




Communication and Language plan









STATUTORY EDUCATIONAL PROGRAMME:

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.




|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|---|---|--|---|
|  | All about me and my family. Seasonal Change - Autumn. Starting School - Teddy Bears. Pete the Cat. | Celebrations Christmas Around the World. | Seasonal Change - Winter Animals | Growing and Changing | People who help us. What do I want to be when I grow up? | Summer A Seaside Adventure |
|  | School rules, classroom routines. Halloween | Diwali Bonfire Night Children in Need Remembrance Day Christmas | Valentines Day Lunar New Year | World Book Day Mother's Day Pancake Day Easter | Visitors from the community linked to jobs and careers. | Father's Day Sports Day Rock Pools Mermaids Pirates |
| The Reception Year provides the foundation for communication and language skills the children will build upon in Year one. | <p>In Y1-6 children continue to build on the oral language skills developed in the early years foundation stage. Children will develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Teachers will pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole.</p> <p>National Curriculum, 2014</p> | | | | | |



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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|---|--|--|--|
|  <p>Listening Skills</p>  | <ul style="list-style-type: none"> Listen to others 1-1, in small groups and whole class. Enjoy listening to stories and can remember what happens. Listen carefully to rhymes and songs, paying attention to how they sound. | <ul style="list-style-type: none"> Listen in familiar and new situations. Engage in stories that are familiar and new with interest and enjoyment. | <ul style="list-style-type: none"> Listen attentively in a range of situations and know how to listen carefully. e.g. understand they need to look at who is talking to them and think about what they are saying. | <ul style="list-style-type: none"> Understand why listening is important. | <ul style="list-style-type: none"> Listen to and understand instructions about what they are doing, whilst busy with another task, | <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments or actions. |
| <p>Attention Skills</p>  | <p>Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time.</p> | <ul style="list-style-type: none"> Beginning to know that maintaining attention in new situations, e.g. whole school assembly or PE sessions in the hall is important. Shift attention when required, e.g when given a clear prompt -name'. | <ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activities for a short time in the classroom. | <ul style="list-style-type: none"> Maintains attention in different contexts, attend to peers and adults that are familiar and unfamiliar. | <ul style="list-style-type: none"> Listen and continue with an activity for a short time. | <ul style="list-style-type: none"> Attend to others in play, play cooperatively and can pretend to be someone else talking. Games can be quite detailed and elaborate. |
| <p>Respond Skills</p>  | <ul style="list-style-type: none"> Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g. 'chime = freeze & show me 5' | <ul style="list-style-type: none"> Make relevant comments when listening to a story and can answer 'why' questions. Link events in a story to their own experiences. Ask questions to find out more and to check they understand what has been said to them. Respond to others appropriately in play. Engage in story times. Engage in non-fiction book. | <ul style="list-style-type: none"> Make predictions about what might happen next or story endings in response to texts read. Engage in non-fiction books. Link events in a story to their own experiences. Introduce a storyline into their play. | <p>Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> | <ul style="list-style-type: none"> Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Ask and answer 'what', 'where', 'when', and 'what could we do next?' questions. | <ul style="list-style-type: none"> Make comments about what they have heard and ask questions to clarify thinking. Respond by asking if unsure and uses words specifically to make meaning clear.. Eg. "I didn't want my yellow gloves; I wanted the spotty ones that match my hat". |
| <p>Understanding Skills</p>  | <ul style="list-style-type: none"> Follow 1 step instructions e.g. put bookbag in drawer. Understand 'why' questions. | <ul style="list-style-type: none"> Follow instructions with 2 parts in familiar situations. | <ul style="list-style-type: none"> Consider the listener and takes turns to listen and speak in different contexts. | <ul style="list-style-type: none"> Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding. Retell a story with exact repetition. | <p>Carry out a series of 3 directions. Show familiarity with selected non-fiction by using new knowledge and vocab in conversation and play. Understand 'how', 'why' and 'where' questions.</p> | <ul style="list-style-type: none"> Retell a story with some exact repetition and in their own words. Understand that words can be put into groups or categories, and give examples from each category. E.g Animals. Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them. Eg. Soon, early and late; square, triangle and circle; soft, hard and smooth. |

