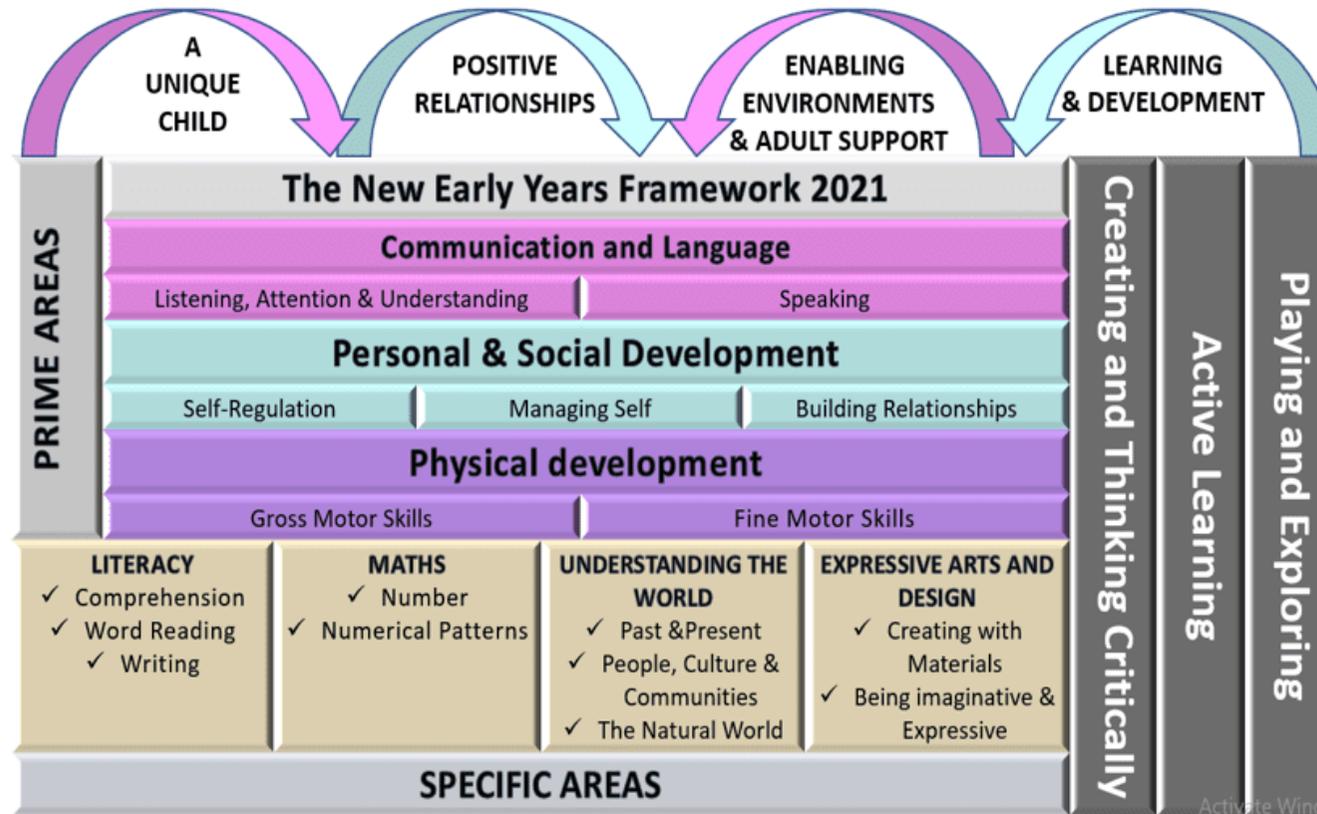


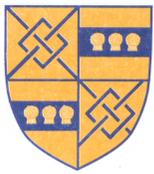
# Nursery Long Term Planning 2022-23

At Vernon Park Primary School we aim to support all children to reach their full potential and build a strong foundation for their future learning through challenging, engaging opportunities in a safe, supportive and stimulating environment.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.

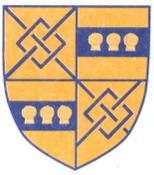


In the EYFS at Vernon Park Primary School we plan for a dynamic curriculum rich in awe and wonder and full of memorable, engaging experiences. We provide a stimulating environment to provide exciting opportunities and to promote challenge, exploration, adventure and a real love of learning.



