



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! Autumn / Harvest	Traditional Tales	Habitats	Space	Farms and Growing	Holidays
RE - RECD	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Tbc
High quality Texts	The Colour Monster Funnybones The Little Red Hen We are all different!	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	
Wow' moments / Enrichment	Harvest mass Baking Pumpkin Pie Autumn Walk Welcome Assembly	Bonfire night Remembrance Day 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	Mother's Day World Book Day 3rd March Easter Celebrations	Living eggs – Class chick project	Map Work Class Assemblies

			Floating and Sinking Experiment			
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	

COEL	<p align="center"><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>
Over Arching Principles 	<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>
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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	Mutual respect		Mutual Tolerance		Rule of law		Individual liberty		Democracy		British Values		
At St Annes, the British Values are taught through whole school assemblies and	Where this might be seen in EYFS: Sharing outside area; School rules; Just different; Faith Weeks; Visitors to talk to children		Where this might be seen in EYFS: In addition to previous: Anti-bullying week; Faith week;		Where this might be seen in EYFS: In addition to previous: School rules; Class rules; Encouraging cooperation; Nursery and Reception working as one		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;		Where this might be seen in EYFS: In addition to previous: Collective worship; speaking and listening at circle times; developing social skills;		Where this might be seen in EYFS: In addition to previous: Our World- RE topic;		

<i>within class story time discussions.</i>	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	Celebrations from all cultures; Children in Need;	unit; People who Help Us; stranger danger; safeguarding; Team games in PE or outside			
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Diversity Texts to be read throughout the year during story time session				
BAME main characters	Cultural diversity	Neurodiversity	Physical disabilities	Different families
So much	The big book of families	Through the eyes of me	Amazing	Two Homes
Shine	Maisie’s scrapbook	Loud	Susan Laughs	My pirate mums
Astro Girl	Hats of faith	A Friend for Henry	What happened to you?	Love makes a family
Lulu’s first day	The Jasmine Sneeze	We’re all wonders	Its ok to be different	The girl with two dads
Baby goes to market	Golden domes and silver lanterns	Incredible you	When Charlie met Emma	We are family
Mommy saying	We are all Welcome.	I see things differently	Only one you	More people to love me
Full, full full of love	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
Speaking Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions	Listening, Attention and Understanding Children will be able to understand how to listen carefully and know why it is important. Speaking Children will talk in front of small groups and their teacher offering their own ideas.	Listening, Attention and Understanding Children will begin to understand how and why questions. Speaking Children will use new vocabulary throughout the day.	Listening, Attention and Understanding Children will learn to ask questions to find out more. Speaking Children will talk in sentences using conjunctions, e.g. and, because.	Listening, Attention and Understanding Children will retell a story and follow a story without pictures or props. Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts.	Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how. Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events.	Listening, Attention and Understanding Children will be able to have conversations with adults and peers with back-and-forth exchanges. Speaking Children will use talk in sentences using a range of tenses.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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.	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: I, 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: I, 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

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<div><div>Number</div><div>Numerical Patterns</div></div>	Opportunities for settling in, introducing the areas of provision. Key times of the day, class routines Exploring the continuous provision inside and out. Where do things belong? Positional language. Matching and sorting Compare amounts Compare size	Mass and Capacity Exploring Pattern Representing 1 2 & 3 Comparing 1 2 & 3 Composition of 1 2 & 3 2D shapes Positional language Representing numbers to 5	One more One fewer/less Time Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare mass Compare capacity	6 7 & 8 Combining 2 amounts Making pairs Length and height Time Counting to 9 & 10 Comparing numbers to 10 Bonds to 10	3D Shapes Spatial awareness Patterns Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Match, Rotate, Manipulate Adding more	Taking away Compose and decompose Doubling Sharing and grouping Even and odd Visualise and build Deepening understanding patterns and relationships Mapping
	Mastering Number – see separate plans.					

Early Learning Goals:

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.

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.

