**Newbrough C of E Primary School Nursery & Reception Long Term Plan 2024-2025**

Key Code: Nursery Reception

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| **Autumn Term**  | **Spring Term** | **Summer Term**  |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1**  | **Summer 2** |
| Quality Texts: *Three Little Pigs**What’s in the Witch’s Kitchen**We’re going on a bear hunt**The Hairy Toe**Not Now Bernard**Other related texts:**Non-fiction relating to trees and leaves**I’m Special I’m Me**Dogs Colourful Day**Tree* | Quality Texts: *Goldilocks and three bears**Room on the Broom**Owl Babies**Stick Man**Other related texts**Clean Up**Dinosaurs and all that rubbish**Non-fiction re animals and young**Non-fiction re hibernation* | Quality Texts:Three Billy Goats GruffThe CaveShh We have a plan*Billy and the Beast**Rhinos Don’t Eat Pancakes**Other related texts**Beegu**I feel… books**Kind**Tar Beach (Take one pic)**Junk DNA**Non-fiction re bodies* | Quality Texts:The Train Ride100 Decker BusMr Gumpy’s Motor CarThe Magic Bed*Other related texts**I Will Never Not Eat a Tomato**The Tiny Seed**Hamiltonn’s Hats**Non-fiction related to transport**Germs book**Teeth book* | Quality Texts: Jack and the BeanstalkThe Giant Jam SandwichThe Tiger who came to Tea*Other related texts**Clean Up**Non Fiction related to mini-beasts**Non fiction re lifecycles**Lifesize**Tree**Henri Matisse* | Quality Texts:Little Red Riding HoodTadpoles PromiseMrs Armitage and the big waveSuperwormThat’s Good Tha’s Bad*Other related texts**Non fiction re mini-beasts**Non fiction re lifecycles**You Choose**Would you rather?**All through the night**Non-fiction re Space* |
| **Poetry, Rhymes and Songs** |
|  |  |  |  |  |  |
| **Visits and Visitors** |
| Welcome to EYFS meetingParents Evening | EYFS NativityChristmas Show  | Bus to Hexham and Train ride to Newcastle - Visit to Central station - visit Ticket Office  | Parents Evening | Trip to Northumberland Zoo  | Early Years Open MorningSports Day Transition Day  |
| **Key Events** |
| Harvest Festival Halloween | Bonfire NightDiwali - <https://www.bbc.co.uk/teach/school-radio/articles/ztpyp4j>Anti bullying week https://www.bbc.co.uk/teach/school-radio/articles/zdfkg7hChildren in NeedRemembrance Day Christmas | New Year Chinese New Year Shrove Tuesday (Pancake Day)Ash Wednesday Valentines Day  | Mothers Day Good FridayEaster SundayWorld Book DayHoli Festival Ramadan | St George’s Day   | Father’s Day World Ocean’s Day 8 June <https://www.bbc.co.uk/teach/school-radio/articles/zp87tcw> |
| **Prime Areas** |
| **Communication & Language***Listening, Attention and Understanding and Speaking* |
| Be able to respond to own name Join in conversation one to oneJoin in group time paying attentions to what is being said Follow a simple one step instruction  | Be able to listen to a story Develop vocabulary and use short sentences Be able to communicate their needs  | Learn rhymes and sing songs Join in with familiar stories Talk about a story and make comments about pictures Produce age appropriate sounds  | Respond appropriately to a question demonstrating understanding Continue to develop vocabulary Be able to ask for help when required  | Hold conversation - back and forth exchanges Explore use of conjunctions to connect ideas Explain, retell and describe experiences  | Continue to develop vocabulary including scientific and descriptive Express a point of view  |
| Hold conversation - back and forth exchanges.Understand how to listen carefully.Understand that listening is important both during group time and when talking to peers.Develop social phrases. | Ask questions to find out more, check understanding.Engage in story time.Learn rhymes (see bank of poems and rhymes) and sing songs. | Build up a bank of good vocabulary and use it in context.Give opinions and share ideas in a variety of situations.Engage in fiction and non-fiction books. | Describe events with increasing detail.Be able to retell a simple story and use familiar story language when retelling their own stories.Use talk to help work out problems and organise thinking.Ask questions. | Use conjunctions in sentences.Predict what might happen next.Understand ‘wh’ questions | Connect one idea to another using a range of connectives. Use full sentences, past, present and future tenses.Articulate ideas and thoughts in well formed sentences.Explain how things work and why they might happen.Engage in back and forth conversation with teachers and peers. |
| Provision Implementation  | Skilled adults (modelling, extending language, recasting, developing conversation, explaining, reading, making links Early identification of children with immature language skills in order to direct targeted support Group time - stories, songs, poems, taking turns, regular reading of high quality texts Time in TCP to practise these skills with peers and adults Drawing Club Helicopter stories - story scribing and acting.  |