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|--|---|--|---|---|--|---|
| <p>Speaking Skills</p>  | <p>Use sentences of 4-6 words. Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. Begin to use social phrases e.g. 'Good Morning!' Use talk to organise themselves and their play</p> | <p>Use intonation to make meaning clear to others. Start a conversation with peers and familiar adults and continue it for many turns. Use simple conjunctions in talk to link thoughts 'and' 'because'. Retell a past simple event e.g. 'how scratched knee'. Recognise words that rhyme or sound similar E.g. "Cat and hat". Develop social phrases – "Good morning, how are you?"</p> | <p>Use talk to pretend objects stand for something else in play. Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused. Offer explanations for why things happen. Describe events that happen in their day.</p> | <p>Use talk to clarify thinking, connect ideas and share thinking with others. Articulate their ideas and thoughts in well-formed sentences. Retell/create own stories for teacher scribing. Use simple conjunctions 'and', 'because'. Use talk to help work out problems and organise thinking and activities.</p> | <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Describe an event in the correct order and some detail. Give some details that they know are important and will influence the listener E.g. "Ahmed fell over that stone, Javid didn't push him". Express ideas about feelings and experiences. Articulate their ideas in a sentences. Show that they can use language to reason and persuade E.g. "Can I go outside because it's stopped raining?"</p> | <p>Articulate and create an imaginary story of their own in play or in writing. Speak clearly in well formed sentences of 8 words or more in length with some detail. E.g. "I made a big round pizza with tomato, cheese and ham on top" Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas, join phrases with words such as 'if', 'because', 'so', 'could' E.g. "I can have a biscuit if I eat all my dinner"</p> |
| <p>Ongoing throughout the year.</p> | <ul style="list-style-type: none"> • Learn new vocabulary • Use new vocabulary in different contexts • Use new vocabulary through the day in discussions and conversations. • Learn new rhymes, poems, and songs. | | | |  |  |










Personal Social and Emotional Development








STATUTORY EDUCATIONAL PROGRAMME:

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.

| | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
|---|---|---|---|---|--|---|
| Possible Themes, interests, lines of enquiry  | All about me and my family. Seasonal Change - Autumn. Starting School - Teddy Bears. Pete the Cat. | Celebrations Christmas Around the World. | Seasonal Change - Winter Animals | Growing and Changing | People who help us. What do I want to be when I grow up? | Summer A Seaside Adventure |
| Celebrations and Experiences  | School rules, classroom routines. Halloween | School rules, classroom routines. Halloween | Valentines Day Lunar New Year | World Book Day Mother's Day Pancake Day Easter | Visitors from the community linked to jobs and careers.  | Father's Day Sports Day Rock Pools Mermaids Pirates |




|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|---|--|---|---|
| <p><u>Self Regulation</u> Express Feelings</p>  | <p>Aware of own feelings, can talk about feelings using words like 'happy', 'sad', 'angry'.</p> | <p>Can show concern for others and show awareness of how their actions may impact on others. Talk with others to solve conflicts. Can identify how they are feeling on the emotions board. Beginning to express their feelings and consider the perspectives of others</p> | <p>Can show pride in achievements by showing work to others. Understand how to use the 'take 5' breathing exercise to help with big feelings.</p> | <p>Can make choices and communicate what they need. Can name people in school they can turn to if they help or are worried.</p> | <p>Initiate an apology where appropriate. Beginning to know that others may in different ways to them.</p> | <p>Understands some strategies to deal with anger and frustration. Able to identify and moderate own feelings. Can negotiate with others to solve problems and take steps to resolve conflict and think about the perspectives of others.</p> |
| <p><u>Self Regulation</u> Managing Behaviour</p> | <p>Welcome distractions when upset. Understand behavioural expectations of the setting. Beginning to understand why rules are important.</p> | <p>Begin to take turns and share resources. Can usually tolerate delay when needs are not immediately met.</p> | <p>Understand behavioural expectations of the setting.</p> | <p>Understand why listening is important and attend to other people both familiar and unfamiliar.</p> | <p>Can follow instructions, requests, and ideas in a range of situations.</p> | <p>Engage in challenges and take responsibility for their own learning. Plan, adapt, persist, and review own progress.</p> |
| <p><u>Managing Self</u> Self Awareness and Keeping Healthy</p>  | <p>Know what they like and do not like. Understands there are rules in the classroom to follow and expectations for behaviour.</p> | <p>Can talk about what they are doing and why.</p> | <p>Take pride in themselves, work, and achievements. Can explain right from wrong and try to behave accordingly.</p> | <p>Happy to stand up in front of the class and share achievements with others Know and talk about the different factors that support their overall health and wellbeing: <ol style="list-style-type: none"> 1. regular physical activity 2. healthy eating 3. toothbrushing 4. sensible amounts of 'screen 5. time' 6. having a good sleep routine </p> | <p>Can talk about their own abilities positively.</p> | <p>See themselves as a unique and valued individual, talk about self, abilities, and interests in positive terms.</p> |
| <p><u>Managing Self</u> Independence</p>  | <p>Can independently organise themselves in the morning e.g., bookbag in tray, coat on peg, water bottle on trolley, name card on board. Can manage their own personal hygiene e.g., toileting. Can follow 1 step instructions</p> | <p>Can independently choose areas they would like to play in or resources they would like to use. Can say when they help. With some support can get dressed and undressed for PE sessions. Can follow instructions with 2 parts.</p> | <p>Can independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet. Can talk about healthy and unhealthy foods.</p> | <p>Can get dressed and undressed for nature school sessions. Begin to show persistence when faced with challenges Knows how to be a safe pedestrian.</p> | <p>Confident to try new activities and say why they like some activities more than others. Show resilience and perseverance, a belief that with more effort or with a different approach success will occur. Understands rules linked to road safety. Can follow directions with 3 parts.</p> | <p>Can seek out a challenge and enjoy the process. Understands what it means to keep healthy, has knowledge of food groups including healthy foods and knows exercise keeps the body healthy</p> |





