

Long Term Plan 26-27

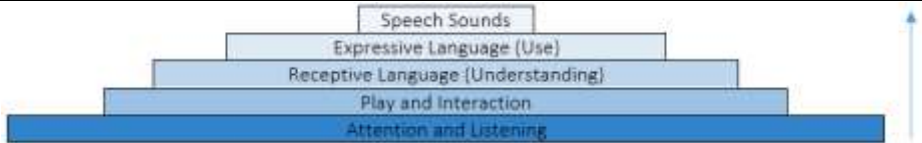
Reception



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	Hello! What's your name? Introducing...me!	What are we celebrating? Light and Dark	What happened to T-Rex? Dinosaur Dig	Who will help? Helping Hands	What might we find in the woods? Into the Woods	Where in the world shall we go? My World
Core Knowledge	I am unique and special. I belong to a family. Families can be different and all families are important. People grow and change over time. Autumn is one of the four seasons. Our school is a place where we learn, play and stay safe.	Daytime is light and night-time is dark. Light helps us to see. Some celebrations use light as a symbol. People celebrate different festivals in different ways. We can learn about and respect other people's traditions. The weather and environment change during autumn and winter.	Dinosaurs lived a very long time ago. Dinosaurs are extinct. Fossils help us learn about the past. Some dinosaurs ate plants and some ate meat. Animals live in habitats that meet their needs. The past can be explored through stories, books and evidence.	People have different jobs in our community. Community helpers keep us safe and healthy. We can help others through kindness and cooperation. Rules help to keep people safe. Communities work best when people help each other.	Woodlands are habitats for living things. Plants and animals need food, water and shelter. Traditional tales are stories that have been told for many years. Seasons affect plants, animals and people. We should care for and protect the natural world.	The world is made up of different countries. People around the world may live differently from us. Different cultures have different traditions, foods and celebrations. Maps and globes help us find places. We should respect similarities and differences between people.
Focus Texts	The Colour Monster You Choose Not Now Bernard Once There Were Giants by Martin Waddell Grandma's Bill by Martin Waddell Stick Man The Hairy Toe The Button Box First Day by Andrew Daddo Starting School Janet & Allen Ahlberg	Owl Babies Diwali – Rama & Sita Sparks in the Sky Lighting a lamp by Jonny Zucker (Diwali) (Sammy Spider's First Hanukkah) Ten Little Lights The Nativity	Are The Dinosaurs Dead, Dad? Dirty Great Dinosaur Andy's dinosaur adventure Mr Benn the Zookeeper The Journey Home Dinosaur Roar!	Rebecca Hunter series: Vets, Dentist, Police Officer, Firefighter; All Through The Night; The Zoo Vet Fireman Sam ; Burglar Bill Story	Traditional Tales: Little Red Riding Hood Hansel and Gretel The Three Bears The Three Billy Goats Gruff The Enormous Turnip The Little Red Hen (Baba Yaga)	Town Mouse, Country Mouse Emma Jane's Aeroplane The Ugly Five/Handa's Surprise The Funny Little Woman Momotaro (Peach Boy) Lost and Found
Enrichment Ideas	Explore school grounds including wood; Visit St John's Church – Schultüte Welcome Celebration; Harvest festival Seasonal baking	Pumpkin investigation and carving Campfire + snacks Walk to village war memorials; KS1 nativity play, Christmas party Christmas dinner	AR Dinosaurs; Outdoor dinosaur excavation site; Dinosaur Discovery (virtualschoolvisits.com) (£90+vat); Biscuit making	Police visit. Fire engine visit. Parent visitors. Mini Rescuers first aid Visit to the local library/post box Egg Hatching	EY Big Grow – sunflowers & potatoes/garlic/courgettes World Book Day World Bee Day Bird Watching Station Teddy Bears' Picnic Rainbow Salads	Class trip Walk along the High Road and local community exploration Food tasting from around the world Beach Day
Parental Involvement	Staggered start Seesaw for beginners Seesaw Family app Seesaw activities Branching Out Schultüte Welcome Celebration	Home Reading journals Branching Out Nativity	Seesaw activities Branching Out Home Reading journals Open-up Afternoon	Seesaw activities Branching Out Home Reading journals Job 'interviews'/presentations	Seesaw activities Branching Out Home Reading journals EYFS Big Grow – Sunflowers & vegetable patch	Seesaw Branching Out Home Reading journals EOY Report Sports Day New Parent meetings
BSL	Good morning/ Good afternoon, happy, sad	Colours: red, orange, yellow, green, blue, purple, pink	Please, thank you, sorry Dinosaur	Jobs: police officer, firefighter, doctor, nurse, dentist, teacher, welcome	Animals: pig, cow, horse, duck, sheep, dog, cat, goat, bee	Weather: sun, rain, snow, hot, cold, wind. Animals: lion, monkey, kangaroo, penguin, turtle, tiger

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
COEL & Key Principles	Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. EYFS is where the partnerships between home and school begin. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and interests and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others, celebrating individual achievements wherever they occur. SEND All children access the full Reception curriculum. Adaptive teaching ensures that children with SEND are supported through carefully planned scaffolds, visual supports, explicit vocabulary instruction, practical experiences, repetition and targeted intervention, enabling them to achieve ambitious outcomes alongside their peers. We nurture in our children the courage to just have a try and if at first you fail, have another go!   <i>Audaces Fortuna Juvat</i>					