| Early Learning Goal  | **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 or group discussions -Make comments about what they have heard and ask questions to clarify understanding.-Hold conversations when engaged in back and forth exchanges**Speaking**-Participate in small group, class adn 1:1 discussions, offering own ideas, using recently introduced vocab.-Offer explanations for why things might happen-Express ideas and feelings about their experiences using full sentences, including past, present and future tenses and making use of conjunctions with modelling and support from teacher. |
| **Physical Development** *Gross and Fine Motor Skills* |
|  | Dance with Pippa  | Swimming Lessons | Swimming Lessons |  |  |
| Revise and refine the fundamental movement skills they have acquired; rolling, crawling, walking, jumping, running Use core muscle strength to develop good posture Complete jigsaws Use a variety of constructions toys  | Negotiate space when moving and running Hop and jump (landing 2 feet together) Use scissors to snip Climb using alternate hand/feet Use large arm movements to make marks from a vertical position - easels and walls Use large scale movements Develop balance and strength  | Use peelers and other one handed tools Pre-writing skills and shapes Hold own body weight on ropes Use increasingly intricate constructions toys Use a range of small tools effectively Develop drawing skills Develop a comfortable pencil grip Skills required to manage school day - lining up, using a knife and fork, personal hygiene  |
| Skills required to manage school day - lining up, using a knife and fork, personal hygiene.Revise and use fundamental movement skills.Use core muscle strength to achieve good posture and start to develop handwriting posture.Throw a bean bag towards a targetPour from a jug. | SkipDevelop strength, coordination and balance. Test out ideas and adapt movements to reduce risk.Catch and throw a large ball.Kick a ball in a planned direction.Use a tripod grip when using pens and pencils with increasing control.Use scissor, peeler, hammers and other one handed tools.Develop mark making to include shapes required for letter formation. | Continue to develop strength, balance and confidence in ways of moving.Use a range of small tools effectively. |
| Provision  | Carefully planned environment and resources to develop gross and fine motor skills - large equipment outdoors, rope swings, climbing frame, large scale mark making, peelers, hammers, scissors, a variety of mark making equipment available in areas Skilled adults to introduce tools and how to use them safely, model and adjust grip when necessary Time in TCP to access these activities YR- letter formation within phonics and writing Support through lunch time to develop knife/fork skills |
| Early Learning Goals  | **Fine Motor Skills**-Hold a pencil effectively in preparation for fluent writing - using the tripod grip in most cases-Use a range of small tools, including scissors, paint brushes and cutlery-being to show accuracy and care when drawing**Gross Motor Skills**-Negotiate space and obstacles safely, with considerations for themselves and others.-Demonstrate strength, balance and coordination when playing-Move energetically, such as running, jumping hopping, skipping and climbing. |
| **Personal, Social and Emotional Development** *Self Regulation, Managing Self and Building Relationships* |
| Become familiar with school routines and rules Begin to manage own personal needs and hygiene e.g. put on coat, zip it up, toileting unaided, washing hands, wiping nose Develop their sense of community and responsibility Separate confidently from carer Play with other children Sit with friends at lunch table and use cutlery to eat food  | Begin to show more confidence in new situations Talk about and name feelings Begin to understand how others might be feeling Communicate what they would like to do and choose resources with support Recognise some actions can hurt or harm others Take turns with support  | Increasingly follow rules independently Talk with others to solve conflicts with support Recognise and be able to look after personal belongings Wait for what they want and manage feelings when their wishes can not be met.  |
| Select resources required independently.See themselves as a valuable individual.Develop their sense of responsibility and membership of a a community.Show more confidence in new situations.Build constructive and respectful relationships.Give focused attention to what the teacher says.Develop awareness of the similarities and differences between themselves and others.Explain the reason for rules - know right from wrong and try to behave accordingly.Develop skills needed to manage the school day eg toileting, washing hands etc.Be able to describe who is in their family, who is special to them and be exposed to other family structures. | Be able to name and express their feelings and consider the feelings of others. Zones of 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.Form positive attachments to adults and friendships with peers.Know and talk about the factors that support health and wellbeing ; physical activity, tooth brushing, screen time, sleep routine, road safety, rail safety.Work and play collaboratively and take turns with others, including games with rules. | Develop strategies to manage/resolve conflict eg holding back, sharing, negotiation, compromise.Think about the perspectives of others.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 immediate impulses when appropriate.Show an ability to follow instructions involving 3-4 ideas or actions.Know and talk about the factors that support health and wellbeing; physical activity, tooth brushing, screen time, sleep routine, road safety.Recognise the need to look after our shared belongings and the wider environment. |
