

## Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Possible Texts and 'old favourites'</b>  May change – following nature & child interests	Owl Babies, Little White Owl, Helpful Hedgehog, Itch Bear, Stick Man Mushrooms in the Rain, Fletchers Falling Leaves, Incy Wincy Spider	Emergency! Non-fiction texts, Lost Acorn (Percy) Pattan's Pumpkin, Say Hi to Hedgehog, Catch a Star, Fox in the Dark, Nativity	Winter's Sleep Bear Snores on Jack Frost, Say Hello Snow, Robin Red Vest One Snowy Night Snow Bear, Arctic, Emperors Egg, Worms	Windy Day, Rosie's Hat Splish, Splash, Splosh What Lbird Heard Bug Parade Jack & Bean Stalk Jody's Beans	Hungry Caterpillar, If Only, Book of Bugs, Tiny Seed, Seed Story, Bob Man on the Moon Growing Frogs, Paddington, Mrs R.	Please the Bees, Oliver's Veg, Christopher Nibble, Van Gogh & SF Hurray for Fish, Commotion in the Ocean, Share a Shell
<b>Possible 'Wow' moments / Enrichment Weeks</b>  May change – following nature & child interests	<b>Hygge:</b> Owls, Apples, Mushrooms, Leaves, Sticks, Spiders  Autumn Trail Remembrance Day Harvest Time Halloween	<b>Hygge:</b> Fire, Acorns, Pumpkins, Hedgehogs, Stars, Poppies, Dark  Bonfire Night Advent / Nativity Diwali, Hannukah, Remembrance day Road Safety Anti- Bullying Week	<b>Hygge:</b> Hibernation, Snowflakes, Robins, Ice, Penguins, Worms  Chinese New Year Lent Valentine's Day Internet Safety Day	<b>Hygge:</b> Wind, Rain, Spring Flowers, Nests, Beetles, Beans,  Planting seeds Easter time Weather experiments Weather Forecast Mother's Day	<b>Hygge:</b> Butterflies, Seeds, Moon, Tadpoles, King, Rainbows  Post a letter Food tasting – different cultures Map work	<b>Hygge:</b> Bees, Growing, Herbs, Sun/Shadow, Flowers, Fossils, Sea  School Trip Under the Sea Fossil hunting Father's Day Heathy Eating Week

**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 extensive opportunities to use and **embed new words in a range of contexts**, will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary and language structures**.


<b>Communication &amp; Language</b> is developed throughout the year through high quality interactions, daily discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, assemblies and weekly interventions  <b>Daily story time</b>	<b>Welcome to EYFS</b> Settling in activities Making friends Follow adult cues to listen. Know behaviours for successful listening. Participate in repetitive or predictable texts. Repeat new vocabulary after it is introduced. Follow cues for turn taking in conversation. Repeat back a full sentence that has been modelled for them, generated from their own talk. Begin to use simple sentences to recall an event.	Join in and learn rhymes and poems. Understand the agreed rules for conversational turn taking in small and larger groups. With support chd ask qs to find out more about what has been said to them. Respond to how and why questions. Follow 2 step instructions. Recall and define specialist vocab for the first half term. Recall events in more detail Chd use full sentences when prompted.	To be able to add your own words to "funny poems" and rhymes. Participate in group story telling. Add connectives to the end of simple sentences to extend and give more detail. For example, and, so and because. Retell familiar stories using pictures and actions as prompts.	Answer open ended or speculative questions. Use talk to help work out problems. To be able to explain how something works and why they might happen. Retell a familiar story in detail using a story map and/or their own words. Use new vocabulary introduced over the half term. Engage in non-fiction books and talk about their features.	Recall and use specialist vocab for the half term. Listen to and discuss non-fiction texts. Understand the social phrases used in our school – good morning, you're welcome, how are you? - morning, you're welcome, how are you? Ask qs to clarify understanding. Respond to class discussions with relevant questions or comments	Recall and use specialist vocab for the half term. Listen to and discuss non-fiction texts. Understand the social phrases used in school – good morning, you're welcome, how are you? - Ask questions to clarify understanding. Respond to discussions with relevant questions or comments. Express ideas & feelings about their experiences Use the language associated with transition.
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**Personal, Social and Emotional Development:** 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.

