



Early Years Foundation Stage Curriculum Map


With Christ at the centre of our lives, we live out our call to serve the young:

‘It is not enough to love children. They must know that they are loved.’ Don Bosco.



Reception Yearly Overview							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
General Themes <i>NB: These themes may be adapted at various points to allow for children's interests</i>	All About Me! <u>Seasons</u> - Autumn / Harvest	Traditional Tales <u>Seasons</u> – Winter / Christmas	Habitats <u>Seasons</u> - Spring	Space Easter	Farms and Growing <u>Seasons</u> - Summer	Holidays and Transport	
RE - RECD	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter	
High quality Texts	The Colour Monster Funnybones The Little Red Hen We are all welcome!	The Gingerbread Man Goldilocks and the Three Bears The Three Little Pigs Little Red Riding Hood Cinderella Jack and the Beanstalk	The Rainbow Fish Elmer in the Snow The Hunter The Jungle Books Monkey Puzzle Non-Fiction Habitat Books - Polar Regions - Rainforest - Grasslands and Safari - Woodlands - Under the Sea	My First Space Book Goodnight Spaceman The Darkest Dark Whatever Next The Way Back Home Aliens Love Underpants How to Catch a Star Space Poems	The Very Hungry Caterpillar Mad about Minibeasts What the Ladybird Heard Arrgh Spider Superworm Growing Good Oliver's vegetables Oliver's Fruit Salad The Tiny Seed	Non-Fiction Country Books: - Spain - Italy - Poland - Australia - Caribbean Looking at Atlases Lola's Fandango All the way to Havana The Great Explorer Topsy and Tim Go on Holiday I'm Going on a Plane Harry and the Dinosaurs Go on Holiday	
Wow' moments / Enrichment	Harvest mass Baking Pumpkin Pie Autumn Walk Welcome Assembly	Bonfire night Remembrance Day Diwali Nativity Production Freshwater Theatre Christmas Pantomime	Under the Sea – singing songs and sea shanties Tom Holloway – Science lead for underwater activities Melting and Freezing Experiment Floating and Sinking Experiment	Mother's Day Stall Mother's Day Crafts World Book Day - 3rd March Easter Celebrations	Living eggs – Class chick project Trip to Bocketts Farm Farm shop roleplay	Father's Day Crafts Map Work Class Assemblies Year 1 Transition Aeroplane roleplay	

Online safety & Oral Health	Chicken Clicking	Dentist role play area	RE – God takes care of me. I can take care of my teeth – toothbrushes and tooth paste teeth cleaning activity. Sugar Bugs	Digiduck	The Selfish Crocodile KS1 Safety Day	
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COEL	<p><u>Characteristics of Effective Learning</u></p> <p>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</p> <p>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.</p> <p>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.</p>
<p>Over Arching Principles</p> 	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>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 passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p> <p><i>We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli, and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals, and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</i></p>

St. Anne's Value	Respect			Kindness			Perseverance			Forgiveness			Inclusivity	
St. Anne's Curriculum Intent	Exciting	Independence	Engaging	Purposeful	Resilience	Challenging	Memorable	Inquisitive	Collaborative	Hardworking	Creative	Visionary		
British values <i>At St Annes, the British Values are taught through whole school assemblies and within class story time discussions.</i>	Mutual respect Where this might be seen in EYFS: Sharing outside area; School rules; Just different; Faith Weeks; Visitors to talk to children such as a Hindu or Sikh; Festivals and celebrations such as Diwali and Chinese New Year; Links to our Core Values; supporting charities such as Bee-lieve		Mutual Tolerance Where this might be seen in EYFS: In addition to previous: Anti-bullying week; Faith week; Celebrations from all cultures; Children in Need;		Rule of law Where this might be seen in EYFS: In addition to previous: School rules; Class rules; Encouraging cooperation; Nursery and Reception working as one unit; People who Help Us; stranger danger; safeguarding; Team games in PE or outside		Individual liberty Where this might be seen in EYFS: In addition to previous: Teaching in our RE and Journey in Love; Exploring our differences; How we are all unique;		Democracy Where this might be seen in EYFS: In addition to previous: Collective worship; speaking and listening at circle times; developing social skills;		British Values Where this might be seen in EYFS: In addition to previous: Our World- RE topic;			