# Our EYFS Curriculum Goals

<p>To become a</p> <p><b>Confident Communicator</b></p> <p>who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings</p>	<p>To become an</p> <p><b>Independent Individual</b></p> <p>who can follow the Classroom Rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy</p>	<p>To become a</p> <p><b>Fantastic Friend</b></p> <p>who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings</p>	<p>To become an</p> <p><b>Amazing Athlete</b></p> <p>who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment</p>
<p>To become a</p> <p><b>Talented Tool User</b></p> <p>who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence</p>	<p>To become a</p> <p><b>Brilliant Bookworm</b></p> <p>who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt)</p>	<p>To become a</p> <p><b>Wow Writer</b></p> <p>who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others</p>	<p>To become a</p> <p><b>Master of Maths</b></p> <p>who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5</p>
<p>To become an</p> <p><b>Exceptional Explorer</b></p> <p>who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places</p>	<p>To become a</p> <p><b>Compassionate Citizen</b></p> <p>who can help to look after their community and care for the environment, know some reasons why our home is special, have an awareness of other people's cultures and beliefs</p>	<p>To become a</p> <p><b>Proud Performer</b></p> <p>who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm</p>	<p>To become a</p> <p><b>Dynamic Designer</b></p> <p>who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it</p>

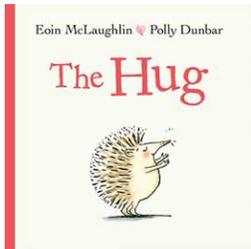
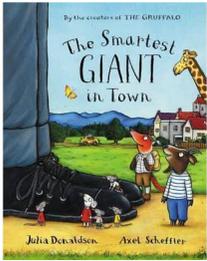


# Our Core Stories

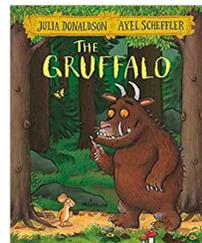
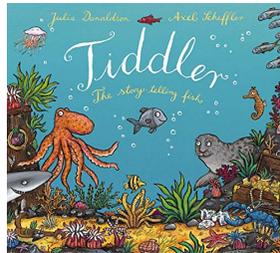
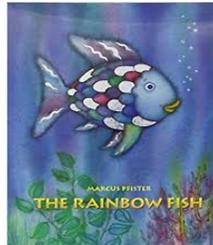
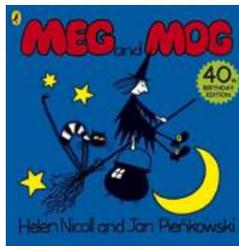
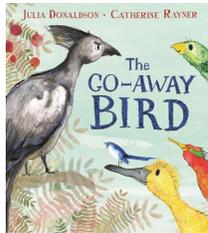
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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We have chosen a selection of 'Core Books' for children in the EYFS. These books are a mixture of classics and exciting new books across a range of styles and genres and exposing children to a range of characters, also chosen for their message linking to our school values. During their time in the EYFS we will return to these books regularly so children will get to know these books inside out. This will help them use stories, language, characters and ideas as part of their role play, art work, story-telling and eventually writing. We hope they are also books that children will enjoy sharing with their families too.

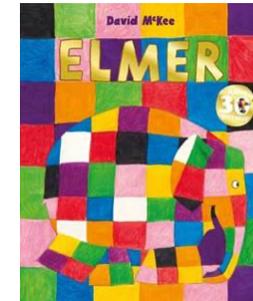
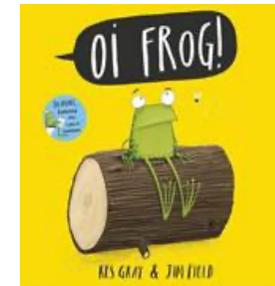
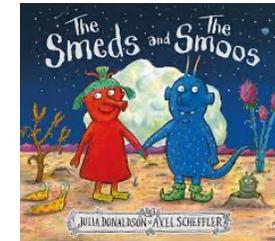
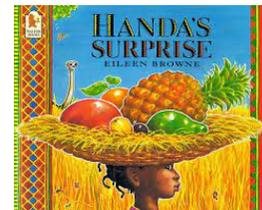
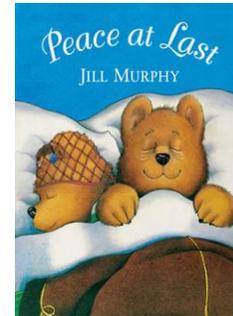
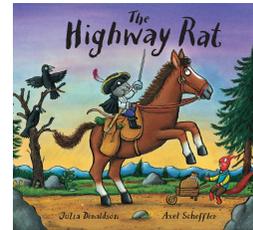
## Nursery