Prime Areas of Development

Communication & Language	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2							
							Attention and listening are the foundation all speech and language skills; speech and language underpin all other areas of learning and development. Our face-to-face interactions with the children are crucial to our children's language and cognitive development. 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.											
	Development Matters - 3-4 years Enjoy listening to longer stories and can remember much of what happens Pay attention to more than one thing at a time, which can be difficult Use a wider range of vocabulary Understand a question or instruction that has 2 parts, such as: "get your coat and wait at the door" Understand 'why' questions, like: "why do you think the caterpillar got so fat?" Sing a large repertoire of songs Know many rhymes, be able to talk about familiar books, and be able to tell a long story Develop their communication but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam' Develop their pronunciation but may have problems saying: Some sounds: r, j, th, ch, and sh Multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of 4 to 6 words Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions Start a conversation with an adult or a friend and continue it for many turns Use talk to organise themselves and their play: "let's go on a bus... you sit there... I'll be the driver"						Development Matters – Reception Understand how to listen carefully and why listening is important Learn new vocabulary Use new vocabulary throughout the day Ask questions to find out more and to check they understand what has been said to them Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives Describe events in some detail Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Develop social phrases Engage in storytimes Listen to and talk about stories to build familiarity and understanding Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Use new vocabulary in different contexts Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Listen carefully to rhymes and songs, paying attention to how they sound Learn rhymes, poems and songs						ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. EAL/SEND adaptations Visual vocabulary cards/mats Pre-teach topic vocabulary. Sentence stems. Additional opportunities for speaking and listening in small groups. ECAT, WellComm and NELI assessments & targeted interventions.					
	Listening and attention Turn-taking Listening games Learning new vocabulary Sharing personal experiences Class Rules Circle Time Listening games Story retelling and questioning Songs and rhymes Seasonal Changes Lots of links with PSED *WellComm & NELI Baseline assessments BSL: Good morning, Good afternoon Dinners, Sandwiches/packed lunch Vocabulary: head, shoulders, knees, wrist, ankle, fingers, thumb, toes, feet, body, bite, teeth, tongue, lick; family, mum, dad, auntie, uncle, brother sister, cousin, grandparents; Autumn, weather, changeable, drizzly, conker, acorn, sycamore seed, happy, sad, afraid, angry, worried...		Retelling and responding Recalling events Retelling familiar stories Learning topic vocabulary Discussing celebrations and traditions Circle Time Family traditions and differences between cultural celebrations Firework safety discussion Retelling 'The Gunpowder Plot' story and the Christmas story Oral poetry – firework display (onomatopoeia) Seasonal changes Vocabulary: celebrate, celebration, festival, bonfire, firework, sparkler, Guy Fawkes, parliament, protest, safety, explosion, tradition, rocket, Catherine wheel, display, torch, ember, crackle, fireguard, commemoration, remembrance, tradition, poppy, light, remember, matchstick, flicker, ash, crowd, November, spectacle, Diwali, rangoli, Hanukah, menorah, dreidel, Christmas, feast		Questioning and explaining Asking questions Explaining discoveries Using subject-specific vocabulary Discussing the past Circle Time Listening games Story retelling using key language and sequencing Seasonal Changes Ask and answer questions to extend their understanding. Describe dinosaurs, fossils and habitats using appropriate vocabulary. Engage confidently in conversations and role-play linked to the topic. Vocabulary: dinosaur, reptile, extinct, herbivore, carnivore, fossil, bones, skeleton, scales, eggs, hatch, large, huge, prehistoric, palaeontologist, stegosaurus, tyrannosaurus-rex, diplodocus, pterodactyl, triceratops, ankylosaurus, velociraptor, mammoth, sabre –tooth tiger, extinct, endangered, protect, species, survive Ice Age, habitat, jungle, swamp, desert; ice, snow, frost, melt, freeze, holly, berry		Conversation and role play Sustained conversations Speaking in role Discussing community roles Explaining ideas and aspirations Circle Time People who help us, past and present Talking about our parent's jobs Ask and answer questions to extend their understanding. When I grow up... How we can stay healthy Helping each other Seasonal Changes Vocabulary: snowdrop, Spring, daffodil, bluebell, shoot, stem, postman, van, envelope, stamp, firefighter, police officer, help, fire engine, ambulance, police car, siren, doctor, nurse, vet, healthy, ill, dentist, optician, glasses, uniform, helmet		Narrative and storytelling Story sequencing Prediction Character discussion Problem solving through talk Story language Circle Time Story retelling using story language Woodland walks and observations Predicting what might happen next in stories Comparing characters and their actions Exploring problems and solutions in stories Acting out stories through role play Talking about favourite characters and explaining why Listening to and responding to the ideas of others during group discussions Seasonal Changes Vocabulary: woodland, forest, leaves, flower, petals, seed, soil, snow drop, Spring, daffodil, shoot, stem, root; story, first, next, then, last, finally; dandelion,, daisy, blossom		Explanation and comparison Comparing places and cultures Presenting information Expressing opinions Using a broad vocabulary independently Circle Time Explain similarities and differences between places and communities. Listen to stories from different cultures and discuss what they have learned. Share opinions and preferences respectfully. Use newly acquired vocabulary in conversations. Describe differences in homes, food, weather and animals around the world. Explain ideas using longer sentences and connectives. Ask questions to find out more about unfamiliar places and cultures. Present information and facts to the class. Vocabulary: Country, United Kingdom, England, Scotland, Wales, Northern Ireland, capital, London, city, town, village, countryside, map, direction, distance, border, region, country, community, local, familiar, special, weather, Africa, Asia, Europe, Oceania. America.							