Diversity Texts to be read throughout the year during story time session				
BAME main characters	Cultural diversity	Neurodiversity	Physical disabilities	Different families
So much Shine	The big book of families	Through the eyes of me	Amazing	Two Homes
Astro Girl	Maisie's scrapbook	Loud	Susan Laughs	My pirate mums
Lulu's first day	Hats of faith	A Friend for Henry	What happened to you?	Love makes a family
Baby goes to market	The Jasmine Sneeze	We're all wonders	Its ok to be different	The girl with two dads
Mommy saying	Golden domes and silver lanterns	Incredible you	When Charlie met Emma	We are family
Full, full full of love	We are all Welcome.	I see things differently	Only one you	More people to love me
	Shu Lin's Grandpa	Because	Don't call me special	Our class is a family

Maisie's Scrapbook	Hats of Faith	What makes me a me?	Happy to be me	Love makes a family
Jabari jumps			Millie gets her super ears	Heather has two mummies

Prime Area – Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

PSED	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self-Regulation Managing Self Building Relationships Children develop their personal, social and emotional skills throughout the year through by listening and discussing stories, circle time and high quality interactions .	Self-Regulation Children will be able to follow one step instructions. Children will recognise different emotions. Children will focus during short whole class activities. Managing Self Children will learn to wash their hands independently. Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults.	Self-Regulation Children will talk about how they are feeling and to consider others feelings. Managing Self Children will understand the need to have rules. Building Relationships Children will begin to develop friendships.	Self-Regulation Children will be able to focus during longer whole class lessons. Managing Self Children will begin to show resilience and perseverance in the face of a challenge. Building Relationships Children will be able to use taught strategies to support in turn taking.	Self-Regulation Children will identify and moderate their own feelings socially and emotionally. Managing Self Children will develop independence when dressing and undressing. Building Relationships Children will listen to the ideas of other children and agree on a solution and compromise.	Self-Regulation Children will be able to control their emotions using a range of techniques. Managing Self Children will manage their own basic needs independently. Children will learn to dress themselves independently. Building Relationships Children will learn to work as a group.	Self-Regulation Children will be able to follow instructions of three steps or more. Managing Self Children will show a ‘can do’ attitude. Children will understand the importance of healthy food choices. Building Relationships Children will have the confidence to communicate with adults around the school.

NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the Reception year

Early learning Goals

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.

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.

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.

Prime Area – 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, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Listening, Attention and Understanding	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><i>Listening, Attention and Understanding</i> Children will be able to understand how to listen carefully and know why it is important.</p> <p><i>Speaking</i> Children will talk in front of small groups and their teacher offering their own ideas.</p>	<p><i>Listening, Attention and Understanding</i> Children will begin to understand how and why questions.</p> <p><i>Speaking</i> Children will use new vocabulary throughout the day.</p>	<p><i>Listening, Attention and Understanding</i> Children will learn to ask questions to find out more.</p> <p><i>Speaking</i> Children will talk in sentences using conjunctions, e.g. and, because.</p>	<p><i>Listening, Attention and Understanding</i> Children will retell a story and follow a story without pictures or props.</p> <p><i>Speaking</i> Children will engage in non-fiction books and to use new vocabulary in different contexts.</p>	<p><i>Listening, Attention and Understanding</i> Children will be able to understand a question such as who, what, where, when, why and how.</p> <p><i>Speaking</i> Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p><i>Listening, Attention and Understanding</i> Children will be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p><i>Speaking</i> Children will use talk in sentences using a range of tenses.</p>

Early learning Goals

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

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.