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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
People, Culture & Communities.	<div><div>History: Past and Present</div><div>Children will know about their own life story and how they have changed.</div></div>	<div><div>History: Past and Present</div><div>Children will know some similarities and differences between things in the past and now.</div></div>	<div><div>History: Past and Present</div><div>Children will talk about the lives of people around them.</div></div>	<div><div>History: Past and Present</div><div>Children will talk about past and present events in their lives and what has been read to them.</div></div>	<div><div>History: Past and Present</div><div>Children will know about the past through settings and characters.</div></div>	<div><div>History: Past and Present</div><div>Children will know about the past through settings, characters and events.</div></div>
The Natural World	<div><div>Geography: People, Culture and Communities</div><div>Children will know about features of the immediate environment.</div></div> <div><div>Science: The Natural World</div><div>Children will understand the terms ‘same’ and ‘different’.</div></div>	<div><div>Geography: People, Culture and Communities</div><div>Children will know that there are many countries around the world.</div></div> <div><div>Science: The Natural World</div><div>Children will explore and ask questions about the natural world around them.</div></div>	<div><div>Geography: People, Culture and Communities</div><div>Children will know that people around the world have different religions.</div></div> <div><div>Science: The Natural World</div><div>Children will talk about features of the environment they are in and learn about the different environments.</div></div>	<div><div>Geography: People, Culture and Communities</div><div>Children will know about people who help us within the community.</div></div> <div><div>Science: The Natural World</div><div>Children will make observations about plants discussing similarities and differences.</div></div>	<div><div>Geography: People, Culture and Communities</div><div>Children will know that people in other countries may speak different languages.</div></div> <div><div>Science: The Natural World</div><div>Children will make observations about animals discussing similarities and differences.</div></div>	<div><div>Geography: People, Culture and Communities</div><div>Children will know that simple symbols are used to identify features on a map.</div></div> <div><div>Science: The Natural World</div><div>Children will know some important processes and changes in the natural world, including states of matter.</div></div>

	<p>Identifying / commenting on their family.</p> <p>Show interest in the lives of other people who are familiar</p> <p>Talk about what they do with their family and places they have been with their family. Draw similarities and make comparisons between other families.</p> <p>Talk about things I have observed such as autumn</p> <p>Ask questions about aspects of familiar world</p> <p>I can talk about why things happen and changes: making soup.</p> <p>Talk about forces; sand and water play.</p> <p>Use their senses to explore outside and describe what they see; 'wet leaves'</p>	<p>Guy Fawkes: compare character from stories, including figures from the past: looking at clothes</p> <p>Talk about significant events in my own experiences</p> <p>I can recognise and describe special times or events for family or friends</p> <p>Recognise that people have different beliefs and celebrate special times in different ways – Christmas, Diwali, Bonfire Night</p>	<p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>Talk about lives of people around us</p> <p>Talk about experiences at different points in the year...</p> <p>Changing seasons: winter</p> <p>Ice experiments : melting</p> <p>Knowing there are different countries in the world (China)</p> <p>My journey to school – mapping</p> <p>Google maps</p>	<p>Similarities and differences between countries/environments</p> <p>Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different?</p> <p>I can describe special events (Easter)</p> <p>Growth & Change: chick life cycle</p> <p>I can tell you what a plant needs to grow (growing a bean plant)</p> <p>I can understand the key features of the life cycle of a plant (bean) and an animal (chick)</p>	<p>Growth & Change: frog life cycle / butterfly</p> <p>I can show care and concern for living things in the environment</p> <p>I can start to develop an understanding of growth, decay, and changes over time</p> <p>I can talk about some of the things I have observed such as plants, animals, natural and found objects and comment on differences.</p>	<p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</p> <p>Non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p> <p>I can draw information from a simple map</p> <p>I can talk about ways in which I can look after the environment</p> <p>Pirate maps (maps of school to find treasure.)</p>
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Early Learning Goals:

People. Culture & 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, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

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, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

