



Welton St Mary's Church of England Primary Academy



Early Years Foundation Stage Curriculum

Early Years Foundation Stage Intent

In Foundation Stage we aim for every child to have an exciting, creative and inspiring first year at school allowing them to have the best possible start to their learning journey. We encourage every child to become independent, resilient and enthusiastic learners who thrive at school. The children learn with their friends and have opportunities to express themselves within an inclusive environment which allows them to develop their creativity and explore the world around them.

Through three overarching topics, we explore mini topics to ensure that children are engaged and excited about their learning. Learning is based on children's interests and provides them with real-life experiences and memories to treasure. We revisit learning throughout the Foundation Stage year to ensure knowledge and skills are embedded. We build upon what the children can do and ensure appropriate support and challenge is in place to broaden and deepen their understanding. This gives every child the opportunity to achieve their full potential. We believe that it is so important to create a solid foundation for every child during their first year at school. Therefore, we ensure that focus is placed upon communication and language, and personal, social and emotional development. Through challenge, support and care, every child is able to flourish and shows pride in themselves and their achievements.

We value and promote the importance of essential life skills such as table manners, using a knife and fork and road safety. We hope to inspire every child to enjoy reading and love books. We read stories together every day and dedicate time to share books with friends in Foundation Stage and other year groups. The children begin learning to read upon entry to school through the Read Write Inc programme that is delivered effectively by all of our trained staff within school. This allows every child to make rapid progress and develop their phonic knowledge quickly, so they are able to start reading and enjoying stories independently. By the end of the Foundation Stage year, we aim for every child to have reached their full potential and to have flourished into charismatic, resilient and responsible learners who are ready for the next step in their learning journey.

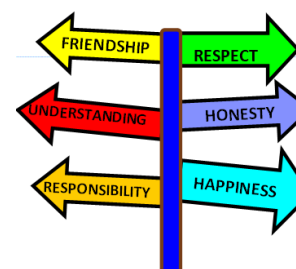


ACCESS FOR ALL CHILDREN

Our curriculum is thoughtfully designed around the needs of each individual child, ensuring that every learner flourishes and reaches their full potential. Rooted in God's love, we value each person, striving for excellence by providing the support needed for every child to thrive in their educational journey. We are committed to identifying next steps and removing any barriers to learning, empowering them to succeed.









Together we Care, Learn and Thrive Reception Class EYFS Learning Journey



PEDAGOGY

Through careful planning, assessment, and play-based opportunities, each child is nurtured to flourish in their learning. Rooted in God's love, we value every individual by providing developmental activities that build on prior knowledge and inspire exploration. Encouraged to follow their interests, children strive for excellence as they apply their understanding across the curriculum to research, discover, and solve problems with confidence.

Whilst topics, texts and WOW Days are sometimes different in the two EYFS classrooms, objectives remain the same, though they may be in a different order for both groups. Prerequisite knowledge in some subjects is correctly sequenced. In other subjects, sequences may vary where there is no reliance on prior knowledge.

	Ourselves		Our Community		Our World	
Reception Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value Focus	Love and Friendship	Respect	Trust	Forgiveness	Peace and Harmony	Responsibility
General Themes	All About Me!  All about me. Our families. Our homes	Let's Celebrate!  Autumn Diwali/Fireworks Nativity & Christmas	Transport  Winter Animals	Brilliant Buildings  Spring Building out and about Easter	Amazing Animals  Including Minibeasts & Life Cycles	Seaside  Summer holidays
High Quality Texts	Incredible You Super Duper You What makes me a me Colour Monster Colour Monster Goes to School The Invisible String All are Welcome	Leaf Thief Leaf Man Pumpkin Soup Diwali Christmas book advent calendar The Nativity	Katie goes to London Katie goes to Scotland Trains Chinese New Year	What We Will Build Pancakes 3 Little Pigs The building boy Hansel and Gretel Easter	Mad about Minibeasts Super Worm The Very Hungry Caterpillar Jack and the Beanstalk Bad Tempered Ladybird Squash and a Squeeze Farmyard Hulaballo	Goldilocks Clean Up Lighthouse Keeper lunch Snail and the Whale What the Ladybird Heard at the Seaside
Wow Moments & Enrichments	Stories from other members of staff Parent pop in –tour of the classroom Parent pop in – physical development Home corner Role-play Harvest Festival Autumn walk	Children in Need Parent pop in – EAD focus Bonfire Night & Fireworks Remembrance Day Advent Santa visit Nativity	Winter walk Chinese New Year Parent pop in –EAD focus	Mother's Day Building Role Play World Book Day Spring walk Parent pop in –maths focus	Minibeast shed – outdoor explorers Small shed – pizza parlour Easter sports Parent pop in writing – Squash and a Squeeze Sports day Parent pop in – Literacy focus	Summer walk Father's day Wow Beach Day Parent pop in –linked to CW focus Class Collective Worships