Prime Area – Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Fine Motor Skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Skills	Gross Motor Children will learn to move safely in a space.	Gross Motor Children will explore different ways to travel using equipment.	Gross Motor Children will be able to control a ball in different ways.	Gross Motor Children will jump and land safely from a height.	Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement.	Gross Motor Children will be able to play by the rules and develop coordination.
	Fine Motor Children will begin to use a tripod grip when using mark making tools.	Fine Motor Children will accurately draw lines, circles and shapes to draw pictures.	Children will balance on a variety of equipment and climb. Fine Motor Children will handle scissors, pencil and glue effectively.	Fine Motor Children will use cutlery appropriately.	Fine Motor Children will hold scissors correctly and cut out small shapes.	Fine Motor Children will form letters correctly using a tripod grip.
	How? Children improve their gross and fine motor skills daily by engaging in different fine motor activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing. Weekly PE lesson. Gross motor skills developed in the outside area - moving freely-slithering, shuffling, rolling, crawling, walking, running, hopping, skipping, sliding Increasing control over an object in patting, pushing Building with various equipment. Climbing on climbing frame. Drawing using whole body movements. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Den building. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes, wheelbarrows, prams and carts.					

Early learning Goals
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.
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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

Specific Area – Literacy

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

Comprehension Visit school library (Tuesdays) Daily stories High quality interactions Word Reading Daily phonics lesson and 3 reading practise sessions per week. Writing Writing station, roleplay, letters to Santa, thank you letters, shopping lists, name writing. Writing during phonics. Writing challenges related to topic.	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Comprehension Children will independently look at a book, hold it the correct way and turn pages. Word Reading Children will segment and blend sounds together to read words. Writing Children will give meanings to the marks they make.	Comprehension Children will engage and enjoy an increasing range of books. Word Reading Children will begin to read captions and sentences. Writing Children will form letters correctly.	Comprehension Children will act out stories using recently introduced vocabulary. Word Reading Children will recognise taught digraphs in words and blend the sounds together. Writing Children will write words representing the sounds with a letter/letters.	Comprehension Children will be able to talk about the characters in the books they are reading. Word Reading Children will read words containing tricky words and digraphs, Writing Children will write labels/[phrases representing the sounds with a letter/letters.	Comprehension Children will retell a story using vocabulary influenced by their book. Word Reading Children will read longer sentences containing phase 4 words and tricky words. Writing Children will write words which are spelt phonetically.	Comprehension Children will be able to answer questions about what they have read. Word Reading Children will read books matched to their phonics ability. Writing Children will write simple phrases and sentences using recognisable letters and sounds.
	Rocket Phonics Sounds: s, a, t, p, i, n, m, d, g, o, c, k CVC Words: sat, pin, mat, cat, bat, rat, hat etc. Tricky Words: l, the, to, go, into	Rocket Phonics Sounds: (Consolidating previously taught sounds) ck, e, u, r, h, b, f, ff, l, ll, ss CVC Words: fat, lid, bat, rat, hat etc. Tricky Words: l, the, to, go, into	Rocket Phonics Sounds: (Consolidating previously taught sounds) j, v, w, x, y, z, zz CVC Words: jam, yak, wet, win Tricky Words: he, she, we, me, be, was	Rocket Phonics Sounds: (Consolidating previously taught sounds) qu, ch, sh, th, ng, ai, ee, igh, oa, oo (long), oo (short), CVC Words: queen, thing, shin, rain, see, sight, boat, moon, book Tricky Words: my, you, her, they, all, are	Rocket Phonics Sounds: (Consolidating previously taught sounds) ar, or, ur, ow, oi, ear, air, ure CVC Words: bark, born, surf, coin, cow, hear, hair Tricky Words: some, one, said, come, do, so, were, when, have, there, out, like	Rocket Phonics Sounds: (Consolidating previously taught sounds) wh, ph, ay, a-e, a, e-e, ie, ea, CVC Words: whip, say, made, pie, Tricky Words: come, do, so, were, when, have, there, out, like

Early learning Goals

Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced 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.

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.

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.