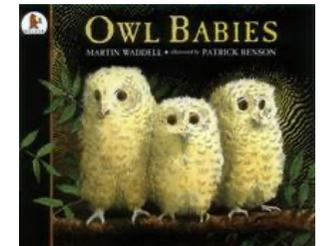
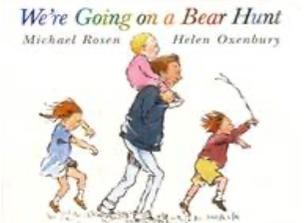
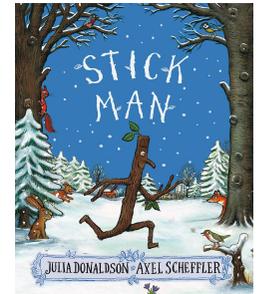
Traditional tale: Three Little Pigs



Traditional tale: Goldilocks and the Three Bears



Traditional tale: Little Red Riding Hood





# Our Nursery Curriculum

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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## 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.

Children will be learning to:

- Enjoy listening to longer stories and remember much of what happens.
- Pay attention to more than one thing at a time.
- Use a wider range of vocabulary.
- Understand a question or instruction that has two 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 they may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'.
- Say sounds correctly and multisyllabic words.
- Use longer sentences of four to six 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."

Our pupils are faced with challenging texts on a daily basis and a good deal of the reading in our classrooms will include vocabulary that is unfamiliar and difficult.

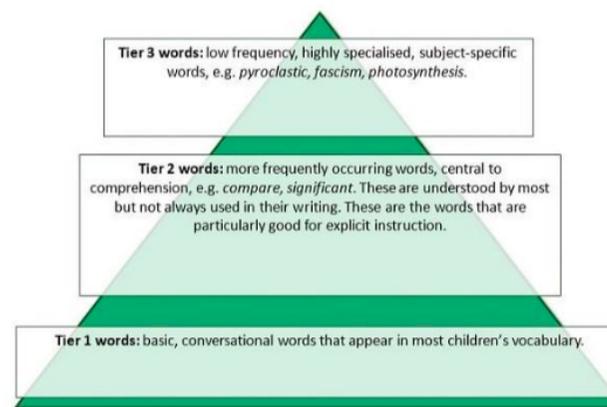
The words we use can be organised in to three tiers:

We use Tier 1 words every day in the classroom.

Tier 3 words are the technical vocabulary we use in our curriculum subjects

However, the Tier 2 words need to be taught explicitly so that our children can use them to make sense of the Technical Tier 3 Vocabulary.

Words from tiers 2 and 3 will be chosen and taught weekly along with a concept word. Words will be Reception 4 words/ Nursery 2 words.



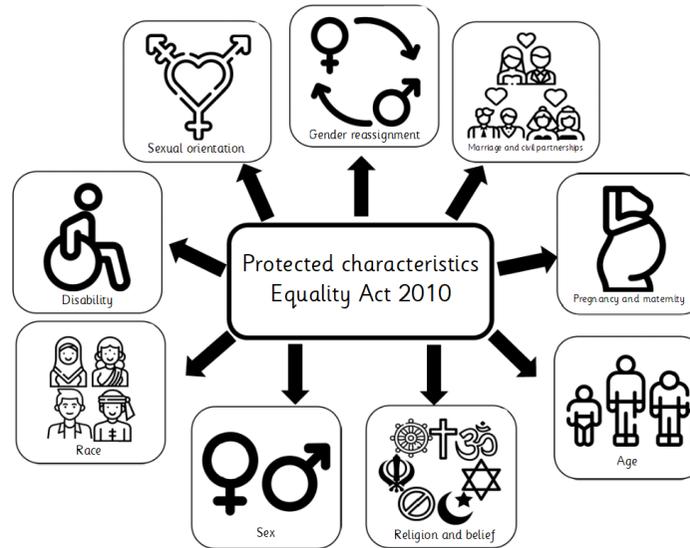
Concept words to be taught using Concept Cat

all day different next to night same	after before first last some most	back empty a bit new old soft	quick hard heavy large long short	around backwards less tall near small	between over side through behind front
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- Listening Lola activities
- Beat Baby Raps
- Wellcomm big Book of Ideas

