triangle, hexagon, sides, corners, spatial, predict, compose, full, empty, nearly. Most, less, least, nothing, sort, describe, explain, bigger, smaller, counter, group, size, shape, odd one out, first, next, later, then, before, after, o'clock, order timetable, sequence, face
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Understanding the World

Understanding the World	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
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Can draw similarities and make comparisons between other families. Show photos of the children's homes and encourage them to draw comparisons.</p> <p>Handwashing experiment</p> <p>Read fictional stories about families and start to tell the difference between real and fiction.</p> <p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects</p> <p>Our bodies</p>	<p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Introduce the children to NASA and America.</p> <p>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</p> <p>Take children to places of worship and places of local importance to the community</p> <p>Looking and exploring Victorian artefacts</p> <p>Launching rockets</p> <p>Diwali and how it is celebrated</p> <p>Visit to church</p>	<p>Looking at different environments and habitats like woodland, forests, under the sea, artic, jungle, rainforest.</p> <p>People important in society such as emergency services</p> <p>Making observations about the natural world</p> <p>Comparing and contrasting environments and places including cultural differences.</p> <p>Nocturnal Animals Making sense of different environments and habitats—artic, Antarctic, Africa, farmlands</p> <p>Chinese New Year—where china is, some of the traditions, cultures and celebrations</p>	<p>Develop an understanding of what plants need to grow.</p> <p>Planting beans, cress and sunflowers</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p> <p>Labelling plants</p> <p>Cress experiment - What plants need to live</p>	<p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals.</p> <p>Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. record the weather.</p> <p>Build a 'Bug Hotel'</p> <p>Making bubble wands from sticks</p> <p>visit</p>	<p>Materials: Floating / Sinking – boat building</p> <p>Seasides long ago – Magic Grandad</p> <p>Different types of transportation</p> <p>Tasting foods from other countries</p> <p>Discussing the weather in other countries</p> <p>Looking at maps and atlases. Drawing own simple maps and identify where England is.</p> <p>Beach Day</p> <p>Looking closely at different buildings—leaning tower of Pisa, Sydney opera house, Eifel tower, Buckingham palace etc</p>



Understanding the World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vocabulary	<p>Past / present / baby / younger / toys / then, / before, /now, /next, / soon./ baby,/ child, / teenager, / adult today, Grandparents / old / Then/before/ yesterday tomorrow/week/month long ago/old/ new/ recent/grand-parent/ great grand-parent/clue/ memory/lifetime/ calendar/ Who? /What? Remember/ houses/ home/terraced/semi detached/detached/ cottage/flat/location Houses / West Hallam / map / road / pavement / Seasons / local / Derbyshire / forward / backward / natural world / address/ Environment / navigate / detached / semi detached / bungalow / cottage / terraced / symbols</p>	<p>Past / present / nurse / lamp / rocket / moon Florence nightingale / Neil Armstrong / Apollo 13 / soldiers / Shop / hairdressers / church / fake away / doctors / America / forward / backward Pharmacy / left/ right / bonfire/ dinosaurs / beebots / electric / community / culture / social / eco / natural world / lives / society / famous figures / experiences / religion / countries / process / seasons / changes / maps / similarities / celebrations / Diwali / lamp / hindu / synagogue / muslim / Makkah / mosque / worship / special times / Christmas / nativity / beliefs / wooden toys / metal toys/ Puppets / cup and ball, / spinning top / old / then / now / years ago</p>	<p>Woodland/habitat/ environment/stream/ lake/jungle/artic/ Antarctic/ Local / area / World / England / warm / cold / farm / map Africa / countries / climate / savannah / ice-berg / growth / atlas/ globe / Artic / Antarctic / Continent / north pole / south pole/ ocean / farm / food/safari / binoculars/ survive/ forest/ climate / materials / occupations / conditions / warm / emergency / cultures / celebrations / traditions / conditions / special stores / Samaritan</p>	<p>Flowers / bean / grow / water / ice / experiment / investigate Sunlight / soil / stem / leaf / bud / roots / life cycle Germinate / anchor/water/planting/ seed/natural world / beans / sunflowers / cress / water / growth / compare / contrast / natural world / observations / difference / similarities / changes / Easter/ good Friday / Islam / beliefs / baptism / font / candle / godparents / priest / vicar / church / celebrate / Aqiqah / Jews / Torah / Ark / Sabbath / Kiddush cup</p>	<p>Bugs / insects / caterpillar / butterfly / frog / beetle/ snail/ slime/ crawl/slither/ladybird/ firefly/grow/dragonfly/ bee/nest/queen/nectar/ pollinate/zoo/change Minibeasts / frogspawn / life cycle / tadpole Chrysalis / pupa / froglet / environment / habitat Weather / sunshine / rain / clouds / snow / wind Hail / natural world / map/ forward / backward Observation / direction / birds eye view / Noah's ark / dove / olive / flood / creation / Christian / Muslim / Islam / caring</p>	<p>Countries / map/ land / sea / weather Climate / directions / ocean / transport / distance / birds eye view Land locked / Paris / Eiffel tower / Italy / Pisa / Australia / Sydney / harbour bridge / opera house / Norway / Peru/England/ London/transport/ aeroplane/airport/pilot/ train/car/balloon/vehicle/ Scotland/tartan/ Edinburgh/maps/ directions/countries/ landmarks/japan/seaside/ natural world / climate change / global / recycling / planet / ocean /</p>