| Provision | Skilled adults modelling how to manage coats shoes etc, teaching classroom routines and rules to allow children to operate independently and safely, modelling good listening skills, modelling conflict resolution, celebrating different achievements and valuing all effort, modelling perseverance, resilience and co-operation. Co-regulation leading to self regulation. Resources gradually introduces at the beginning of the year with extra time for ensuring children know to tidy up. Adult led group time - Specific PSHE stories, opportunities for discussion RE sessions Time in TCP with peers and adults to develop these skills  |
| Early Learning Goals | **Self Regulation**-how an understanding of their own feelings and those of others, 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 and ability to follow instructions involving several ideas or actions**Managing Self**-be confident to try new activities and show independence, resilience and perseverance in the face of challenge-explain the reasons for rules, know right from wrong and try to behave accordingly-manage their own basic hygiene and personal needs, including cressing, going to the toilet and understanding the importance of healthy food choices.**Building Relationships**-work and play cooperatively and take turns with others-form positive attachments to adults and friendships with peers-show sensitivity to their own and others’ needs. |
| **Specific Areas** |
| **Literacy** |
| **Word Reading -** including Phonics (Little Wandle) |
| Introduce all aspects of phase 1 environmental sounds (general sound discrimination, rhythm + rhyme, alliteration, voice sounds, oral blending and segmenting) | Recap and extend all aspects of phase 1 (general sound discrimination, rhythm + rhyme, alliteration, voice sounds, oral blending and segmenting) | Children hear the same initial sound for words and names of objects.Blend CVC words using oral blending and objectsChildren to distinguish different sounds | Identify the initial sound in a word when given a choice.Hear and say the initial sound in wordsOrally blend CVC words, | Identify the initial sound in a word when given a choiceHear and say the initial sound in wordsOrally blend CVC wordsTo count and clap syllables in their name - To recognise rhyming words (not written- listening) | Identify the initial sound in a word when given a choiceHear and say the initial sound in wordsOrally blend CVC words, generate a rhyming string |
| S a t p i n m d g o c k ck e u r h b f lIs the IGames to develop listening, attention and sound discriminationIdentifying initial sounds, early blending, rhyming | ff ll ss j v w x y z zz qu ch sh th ng nkAs and has his her go no to into she he of we me beWords with -s at endWords ending with -s with -z sound (bags)Games to develop listening, attention and sound discriminationOral blending and segmenting - CV/ CVC, rhyming | ai ee igh oa o oar or ur ow oi ear air er double letters in middleWas you they my by all are sure pureGames to develop listening, attention and sound discriminationOral blending and segmenting CV/CVC/CCVC | Review Spring 1 soundReview tricky words and secure spellingGames to develop listening, attention and sound discriminationOral blending and segmentingCV/CVC/CCVC | Longer words, short vowel, compound words, root words ending in -ing ed/t, ed/id, -ed, - estsaid so have like some come love do were here little says there when what one out today | Longer words, long vowel, review ends in Summer 1, root words ending in -erSecure spelling |
| **Comprehension**  |
|  Listen to stories and rhymes  | Have some favourite stories and rhymes Listen and join in with repeated phrases | Develop play linked to stories and retelling Begin to sequence and retell stories linked to pictures they can see | Begin to sequence and retell stories stories linked to pictures they can see  | Name parts of a book - front cover, back cover Develop awareness of print eg left or right  | Use story language in their play Use books appropriately and turn pages carefully Begin to recognise own name Recall and make links between what they have read and own experiences Retell familiar stories  |
| Listen to stories, songs and rhyymes with increasing attention.Begin to link stories to what has happened in own experience. | Retell stories using key phrases.Begin to make own stories using own vocab.  | Use new vocab when discussing what has been read.Describe events in familiar stories and predict events. | Locate title and blurb.Continue to learn new words and use them. | Contionue to learn new words and use them.Identify and name basic punctuation - capital letter, full stops. | Continue to learn new words and use them.Make informed ideas about new vocab from surrounding text and pictures. |