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
<p>Creating with materials</p>	<p>Music: <i>Being Imaginative</i> Children will sing and perform nursery rhymes.</p> <p><i>See Charanga Progression of Skills document.</i></p>	<p>Music: <i>Being Imaginative</i> Children will experiment with different instruments and their sounds.</p> <p><i>See Charanga Progression of Skills document.</i></p>	<p>Music: <i>Being Imaginative</i> Children will create narratives based around stories.</p> <p><i>See Charanga Progression of Skills document.</i></p>	<p>Music: <i>Being Imaginative</i> Children will move in time to the music.</p> <p><i>See Charanga Progression of Skills document.</i></p>	<p>Music: <i>Being Imaginative</i> Children will play an instrument following a musical pattern.</p> <p><i>See Charanga Progression of Skills document.</i></p>	<p>Music: <i>Being Imaginative</i> Children will invent their own narratives, stories and poems.</p> <p><i>See Charanga Progression of Skills document.</i></p>
	<p>Art & Design: <i>Creating with Materials</i> Children will experiment mixing with colours.</p> <p>Join in with songs</p> <p>Beginning to mix colours</p> <p>Rubbings of leaves</p> <p>Build stories around toys (small world) use available props to support role play</p> <p>Build models using construction equipment.</p> <p>Junk modelling, take picture of children’s creations and record them explaining what they did.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Play pitch matching games, humming or singing</p>	<p>Art & Design: <i>Creating with Materials</i> Children will experiment with different textures.</p> <p>Use different textures and materials to make firework pictures</p> <p>Listen to music and make their own dances in response.</p> <p>Christmas decorations, Christmas cards, Christmas songs/poems</p> <p>The use of story maps, props, and puppets will encourage children to retell, invent and adapt stories.</p> <p>Teach children different techniques for joining materials, such as how to</p>	<p>Art & Design: <i>Creating with Materials</i> Children will safely explore different techniques for joining materials.</p> <p>Explore how colour can be changed</p> <p>Creating world map using colour for hot and cold areas</p> <p>Charanga 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>Art & Design: <i>Creating with Materials</i> Children will make props and costumes for different role play scenarios.</p> <p>Make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Mother’s Day crafts</p> <p>Artwork themed around Growing / Spring</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p>	<p>Art & Design: <i>Creating with Materials</i> Children will explore and use a variety of artistic effects to express their ideas and feelings</p> <p>Collage-farm animals / Making houses. Pastel drawings, Life cycles.</p> <p>I can combine media to make a collage (collage owl/hedgehog)</p> <p>Flowers-Sun flowers (Van Gogh)</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Provide children with a range of materials for children to construct with. Create collaboratively.</p> <p>Working in pairs</p>	<p>Art & Design: <i>Creating with Materials</i> Children will share creations, talk about process and evaluate their work.</p> <p>Water pictures, collage, shading by adding black or white,.</p> <p>Colour mixing; underwater pictures.</p> <p>Father’s Day.</p> <p>Making models from recycled materials: link to keeping our sea clean.</p> <p>Using clay to make a coil pot (link to the curled shell in Sharing a Shell)</p>

	<p>To draw / paint self-portrait.</p> <p>Feelings: taking photos of children acting out emotions</p> <p>Songs:</p> <p>Pat-a-cake</p> <p>1, 2, 3, 4, 5, Once I Caught a Fish Alive</p> <p>This Old Man</p> <p>Five Little Ducks</p> <p>Name Song</p> <p>Things for Fingers</p>	<p>use adhesive tape and different sorts of glue</p> <p>Nativity role play & performance</p> <p>Songs:</p> <p>I'm A Little Teapot</p> <p>The Grand Old Duke of York</p> <p>Ring O' Roses</p> <p>Hickory Dickory Dock</p> <p>Not Too Difficult</p> <p>The ABC Song</p>		<p>Exploration of other countries – dressing up in different costumes</p> <p>Easter crafts printing, patterns on Easter eggs</p> <p>/plants</p> <p>Drama conventions through literacy</p> <p>Songs:</p> <p>Old Macdonald</p> <p>Incy Wincy Spider</p> <p>Baa, Baa Black Sheep</p> <p>Row, Row, Row Your Boat</p> <p>The Wheels on The Bus</p> <p>The Hokey Cokey</p>	<p><i>Songs:</i></p> <p><i>Big Bear Funk</i></p>	<p><i>Songs:</i></p> <p>Big Bear Funk</p> <p>Baa, Baa Black Sheep</p> <p>Twinkle, Twinkle</p> <p>Incy Wincy Spider</p> <p>Rock-a-bye Baby</p> <p>Row, Row, Row Your Boat</p>
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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.