Characteristics of Effective Learning	Playing and Exploring	<u>Finding out and exploring</u> <ul style="list-style-type: none">• Showing curiosity about objects, events and people• Using senses to explore the world around them• Engaging in open-ended activity• Showing particular interests	<u>Playing with what they know</u> <ul style="list-style-type: none">• Pretending objects are things from their experience• Representing their experiences in play• Taking on a role in their play• Acting out experiences with other people	<u>Being willing to ‘have a go’ (Empowerment)</u> <ul style="list-style-type: none">• Initiating activities• Seeking challenge• Showing a ‘can do’ attitude• Taking a risk, engaging in new experiences, and learning by trial and error
	Active Learning	<u>Being involved and concentrating</u> <ul style="list-style-type: none">• Maintaining focus on their activity for a period of time• Showing high levels of energy, fascination• Not easily distracted• Paying attention to details	<u>Keeping on trying (Resilience)</u> <ul style="list-style-type: none">• Persisting with activity when challenges occur• Showing a belief that more effort or a different approach will pay off• Bouncing back after difficulties	<u>Enjoying achieving what they set out to do</u> <ul style="list-style-type: none">• Showing satisfaction in meeting their own goals• Being proud of how they accomplished something – not just the end result• Enjoying meeting challenges for their own sake rather than external rewards or praise
	Creativity and Critical Thinking	<u>Having their own ideas (Taking initiative)</u> <ul style="list-style-type: none">• Thinking of ideas• Finding ways to solve problems• Finding new ways to do things• Shows imagination, spontaneity and innovation	<u>Making links</u> <ul style="list-style-type: none">• Making links and noticing patterns in their experience• Making predictions• Testing their ideas• Developing ideas of grouping, sequences, cause and effect.	<u>Choosing ways to do things (Independence)</u> <ul style="list-style-type: none">• Planning, making decisions about how to approach a task, solve a problem and reach a goal• Checking and reflecting how well their activities are going• Changing strategy as needed• Reviewing how well the approach worked







Curriculum Enhancement Tuff Trays – Links	<p>Role Play – Vets role play small shed, dressing up in Big shed</p> <p>Tuff Spots</p> <p>Week 1 – family stones, Colour Monster pom poms,</p> <p>Week 2 – make your mark play doh, autumn colour maths, feelings nature plates, flower sticking numbers, numicon pincers and pom poms</p> <p>Raisins dancing –experiment</p> <p>Week 3 – conker matching with numbers, knives and forks in role play, cars and roads, sort the objects m,a,s,t,d</p> <p>Week 4 – conkers with tubes and counting, alphabet arc, matching the letters,</p> <p>Week 5 – tweezers with sweetcorn, printing with berries, pumpkin fine motor hammering,</p> <p>Week 6 – olden day resources Lincolnshire Life museum</p>	<p>Role Play – Coffee shop/ Hot chocolate station small shed</p> <p>December Christmas Café</p> <p>Big shed – dressing up role play Christmas costumes</p> <p>Tuff Spots</p> <p>Week 1 – ‘Halloween’ spiders and web, autumn crafts, pumpkin soup, nature shapes,</p> <p>Week 2 – fireworks and Diwali parent pop in, firework night ire with lights and sticks, powder paint mark making</p> <p>Week 3 – counting marshmallows in hot chocolate, leaf bonfire</p> <p>Week 4 – Remembrance Week – weaving poppies, ordering poppies, dabbing and making poppies, 5 Little Ducks, Incy Wincy spider, 5 Little Speckled Frogs, fire people</p> <p>Week 5 – Enormous Turnip GR text, dinosaurs position.</p> <p>Week 6- make a Christmas tree, pompom painting, make a Christmas tree pipe cleaner, decorate a snowman, snowflake patterns,</p> <p>Week 7 – make reindeer food, snowflake patterns, gingerbread houses, melting snowmen, peeling brussel sprouts,</p>	<p>Role Play – car wash and garage</p> <p>Small shed</p> <p>Big Shed -</p> <p>Tuff Spots</p> <p>Week 1 – Ice and snow animals, polar bear Polar tuff spot, diggers with cereal</p> <p>Week 2 – snowflakes and pomp oms, loose part decorating gloves, ice painting, number blocks</p> <p>Week 3 – moblio making a vehicle, snowflakes on 10’s frames, Chinese New Year food,</p> <p>Week 4 – wool noodles and letters, rice chopsticks and forming Chinese numbers</p> <p>Week 5 – Valentine day- red pegs in love hearts, love potions, children’s mental health week – emotions and books display boats floating and sinking</p> <p>Week 6 –</p>	<p>Role Play – Books with costumes in the shed (Small)</p> <p>Building Office with bricks in tyres and table with books and inspiration</p> <p>Tuff Spots</p> <p>Week 1 – magnetic tiles with famous buildings to make, Build a city (maths), Food and diggers,</p> <p>Week 2 Pancakes with an English focus, pancakes with role play and making them, Diversity linked to PSHE, building with magnetic tiles</p> <p>Week 3 – Houses for 3 Little pigs, Oracy link for 3 little pigs, cleaning pigs in the mud, farm yard</p> <p>Week 4 – Looking at Lincoln castle and Cathedral KNEX/LEGO</p> <p>Castle role play knights etc</p> <p>Week 5 – Malted milk houses, map work, gingerbread man, Hansel and Gretel houses cut and stick, fill up eggs fine motor links</p> <p>Week 6 – Palm Sunday, Easter maths counting chicks and eggs</p>	<p>Role Play – Pizza parlour (Small)</p> <p>Minibeast shed (big) with writing opportunities, magnifying glasses, hide set up, cushions and bug pots etc</p> <p>Tuff Spots</p> <p>Week 1 – blossom trees painting, blossom tea, blossom threading</p> <p>Week 2 – Maths counting, fine motor play dough rollers, minibeasts and Handa’s surprise</p> <p>Week 3 Super Worm, maths no, to 20, fine motor and farm animals</p> <p>Week 4 – Very Hungry Caterpillar, oracy VHC, numerical patterns- numicon matching</p> <p>Week 5 – Jack and the Beanstalk, making leavers for the beanstalk, cutting them, making a castle on the clouds, fine motor skills plants bead threading , and tables with fine motor sheets</p>	<p>Role Play – Ice cream parlour (Small)</p> <p>Minibeast shed (big) with writing opportunities, magnifying glasses, hide set up, cushions and bug pots etc</p> <p>Tuff Spots</p> <p>Week 1 – shapes to reinforce learning, numicon, ice cream matching, Goldilocks,</p> <p>Week 2 Sorting rubbish, seaside, fine motor threading and beads, Clean up book link</p> <p>Week 3 –Lighthouse Keepers Lunch, shaving cream towers, seaside</p> <p>Week 4 – fine motors skills, clocks and time games,</p> <p>Week 5 – capacity, jugs and bowls outside, water play, snail and the whale oracy,</p> <p>Week 6 – What the Ladybird Heard seaside role play writing and oracy links</p> <p>Week 7</p>
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Reception Progression of Skills