Personal, Social, Emotional Development

Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Settling into school and recognising emotions				Resilience and responsibility				Independence, empathy and transition			
Behaviour for Learning Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ✓ 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 ✓ Planning ✓ Thinking before acting ✓ Delaying gratification ✓ Persisting in the face of difficulty.								Development Matters 3-4years Select and use activities and resources, with help when needed. Develop their sense of responsibility and membership of a community. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. Reception See themselves as a valuable individual. Build constructive and respectful relationships. Show resilience and perseverance in the face of challenge. Identify their own feelings. Think about the perspective of others. Manage their own needs			
ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.				ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.				ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.			
SEND Adaptations: Intimate Care Plans; Break tasks into small steps; Use visual instructions; Now-and-next boards; Use of visual checklists; B-Squared targeted interventions; Access to a calm space or regulation area; Use of check-in boards and feelings scales; Teach and model self-regulation strategies such as breathing exercises, sensory breaks and movement activities; Consistent adult responses and predictable routines; Celebrating small successes to develop confidence and resilience.											
Developing self-awareness, confidence and belonging within the new school environment. SR: Begin to recognise and name feelings. Understand classroom routines and expectations. Learn to wait for turns in games and conversations. Begin to identify what makes them feel happy, sad, worried or excited. MS: Separate confidently from main carers. Develop independence with personal belongings. Begin managing hygiene routines (handwashing, toileting). Learn how to access resources safely and independently. BR: Form positive relationships with adults. Begin to make friendships. Play alongside and with others. Learn class rules and expectations. Activities/ Experiences: Feelings mirrors and emotion cards. Family photo discussions. Circle time games. All About Me books and presentations. Classroom rules and routines activities.		Understanding similarities, differences and respecting others. SR: Talk about feelings linked to special events. Manage excitement during celebrations. Begin considering others' emotions. MS: Follow group expectations during performances and special events. Show increasing independence during daily routines. Understand the importance of healthy choices during celebrations. BR: Respect differences between families and traditions. Begin showing empathy and kindness towards others. Work collaboratively in small groups. Activities/ Experiences: Diwali, Hanukkah and Christmas celebrations. Bonfire Night & Remembrance Day. Fire Safety rules. Role play celebrations. Circle times exploring family traditions. Partner and group tasks. Manners		Perseverance, resilience and confidence in tackling challenges. SR: Persist when learning is difficult. Cope with mistakes and setbacks. Develop concentration during longer activities. MS: Show confidence choosing resources independently. Manage risks safely during exploration. Take responsibility for tidying and caring for resources. BR: Negotiate roles in imaginative dinosaur play. Share ideas and listen to others. Begin resolving minor conflicts with support. Activities/ Experiences: Fossil hunting challenges. Large construction projects. Collaborative dinosaur habitats. Problem-solving tasks.		Understanding responsibilities, rules and caring for others. SR: Recognise how behaviour affects others. Follow rules for safety and wellbeing. Begin managing feelings independently. MS: Understand healthy lifestyle choices. Develop awareness of keeping safe. Show responsibility in classroom jobs. BR: Show concern for others. Demonstrate kindness and helpfulness. Understand different roles people play within communities. Activities/ Experiences: Visitors from local services. Role play hospital, police station, fire station. First aid and safety discussions. Class responsibility jobs. When I grow up... Mother's Day cards		Making positive choices, understanding emotions and developing cooperation. SR: Consider consequences of actions. Discuss characters' feelings and choices. Manage frustrations with increasing independence. MS: Show resilience when facing challenges. Develop confidence in trying new activities. Demonstrate independence across daily routines. BR: Work cooperatively towards shared goals. Begin resolving disagreements using strategies. Show empathy towards fictional and real-life situations. Activities/ Experiences: Traditional tale role play. Forest school activities. Team-building challenges. Story discussions focusing on feelings and behaviour.		Preparing for transition and becoming confident learners and friends. SR: Reflect on personal achievements. Manage emotions during transition activities. Demonstrate sustained attention in a range of contexts. MS: Show confidence and independence in school routines. Understand healthy living and staying safe. Take increasing responsibility for personal needs. BR: Demonstrate positive friendships. Work effectively within groups. Recognise and value similarities and differences across communities and cultures. Activities/ Experiences: Learning about children around the world. Transition visits and activities. Collaborative projects. Celebrating achievements and successes.	







Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fine Motor: Developing Pencil Readiness - Develop shoulder, arm and wrist strength - Establish hand dominance - Correct pencil grip (tripod where appropriate) - Make controlled marks using whole-arm then finger movements - Copy simple pre-writing patterns: Vertical lines, horizontal lines, circles, crosses, diagonal lines, zig-zags, waves, loops, spirals, squares, triangles  Safe scissor use Correct grip Open and close scissors Single snips	Fine Motor: Letter Formation Begins - Continue developing pencil grip - Form pre-writing patterns accurately - Introduce correct letter formation alongside phonics  Cut straight lines Turn paper with helping hand Bilateral coordination Longer continuous cuts	Fine Motor: Applying Letter Formation - Begin to form taught letters consistently - Improve pencil pressure and control - Maintain correct posture and grip  Cut curved lines Smooth continuous cutting Start and stop with control Large circles and curves	Fine Motor: - Continue developing fluency of correct letter formation - Maintain pencil pressure and control  Cut corners and shapes Increased accuracy Combine cutting and sticking Squares, triangles and zig-zags	Fine Motor: - Form all taught letters correctly - Write on lines with increasing control  Cut detailed outlines Independent choice of scissors Purposeful cutting Creative projects	Fine Motor: - Consolidate correct formation of all letters - Improve letter size and orientation - Write with greater fluency and independence  Cut intricate shapes Cut a range of materials Apply skills across the curriculum Year 1 readiness
Activities/ Experiences: - Dough Disco - Squiggle Whilst You Wiggle - Large chalk patterns outdoors - Painting with water brushes - Vertical mark making (easel) - Tracing roads and pathways - Drawing circles, lines, crosses and spirals - Snipping playdough snakes - Cutting straws, ribbon and wool - Snipping paper strips - Fringe cutting around paper plates - Autumn leaf crafts - Spinners	Activities/ Experiences: - Daily letter formation linked to Phonics - Rainbow writing - Air writing - Whiteboards - Finger tracing in sand, shaving foam and paint - Sticker patterns – firework displays - Name writing practice - Cutting wrapping paper strips - Christmas crafts - Santa beard fringe - Cutting roads and pathways - Cutting rectangles and simple shapes	Activities/ Experiences: - Daily letter formation linked to Phonics - Continue name writing practice - Fine motor challenges - Snowman circles - Valentine's hearts/dinosaur eggs - Spiral snakes (/ammonites) - Dinosaur masks - Playdough models - ammonites - Clay fossils	Activities/ Experiences: - Screwdrivers and turning bolts - Fasteners - Shape collages – build a vehicle - Tweezers to rescue mini people from a "disaster zone" - Nuts and bolts matching station - Building emergency vehicles with construction kits - Pipettes and water transfer activities ("firefighter training") - Finger gym challenges using elastic bands and clips - Doctor role-play with bandaging dolls and fastening slings - Treasure chest lock-and-key activities	Activities/ Experiences: - Flower petals - Nature collages - Woodland creatures + minibeasts - Junk modelling - Threading leaves and natural objects - Weaving using sticks and natural materials - Clay hedgehogs with natural object spikes - Sewing cards linked to traditional tale characters - Finger weaving using ribbons and wool - Fine paintbrush work for minibeast details - Loose parts transient art using natural materials	Activities/ Experiences: - Transition crafts - Moving-up projects - Independent creative challenges - World flag colouring and cutting activities - Bead threading using repeating patterns from around the world - Sticker Landmarks – peel and place stickers to create simple scenes - Mosaic art inspired by different cultures - Sewing and weaving projects - Cutting and assembling landmarks from around the world - Fine motor challenge stations where children choose resources independently
Continuous Provision Scissor station with progressive cutting challenges; playdough with various tools/challenges; construction toys; threading; small tools e.g. screw drivers, keys, paintbrushes, hole punches, crayons for free drawing/colouring; painting easel and chalk wall SEND Adaptations: Adapted scissors; Chunky pencils, crayons and paintbrushes; Larger collage materials and construction resources; Easel and vertical mark-making opportunities; Targeted interventions.					
Development Matters Make healthy choices about food, drink, activity and tooth brushing. Using one-handed tools and equipment; Use a comfortable grip with good control when holding pens and pencils; Show a preference for a dominant hand; Be increasingly independent by: Learning how to use a knife and fork; Managing own personal hygiene, toileting and hand washing. Know and talk about benefits of regular physical exercise; healthy eating; tooth brushing; sensible 'screen time'; good sleep routines; being a safe pedestrian Lining up and queuing; mealtimes & personal hygiene. Develop small motor skills so they can use a range of tools competently, safely and confidently, e.g. pencils, paintbrushes, scissors, knives, forks, spoons. Develop foundations of a handwriting style which is fast, accurate and efficient.			ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills 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. Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Lines That Wiggle Pen Disco		



Specific Areas of Learning and Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy ~ Reading	ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.			ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.		
	Phase 1 review; Start Phase 2 sa tp in md go c,k,	Phase 2 ck eu rh bf lffllss jv wx	Phase 3 yz,zz qu,ch sh,th th , ng	Phase 3 ai ee,igh oa,oo ar or ur ow oi	Phase 3 ear air ure er; Phase 3 Revision	Phase 4 Phase 3 Revision; consonant blends
	Word Reading vc cvc words with sounds taught Recognising initial sounds, oral blending cvc words; Help children to read the sounds speedily to make sound-blending easier.	Word Reading Cvc words with sounds taught Tricky words: the l to no go into and Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the', help children identify the sound that is tricky to spell.	Word Reading Cvc words with sounds taught Tricky words: he we be me my she Rhyming strings; Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'boat', 'night'.	Word Reading Tricky words: was my you they are all her Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Learn sounds for vowel digraphs.	Word Reading said have like so do Recall of Phase 3 digraphs and trigraphs. Re-reading decoded phrases and captions to build fluency and understanding. End of term assessments	Word Reading some come when what little one Reading CVCC and CCVC words. Read simple sentences. Understand what they have read.
	Reading & Comprehension Skills Handle books appropriately. Understand print carries meaning. Name parts of a book. Listen attentively to stories. Join in with repeated refrains and rhymes. Answer simple who? and what? questions. Talk about familiar characters and events. Sequence stories using 2-3 pictures. Learn and use new vocabulary from stories. Activities/Experiences: Label characters and family members. Story baskets. Puppet retelling. Feelings discussions linked to characters. Predict what might happen next from picture clues.	Reading & Comprehension Skills Compare stories from different cultures. Recall key events from a story. Retell stories with beginning, middle and end. Discuss characters' feelings. Make simple predictions. Recognise similarities and differences between families and traditions. Answer questions using information from the text. <i>New Progression:</i> <i>Children begin to explain - "I think he is happy because..." rather than giving one-word answers.</i> Activities/Experiences: Story maps. Nativity retelling. Hot seating characters. Comparing celebration stories.	Reading & Comprehension Skills Understand story structure. Identify character, setting, problem and solution. Recall key information from non-fiction texts. Use contents pages with support. Retell stories using story language. Create and tell own oral stories. Ask questions about what they have read. <i>New Progression:</i> <i>Introduce:</i> <i>character</i> <i>setting</i> <i>problem</i> <i>solution</i> Activities/Experiences: Dinosaur fact hunts. Non-fiction book scavenger hunts. Story sequencing cards. Story maps using symbols.	Reading & Comprehension Skills Compare fiction and non-fiction texts. Understand contents and index pages. Discuss why characters behave in certain ways. Explain main events in a story. Retell stories independently. Sequence stories with increasing detail. Answer questions using clues from pictures and text. <i>New Progression</i> <i>Move from:</i> <i>What happened?</i> <i>to</i> <i>Why did it happen?</i> Activities/Experiences: Character thought bubbles. Predicting outcomes of problems. Information hunts in non-fiction books. Oral summaries of stories.	Reading & Comprehension Skills Compare different traditional tales. Identify common story patterns. Recognise repeated story language. Predict events using story knowledge. Explain character motives and feelings. Re-read favourite stories to improve understanding. Begin making links between texts. <i>New Progression</i> <i>Children begin discussing:</i> <i>similarities</i> <i>differences</i> <i>patterns</i> <i>Example:</i> <i>"This reminds me of Little Red Riding Hood because..."</i> Activities/Experiences: Compare versions of traditional tales. Story detectives. Character comparisons. Story innovation activities.	Reading & Comprehension Skills Read simple sentences fluently. Explain understanding of what has been read. Predict events using story clues. Discuss themes and messages. Make connections between stories and their own experiences. Discuss similarities and differences between texts. Retell stories confidently and independently. Explain answers using evidence from pictures and text. Retell stories in sequence. Discuss characters and events. Predict what may happen next. Explain simple reasons for answers. Use story vocabulary independently. Use information from non-fiction texts to answer questions.
	SEND Adaptations (not limited to): Picture-supported texts; Matching symbols to vocabulary; Oral storytelling before reading activities Additional phonological awareness games; Shorter story sessions; Chunked instructions; Fidget tools where appropriate; Opportunities to retell using puppets and small world resources; Pre-teach key vocabulary using objects, pictures and symbol; Use visual story maps and story sequencing cards; Repeated reading of core texts; Small-group reading before whole-class sessions; Use gesture, Makaton/BSL and visual prompts alongside spoken language; Provide additional processing time before responding to questions.					