Expressive Arts and Design

Expressive Arts and Design		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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Listening to Indian music—Diwali</p> <p>Printing—using different tools and brushes to paint</p> <p>Sing a large repertoire of songs and nursery rhymes</p>	<p>Firework pictures, Christmas decorations, cards, songs/poems . Divas</p> <p>Use different textures and materials to make houses for the three little pigs and beds for goldilocks</p> <p>Drawing—using a range of tools to draw—pencils, pastels, wax, charcoal etc</p> <p>Creating outer of space pictures Provide children with a range of materials for children to construct with.</p> <p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Retelling familiar stories Sing in a group or on their own, increasingly matching the pitch and following the melody Perform in The Nativity Singing within the community.</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and</p>	<p>Chinese New Year dragon dancing, lantern making, willow pattern art, design and create a dragon.</p> <p>Listening to Chinese music</p> <p>Painting—using different size brushes and materials</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Explore and control voice sounds</p>	<p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts</p> <p>Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows. Begin to name some instruments and know how they sound.</p> <p>Textiles—Using different materials, colours and dying</p>	<p>Retelling familiar stories Create symmetrical butterflies</p> <p>Design and create an under the sea scene</p> <p>Collage—using different techniques to collage</p> <p>Design and create an ugly bug</p> <p>Create a dance to go with the 'Flight of the bumblebee'</p> <p>Listen to music and express how it makes them feel.</p>	<p>Sand pictures / Rainbow fish collages Work collaboratively to create a well dressing</p> <p>Design and create sunglasses.</p> <p>Learning new songs for worship</p> <p>Sculpture—using clay, plastercine, modrock and other materials to sculpt to sculpt</p> <p>Create the leaning tower of pisa Look at aboriginal art and create some on a boomerang.</p> <p>Listen to music and discuss what it sounds like and express their thoughts about the music</p>



Expressive Arts and Design

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vocabulary	Manipulate / connect / construct /clay / tools/ stretch / roll / pull / twist/ join Play dough / fork / squash / squeeze / glue / sello- tape /scissors / cut / sing/dance/ nursery rhyme/rhythm / portrait/ build/ tapping/ printing/ brushes/tools/mix/ colours / role play / im- agination /create / crea- tions/ equipment / brushes/ thick/ thin	Manipulate / connect / construct /clay / tools/ stretch / roll / pull / twist/ join Play dough / fork / squash / squeeze / glue / sellotape /scissors / cut songs / poems / texture / patterns / design / mod- el / adapt / join/ form/ function / puppets / sto- ries / evaluate / de- scribe / perform/ expres- sion / communicate / ar- tistic / cultural / artists	Manipulate / connect / construct /clay / tools/ stretch / roll / pull / twist/ join Play dough / fork / squash / squeeze / glue / sellotape / scissors / cut / design / create / collage / rip / tear / music / instruct- ments / blow/ pluck / guitar / oboe / cello / trumpet / ukulele / pi- ano / flute / sound / tune / notes / pitch / high / low / in time / pattern / different / see / hear / expression / art- ists / lantern /	Manipulate / connect / construct clay / tools/ stretch / roll / pull / twist/ join Play dough / fork / squash / squeeze / glue / sello- tape /scissors / cut / tradition/ music / song / dance / pastels / drawing / printing / pat- terns / shaow puppets/ joining/ techniques / glue / design / build / collage /	Manipulate / connect / construct clay / tools/ stretch / roll / pull / twist/ join Play dough / fork / squash / squeeze / glue / sellotape / scissors / cut / symmet- rical / sculpture / dance / tessellate / mod- el, twist / refine / evalu- ate /	Manipulate / connect / construct clay / tools/ stretch / roll / pull / twist/ join Play dough / fork / squash / squeeze / glue / sellotape /scissors / cut / drawing/ tools / pencils/ chalks/ pastels / wax / charcoal / aboriginal art / artists / musician's / well dressing / collage / paint / colour / texture / function / form / por- traits /