	Ourselves		Our Community		Our World	
Reception Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

					 Including Mini-beasts and lifecycles	 Summer Holidays
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.					
	Listening, Attention & Understanding Children will be able to understand how to listen carefully and know why it is important. Children will listen carefully to rhymes, poems and songs, paying attention to how they sound. This will continue throughout the year. Children will respond to a series of one-step instructions. Children will be able to switch attention from one task to another. Children will ask ‘what’ questions	Listening, Attention & Understanding Children will begin to understand how and why questions. Children will engage in Non-Fiction Books. Children will ask who questions	Listening, Attention & Understanding Children will learn to ask questions to find out more and to check they understand what has been said to them. Children listen to and talk about stories to build familiarity and understanding. Children will follow complex instructions, using a visual reminder as a prompt. Children will ask when questions	Listening, Attention & Understanding Children will retell a story and follow a story prompt without pictures or props to build familiarity and understanding. Children are able to listen in a large group or whole class activity such as CW, recalling some of the themes and comments at a later stage. Responses are also recorded in the class books Children will ask where questions	Listening, Attention & Understanding Children will continue to retell a story and follow a story prompt without pictures or props to build familiarity and understanding, using some exact repetition and some in their own words. Children will ask why questions	Listening, Attention & Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges. Children will follow complex instructions. Children will be able to use and understand a question such as who, what, where, when, why and how
	Speaking Children will talk in front of small groups and their teacher offering their own ideas and join in with social phrases. Children use talk to communicate needs, news, feelings and ideas. Children will use plurals and some tenses correctly. They will ask questions to support their learning or understanding. Children use talk to support their imaginative play. -This continues throughout the year.	Speaking Children will use new vocabulary throughout the day and describe events in more detail. Children will talk in sentences using conjunctions e.g. and, but, so, because	Speaking Children to continue to use new vocabulary in different contexts. Children will respond to discussions with comments and questions. Children use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.	Speaking Children will engage in non-fiction books and use new vocabulary in different contexts. Use role play opportunities to develop story telling – linked to World Book Day and Traditional Tales. Role Play children will be encouraged to talk about their models and how they made them.	Speaking Children will use talk to organise, sequence, and clarify thinking, ideas, feelings and events with detail. Children will continue to use new vocabulary in different contexts.	Speaking Children will use talk in sentences using a range of tenses.

	<p>Listening, Attention & Understanding ELG</p> <p>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.</p> <p>Speaking ELG</p> <p>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.</p>	
Links to KS1 readiness	<p>Listening Skills</p> <p>To listen to others in a range of situations and usually respond appropriately.</p> <p>Following Instruction</p> <p>To understand instructions with more than one point in many situations.</p> <p>Asking and Answering Questions</p> <p>To begin to ask questions that are linked to the topic being discussed.</p> <p>To answer questions on a wider range of topics (sometimes may only be one-word answers).</p> <p>Drama, performance and confidence</p> <p>To speak clearly in a way that is easy to understand.</p> <p>To speak in front of larger audiences, e.g. in a class assembly, during a show ‘n’ tell session.</p> <p>To know when it is their turn to speak in a small group presentation or play performance.</p> <p>To take part in a simple role play of a known story.</p>	<p>Vocabulary building and standard English</p> <p>To use appropriate vocabulary to describe their immediate world and feelings.</p> <p>To think of alternatives for simple vocabulary choices.</p> <p>Speaking for a range of purposes</p> <p>To organise their thoughts into sentences before expressing them.</p> <p>To be able to describe their immediate world and environment.</p> <p>To retell simple stories and recounts aloud.</p> <p>Participation in a range of discussion</p> <p>To recognise when it is their turn to speak in a discussion.</p> <p>To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.</p>

	Ourselves		Our Community		Our World	
Reception Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>All About Me!</p> 	<p>Let's Celebrate!</p> 	<p>People in Our Community</p> 	<p>Brilliant Buildings</p> 	<p>Amazing Animals</p> 	<p>Seaside</p> 
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.					
	Self-Regulation Children will recognise different emotions, including scared, excited, angry, frustrated, nervous, worried and joyful. Children will focus during short whole class activities. Children will learn to play and share with others, learning how to resolve conflicts.	Self-Regulation Children will talk about how they are feeling and to consider others feelings. Children will learn to become more resilient whilst working alongside their friends and developing the skill of perseverance.	Self-Regulation Children will be able to focus during longer whole class lessons. Children will be able to talk about ways that skills can be improved and be encouraged to demonstrate pride in their achievements.	Self-Regulation Children will identify and moderate their own feelings socially and emotionally and think about the feelings of others.	Self-Regulation Children will be able to control their emotions using a range of techniques.	Self-Regulation Children will be able to follow instructions of three steps or more.
	Managing Self Children will learn to wash their hands independently. Children will persevere with fastenings on coats and follow instructions to dress and undress. Children will know some ways to keep healthy.	Managing Self Children will understand the need to have rules and talk about why they are important. Children will manage their own needs.	Managing Self Children will begin to show resilience and perseverance in the face of a challenge. Children will understand the importance of healthy food choices.	Managing Self Children will develop independence when dressing and undressing.	Managing Self Children will manage their own basic needs independently. Children will learn to dress themselves independently.	Managing Self Children will show a ‘can do’ attitude.
	Building Relationships Children will see themselves as a valuable individual. Children will begin to develop friendships.	Building Relationships Children will continue to interact with others and continue to build good relationships with adults and other children.	Building Relationships Children will be able to use taught strategies to support in turn taking.	Building Relationships Children will listen to the ideas of other children and agree on a solution and compromise.	Building Relationships Children will learn to work as a group.	Building Relationships Children will have the confidence to communicate with adults around the school.