ELG: Fine Motor Skills

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.

ELG: Writing

Write recognisable letters, most of which are correctly formed.
Spell words by identifying sounds in them and representing the sounds with a letter or letters.
Write simple phrases and sentences that can be read by others.

Autumn 1

Drawing Club/Texts as a Stimulus:

The Colour Monster
Stick Man
The Hairy Toe
Not Now Bernard

Writing

Develop shoulder, arm and wrist strength – Tummy Time/bouncy frog
Establish hand dominance
Correct pencil grip (tripod where appropriate)
Make controlled marks using whole-arm then finger movements
Copy simple pre-writing patterns:
Vertical lines, horizontal lines, circles, crosses, diagonal lines, zig-zags, waves, loops, spirals, squares, triangles
Mark-making about themselves/their family
Trace/Write own name
Begin to learn how to form lower-case letters correctly
Writing initial sounds
Use initial sounds to label characters/images

Autumn 2

Drawing Club/Texts as a Stimulus:

Owl Babies
Sparks in the Sky
Rama & Sita
Elves & the Shoemaker
The Nativity Story
Superted Meets Father Christmas

Writing

Continue developing pencil grip
Form pre-writing patterns accurately
Introduce correct letter formation alongside phonics
Learning to form lower-case letters correctly
Spell cvc words with Phase 2 sounds.
Write dictated cvc word
Write a cvc word to match a picture or object.
Write own name

Spring 1

Drawing Club Texts as a Stimulus:

Dinosaur Fact books (NF)
Dear Zoo
Mr Benn the Zookeeper
Are the Dinosaurs Dead, Dad?
The Dirty Great Dinosaur/The Super Swooper

Writing

Use letter movement families to help form lowercase letters correctly:
l i t h b p r n m c o a d a g q
e s u y v w k f j x z

Spellings cvc words linked to phonics sounds.
Spell tricky words: I the to

To write own CVC words to label pictures.
Introducing captions
Fact writing station.
Beginning to write phrases and short captions
Orally compose a sentence before writing: Think it, Say it, Count the words, Write it
Mark-making about dinosaurs
Leave spaces between words when copying a given cvc caption.
Write own name from memory

Guided writing based around developing captions and short sentences in a meaningful context; drawing attention to basic sentence punctuation – **capital letter, spaces, full stops** where appropriate.

Spring 2

Texts as a Stimulus:

Rebecca Hunter series:
Vets, Dentist, Police Officer, Firefighter;
All Through The Night;
The Zoo Vet
[Fireman Sam](#);
[Burglar Bill Story](#)

Writing

Learning to form upper-case letters correctly

Spellings cvc words linked to phonics sounds.
Spell tricky words: no go he she
Rhyming words.

Lists – evidence list
Captions
Simple sentences – Doctor notes
Speech bubbles – "Who Am I?"
Job Cards
Think, say and write a caption (2 or more words)
Put finger under each word to check the sounds.
Beginning to use finger spaces independently.

Guided writing based around developing a simple sentences in a meaningful context **using openers The, I, He, She**
Write a dictated sentence containing taught Phase 2 and Phase 3 sounds.

Summer 1

Texts as a Stimulus:

Little Red Riding Hood
Hansel and Gretel
The Three Bears
The Three Billy Goats Gruff
The Enormous Turnip
The Little Red Hen
+ World Book Day text

Writing

Form lower-case and some capital letters correctly.

Spell tricky words: he, she, we, me, be, was

Think, say and write captions and short sentences using openers
The, I, He, She

Writing for a purpose using phonetically plausible attempts at words.
Put finger under each word to read my sentence)proofreading)

Summer 2

Texts as a Stimulus:

Town Mouse, Country Mouse
Emma Jane's Aeroplane
The Ugly Five
Handa's Surprise (Big Book)
Lost and Found

Writing

Write a sentence independently.
Beginning to use full stops, capital letters and finger spaces.
Spell tricky words: he, she, we, me, be, was

Mini Book-Making: Fold simple booklets. Each page is one "stop" based on your week's images.