| **Writing**  |
| Use a variety of mark making tools and talk about what they have drawn Explore mark making on a variety of scales Access resources provided to develop dexterity and strength  | Begin to form the first letter in their name and others as appropriate Develop some print knowledge e.g. print has meaning; it is made up of letters and words, we read English text from left to right and from top to bottomAccess resources provided to develop dexterity and strength Develop awareness of environmental print Explore mark making on a variety of scales  | To begin to show some emergent mark making including some letters Develop use of fine motor skills Access resources provided to develop dexterity and strength Explore mark making on a variety of scales Retrace vertical lines and enclose shapes  | To be able to write some letters from their name Fine motor skills linked to mark making Using story vocabulary in play Access resources provided to develop dexterity and strength Explore mark making on a variety of scales Develop mark making to include pre-writing shapes  | To produce emergent writing using initial soundsAcquiring and using new vocabulary Access resources provided to develop dexterity and strength Explore mark making on a variety of scales Begin to understand writing is read from top to bottom, left to right Develop mark making to include pre-writing shapes  | To write their own name forming some letters correctly Sequence and retell event and stories Access resources provided to develop dexterity and strength Explore mark making on a variety of scales Develop mark making to include pre-writing shapes  |
| Notice print in the environment print in the environment.Enjoy drawing and mark making on a variety of scales.Give meaning to what they have drawn.Identify their own name. | Begin to form letters consistent with phonics programme.Write some or all of name.Begin to write simple CVC words. | Begin to form letters consistent with phonics programme.Begin to write simple CVC words.Use phonics knowledge for purposeful opportunities within play. | Begin to form letters consistent with phonics programme.Confidence to use phonic knowledge to attempt other words.Use phonics knowledge for purposeful opportunities within play.Begin to write some irregular words,Begin to write simple captions using finger spaces.Segment simple words to spell using known sounds. | Form lower case and some capital letters mostly correctly.Use phonics knowledge for purposeful opportunities within play.Begin to write simple captions using finger spaces.Write some irregular words correctly.Segment simple words to spell using known sounds. | Show an awareness of basic punctuation - capital letters and full stops when writing sentences.Use phonics knowledge for purposeful opportunities within play.Re-read what they have written to work out where they are up to and check for sense.Explore different genres eg lists, recipes, postcards.Write some irregular words correctly Segment simple words to spell using known sounds. |
| Provision  | Daily phonics session - Little Wandle / Read Write Inc Core bank of high quality texts Regular story times as a group and within TCP Core bank of poems and rhymes that are learnedStory Dough to develop language and creativity Drawing Club - using texts to develop vocabulary, imagination, drawing and writing Helicopter Stories - story scribing and acting Adults to model, extend and develop new language and vocabulary Mark making tools available in all areas Adults who join children in their play and model, identify and support purposeful writing opportunities Environment resources with activities to develop the gross and fine motor skills required to write. See PD section for essential physical development required to hold pencils/control to form letters  |
| Early Learning Goals  | **Comprehension**-demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocab-Anticipate key events in stories- use and understand recently introduced vocab during discussions about stories, non-fiction, rhymes and poems and during role-play.**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 simple sentences and books that are consistent with their phonic knowledge including some common exception words.**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 |
| **Mathematics** Mastering Number & White Rose Maths  |
| Learn a variety of number songs Recite some numbers in orderSubitise up to 2 Build construction toys to build towers and enclose shapes Match colours and shapes  | Learn a variety of number songs Build construction toys to build towers and enclose shapes Develop observational skills - noticing Sort colours and shapes  | Learn a variety of number songs Rexite numbers in order to 5 Recognise some numerals Subitise to 3 Capacity - full, empty Anticipate familiar routines /times of day  | Learn a variety of number songs Recite numbers in order beyond 5 Develop 1:1 correspondence What do you notice? To develop language to describe patterns Begin to develop finger dexterity to show numbers  | Learn a variety of number songs Develop 1:1 correspondence Understand positional language - in front, behind, under, on top, next to Recognise 2D shapes Compare sizes and use basic vocab - big/small Count and recognise numerals to 5 What do you notice? To develop understanding of same and different  | Opposites big/small heavy/lighttall/short Identify, create and continue simple patterns Follow instructions and sequences first, then, next Count and recognise numerals to 5 Develop 1:1 correspondence  |