	Children will seek support from adults and gain confidence to speak to peers and adults.	Children will identify when another child is upset and respond appropriately.				Children all have a speaking part in Class Collective Worship
	Self-Regulation ELG: 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.					
	Managing Self ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.					
	Building Relationships ELG: 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.					
Links to KS1 readiness	Relationships Knows right from wrong and can explain why it is important to have boundaries and routines Working and play co-operatively and taking turns with others Recognise and show sensitivity to their own and others needs Recognise similarities and differences between themselves and others Health and Wellbeing Managing their own personal hygiene and basic needs Shows an understanding of their own feelings; and those of others Being to regulate their behaviour Shows an understanding of how to stay safe in a range of common situations. Living in the wider world Shows care and concern for living things. Name and describe people who might help us in the local community (police, fire service, doctors and teachers).					

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Reception Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me! 	Let's Celebrate! 	People in Our Community 	Buildings 	Amazing Animals 	Seaside 
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, coordination 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, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Throughout the year, children will confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. They will develop overall body-strength, balance, co-ordination and agility. Fine motor control and precision helps with hand-eye coordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. In line with the rest of the school, we follow the Get Set for PE programme.					
	Gross Motor Introductions to PE 1 and Games 1 Children will learn to move safely in a space in different ways, including running, hopping, balancing, jumping and skipping. Children will use their core muscle strength to achieve a good posture when sitting on a table or sitting on the floor. Children will run, balance, change direction, throw and catch	Gross Motor Ball skills 1 and Introduction into PE 2 Children will use different travelling actions to follow a pathway to progress towards a more fluent style of moving. Children will roll, stop a rolling ball, throw and balance, catch, dribble with feet and kick a ball Children will run, balance, change direction, throw and catch	Gross Motor Dance 1 and Fundamentals 1 Children will be able to confidently and competently control a ball in different ways, including rolling, bouncing and dribbling of a ball. They will also develop throwing at a target. Physical actions, dynamics, space Thinking select and apply actions creativity, exploration, recall and provide feedback	Gross Motor Dance Unit 2 and Gymnastic 1 Children will move safely with confidence and imagination, communicating ideas through movement with ease and fluency. Children will being to use dynamics and expression. Children will create shapes and actions using different parts of their bodies and copy actions, linking simple actions together.	Gross Motor Gymnastics Unit 2 and Games 2 Children will create shapes and actions using different parts of their bodies and copy actions, linking simple actions together. Physical: shapes, balance, jump, rock and roll, straight roll, progression of a forward roll and travelling Physical: run, change direction, throw, catch and strike	Gross Motor Ball skills 2 and Fundamentals 2 Children will be able to play by the rules and develop coordination. They will apply skills such as running, balancing, changing direction, striking a ball and throwing. Children will roll, stop a rolling ball, throw and balance, catch, dribble with feet and kick a ball
	Fine Motor Children will begin to use a tripod grip when using mark making tools. Children will develop their small motor skills so that they can use a range of tools competently, safely and confidently. Children will use cutlery appropriately.	Fine Motor Children will accurately draw lines, circles and shapes to draw pictures. Children will use scissors to cut along curved lines, holding scissors in the correct position. Children will mould and shape clay with fingers and tools.	Fine Motor Children will handle scissors, pencil and glue effectively. Children to consistently use a tripod grip.	Fine Motor Children will develop dexterity for threading small items and manipulating small objects. Children to consistently use a tripod grip.	Fine Motor Children will hold scissors correctly and cut out small shapes. Children to consistently use a tripod grip.	Fine Motor Children will form letters correctly using a tripod grip to develop the foundations of a handwriting style which is fast, accurate and efficient. Children to consistently use a tripod grip.

	Gross Motor ELG: 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 ELG: 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.	
Links to KS1 readiness	Fundamentals To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education. To use their core muscle strength to achieve a good posture. To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Ball Skills To combine different movements with ease and fluency. To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Games To negotiate space and obstacles safely, with consideration for themselves and others. To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Gymnastics To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing. To combine different movements with ease and fluency. Dance To use a more fluent style of moving, developing control and grace. To combine different movements with ease and fluency.