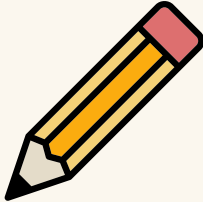
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|--|--|--|--|
| <p>Managing Self Collaboration</p>  | <p>Interested in others play and starting to join in. Knows we work together to keep the class rules and earn positive rewards.</p> | <p>Begin to share and take turns.</p> | <p>Consider the listener and takes turns to listen and speak in different contexts. Can identify kindness and considerate behaviour of others.</p> | <p>Knows it is important to work together to look after our classroom resources and our school grounds. Can keep play going by cooperating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.</p> | <p>Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources.</p> | <p>Can take account of the ideas of others about how to organise and activity. Can show sensitivity to others' needs and feelings.</p> |
| <p>Building Relationships Social Skills</p>  | <p>Build constructive and respectful relationships. Engage in positive interactions with adults and peers. Play alongside one or more children.</p> | <p>Continue to build constructive and respectful relationships. Seek familiar adults and peers to engage in conversations and ask for help.</p> | <p>Seek others to share activities and experiences</p> | <p>Use language to negotiate, play and organise.</p> | <p>Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.</p> | <p>Can resolve conflict and able to compromise. Take responsibility for their own actions. Show awareness of how their actions may impact on others, know that other children think and respond in different ways to them</p> |
| <p>Building Relationships Communication</p> | <p>All areas are interconnected, personal, social and emotional skills are developed throughout the year through adult modelling and guidance. Children will develop many accepts of communication including using gestures, non-verbal communication, facial expressions, body language, appropriate language, and vocabulary; to listen to others, speak to peers and adults and engage in discussions in a positive way.</p>   | | | | | |
| <p>LIFEWISE COVERAGE</p> <p>LifeWise</p> | <p>Managing Feelings – Whenever I feel afraid</p> <p>Managing Feelings – I enjoy this. I don't enjoy that</p> <p>Making Mistakes – Trying new things</p> <p>Making Mistakes – My upstairs brain</p> <p>Being Curious – Curious and curiouser</p> <p>Being Curious – Hey diddle diddle</p> | <p>Taking Good Care of Myself – Who's in the loo</p> <p>Taking Good Care of Myself – Clean water, clean hands</p> <p>Sleep – Rock-a-bye-baby</p> <p>Sleep – Sleep and bed-time routines</p> <p>Planting our food – What do plants need to grow?</p> <p>Plants we can eat– What plants are edible?</p> | <p>Road Safety – Stop, look, listen and think</p> <p>Road Safety – The rules of road safety</p> <p>Water Safety – Playing safely in, around and on water</p> <p>Water Safety – Safety rules around water</p> <p>Fire Safety – Don't play with fire</p> <p>Fire Safety – Stop, drop, roll</p> | <p>Technology – How technology has changed</p> <p>Technology – Using technology safely</p> <p>The Great Outdoors – Playing Outside</p> <p>The Great Outdoors – Playing in the sun</p> <p>Cities, Towns, Land and Sea – Where do you live?</p> <p>Cities, Towns, Land and Sea – This box is my...</p> | <p>Gentle Hands and Hearts – Hands are not for hitting</p> <p>Gentle Hands and Hearts – Take time to think</p> <p>Follow My Lead – Learning to lead</p> <p>Follow My Lead – Working together</p> <p>Animals – Work like a dog</p> <p>Animals – Me and my dog</p> | <p>Trusted Adults – Who helps me at home and at school?</p> <p>Trusted Adults – Who helps me stay safe and healthy?</p> <p>Sharing – Understanding jealousy</p> <p>Sharing – Sharing kindness</p> <p>Marching to the beat of your own drum – Music makes us happy</p> <p>Marching to the beat of your own drum – Making music together</p> |