**Show an understanding of their own feelings and those of others, and begin to regulate behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control immediate impulses when appr. 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.**

- ✓ Controlling own feelings and behaviours
- ✓ Applying personalised strategies to return to a state of calm
- ✓ Being able to curb impulsive behaviours
- ✓ Being able to concentrate on a task
- ✓ Being able to ignore distractions
- ✓ Behaving in ways that are pro-social
- ✓ Thinking before acting
- ✓ Delaying gratification
- ✓ Persisting in the face of difficulty.

*"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done."*  
Education Endowment Foundation.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Managing Self</b>  <b>Self - Regulation</b>  <b>Link to Behaviour for Learning</b>  	<b>New Beginnings</b> Introduce the classroom, playtime and lunchtime routines and expectations. Follow the rules for hand washing. Define what makes me special. Build a vocabulary around feelings. Distinguish between healthy food choices and special treats.	<b>Build constructive and respectful relationships.</b> <b>Chd explain to others how they thought about a problem or an emotion and how they dealt with it.</b> Follow wider school routines Perform confidently to an audience (assembly/ Nativity). Offer a solution to a given problem. Identify when a chd displays one of the school values. Discuss what good teeth brushing looks like. Express their feelings and consider the feelings of others. Be Kind	Recall the routines of the school day. Work in pairs and small groups to take turns during play and games. Begin to discuss how to solve a simple problem and try different approaches. Investigate tasting different healthy snacks making links with stories they have read. Show resilience and perseverance in the face of challenge. Focus on school values <ul style="list-style-type: none"> <li>• Kindness</li> <li>• Resilience</li> <li>• Respect</li> </ul>	Relationships - What makes a good friend? Random acts of Kindness Looking after pets Looking after our planet <b>Use strategies for staying calm in the face of frustration.</b> <b>Talk through why we take turns, wait politely, tidy up after ourselves...</b> Work in small groups on more focus tasks, collaborative work and turns taking games. See themselves as a valuable individual and member of their community	Looking after others Friendships Dreams and Goals <b>Show resilience and perseverance in the face of challenge.</b> Compare lifestyles and talk about healthy bodies and minds. Be aware of their role in protecting our planet. Talk about responsibilities within school and wider community. Understand the wider school community. Know how to stay healthy.	Take part in sports day - Winning and loosing Changing me Look how far I've come! <b>Model positive behaviour and highlight exemplary behaviour, narrating what was kind and considerate about their behaviour.</b> Try new activities and persevere when things are difficult. Discuss ways to lead a healthy life – screen time, teeth brushing, sleep and staying safe. Talk about responsibilities within school and wider community.

## 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**.*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Fine motor</b>  Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.	Thread, cut & weave. Hold pencil/paint brush beyond whole hand grasp Stack, align and balance blocks of different shapes and sizes. Cut along a line. Learn and participate in action songs. Manipulate malleable materials with hands. Begin to become aware of the tripod grip. Encourage drawing freely. Carry their own tray of food including their drink.	Thread, cut & weave. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes – use malleable materials using rolling pins and cutters to achieve a desired effect. Teach & model correct letter formation. Stack, align and join with magnetics and magnetic construction. Join & separate small construction kit components by clicking and twisting. Cut & turn along lines. Move towards using the tripod grip.	Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increased control. Manipulate small items; buttons, pegs, coins... Show preference for dominant hand Move towards using the tripod grip more regularly. Follow good sitting rules for working at a table. Begin to explore weaving, knotting and sewing.	Hold pencil effectively with comfortable grip. Form recognisable letters (most correctly formed). Safely use a wider range of food preparation tools including knives, chopping boards and graters. Use the tripod grip more regularly.	Develop pencil grip & letter formation continually. Cut along lines with scissors. Draw a cross. Use a range of tools competently and safely. Use tools to create textures in malleable materials. Hold a pencil correctly in preparation for more fluent writing. Include accuracy and detail into drawings.	Hold a pencil correctly in preparation for more fluent writing. Include accuracy and detail into drawings. Form letters correctly. Copy a square. Begin to draw diagonal lines / start to colour inside the lines of a picture Start to draw pictures that are recognisable. Build with smaller linking blocks, such as Duplo or Lego. Use fine motor skill to use a range of tools competently and safely.
<b>Gross motor</b>	Parachute games. Explore different ways of moving. Change for PE. Help individual chd to develop good personal hygiene. Reminders about handwashing / toileting. Draw lines and circles using gross motor movements. Move safely in a large space, negotiating obstacles, changing direction and stop quickly.	Ball skills- throwing and catching. Skipping ropes in outside area. Dance activities. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers. Dig with trowels and hand forks. Travel in different ways with control and co-ordination. Jump in different ways.	Control a large ball when moving by rolling, throwing, kicking, passing and catching with a partner. Ensure spaces are accessible to chd with varying confidence, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance/move to music Gymnastics/Balance Travel safely across large apparatus. Recognise body changes during exercise.	Balance- move with confidence. Dance activities. Opportunities for chd to, spin, rock, tilt, fall, slide and bounce. Use books and other resources to explain the importance of a healthy lifestyle. Control small games equipment when throwing, catching, kicking, passing, batting and aiming. Develop confidence and accuracy when working with a ball.	Obstacle activities moving over, under, through & around equipment Encourage chd to be highly active and get out of breath several times every day. Provide opps for children to, spin, rock, tilt, fall, slide and bounce. Engage in different ways of moving to create a short dance.	Races / team games involving gross motor movements. Dance related activities. Gymnastics & balance. Use a range of equipment linked to sports day activities. Work as a team to achieve a goal.  Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.