Children draw and add one word, caption or **sentence**.

Animal/Country Fact Slips - From a nonfiction text, children choose one fact they like. Draw and caption it – ELG with a sentence/WT key word.
e.g. A lion lives in Africa. Penguins live in cold places.

Progression

Marks → Patterns → Name → Initial Sounds

Letter Formation → CVC Words

Labels → Tricky Words → Captions

Captions → Simple Sentences
(Capital Letters, Spaces, Full Stops)

Independent Short Sentences
(Using Writing for a Purpose)

Independent Sentences; Fact Writing;
Book Making; Proofreading

SEND

Oral rehearsal before writing; Build-up of pre-writing +mark-making skills; Picture prompts; Sound mats and alphabet strips; Reduced writing demands when appropriate; Adult scribing where necessary.



Mathematics

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics		Maths Vocabulary: count, subitise, order/ordinal, compare, forwards, backwards, numerals, digit, one more, one less, equal to, more than, less than (fewer), double, half, twice as many, equal, unequal, share, group, odd, even, measure, wide(er), narrow(er), compare, long(er)(est), short(er)(est), length, height, long(er)/short(er), tall(er)/short(er), weight, capacity, heavy/light, heavier than, lighter than, big(bigger/biggest, full/empty, more than, less than, half/half full, time, quicker, slower, earlier, later, before, after, first, next, today, yesterday, tomorrow, morning, afternoon, evening, day, week, hour, minutes, 2-d shapes, rectangle, square, circle, triangle, characteristics, 3-d shapes, cuboids, cubes, cone, spheres, curved, straight, flat over, under, between, around, through, on, into, next to, behind, beneath, order, repeat, patterns, on top of.					
	Number	• Match, sort and compare objects • Explore & subitise amounts to 3 • Count reliably to 5 • Represent numbers using objects, fingers and marks • Understand "more" and "fewer"	• Numbers to 5 • Composition of numbers to 5 • Compare quantities within 5 • One more and one less within 5	• Numbers to 7 • Represent numbers in different ways • Number bonds within 5 • Explore numbers 6 and 7 as ‘5 and a bit’ • Compare amounts as more than, fewer than, equal and unequal	• Match numerals to quantities within 10 • Subitise 6 • Number bonds within 8 • Addition and subtraction through practical contexts • Doubling • Odd and even	• Numbers beyond 10 • Counting forwards and backwards to 20 • Composition of 10 • Composition of ‘5 and a bit’ • Addition and subtraction within 10 • Sharing and grouping • Odd and even	• Secure understanding of sequence of numbers to 20 • Number bonds within 10 • Solve practical problems • Explore doubles, halves and sharing • Apply number knowledge independently
	Numerical Patterns	• Copy and continue simple AB patterns • Recognise repeating patterns in the environment	• Continue and create AB patterns • Begin AAB patterns	• Create and extend repeating patterns • Spot and correct pattern errors	• Oral counting to 20 • Number bonds to 10 • Addition and subtraction through practical contexts • Doubling • Odd and even	• Create own repeating patterns using shape, colour and movement	• Identify, continue and create complex repeating patterns • Explain pattern rules
	SSM	• Compare size, mass and capacity • Explore positional language • Recognise and name simple 2D shapes	• Explore circles, triangles and 4-sided shapes • Compare length and height • Explore time through daily routines	• Explore mass and capacity • Compare weight and volume • Explore 3D shapes	• Explore length, height and distance • Positional language and simple maps	• Explore volume and capacity • Consolidate 2D and 3D shapes • Build and compose shapes	• Consolidate shape, measure and positional language • Solve practical mathematical problems
	Mastery Focus	Pupils will: • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers ‘hiding’ inside larger numbers • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number • develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • compare sets of objects by matching • begin to develop the language of ‘whole’ when talking about objects which have parts	Pupils will: • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers • understand that two equal groups can be called a ‘double’ and connect this to finger patterns • sort odd and even numbers according to their ‘shape’ • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers		Pupils will: • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek		
SEND		concrete resources used first; Small-step teaching; Visual representations; Additional repetition and practice; Adult-supported maths games and songs; B-Squared targeted small steps.					