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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). In line with the rest of the school, Phonics is taught following the Little Wandle Letters and Sounds programme.					
	Comprehension Children to talk about the stories they have heard, recalling some characters and events that happened. Children to join in with familiar rhymes and songs. Children to develop a love of stories and encouraged to listen attentively during daily story time opportunities. Children to repeat words and phrases from familiar stories.	Comprehension Children to retell the key events in stories and start to recall facts from non-fiction. Children to talk about what has happened in the story so far. Children will be encouraged to share their favourite books with an adult and children in the class. Children can retell a story using role-play or small world resources using some story language.	Comprehension Children to describe the key events in stories or rhymes in some detail, to recall facts from non-fictions texts and predict what might happen next in a story. Children to use the language they have heard in stories in their play and discussions Children to repeat and use new vocabulary in content of a story.	Comprehension Children to seek familiar texts or stories to re-read in the book area. Children to request favourite stories and poems for example during Vote for a story.	Comprehension Children to explain what they have read or has been read to them. Children to retell simple stories using their own words and recently introduced vocabulary. Children to share a favourite book with a friend, retelling the story in their own way repeating known phrases from the text.	Comprehension Children to anticipate – where appropriate – key events in stories. Children to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.





	<p>Word Reading</p> <p>Children will develop their phonological awareness to spot rhymes in familiar stories and poems, count or clap syllables in a word, recognise words with the same initial sound.</p> <p>RWI starts</p> <p>Children to hear and say the set 1 sounds in cvc words and start to blend the sounds together to read some cvc words. Children will begin to recognise on sight taught tricky words. This will continue throughout the year.</p> <p>Fred talk continues throughout the day along with a pinny time lesson.</p>	<p>Word Reading</p> <p>RWI groups</p> <p>Children to continue to hear and say the set 1 sounds in cvc words and develop their blending skills to read cvc words. Children to begin to recognise HFW. Children to begin to read some simple captions, e.g. the cat and the dog</p> <p>Fred talk continues throughout the day along with a pinny time lesson.</p>	<p>Word Reading</p> <p>RWI groups</p> <p>Children to recognise and say all Phase 2 single sounds and start to identify some special friends. Children to read words with double letters and longer words. Children to read captions and sentences.</p> <p>Children will begin to develop their confidence in reading with fluency and develop their understanding of the story.</p> <p>Fred talk continues throughout the day along with a pinny time lesson.</p>	<p>Word Reading</p> <p>RWI groups</p> <p>Children to read words which contain two or more special friends, compound words and plurals.</p> <p>Fred talk continues throughout the day along with a pinny time lesson.</p>	<p>Word Reading</p> <p>RWI groups</p> <p>Children to read short vowel cvcc, ccvc, ccvcc and cccvc words. Children also to read root words with ing, ed, est endings.</p> <p>Fred talk continues throughout the day along with a pinny time lesson.</p>	<p>Word Reading</p> <p>RWI groups</p> <p>Children to read long vowel cvcc, ccvc, cccvc and ccvcc words. Children to read root words ending in ing, ed, er, est.</p> <p>Fred talk continues throughout the day along with a pinny time lesson.</p>
	<p>Writing</p> <p>Composition:</p> <p>Children to use talk to link ideas, clarify thinking and feelings. They will write their name by copying it from a name card or try to write it from memory. Some children may begin to write some initial sounds such as ‘m’ for mum.</p> <p>Spelling:</p> <p>Children to orally segment sounds in simple words, e.g. c-a-t. and say the initial sounds in most words.</p> <p>Handwriting:</p> <p>Children to draw lines and circles and write some recognisable letters from their name.</p> <p>Transcription opportunities throughout the areas inside and outside of the classroom</p>	<p>Writing</p> <p>Composition:</p> <p>Children to segment cvc words and attempt to write them using phonic sounds that have been taught. They may begin to write short phrases with support and know there is a sound/symbol relationship. Children will write letters and strings, sometimes in clusters like words.</p> <p>Spelling:</p> <p>Children to write their own name and identify known letters to match initial sounds (set 1).</p> <p>The children will also write VC and some CVC words and labels e.g. c-a-t.</p> <p>Handwriting:</p> <p>Children will form letters from their name correctly, focussing on modelling comfortable pen</p>	<p>Writing</p> <p>Composition:</p> <p>Children to orally compose a caption and hold it in their memory before attempting to write it (with support).</p> <p>Spelling:</p> <p>Children to write VC and CVC words independently using taught set 1 graphemes.</p> <p>Handwriting:</p> <p>Children to show a dominant hand and write from left to right and top to bottom, forming recognisable letters. Following modelling, children to use the tripod finger grasp when writing, painting, chalking etc.</p> <p>Children to retrace vertical lines and working on improving anticlockwise movements.</p>	<p>Writing</p> <p>Composition:</p> <p>Children to write short captions independently. They will also begin to write a simple sentence with support.</p> <p>Spelling:</p> <p>Children to segment to spell words independently using set 1 and some taught set 2 special friends. Children to also spell some HFW independently, e.g the, to using red rhythms</p> <p>Handwriting:</p> <p>Children to hold a pencil effectively to form recognisable letters (all lowercase letters).</p> <p>Children to start using some capital letters (uppercase) when writing and</p>	<p>Writing</p> <p>Composition:</p> <p>Children to continue developing the ability to write captions and short sentences independently. They can also read their writing back to themselves.</p> <p>Spelling:</p> <p>Children to spell words by drawing on knowledge of known grapheme correspondences. Children to make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting:</p> <p>Children to form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Children to include</p>	<p>Writing</p> <p>Composition:</p> <p>Children to write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Children to also write different text forms for different purposes (e.g., lists, simple stories, instructions). They can read their own sentences and so can teachers.</p> <p>Spelling:</p> <p>Children to spell words by drawing on knowledge of known grapheme correspondences. Children to make phonetically plausible attempts when writing more complex unknown words.</p> <p>Children to also spell more HFW independently, e.g. he, she, we, be, me</p> <p>Handwriting:</p> <p>Children to use a pencil confidently to write letters that can be clearly</p>