Physical Development

STATUTORY EDUCATIONAL PROGRAMME:

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.




|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|--|---|---|--|
| <p>Possible Themes, Interests and lines of enquiry</p>  | <p>All about me and my family. Seasonal Change - Autumn. Starting School - Teddy Bears. Pete the Cat.</p> | <p>Celebrations Christmas Around the World.</p> | <p>Seasonal Change - Winter Animals</p> | <p>Growing and Changing</p> | <p>People who help us. What do I want to be when I grow up?</p> | <p>Summer A Seaside Adventure</p> |
| <p><u>Celebrations and Experiences</u></p>  | <p>School rules, classroom routines. Halloween</p> | <p>Diwali Bonfire Night Children in Need Remembrance Day Christmas</p> | <p>Valentines Day Lunar New Year</p> | <p>World Book Day Mother's Day Pancake Day Easter</p> | <p>Visitors from the community linked to jobs and careers.</p> | <p>Father's Day Sports Day Rock Pools Mermaids Pirates</p> |
| <p><u>The Reception year provides the foundations for many skills the children will build upon in Year One</u></p> <p>Real PE Expectations Y1</p> | <p>Coordination – Floor Movement Patterns (Static Balance – One Leg Standing</p> | <p>Dynamic Balance to Agility Static Balance – Seated</p> | <p>Dynamic Balance Static Balance – Small Base</p> | <p>Coordination – Ball Skills Counter Balance in Pairs</p> | <p>Coordination with Equipment Agility – Reaction/Response</p> | <p>Agility – Ball Chasing Static Balance – Floor Work</p> |




|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|--|--|--|--|
| <p>Through access to continuous provision the children will...</p> | <ul style="list-style-type: none"> • develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. • develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. • use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • develop overall body-strength, balance, co-ordination, and agility. • develop the foundations of a handwriting style which is fast, accurate and efficient.  | | | | | |
| <p>Non-Statutory Development Matters 2021 Guidance</p> | <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p> | <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> | <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> | <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> | <p>Combine different movements with ease and fluency.</p> | <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> |
| <p><u>REAL PE Focus</u></p>  | <p>Personal Cog Focus – following instructions, practise safely, independent work Coordination skill: Footwork Static Balance skill: One leg</p> | <p>Social Cog Focus – taking turns and sharing. Dynamic balance to Agility skill: Jumping and Landing Static Balance skill: Seated balance</p> | <p>Creative Cog Focus – Exploring and describing different movements Coordination skill: Ball skills Counterbalance skill: With a partner</p> | <p>Cognitive Cog Focus – understand and follow simple rules, name some things I am good at. Dynamic balance: On a line Static Balance skill: Stance</p> | <p>Applying Physical Cog Focus – Performing a single skill or movement with some control, performing a range of skills and link two movements together. Coordination skill: Sending and Receiving Agility skill: Reaction/Response</p> | <p>Health and Fitness Cog Focus – Aware of why exercise is important for good health. Agility skill: Ball chasing Static balance skill: Floor work</p> |
| <p><u>Fine Motor development</u></p>  | <p>Fine motor skills are the small movements used for control and precision during activities. It is important to recognise that the development of fine motor skills happens through daily access to resources, activities and opportunities provided through continuous provision e.g. threading, play dough, building and creating, colouring, puzzles etc. All areas of learning are interconnected and not all learning has a predetermined outcome.</p>  | | | | | |