## Literacy

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

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Comprehension</b>  Developing a passion for reading	Participate in, memorise and perform simple nursery and action rhymes. Develop the vocabulary and language associated with books through joining in with repetitive and predictable texts. Enjoy an increasing range of books. Stories from other cultures & traditions.	Drawing Club Retell stories related to events through acting/role play. Christmas letters/lists. Retelling using images. Story Maps. Editing story maps and orally retelling new stories. Non-Fiction – retelling. Sequence a story. Join in with some of the key features of books – story language, repeated phrases, using expression when characters talk. Look for cues in illustrations.	Drawing Club Make up stories with themselves as main character Make books available for children to share at school and at home. Memorise and perform a simple poem. Express preferences for books. Re-read books to build up confidence in word reading, fluency and their understanding and enjoyment.	Drawing Club Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Develop narratives and explanations by connecting ideas/ events. Compare two texts. Identify what is the same and what is different. Understand the character and what a setting is. Say what the dilemma/problem is. Predict the ending.	Drawing Club Retell a story with actions / pic prompts. Use story language when acting out a narrative. Rhyming words. Explain main events of a story. Draw pictures of characters/ event / setting in a story. Demonstrate an understanding of what they have read. Use their own words to demonstrate understand of what they have read or what has been read.	Draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, q's and reactions. Make predictions Begin to understand that a non-fiction is a non-story- it gives information. Fiction means story. Can point to front & back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories. demonstrate understanding of what they have read.
<b>Word Reading</b> Chd 1:1 reading until ready to read with a partner  <b>Following ELS reading scheme</b>	<b>Phonics: ELS</b> <ul style="list-style-type: none"> <li>s, a, t, p</li> <li>i, n, m, n</li> <li>d, g, o, ck</li> <li>e, u, r</li> <li>ss, h, b</li> <li>f/ff, l/l</li> </ul> Blend spoken sounds together to say a small word. Begin to recognise single letter sounds. Begin to read some common exception words.	<b>Phonics: ELS</b> <ul style="list-style-type: none"> <li>j, v, w, x</li> <li>y, z, zz, qu</li> <li>ch, sh, th</li> <li>ng, nk, ai</li> <li>ee, igh, oa</li> </ul> Recognise and use single letter sounds. Begin to form an awareness that two letters can make one sound. Use some letter sounds to read CVC words. Read common exception words with more confidence.	<b>Phonics: ELS</b> <ul style="list-style-type: none"> <li>oo</li> <li>ar, ur, oo</li> <li>or, ow, oi</li> <li>ear, air</li> <li>ure, er, ow</li> </ul> Use single letter sounds to support reading and writing. Use some letter sounds to read CVC words. Recognise that two letters can make one sound and to identify some of them. Read common exception words with more confidence. Read simple phonically regular captions and sentences.	<b>Phonics: ELS</b> <ul style="list-style-type: none"> <li>review</li> </ul>	<b>Phonics: ELS</b> <ul style="list-style-type: none"> <li>cvcc</li> <li>ccvcc</li> <li>cccvc</li> <li>cccvcc</li> </ul>	<b>Phonics: ELS</b> <ul style="list-style-type: none"> <li>ay, ou, ie, ea</li> <li>oy, ir, ue, aw</li> <li>wh, ph, ew, oe</li> <li>au, ey, a-e</li> <li>e-e, i-e, o-e</li> <li>u-e, c</li> </ul>