| **Subitising** Subitising within 3 Subitise objects and sounds**Counting, ordinality and cardinality**Focus on counting skills **Composition** Explore how all numbers are made of 1sFocus on composition of 3 and 4 **Comparison**Comparison of sets -’just by looking’ Use the language of comparison: *more than* and *fewer than**White Rose Maths***Shape, Space & Measure**Compare size, mass & capacityExplore, copy and create simple patterns  | **Counting, ordinality and cardinality**Focus on counting skills Focus on the ‘five-ness of 5’ using one hand and the die pattern for 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20**Composition** Explore the concept of ‘whole’ and ‘part’ Focus on the composition of 3,4 and 5 **Comparison**Comparison of sets - by matchingUse the language of comparison: *more than, fewer than, and equal number**White Rose Maths* **Shape, Space & Measure**Circles & TrianglesShapes with 4 sides  | **Subitising** Subitise within 5 focusing on die patterns Match numerals to quantities within 5 **Counting, ordinality and cardinality**Counting - focus on ordinality and the ‘staircase’ pattern See that each number is one more than the previous number **Composition** Focus on 5 Focus on 6 and 7 as ‘5 and a bit’ Compare sets and use language of comparison: *more than, fewer than, an equal number*  Make unequal sets equal *White Rose Maths* **Shape, Space & Measure**Explore and compare mass & capacity Explore & Compare length & height Order & sequence time  | **Counting, ordinality and cardinality**Focus on the ‘staircase’ pattern and ordering numbers**Comparison**Focus on ordering of numbers to 8 Use language of *less than***Composition** Focus on 7 Doubles - explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes - odd and even numbers *White Rose Maths***Shape, Space & Measure**Explore 3D Shapes | **Counting, ordinality and cardinality**Counting - larger sets and things that cannot be seen **Subitising** Subitising - to 6, including in structured arrangements**Composition** Composition - ‘5 and a bit’ Composition - of 10 **Comparison**Comparison - linked to ordinality Play track games *White Rose Maths* **Shape, Space & Measure** Manipulate, compose & decompose 2D shapes  | **Subitising** Subitise to 5 Introduce to rekenrek *White Rose Maths* *How Many Now?* *Sharing and Grouping***Shape, Space & Measure** Visualise, build & map  |
| **Provision** | Counting songs and gamesDaily routinesAdults to support solving everyday mathematical problems in the environmentScoring gamesResources - jigsaws, board games, construction, loose parts, playdough, baking, shapes, numicon, cuisenaireRepresentations in everyday routines - ten frames, rekenreks, number lines, PW modelsAdult led maths sessionsNumberblocksAdults who take opportunities in TCP to practise mathematical skills and make links with current learning.  |
| **Early Learning Goals** | **Number**-have a deep understanding of number to 10 including composition of each number-subitize up to 5-Automatically recall (without reference to shumes, counting or other aids number bonds to 5 (including subtraction facts and some bonds to 10 including double factsNumerical 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; 29• Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.  |
| **Understanding the World**  |
| Routines and developing rules Developing vocabulary related to routines, classroom and garden Our families Weather and seasons  | Weather and seasons - how is our garden changing? Animals names and their young  | Signs of winter Structures - using a variety of resources to create. Developing skills to manipulate parts and extend structures | Signs of spring Vehicles - building vehicles, naming parts, exploring how they move  | Signs of spring Develop vocabulary relating to sowing and growing. Help to look after plants and understand what they need.  | Looking after plants and animals  |
| Our clas room and gardenRoutines and developing rulesTalk about memebers of their family and who is importatn to themPast and present. Explore this through pictures, texts and families.Identifying and describing common trees and leaves.Exploring light and colour | Autumn seasonAnimals and their young including nocturnal animals and animals that lay eggs, live young.RecyclingHibernation | Signs of winterExplore changing states - melting and freezing.Structures - towers and bridgesHealthy lifestytle choices - food, play, exercise.Tasting food, using senses, where does food come from. | Transport and vehicles - how they move and what they are used for.Safety - living near a train line. Road safety, water safety.Key parts of our local area. Comparison to a different place.Begin to have an awareness of using technology safely.Trains - steam, George Stevenson, States of matter - steam train - create and discuss how steam is madeRobert/George Stephenson Travel and transport 5 - Tremendous trains – BBC Teach | Signs of SpringSowing and GrowingKey features of the lifecycle of a plant/animalsMapsUse developing skills of sequencing and planning to program simple toys. | Rivers, Sea CoastAnimals - how do we care for animals thatlive in our local.Identifying and caring for bugs and insects in our garden.Jobs people do.Space - explore planets and the solar system, The moon - why does it appear to change shape.Magnets and forces. |