Specific Area – Maths

		<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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 rekenreks.
	<p>Early Learning Goals:</p> <p>Number: Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns: Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>			

Specific Area – Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Specific Area – Expressive Arts and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<div>Creating with materials</div> <div>Being imaginative and Expressive</div>	<p>Music: Being Imaginative Children will sing and perform nursery rhymes.</p> <p><i>See Charanga Progression of Skills document.</i></p> <p>Art & Design: Creating with Materials Children will experiment mixing with colours.</p> <p>Music: Being Imaginative Children will sing and perform nursery rhymes.</p> <p><i>See Charanga Progression of Skills document.</i></p> <p>Art & Design: Creating with Materials Children will experiment mixing with colours. Join in with songs Build models using construction equipment. Exploring sounds and how they can be changed, tapping out of simple rhythms. Play pitch matching games, humming or singing To draw / paint self-portrait.</p> <p>Kapow: <u>Structures: Junk modelling</u> Exploring and learning about various types of permanent and temporary join. Pupils are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area.</p> <p>Songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song</p>	<p>Music: Being Imaginative Children will experiment with different instruments and their sounds.</p> <p><i>See Charanga Progression of Skills document.</i></p> <p>Art & Design: Creating with Materials Children will experiment with different textures.</p> <p>Use different textures and materials to make firework pictures Christmas decorations, Christmas cards, Christmas songs/poems The use of story maps, props, and puppets will encourage children to retell, invent and adapt stories. Nativity role play & performance</p> <p>Kapow: <u>Drawing: Marvellous marks</u> Exploring mark making and using the language of texture, children use wax crayons to make rubbings and chalk on different surfaces. They use felt tips to explore colour and pencils to create observational drawings of their faces.</p> <p>Songs: I’m A Little Teapot The Grand Old Duke of York Ring O’ Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p>	<p>Music: Being Imaginative Children will create narratives based around stories.</p> <p><i>See Charanga Progression of Skills document.</i></p> <p>Art & Design: Creating with Materials Children will safely explore different techniques for joining materials.</p> <p>Kapow: <u>Textiles: Bookmarks</u> Developing and practising threading and weaving techniques using various materials and objects. Pupils look at the history of the bookmark from Victorian times versus modern-day styles. The pupils apply their knowledge and skills to design and sew their own bookmarks.</p> <p>Songs: Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You’re Happy and You Know It Head, Shoulders, Knees and Toes</p>	<p>Music: Being Imaginative Children will move in time to the music.</p> <p><i>See Charanga Progression of Skills document.</i></p> <p>Art & Design: Creating with Materials Children will make props and costumes for different role play scenarios.</p> <p>Kapow: <u>Painting Paint my world</u> Creating child-led paintings using fingers and natural items as tools, children learn that colours can be mixed and that paintings can be abstract or figurative. They make collages and explore different techniques for using paint when creating splatter pictures.</p> <p>Songs: Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey</p>	<p>Music: Being Imaginative Children will play an instrument following a musical pattern.</p> <p><i>See Charanga Progression of Skills document.</i></p> <p>Art & Design: Creating with Materials Children will explore and use a variety of artistic effects to express their ideas and feelings</p> <p>Kapow: <u>Structures: Boats</u> Exploring what is meant by ‘waterproof’, ‘floating’ and ‘sinking’, pupils experiment and make predictions with various materials to carry out a series of tests. They learn about the different features of boats and ships before investigating their shape and structures to build their own.</p> <p>Collage-farm animals / Making houses. Pastel drawings, Life cycles. I can combine media to make a collage (collage owl/hedgehog) Flowers-Sun flowers (Van Gogh)</p> <p>Songs: <i>Big Bear Funk</i></p>	<p>Music: Being Imaginative Children will invent their own narratives, stories and poems.</p> <p><i>See Charanga Progression of Skills document.</i></p> <p>Art & Design: Creating with Materials Children will share creations, talk about process and evaluate their work.</p> <p>Kapow: <u>Sculpture and 3D: Creation station</u> Manipulating playdough and clay to make animal sculptures and their own creations, children begin to use language associated with forces: push, pull, twist etc. They create natural landscape pictures using items they have found outdoors</p> <p>Songs: Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat When I Grow Up (Matilda the Musical)</p>

	Things for Fingers 'I am Special'					
	<p>Kapow Scheme of Learning</p> <p>Early Learning Goals: Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>					