Literacy

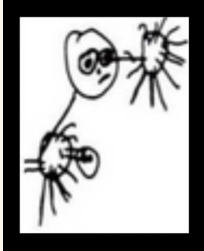

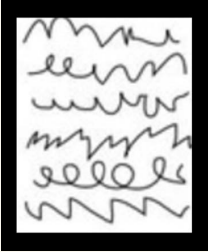



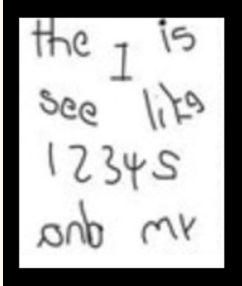


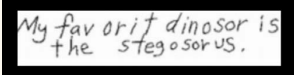

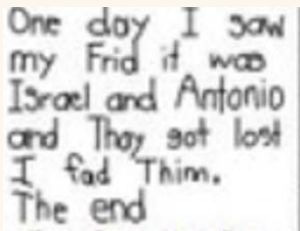
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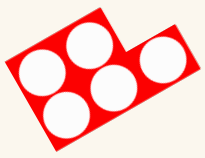
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them 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).

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| <p>Possible themes, interests, lines of enquiry.</p>  | <p>All about me and my family. Seasonal Change - Autumn.</p> <p>Starting School - Teddy Bears. Pete the Cat.</p> | <p>Celebrations</p> <p>Christmas Around the World.</p> | <p>Seasonal Change - Winter</p> <p>Animals</p> | <p>Growing and Changing</p> | <p>People who help us. What do I want to be when I grow up?</p> | <p>Summer</p> <p>A Seaside Adventure</p>  |
| <p>Celebrations & Experiences.</p>  | <p>School rules, classroom routines.</p> <p>Halloween</p> | <p>Diwali</p> <p>Bonfire Night</p> <p>Children in Need</p> <p>Remembrance Day</p> <p>Christmas</p> | <p>Valentines Day</p> <p>Lunar New Year</p> | <p>World Book Day</p> <p>Mother's Day</p> <p>Pancake Day</p> <p>Easter</p> | <p>Visitors from the community linked to jobs and careers.</p> | <p>Father's Day</p> <p>Sports Day</p> <p>Rock Pools</p> <p>Mermaids</p> <p>Pirates</p> |
| <p>Rhyme Time</p> | <p>Ten little soldiers</p> <p>I twiddle my thumbs and clap my hands</p> <p>Five little peas</p> <p>Bees come buzzing from the hive</p> <p>Here is the ostrich</p> <p>Two little feet go tap</p> | <p>Five little leaves</p> <p>The North Wind</p> <p>Christmas Presents</p> <p>Gingerbread Man</p> <p>Five Christmas Puddings</p> <p>Sing a Song of Christmas</p> | <p>Five Little Polar Bears</p> <p>I Hear Thunder</p> <p>Chinese Dragon Song</p> <p>If you love me and you know it</p> <p>Old MacDonald Had a Farm</p> | <p>Two Little Dickie Birds</p> <p>Hot Cross Buns</p> <p>Daffodowndilly</p> <p>Peter Rabbit</p> <p>Bunny Hokey Cokey</p> | <p>We are Jellyfish</p> <p>There are Lots of People to Help us</p> <p>Song</p> <p>Old McDonalds Vets</p> <p>Song</p> <p>I Recycle Song</p> | <p>A Sailor Went to Sea</p> <p>The Sun Cream Song</p> <p>Here is the Church</p> <p>One elephant went out to play</p> <p>Summer Playing Song</p> |