Understanding the World

 Understanding the World	Autumn 1 - Sept/Oct	Autumn 2 - Nov/Dec	Spring 1 - Jan/Feb	Spring 2 - Feb/Mar	Summer 1 - Apr/May	Summer 2 - Jun/Jul	
	Children will explore how they have changed and learn to celebrate differences and change. P&P Change and growth – look at baby photos: how have they changed since then? Growing up timeline. Talk about home and school routines. What are we doing <i>today</i>; what did we do <i>yesterday</i>; what will we do <i>tomorrow</i>? Who’s the baby? – photo quiz What did our parents/carers look like when they were babies? How do we know photos are old? – Ramsden 100 years ago PPC Similarities and differences Identifying their family - Commenting on photos of their family – how people from the same family can look the same; naming who they can see and of what relation they are to them. Can draw similarities and make comparisons between other families. TNW Loose parts – faces Five senses Creating aromas using spices, lavender, etc Favourite fruits and vegetables Stick hunting – find a stick the same size/taller/shorter Looking after their own plant Physical changes growing up Seasonal Change Spotting signs summer is ending and autumn is approaching Conkers and acorns Falling leaves Autumn in the woods Harvest Festival Schultüte Celebration	Children will explore how people mark or celebrate special times in different ways. P&P Begin to understand that Bonfire Night is a tradition celebrated each year Encourage use of past-tense language. Who Was Guy Fawkes? - Share a simple, child-friendly version of the Gunpowder Plot and discuss. Remembrance Day – Visit Memorial PPC Learn about different countries and cultures through discussion and visual resources. Create a Celebration Map by marking locations of celebrations around the world and adding related images or drawings. Discuss how people mark special occasions through traditions, activities, food, gatherings, and clothing. Explore similarities and differences in seasonal weather and environments around the world. Learn about seasonal foods from different cultures. Discuss where foods come from and how they are prepared and enjoyed. TNW Observe and discuss changes in light, dark, and the appearance of the sky. Explore light and shadow through practical investigation. Identify and talk about seasonal changes and how environments change over time. Learn how materials can change through heating and cooling. Investigate the properties of water through exploration and experimentation. Develop an understanding of habitats and how animals respond to seasonal changes. Take responsibility for caring for plants and animals. Observe, measure, and monitor changes in the weather. Explore, compare, and classify natural materials. Learn about plant growth and what living things need to survive and thrive.	Children will explore the world of dinosaurs and prehistoric creatures, through investigation, storytelling and hands-on experiences. P&P Understand the past through settings, characters and events encountered in books and storytelling. Learning about dinosaurs as creatures from the distant past. Comparing prehistoric life with life today. Exploring fossils as evidence of the past. PPC Draw information from simple maps. Using maps to locate where dinosaur fossils have been discovered. Looking at museums and famous dinosaur discoveries around the world. Large construction projects. Collaborative dinosaur habitats. TNW Investigating habitats of dinosaurs and prehistoric creatures. Comparing dinosaur habitats with habitats of animals living today. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect can care for the natural environment and all living things. Describe what they see, hear and feel whilst outside. Exploring seasonal changes in the school environment. Understand the effect of changing seasons. Observe, measure, and monitor changes in the weather. Continuous Provision: Dinosaur Look Out & Museum role-play area. Fact writing station. Investigation and discovery area.	Children will explore the community roles and people who help us, through storytelling and real-life experiences. P&P Explore how helping roles have changed over time. Compare emergency services and healthcare in the past and present. Discuss figures from stories who help others. Compare old and modern emergency vehicles. Explore photographs of hospitals, schools and transport from the past. Read stories featuring helpers and heroes. Discuss family experiences of community helpers. PPC Learn about people who help us in school and the local community. Understand different jobs and responsibilities. Explore how communities support each other. Visits from community helpers. Role-play hospital, veterinary surgery, fire station and police station. Walk around the local area identifying community buildings. Create simple maps showing important places. TNW Observe seasonal changes during Spring. Explore how people help care for animals and the environment. Spring nature walks. Planting seeds and caring for growing plants. Discuss animal rescue and veterinary care. Observe signs of seasonal change outdoors.	Children will explore woodland environments and traditional tales, developing their understanding of the past through storytelling, learning about different environments and using imaginative play to make sense of the world around them. P&P Compare and contrast characters from traditional tales. Develop understanding of the past through familiar stories. Explore traditional tales Compare old and modern versions of stories. Retell stories using role play and small world resources. PPC Understand how stories are shared across generations and cultures. Recognise similarities and differences within stories from different countries. Explore traditional tales from around the world. Discuss family storytelling traditions. Locate story settings on simple maps. Compare homes and lifestyles in stories. TNW Investigate woodland habitats, living things and life cycles. Observe changes in nature during early summer. Woodland walks and minibeast hunts. Observe minibeasts, birds and mammals. Create woodland habitats in small world play. Identify plants, trees and animals. Plant sunflower seeds (indoors mid-April). Discuss what living things need to survive. Explore maps and aerial photographs of forests. World Bee Day (May 20th)	Children will explore different countries, cultures, environments and ways of life around the world, developing their understanding of communities, geography and the natural world. P&P Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Read stories from different countries. Explore significant landmarks and traditions. Discuss how transport and travel have changed over time. PPC Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Learn about different countries and cultures. Try foods from different continents. Compare life in the UK with life in other countries. Use simple maps and globes. Explore maps, atlases and globes. Compare homes, schools, food and clothing around the world. Learn about celebrations and traditions. Locate countries and continents on a map. TNW Explore the natural world around them, making observations and drawing pictures of animals and plants. Explore different habitats and environments around the world. Compare climates and landscapes. Investigate deserts, rainforests, oceans and polar regions. Compare animals from different habitats. Discuss weather and climate around the world. Where food comes from. Growing conditions for different fruits and vegetables. Hot and cold climates where foods are grown. Observe and record seasonal changes during summer.	