Writing	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Use marks or some letters for meaning. Use correct formation to write letters, including those in their name. Begin to write three letter words or labels. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds.</p>	<p>Name writing Labelling using initial sounds. Story scribing. Retelling stories in writing area. Help children identify the sound that is harder to spell. Begin to break speech into words when writing. Write labels, lists and captions.</p>	<p>Writing - I, me, my, like, to, the. Writing CVC words and labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Write simple sentences with regular words, including those with digraphs.</p>	<p>To be able to sound out and spell simple words including those with digraphs. Write short sentences to accompany story maps. Order the Easter story. Write labels and captions. Write simple character descriptions.</p>	<p>Writing for a purpose in play using phonetically plausible attempts at words. Form lower-case and capitals correctly. Sound out and spell simple words including those with digraphs. Write a simple sentence using a capital letter, finger space and full stop. Write simple sentences or phrases that can be read by others.</p>	<p>Use capital letters, finger spaces and full stops. Use familiar texts as a model for writing own stories. Write a character description. Sound out and spell simple words including those with digraphs. Write simple sentences or phrases that can be read by others.</p>

**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.*

"Without maths, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers."	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Early Maths Experiences</b> Counting rhymes and songs. Classifying objects based on one attribute. Match equal &amp; unequal sets. Compare objects and sets. Subitise. Order objects &amp; sets / introduce manipulatives. Number recognition. 2D Shapes. Pattern &amp; early number. Recognise, describe, copy &amp; extend colour &amp; size patterns. Count and represent 1 to 3. Estimate and check by counting. Recognise numbers in the environment.</p>	<p><b>Numbers within 6</b> Count up to six objects. One more or one fewer. Order numbers 1 – 6. Conservation of nos within 6 Addition and subtraction within 6. Explore zero. Explore addition &amp; subtr. Measures. Estimate, order compare, discuss and explore capacity, weight and lengths. Shape and sorting. Describe, and sort 2-D &amp; 3-D shapes. Describe position accurately. Calendar and o'clock. Days of the week &amp; seasons. Sequence daily events.</p>	<p><b>Numbers within 10</b> Count up to ten objects. Represent, order and explore numbers to ten. One more or fewer, one greater or less. Addition and subtraction within 10. Explore addition as counting on and subtraction as taking away. Numbers within 15. Count up to 15 objects and recognise different representations. Order and explore numbers to 15. One more or fewer.</p>	<p><b>Grouping and sharing</b> Count and share in equal groups. Group into fives and tens. Relationship between grouping and sharing. Numbers within 20. Count up to 10 objects. Represent, order and explore numbers to 15. One more or fewer. Doubling and halving. Doubling and halving &amp; the relationship between them.</p>	<p><b>Shape and pattern</b> Describe and sort 2-D and 3-D shapes. Recognise, complete and create patterns. Addition and subtraction within 20. Explore addition &amp; subtraction. Compare two amounts. Relationship between doubling and halving. Money. Coin recognition and values. Combinations to total 20p. Change from 10p. Measures. Describe capacities. Compare volumes &amp; weights. Estimate, compare and order lengths.</p>	<p><b>Depth of numbers within 20</b> Explore numbers and strategies. Recognise and extend patterns. Apply number, shape and measures knowledge. Count forwards and backwards. Numbers beyond 20. One more one less. Estimate and count. Grouping and sharing.</p>

– Shakuntal a Devi (Mastery)