| **RE - Understanding Christianity**  |
| **God/Creation** - Why is the word God so important to Christians? | **Incarnation** - Why do Christians perform a Nativity play? | **Being Special -** Where do we belong?  | **Salvation** - Why do Christians put a cross in an Easter garden? | **Special Stories** - Which stories are special and why? | **Theme** - Which places are special and why?  |
| Provision  | Stories and texts - fiction and non-fiction Following children’s interested in the world around them and their own and others families Emphasis on outdoor learning and opportunities to explore the natural world in all seasons and different weathers - notice similarities and differences, use vocab to describe texture, smell, appearance and change Environment with resources to promote curiosity and exploration related to Science, Geography, History - e.g. magnetism, sound, space, the natural world, sand and water, cooking etc Planned experiences to use programmable toys - Beebots and Spherobots Evolve resources to provide planned activities related to online safety Local walks e.g. to the Tyne, Crow Wood and the Church Meaningful opportunities involving families/friends and holidays to explore different places and locations Support opportunities in children's own play for discussions including modelling subject specific vocabulary.  |
| Early Learning Goals  | **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 encountered in books read in class and storytelling; **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 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:** • 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**  |
| Artist Focus: Yayoi Kusama - dots  | Artist Focus: Georgia O’Keefe- flowers | Artist Focus: Henri Matisse - drawing with scissors |
| Learn a variety of songs and rhymes Become familiar with construction and loose parts available Explore art area and independence in selecting resources Build and create with loose parts and constructionUsing a paintbrush  | Learn a variety of songs and rhymes Build, create and talk about structures they have built Explore and engage in music making an dance Develop scissor skills  | Learn and perform a variety of songs and rhymes Build and create and modify structures they have made Develop storylines in their play Cutting following a line  |
| Learn and sing/perform a variety of songs and poems.Develop storylines into their own play.Build and incorporate props and material when role playingContinue to develop more accurate cutting skillsDevelop understanding of colour - light and darkCombine resources - loose parts, blocks, natural materials to create Learn skills and techniques for joining (glue, sellotape, masking tape)Build models using junk including techniques for joining  | Combine resources - loose parts, blocks, natural materials to create Learn skills and techniques for joining and use them in their own models Mixing colours - primary colours Exposure to powder paints (with ice) Learn and sing/perform a variety of songs and poems.Combine and mix ingredients, observe what happensCombine resources - loose parts, blocks, natural materials to create Develop an organised approach to plan steps needed for chosen task or activity Learn skills and techniques for joining and use them in their own models (moving parts, flange, tabs, insert)Build models using junk including techniques for joining Continue to develop more accurate cutting skills Exposure to oil and chalk pastels | Learn and sing/perform a variety of songs and poems.Combine and mix ingredients, observe what happensCombine resources - loose parts, blocks, natural materials to create Develop vocabulary to explain the processes they have usedLearn skills and techniques for joining and use them in their own models Experiment with clay including slip and joiningContinue to develop more accurate cutting skills Develop skills related to sewing and weaving |
| Provision | Variety of creative resources accessible by children Adults who value process and exploration over product Adults who can model/suggest techniques and ideas Adults support language development as children learn to explain and describe Core bank of poems and songs that children learn throughout EYHelicopter stories - story scribing and acting Regular singing activities  |
| Early Learning Goals | **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. **Being Imaginative and Expressive** • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.  |