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Personal, Social and Emotional Development</b>            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 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
<p>Children will be learning to:</p> <ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without adult support.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Begin to understand how others might be feeling.</li> </ul>					
<p>School values- Kindness and empathy  (Linked text- Smartest Giant in Town)</p>	<p>School values- Friendship and respect  (Linked text- Go-away Bird)</p>	<p>School values- Honesty and responsibility  (Linked text- Tiddler)</p>	<p>School values- Tolerance and fairness  (Linked text- Highway Rat)</p>	<p>School values- Support and inclusion  (Linked text- Smeds and Smoos)</p>	<p>School values- Challenge and resilience  (Linked text- Stickman)</p>
<div data-bbox="288 975 537 1145" data-label="Image"> </div> <p><b>Monstrosity Wellbeing Wednesday</b></p> <ul style="list-style-type: none"> <li>• To boost self-esteem.</li> <li>• To learn how to overcome worry.</li> <li>• To learn about a growth-mindset.</li> <li>• To learn about friendships.</li> <li>• To learn how to help self-belief.</li> <li>• To learn about anger.</li> <li>• To learn about thoughts and truth.</li> <li>• To learn to solve problems.</li> <li>• To learn about anxiety.</li> <li>• To learn about self-care.</li> </ul>		<div data-bbox="1001 975 1218 1137" data-label="Image"> </div> <ul style="list-style-type: none"> <li>• To learn about the importance of routine.</li> <li>• To learn how to show empathy and compassion.</li> <li>• To learn mindful practices.</li> <li>• To learn about self-knowledge and self-regulation.</li> <li>• To learn to love yourself and be proud of who you are.</li> <li>• To learn about friendships and healthy relationships.</li> <li>• To learn about showing forgiveness.</li> </ul>		<div data-bbox="1693 975 1928 1118" data-label="Image"> </div> <p><b>Weather Gnomes Wellbeing Wednesday</b></p> <ul style="list-style-type: none"> <li>• To learn what are the different emotions.</li> <li>• To learn what makes us feel these emotions.</li> <li>• To learn what emotions feel like and what emotions look like.</li> <li>• To learn how we can talk about and share our feelings.</li> <li>• To learn how we manage BIG feelings.</li> <li>• To learn how we can recognise and help someone with BIG feelings.</li> </ul>	

<ul style="list-style-type: none"> <li>To learn about self-love</li> </ul>	<ul style="list-style-type: none"> <li>To learn about positive thinking and seeing the bigger picture.</li> <li>To learn about overcoming challenges.</li> <li>To learn about how community creates security.</li> <li>To learn about how taking risks makes you feel good.</li> </ul>	
	<p><b>Dental Buddy Programme (OHF) and Dentist visit</b></p> <ul style="list-style-type: none"> <li>- To think about why we have teeth</li> <li>- To discuss visiting the dentist</li> <li>- To know how to make healthy food choices</li> </ul>	



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Physical Development</b>            Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
<p>Children will be learning to:</p> <ul style="list-style-type: none"> <li>● Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>● Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>● Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>● Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>● Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>● Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>● Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>● Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</li> <li>● Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</li> <li>● Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>● Use a comfortable grip with good control when holding pens and pencils.</li> <li>● Start to eat independently and learning how to use a knife and fork.</li> <li>● Show a preference for a dominant hand.</li> <li>● Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> <li>● Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>● Make healthy choices about food, drink, activity and tooth brushing.</li> </ul>					
Get Set 4 PE Introduction to Pe- Unit 1	Get Set 4 PE Fundamentals- Unit 1	Get Set 4 PE Dance- Unit 1	Get Set 4 PE Gymnastics- Unit 1	Get Set 4 PE Ball Skills- Unit 1	Get Set 4 PE Games- Unit 1