**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.*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>RE / Festivals</b></p> <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p>Know that children were babies and adults were children in the past. Know that we can remember things from our past. Talk about immediate family and understand there are similarities and differences within different families. Talk about different roles within school. Describe and represent the home in 2D and 3D, naming rooms and parts of the building. Name and explore plants and parts of plants including bulbs using key vocabulary seeds, bulbs, roots and shoots. Know that living things include plants, animals and humans. Talk about harvest and talk about how is has changed over time.</p>	<p>Talk about changes to the weather and changes in the environment in Autumn. Understand how to look after a bulb and make predictions about how it will grow – tuberous, stem, leaves, buds. Understand celebration of Bonfire Night and Guy Fawkes using key vocabulary. Recognise the Houses of Parliament, Tower of London and Big Ben. Draw a simple map of the classroom and it's features. Identify differences in old and new parts of our school. Understand importance of Remembrance Day. - Compare and contrast different Christmas family traditions. Understand that people celebrate special times in different ways, using key vocabulary.</p>	<p>Talk about changes to the weather and changes in the environment in Winter. Know about winter wildlife and signs of their presence by identifying and following trails. Describe and explain changes of state with water. Follow a simple map to a destination within school. Discuss the local environment from observations. Know and understand key features of the immediate environment using key vocabulary, pub, garage, crossing, motorway, roundabout. Understand that humans are living things that grow and change over time. Discuss the different stages of a human life cycle and what they can expect at each stage using key vocabulary, birth, toddler, child, teenager, adult, elderly.</p>	<p>Discuss lifecycles Talk about a wider range of animals (panda, rhino, tiger, elephant) and to understand the importance of looking after the natural world using key vocabulary, habitat, endangered, hunting and extinct. Understand how the animal world has changed over time using key vocabulary, fossils, endangered and extinct. Understand that plants are living things that grow and change over time. Observe changes to plants as they grow and describe those changes using observational drawings. Draw a simple map of the school field and it's features. Talk about the sequence of events of the Christian Story of Easter and describe ways in which it is celebrated. Talk about changes to the weather and changes in the environment in Spring. Observe and talk about minibeasts (worms, woodlice, beetles, ants) and share knowledge through simple observational drawings.</p>	<p>Describe features of our local woodland using key vocabulary, forest, woodland, shrubs, brambles. Draw a simple map of the woodland area and it's features. Talk about plants in the local woodland area through simple observational drawings. Observe and talk about minibeasts (caterpillars, butterflies, bees and ladybirds) and share knowledge through simple observational drawings. Understand the effect of changing seasons on the weather. Talk about the key features of our planet – water, land, mountains, river, oceans. Develop an awareness of current environmental issues important to our planet using key vocabulary, pollution, recycling, saving electricity and water and ocean pollution.</p>	<p>Understand different weather across our planet and other planets. Develop knowledge of the Solar System and their place in the Universe using key vocabulary, planets, sun, moon. Describe features of a beach using key vocabulary, sand, sea, coastline, dunes. Draw a simple map of a beach and key features. Explain some similarities in this country and another drawing from fiction and nonfiction sources. Talk about changes to the weather and changes in the environment in Summer. Talk about ways in which they keep their body and mind healthy – exercise, healthy eating, sleep, water, hygiene and screen time. Know how to look after our teeth by brushing correctly. Understand how to keep safe when out in the environment – road safety, online safety and stranger danger.</p>

**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.*

Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Children to produce a piece of art work each half term to be displayed for "Display wall" for school / to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Stack, align and balance with bricks and block on a range of scales. Draw themselves and their family from memory with attention to detail. Enact domestic routines and narratives from their own personal experience using props. Mark the pulse of pieces of music using body percussion. Copy, memorise and perform a repertoire of simple hand action song.	Use natural resources in a creative way - Firework pictures, Christmas decorations. Christmas cards, Divas. Christmas songs/poems. Role Play of The Nativity Create new colours by mixing paints. Make predictions and talk about the change to the paint. Identify and talk about patterns when using materials to build and construct. Create stories using small world props. Mark the beat and imitate rhythms with tapping and striking instruments. Perform a small repertoire of short repetitive songs. Tell a short story of their own.	Collage / symmetrical painting. Making lanterns, puppet making Shadow Puppets Different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. Twist, weave and sew and talk about choice of colour and texture. Talk about pitch and melody in music. Tap along to a beat and rhythm. Dance with ribbon and fabric using large arm movements. Create new colours by layering and overlapping translucent materials.	Make different textures; make patterns using different colours. Explore ways to protect the growing of plants by designing scarecrows. Collage / make houses. Pastel drawings, printing, patterns on Easter eggs. Life cycles, sun flowers. Mother's Day crafts. Easter crafts. Artwork themed around Eric Carle. Make choices when sculpting with clay. Draw a sequence of pictures to represent a story and use them to retell the story. Speak and act in a role to retell a familiar story using small world props and adding dialogue where appropriate. Singing, actions and percussion instruments.	Design and make thinking about form and function. Learn a traditional song and dance and perform it. Create their own music. Exploration of other countries artwork. Use different materials to construct. Make detailed observational drawings and paintings. Use reclaimed materials to collage and design - junk modelling. Call and response songs. Use shape to print and achieve an effect. Singing, actions and percussion instruments.	Sand pictures / Rainbow fish collages. Lighthouse designs. Paper plate jellyfish. Puppet shows: Provide a wide range of props for play which encourage imagination. Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Father's Day Crafts. Sing simple sea shanties. Use body percussion and instruments to tell a story. Use dance and movements to tell a story. Make detailed observational drawings and paintings.