		<p>grip. They will begin to form other recognisable letters from set 1 phonics using the RWI letter formation phrases.</p>	<p>When writing words, children to learn to control their letter size.</p> <p>Children to be given regular reminders about posture when working at tables: forearms on the table and feet flat on the floor.</p>	<p>know how to form clear ascenders and descenders.</p> <p>Focus on developing a comfortable way of writing – tripod pencil grip, position on paper, writing from left to write when writing.</p> <p>Anticlockwise movements focussed; children should be able to retrace vertical lines.</p> <p>RWI actions are used for FS. CL and FS</p>	<p>spaces between words with support.</p> <p>RWI actions are used for FS. CL and FS</p>	<p>recognised and form some capital letters correctly. Children to independently use finger spaces between their words.</p> <p>RWI actions are used for FS. CL and FS</p>
	<p>Comprehension ELG: 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.</p> <p>Word Reading ELG: 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.</p> <p>Writing ELG: 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.</p>					
<p>Links to KS1 readiness</p>	<p>Learning to Read Developing phonemic knowledge through phonics and other phonic opportunities. Developing a knowledge of stories including rhyme and identify the rhyming words within them. Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories.</p> <p>Reading to Learn Developing their skills and abilities in retelling familiar stories. Recognising that books have information that helps them to learn.</p> <p>Reading for Enjoyment Routinely accessing picture books and stories Listening to others expressively tell stories. Learning that stories and books can put them in imaginary worlds full of adventure and excitement.</p>			<p>Learning to Write Holds pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way. To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking.</p> <p>Writing to Learn Write independently to communicate their thoughts and ideas about their lived experiences. Write words and sentences to help them to remember what they have done.</p> <p>Writing for Enjoyment Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about.</p>		

Writing Stages
Pre Phonemic Stage







Pencil Control Development - Development of a tripod grasp

Even when a child has good fine motor skills and well-developed grasp patterns, holding a pencil is a new and complex task. You may need to check the child’s grip on the pencil while they are colouring or drawing. The pictures below show the developmental stages that a child may go through when learning to hold a pen.

			
1-1½ years Palmar Supinate Grasp	2-3 years Digital Pronate Grasp	3½-4 years Static Tripod Grasp	4½-6 years Dynamic Tripod Grasp







(Erhardt, 1994)

Taken from: Children, Young People and Families Occupational Therapy Team HANDWRITING DEVELOPMENT: NHS
Erhardt, R.P. (1994). Developmental hand dysfunction: Theory, assessment and treatment (2nd Ed.). Tucson, Arizona: Therapy Skills Builder

	Ourselves		Our Community		Our World	
Reception Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Mathematics	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. In EYFS, White Rose informs the basis of our planning and is supplemented with NCETM Mastery of Number. Throughout the year we will teach the key skills of counting, subitising, linking the numeral symbol with it’s cardinal number value and comparing numbers,					

	Unit 1 Numbers to 5	Unit 4 Change in 5	Unit 8 Comparing numbers to 10	Unit 11 Number bonds to 10	Unit 14 Exploring patterns	Unit 17 Shapes
	Unit 2 Comparing numbers within 5	Unit 5 Number bonds within 5	Unit 9 Addition to 10	Unit 12 Subtraction	Unit 15 Numbers to 20	Unit 18 Measure
	Unit 3 Shape	Unit 6 Space	Unit 10 Measure	Unit 13 Exploring patterns	Unit 16 Numerical patterns	Unit19 Sorting
Number ELG: 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: 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.						
Links to KS1 readiness	Number <ul style="list-style-type: none">To count confidentlyTo show a deep understanding of numbers up to 10To match numerals with a group of objects to show how many there are (up to 10)To be able to identify relationships and patterns between numbers up to 10		Measurement <ul style="list-style-type: none">To measure themselves and everyday objects using a mixture of non-standard and standard measurementsTo develop spatial reasoning using measuresTo begin to order and sequence events using everyday language related to time		Geometry <ul style="list-style-type: none">To use informal language (e.g. heart-shaped, hand-shaped) and some mathematical language to describe shapes around themTo use spatial language, including following and giving directions, using relative termsTo develop spatial reasoning with shape and space	







	<ul style="list-style-type: none">• To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways• To add and subtract one in practical activities	<ul style="list-style-type: none">• To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendars• To explore the use of different measuring tools in everyday experiences and play	<ul style="list-style-type: none">• To compose and decompose shapes, and understanding which shapes can combine together to make another shape.
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	Ourselves		Our Community		Our World	
Reception Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me! 	Let's Celebrate! 	Transport 	Buildings 	Amazing Animals 	Seaside 
Knowledge and Understanding of 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. In line with the rest of the school, we follow the Lincolnshire agreed syllabus for RE.					
	Past and Present (History): Children will know about their own life story and how they have changed. Children will look at images of homes from the past and compare to present day. Lincolnshire Life Museum resources borrowed – kitchen and we have washday resources	Past and Present (History): Children will talk about and compare the lives of people around them using stories, artefacts and accounts from the past. History figure: Guy Fawkes	Past and Present (History): Children will talk about different jobs and people who help us in society. Children will know about the past through settings and characters. Figures from History: Henry Ford and George Stephenson – linked to transport	Past and Present (History): Children will talk about what they can see in pictures of the past. Children will know some similarities and differences between things in the past and now. Children will look at images of schools from the past and compare to present day.	Past and Present (History): Children will talk about past and present events in their lives and before they were born. History figure: David Attenborough	Past and Present (History): Children will learn about travel in the past and compare it to present day. Children will look at images of different modes of transport from the past and compare to present day.
	People, Culture and Communities (Geography): Children will name and describe people who are familiar to them. Children will know sometimes families live in different parts of the country or world.	People, Culture and Communities (Geography): Children will know that people celebrate in different ways around the world. Children to recall our capital city.	People, Culture and Communities (Geography): Children will know about people who help us within the community. Children to draw simple sketch maps of the classroom.	People, Culture and Communities (Geography): Children will know about features of the immediate environment, and draw information from a simple map. - Rosies walk text Children will discuss how the local area has changed over time, using photos and books.	People, Culture and Communities (Geography): Show an awareness of the similarities and differences between people in different communities and groups from around the world.	People, Culture and Communities (Geography): Children will recognise some similarities and differences between life in this country and life in a contrasting country. Children to discuss how other children travel to go on holiday.
	People, Culture and Communities (RE): Children will know that a significant event is something that is important to them or their family, such as birthdays, christenings, or religious celebrations.	People, Culture and Communities (RE): Children will know that Christmas is a religious celebration. Children understand that some places are special to members of their community.	People, Culture and Communities (RE): Children recognise that people have different beliefs and celebrate special times in different ways.	Children will compare living in Welton to living in London, comparing how the children get to school, how different their local environments are. Recalling the London landmarks – Katie	People, Culture and Communities (RE): Children to share how they live their lives and to learn to accept that there are many ways in which life may be lived	Text: Seaside holidays now and then People, Culture and Communities (RE): Know some similarities and differences between different religious and