- Squiggle While You Wiggle
- Dough Disco
- Beanbag Boogie
- Funky Fingers Daily

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Literacy</b>            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).</p>					
<p>Children will be learning to:</p> <ul style="list-style-type: none"> <li>• Understand the five key concepts about print:               <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> </ul> </li> <li>• Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>- spot and suggest rhymes</li> <li>- count or clap syllables in a word</li> <li>- recognise words with the same initial sound, such as money and mother</li> </ul> </li> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul>					
Letters and Sounds Phase 1	Letters and Sounds Phase 1	Letters and Sounds Phase 1	Letters and Sounds Phase 1	Letters and Sounds Phase 1	Letters and Sounds Phase 1
		Interact with RWI frieze	Interact with RWI frieze	Interact with RWI frieze	Interact with RWI frieze
Children identify initial letter from their name and recognise some other letters from their name in the environment.		Children sequence letters from their name. Children can write the initial letter from their name. Daily name sequencing/ writing practice.		Children write their first name. Daily name writing practice.	
 Children identify and discuss characters from stories shared.		 Children identify and discuss characters and settings from stories shared.		 Children identify and discuss characters, settings, problems and solutions from stories shared.	
Use of DEAL Drama strategies to build children's understanding of characters and stories through the year.					

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Mathematics</b>            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.</p>					
<p>Children will be learning to:</p> <ul style="list-style-type: none"> <li>Fast recognition of up to 3 objects, without having to count them individually ('subitising').</li> <li>Recite numbers past 5.</li> <li>Say one number for each item in order: 1,2,3,4,5.</li> <li>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>Show 'finger numbers' up to 5.</li> <li>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</li> <li>Experiment with their own symbols and marks as well as numerals.</li> <li>Solve real world mathematical problems with numbers up to 5.</li> <li>Compare quantities using language: 'more than', 'fewer than'.</li> <li>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'.</li> <li>Understand position through words alone - for example, "The bag is under the table," - with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> <li>Make comparisons between objects relating to size, length, weight and capacity.</li> <li>Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.</li> <li>Combine shapes to make new ones - an arch, a bigger triangle etc.</li> <li>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc.</li> <li>Extend and create ABAB patterns - stick, leaf, stick, leaf.</li> <li>Notice and correct an error in a repeating pattern.</li> <li>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</li> </ul>					
<p><b>Colours</b> -Recognise a range of colours</p> <p><b>Matching</b> -Recognise and make matching pictures, items and models.</p> <p><b>Sorting</b> -Group items based on observable properties.</p>	<p><b>Number 1</b> -Show finger numbers. -Link numeral and quantity.</p> <p><b>Number 2</b> -Show finger numbers. -Link numeral and quantity. -Subitise small numbers</p> <p><b>Pattern</b> -Extend and create simple 'ABAB' patterns. • Spotting and exploring errors in repeating patterns.</p>	<p><b>Number 3</b> -Show finger numbers. -Link numeral and quantity. -Subitise small numbers to 3</p> <p>-Know the last number reached when counting a set of objects tells you how many there are ('cardinal principle')</p> <p><b>Number 4</b> -Show finger numbers. -Subitise small numbers. -Link numeral and quantity. -Know the last number reached when counting a</p>	<p><b>Number 6</b> -Count reliably to 5, and beginning to count beyond 5. -Say one number name for each item in order -Subitise small numbers. -Know the last number reached when counting a set of objects tells you how many there are ('cardinal principle')</p> <p><b>Height and Length</b> -Make comparisons between objects relating to length.</p>	<p><b>More</b> -Make comparisons between groups to identify which is more.</p> <p><b>Fewer</b> -Make comparisons between groups to identify which is fewer.</p> <p><b>One more</b> -Make comparisons between groups. -order numbers to 6. -say which number is one more.</p>	<p><b>Number composition</b> -Make numbers to 6 in different ways. -To see smaller numbers within larger numbers.</p> <p><b>Night and Day</b> -Talk about night and day and order key events in their daily routines -Use language to describe when things happen. -Encourage the vocabulary of first, next, then and possibly last. -Explore measuring time</p>