	ELG	ELG: Past and Present Talk about the lives of the people around them and their roles in society Know some similarities and differences between things in the past and now Understand the past through settings, characters and events encountered in books read in class and storytelling.		ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Know some similarities and differences between different religious and cultural communities in this country 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.		ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants Know some similarities and differences between the natural world around them and contrasting environments Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
	SEND	Real-life experiences before abstract concepts; Sensory exploration opportunities; Provide alternatives if children find certain textures challenging; Concrete objects and artefacts; Visual maps and photographs; B-Squared targeted small steps					
General Science Vocabulary:	head, ear, eye, mouth, nose, face, hair, leg, knee, arm, elbow , back, toes, fingers, hands, autumn, winter, season, sun, day, dark, light, night, Moon, herbivore, carnivore, omnivore, human, animal, fish, birds, loud, quiet, volume, sound, on, off, electric			spring, tree, trunk, branch, leaves, flowers, stem, petals, fruit, roots, bulb, seed, vegetable, summer, material, wood, plastic, glass, paper, shiny, metal, rock, hard, soft, fabric, smooth, rough, Earth, Moon, planet, space, Sun, star, push, pull,			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Development Matters 3-4 years Take part in pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment. Make imaginative and complex 'small worlds' with blocks and construction kits. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines, and being to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings. Explore colour and colour mixing. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person (pitch match) Sing the melodic shape of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.			Reception Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop story lines in their pretend play. Explore and engage I music making and dance, performing solo or in groups. ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.		
	Exploring Materials Children confidently explore a range of materials and begin making independent creative choices. Skills: Explore materials; Experiment freely; Join materials; Make independent choices • Explore a range of materials and tools • Make marks using different media • Investigate colour, texture and shape • Join materials using glue and tape • Begin choosing resources independently • Self-portraits; Guided drawing – Draw a picture of myself *head, body, arms, legs; Picture of my family; Leaf rubbings; Natural/loose part face/family collages; Printing with everyday objects; Playdough modelling; Junk modelling Music: Beat and pulse Musical unit - Autumn <i>Songs/Rhymes: If you're happy and you know it; Heads, Shoulders, knees and Toes; I'm so Quiet; Ramsden School Song</i>	Colour and Texture Children combine different materials and techniques to create purposeful artwork. Skills: Mix colours; Use tools with greater control; Collage and texture; Pattern making • Mix and explore colours - Colour mixing – warm colours – flames; mixing shades of green • Develop cutting, sticking and collage skills • Create patterns and simple representations • Explore texture through different materials • Begin using tools with greater control • Firework paintings • Diwali patterns; Rangoli floor painting • Christmas crafts • Salt dough decorations • Weaving ribbons • Collage pictures ICT: 2Paint – fireworks/rangoli Music: Dynamics Musical unit – Light & Dark <i>Songs/Rhymes: Nativity songs; Twinkle Twinkle Little Star</i>	Representing Ideas Children use a range of media to represent ideas and explain what they have created. Skills: Represent ideas; Draw with detail; Build simple models; Explain creations • Draw with increasing detail • Use painting and collage to represent experiences • Explore printing and pattern making • Build simple dinosaur models with construction materials • Talk about their creations • Winter art • Egg box dinosaur masks/headbands • Bubble wrap printing • Clay exploration – fossils • Observational drawings: snowdrops Music: Tempo Musical unit - Dinosaurs 5 Minute Musical Wonders - Dinosaurs MUSIC – TEMPO https://youtu.be/Pld18GgFgz?si=kxop4YzMIOnL52KC https://youtu.be/HpG_aUEBLY7si=JfMCNw_G6c-foJk https://youtu.be/eJfc00N4474?si=u7bEjWw8e10wvNt VIVALDI 4SEASONS – WIND DANCE: https://youtu.be/H7hGIZ579cs?si=ZZPfj6vThrVBtmM GENTLE MUSIC https://youtu.be/2i1T2L2Bjpo?si=mewiW3AY2WaKpvQE https://youtu.be/eMnxjdGtK4w?si=K8-qsRjPmv9uarws <i>Songs/Rhymes: 1,2,345, Once I saw a fish alive; CBeebies Dinoraps</i> Andy's dinosaur raps - CBeebies - BBC	Creating with Purpose Children independently select materials and combine techniques to achieve a chosen outcome. Skills: Combine techniques; Choose resources independently; Observational drawing; Refine techniques • Select appropriate materials independently • Combine techniques (painting, collage, drawing, modelling) • Refine cutting and joining skills • Begin evaluating finished work • Emergency vehicle junk models • Flower paintings • Observational drawings: daffodil • Nature sculptures • Mother's Day cards Music: Pitch Musical unit – People Who Help Us <i>Songs/Rhymes: 999 song, I'm a Firefighter v2 Singalong on Vimeo, These teeth; Weather songs: Rain rain go away; Dr Foster</i>	Designing and Making Children confidently design and create models and artwork, adapting ideas as they work. Skills: Design and make; Adapt ideas while creating; Construct larger models; Mixed media • Plan before creating • Explore colour mixing and texture • Construct larger models • Use recycled materials creatively • Adapt ideas during making • Woodland creatures artwork • Beehive collage • Observational drawings: bluebells • Junk modelling Music: Rhythm Musical unit - Minibeasts BBC Musical Storyand <i>Songs/Rhymes: When Goldilocks went to the house of the bears; Chick, chick, chick, chicken, lay a little egg for me (Mr Tumble); Old MacDonald Had a Farm (BSL)</i>	Independent Creativity Children independently choose materials and techniques to express their ideas creatively and confidently. They will explore colour, pattern, sound and movement from around the world. Skills: Create independently; Evaluate and improve work; Confidently express creativity; Apply skills across the curriculum • Apply previously learned techniques independently • Create detailed drawings and models • Experiment with media confidently • Review and improve work • Express ideas imaginatively through art and design • Transition projects • Seaside paintings • Large collaborative artwork • Free-choice creative projects • Nature weaving • Mixed media creations Exploration of other countries – dressing up in different costumes. Music: Exploring Instruments Musical unit – The Seaside <i>Songs/Rhymes: School song, Leavers' 'Say Goodbye' song</i>

Daily opportunities in Continuous Provision: Creative workshop with open-ended resources; Painting easel with a range of media; Drawing and mark-making station; Junk modelling area; Playdough and clay table; Loose parts for transient art; Natural materials for collage and sculpture; Construction area (blocks, magnetic tiles, recycled materials); Seasonal craft invitations; Collaborative art projects; Music and movement experiences; Small-world and role-play areas to encourage imaginative storytelling

SEND Adaptations: Open-ended creative opportunities; Visual examples and step-by-step picture prompts; Modelling of techniques before independent work; Choice of tools, materials and outcomes;