				<p>goes to London Text</p> <p>Katie goes to Scotland text</p> <p>People, Culture and Communities (RE):</p> <p>Children will know how Easter is a religious celebration.</p>		<p>cultural communities around the world.</p>
	<p>The Natural World (Science):</p> <p>Children will understand the terms ‘same’ and ‘different’ Children will understand the terms ‘same’ and ‘different’ when talking about their immediate family and the natural world around them.</p> <p>Children will explore and ask questions about the natural world around when talking about seasonal changes. Children will understand that effect of changing seasons on the natural world around them.</p> <p>Working Scientifically Children will learn about making observations</p> <p>Experiment Opportunities</p> <p>Dancing raisins</p> <p>Skittles in liquids</p>	<p>The Natural World (Science):</p> <p>Children will explore and ask questions about the natural world around when talking about seasonal changes. Children will understand that effect of changing seasons on the natural world around them.</p> <p>Through stories and discussion, children will learn about nocturnal animals and animals that hibernate in the winter.</p> <p>Working Scientifically Children will learn about making predictions</p> <p>Experiment Opportunities</p> <p>Floating letters</p> <p>Rain cloud in a glass</p> <p>Mentos in coke</p> <p>Fireworks in a glass</p> <p>Melting ice</p> <p>Moving stars</p>	<p>The Natural World (Science):</p> <p>Children will know how to sort and group materials and resources and talk about how they are similar or different.</p> <p>Children will explore and ask questions about the natural world around when talking about seasonal changes. Children will understand that effect of changing seasons on the natural world around them.</p> <p>Children will name familiar British birds when taking part in the Great British Bird Watch.</p> <p>Children will investigate floating and sinking, making observations and making their own boats.</p> <p>Working Scientifically Children will learn about gathering data</p> <p>Experiment Opportunities</p> <p>Cars down a ramp</p> <p>Floating and sinking</p> <p>Lemon experiment</p> <p>Salty ice</p>	<p>The Natural World (Science):</p> <p>Children will talk about features of the environment and describe what they see, hear and feel whilst outside.</p> <p>Children will explore and ask questions about the natural world around when talking about seasonal changes.</p> <p>Children will understand that effect of changing seasons on the natural world around them.</p> <p>Children will make observations about plants and animals commonly seen in the spring, learning to name some spring plants.</p> <p>Working Scientifically Children will learn about performing simple tests, organising and classifying</p> <p>Experiment Opportunities</p> <p>Building with different materials</p> <p>Planting beans</p> <p>Seeds in the light & dark</p>	<p>The Natural World (Science):</p> <p>Children will make observations about animals discussing similarities and differences.</p> <p>Children will explore and ask questions about the natural world around when talking about seasonal changes. Children will understand that effect of changing seasons on the natural world around them.</p> <p>Children will understand and use some language related to animals e.g. camouflage, predator, nocturnal, diurnal</p> <p>Working scientifically</p> <p>Asking questions</p> <p>Experiment Opportunities</p> <p>Planting a wild flower garden</p>	<p>The Natural World (Science):</p> <p>Children will know some important processes and changes in the natural world, including states of matter and the weather.</p> <p>Children will recognise some environments that are different from the one in which they live.</p> <p>Children will explore and ask questions about the natural world around when talking about seasonal changes. Children will understand that effect of changing seasons on the natural world around them.</p> <p>Working scientifically</p> <p>Using observations to suggest answers to questions</p> <p>Experiment Opportunities</p> <p>Changing materials when participating in Food Tech.</p>