		<p>set of objects tells you how many there are ('cardinal principle')</p> <p><b>Number 5</b></p> <ul style="list-style-type: none"> <li>-Count reliably to 5, and begin to count beyond 5.</li> <li>-Subitise small numbers.</li> <li>-Say one number name for each item in order.</li> <li>-Know the last number reached when counting a set of objects tells you how many there are ('cardinal principle')</li> </ul>	<p><b>Mass</b></p> <ul style="list-style-type: none"> <li>-Make comparisons between objects relating to mass.</li> </ul> <p><b>Capacity</b></p> <ul style="list-style-type: none"> <li>-Make comparisons between objects relating to capacity.</li> <li>-Explore capacity with different materials.</li> <li>-Be exposed to the comparison of full, half full, empty.</li> </ul>	<p><b>One less</b></p> <ul style="list-style-type: none"> <li>-Make comparisons between groups.</li> <li>-order numbers to 6.</li> <li>-say which number is one less.</li> </ul> <p><b>2D shape</b></p> <ul style="list-style-type: none"> <li>-Notice and describe shapes in the environment</li> <li>-Explore 2D shapes to create patterns.</li> <li>-Talk about and explore 2D shapes, using in formal and mathematical language.</li> </ul> <p><b>3D shape</b></p> <ul style="list-style-type: none"> <li>-Notice and describe shapes in the environment.</li> <li>-Explore 2D shapes to create patterns.</li> <li>-Talk about and explore 2D shapes, using in formal and mathematical language.</li> <li>-Select shapes appropriately when building.</li> </ul>	<p><b>Positional language</b></p> <ul style="list-style-type: none"> <li>-use the language of position and direction.</li> <li>-use terms which are relative: <i>'in front of, 'behind', 'on top of.</i></li> </ul>
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Understanding the World</b>            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.</p>					
<p>Children will be learning to:</p> <ul style="list-style-type: none"> <li>• Use all their senses in hands- on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Explore how things work</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about the differences between materials and changes they notice.</li> <li>• Continue to develop positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>					
Exploration of immediate surroundings and outdoors		Exploration of seasons and hot and cold places		Exploration of our locality and contrasting localities	
PLAN matrices to aid planning: - Humans - Light - Sound		PLAN matrices to aid planning: - Animals excluding humans - Plants - Materials, inc. changing materials		PLAN matrices to aid planning: - Living things and their habitats - Forces - Electricity	
Developing Experts EYFS Units to support teaching		Developing Experts EYFS Units to support teaching		Developing Experts EYFS Units to support teaching	
<p><b>Working scientifically targets:</b></p> <ul style="list-style-type: none"> <li>- to question why things happen</li> <li>- to have their own ideas</li> <li>- to test their ideas</li> <li>- to notice similarities and differences</li> <li>- to use senses and look closely</li> <li>- to use equipment and tools carefully</li> <li>- to create simple representations of people and objects</li> <li>- to begin to use science words</li> <li>- to talk about things like plants, animals, natural and found objects</li> </ul>					
Harvest Black History Autumn	Halloween Bonfire Night Remembrance Day Diwali Hanukkah	New Year Chinese New Year Valentine's Day Pancake Day Winter	Science Week Mothers' Day Holi Easter Spring	St George's Day Ramadan Eid	Father's Day Great Science Share Summer

	Christmas				
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Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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### 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..

Children will be learning to:

- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.
- Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.
- 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 begin 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, like happiness, sadness, fear etc.
- Explore colour and colour- mixing.
- Listen with increased attention to sounds.
- 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 (moving melody, such as up and down, down and up) 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.

Investigating colour, including naming and mixing.  
Investigating form through construction, shaping and modelling..  
Investigating texture through simple collages with different materials.  
Investigating drawing through experimenting with a variety of tools.  
Investigating repeating patterns.

Investigating drawing by investigating different lines and using drawing to tell a story.  
Investigating colour through a variety of tools.  
Investigate texture through simple weaving.  
Investigate printing with a variety of objects.  
Investigate pattern through simple symmetry.

Investigate drawing by exploring different textures.  
Encourage accurate drawings of people, adding detail when drawing.  
Investigate printing by making rubbings.  
Investigate pattern creating repeating and irregular patterns.

Use of DEAL Drama strategies to build children's understanding of characters and stories through the year.

Charanga  
- Introducing instruments  
- Learn to sing 'Head, shoulders, knees and toes.'

Charanga  
- Exploring instruments  
- Learn to sing 'Twinkle, twinkle, little star.'

Charanga  
- Choosing instruments  
- Learn to sing ' Wind the bobbin up.'

Charanga  
- Introducing sway  
- Learn to sing 'Old Macdonald.'

Charanga  
- Introducing marching  
- Learn to sing ' Grand Old Duke of York.'

Charanga  
- Introducing loud and quiet  
- Learn to sing 'The Hokey Cokey.'