	<p>Past and Present ELG: 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.</p> <p>People, Culture and Communities ELG: 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.</p> <p>The Natural World ELG: 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.</p>		
Links to KS1 readiness	<p>Science Working Scientifically To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them To compare objects in their environment and talk about similarities and differences To ask questions about the world around them, and seek to find their own answers</p> <p>Plants To know what a plant is To know what a flower is To know where you see plants To describe different plants and flowers</p> <p>Animals including Humans To know what an animal is To recognise and name a variety of different animals To know the names of different body parts of humans and animals they have experience of</p> <p>Everyday Materials To recognise that different everyday objects are made from different materials To describe how different objects look and feel</p> <p>Seasonal Change To know about different types of weather To observe changes in trees and plants as the seasons progress</p>		<p>History Using Language associated with the past Use words associated with the past including yesterday, last week, last year Use past tense when speaking about things that happened in the past</p> <p>Remembering and discussing their own lives Share their memories of significant events in their own lives. Talk about things that have changed. Begin to put these events in order</p> <p>Talking about things they have done with people special to them Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. Begin to put events in order.</p> <p>Recognising Chronology within stories Talk about the order of events in a range of familiar stories. Recognise language in stories that shows the story happened in the past.</p>
	<p>Geography Locational Knowledge Know where they live Know how they travel to school</p> <p>Knowledge of Places Talk about some of the differences they notice when they are in different places Talk about places when looking at books and watching tv/videos Talking about places they have been to Talk about places in stories Using language that relates to place</p> <p>Human and Physical Geographical Knowledge Recognise elements of their environment that are manmade and natural</p> <p>Using Maps Make maps from stories Follow simple maps in play</p>		<p>RE Believing To know that different people have different faiths To know that some stories come from different holy books, and to express ideas in response to those stories</p> <p>Living To know that different people have different times of celebration To understand that different people have different ways of celebrating major events To know that people of all faiths can and do live well alongside each other To enjoy joining in with family customs and routines To be able to express some of their own families’ customs and traditions</p> <p>Expressing To know that different people have a range of different ways of showing their beliefs, including prayers and worship To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions</p>

	Ourselfs	Our Community	Our World
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Reception Curriculum	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me! 	Let's Celebrate! 	Transport 	Brilliant Buildings 	Amazing Animals 	Seaside 
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.					
	Creating with materials (Art & Design): Children will experiment mixing with colours. Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children to begin to develop their observational skills by drawing self-portraits. Curriculum Link – Leaf man	Creating with materials (Art & Design): Children will experiment with different textures e.g. creating firework and poppy pictures. Children will know how to mould clay, e.g. making a Diva lamp. Children make some independent choices about the resources needed and talk about their creations. Children to develop their observational drawing skills. Curriculum Link –Christmas crafts and Fireworks night	Creating with materials (Art & Design): Children will experiment mixing with colours. Children to begin to develop their observational skills by drawing bikes Children make some independent choices about the resources needed and talk about their creations. Curriculum link: The Dot could we link in Yayoi Kusama?	Creating with materials (Art & Design): Children will make props and costumes for different role play scenarios. Children will further develop their colour mixing skills Children to develop their observational skills by drawing pictures of spring flowers. Curriculum Link -	Creating with materials (Art & Design): Children will explore and use a variety of artistic effects to express their ideas and feelings. Children to use natural resources to create images in the environment. Children will know how to mould clay, use slip and make a clay animal Children will learn to design for a purpose, e.g. a minibeast Curriculum link – Mad About Minibeasts – clay minibeasts D&T	Creating with materials (Art & Design): Children will create collaboratively and share creations, talk about process and evaluate their work. Children will return to and build on their previous learning, refining ideas and developing their ability to represent them. Children will create a seaside pointillism picture . Famous Artist: Georges Seurat
	Being Imaginative (Music): Children will sing and perform nursery rhymes. They will start to learn to sing in unison and explore finding the pulse and beating in time to the music. Listen attentively, move to and talk about music, expressing their feelings and responses.	Being Imaginative (Music): Children continue to learn to sing in unison with a focus on Nativity songs. Rehearse and perform in the Lower School Nativity. Children will develop their role-play skills when playing alongside their friends, e.g. Santa's workshop or home corner birthday parties.	Being Imaginative (Music): Children sing in unison, find the pulse and show it through movement Clap back simple rhythms Children will create narratives based around stories.	Being Imaginative (Music): Children make suggestions about song actions and play rhythms on instruments. Children will move in time to music. Children will watch and talk about dance and performance art, expressing their feelings and responses.	Being Imaginative (Music): Children practise songs and improvise using the pentatonic scale and untuned percussion. Children will explore and engage in music making and dance, performing solo or in groups.	Being Imaginative (Music): Children find the pulse and try to keep it noticing when the tempo changes. Children will invent their own narratives, stories and poems.

	<p>Creating with Materials ELG: 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.</p> <p>Being Imaginative ELG: 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.</p>	
Links to KS1 readiness	<p>ART</p> <p>Using Materials Hold tools like pencils, paint brushes, scissors with increasing precision Experiment with using different everyday and art materials to explore colour, texture and form</p> <p>Drawing, painting and sculpture To explore their ideas and imagination by creating drawings, paintings and sculptures. To explore creating designs and art work on a range of scales.</p> <p>Exploring techniques To explore a range of techniques to draw, paint, print and sculpt to help them create art work.</p> <p>Comparing and evaluating work Recognising and exploring the colour, patterns and shapes in other artist’s work. Expressing opinions and feelings in response to their own art work and other artist’s work. Sharing their work with other people, talking about what they have created it.</p>	<p>MUSIC</p> <p>Vocalising and Singing To join in with singing familiar songs and rhymes. To make up songs and rhymes of their own. To match the pitch of their voice to the pitch of the song they are singing.</p> <p>Hearing and Listening To listen to live and recorded music, hearing lyrics, rhymes and instruments. To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics. To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine.</p> <p>Moving and Dancing To respond to music, including individual instruments with movement and dance To match movements to the rhythm and pulse of a piece of music</p> <p>Exploring and Playing To explore the range of sounds made by different instruments. To use a range of percussion instruments to enhance songs and rhymes. To know the names of instruments that they have explored and used.</p>