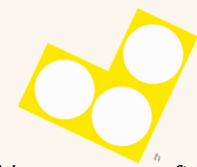
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|--|--|---|--|
| <p>Comprehension Skill Development</p>   | <p>Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud</p> | <p>Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and nonrhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p> | <p>Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).</p> | <p>Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books. Innovate a wellknown story with support.</p> | <p>Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books gestures and actions used to act out a story, event or rhyme.</p> | <p>Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p> |
| <p>Word Reading Development</p>  | <p>Hear general sound discrimination and be able to orally blend and segment</p> | <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p> | <p>Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.</p> | <p>Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> | <p>Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> | <p>Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.</p> |
| <p>Continued Development</p> | <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge</p> | | | | | |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|--|--|--|
| <p>Phonics Development</p> <p>(Bug Club)</p>  | <p><u>Phase 1/2</u></p> <p>Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.</p> | <p><u>Phase 2</u></p> <p>Sets 1-5 Bug Club Phonics</p> <p>Know 23 grapheme phoneme correspondences.</p> <p>Blend with known letters for reading VC and CVC words.</p> <p>Orally segment for VC and CVC words for spelling</p> <p>Know sight words - Phase 2</p> <p>is, and, to, the no, go, into, I, of, has, his, as</p> | <p><u>Phase 2</u></p> <p>Consolidate learning as in Autumn 2 (sets 1-5).</p> <p>Learn sets 6-7 Bug Club Phonics.</p> <p>Know 8 new grapheme phoneme correspondences of 8 new graphemes.</p> <p>Consolidate Autumn 2 sight words.</p> <p>Know new sight words - me, be, begin, help, jump, just, with, went</p> <p>Blend and segment known sounds for reading and spelling VC, CVC, CVCC</p> | <p><u>Phase 3</u></p> <p>Consolidate learning sets 1-7</p> <p>Learn sets 8-9 Bug Club Phonics.</p> <p>Know the 8 new grapheme - phoneme correspondences.</p> <p>Long and short sounds for oo & th</p> <p>Consolidate previously taught sight words.</p> <p>Know new sight words - she, they, are</p> <p>Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.</p> | <p><u>Phase 3</u></p> <p>Consolidate learning sets 1-9</p> <p>Learn sets 10-11 Bug Club Phonics.</p> <p>Consolidate previously taught sight words.</p> <p>Know new sight words - you, her, all, was, today, be</p> <p>Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions.</p> <p>Write more graphemes from memory and write a simple sentence using phonic knowledge.</p> | <p><u>Phase 3/4</u></p> <p>Consolidate learning sets 1-11</p> <p>Read CVCC words</p> <p>Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr</p> <p>Read tricky words do, when, out what, said, have, like, so.</p> <p>Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling.</p> <p>Read sentences using phonic knowledge, write digraphs and trigraphs.</p> |
| <p>Writing Development</p>  | <p>Develop listening and speaking skills in a range of contexts.</p> <p>Aware that writing communicates meaning.</p> <p>Give meaning to marks they make.</p> <p>Understand that thoughts can be written down.</p> <p>Write their name copying it from a name card or try to write it from memory.</p> | <p>Copies adult writing behaviour e.g. writing on a whiteboard, writing messages.</p> <p>Makes marks and drawings using increasing control.</p> <p>Know there is a sound/symbol relationship.</p> <p>Use some recognisable letters and own symbols.</p> <p>Write letters and strings, sometimes in clusters like words.</p> | <p>Use appropriate letters for initial sounds.</p> | <p>Build words using known letter-sound correspondences in own writing.</p> | <p>Continue to build on knowledge of letter sounds to build words in writing.</p> <p>Use writing in play.</p> <p>Use familiar words in their writing.</p> | <p>Show awareness of the different audience for writing.</p> <p>Write short sentences with words with known lettersound correspondences sometimes using a capital letter and full stop.</p> |
| <p>Handwriting Development</p>  | <p>Know that print carries meaning and in English, is read from left to right and top to bottom.</p> <p>Draws lines and circles</p> | <p>Form letters from their name correctly.</p> <p>Recognise that after a word there is a space</p> | <p>Show a dominant hand.</p> <p>Write from left to right and top to bottom.</p> <p>Begin to form some recognisable letters</p> | <p>Holds a pencil effectively to form recognisable letters.</p> <p>Know how to form clear ascenders and descenders.</p> | <p>Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p> | <p>Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p> |

| | Pre -writing | | | Letter Strings | | |
|------------------------------------|---|---|---|---|--|---|
| <p>Typical Writing Progression</p> |  <p><u>Pictures</u> Picture tells a story to convey message</p> |  <p><u>Random Scribble</u> Starting point at any point of paper</p> |  <p><u>Scribble Writing</u> Progression is from left to right</p> |  <p><u>Symbols</u> Symbols that represent letters</p> |  <p><u>Random Letters</u> Letters have no relationship</p> |  <p><u>Letter Strings</u> Letter strings move from L to R and move down the page</p> |
| |  <p><u>Environmental Print</u> Awareness of print, copied from surroundings</p> |  <p><u>Letter Name Stage</u> Beginning and ending letters are used to represent words</p> |  <p><u>Early Developmental Spelling</u> Vowel sounds appear Evidence of tricky words</p> |  <p><u>Syllables Represented</u> A child hears beginning, middle and end sounds</p> |  <p><u>Inventive Spelling</u> Whole sentence writing develops, spaces in between words</p> |  <p><u>Transitional Spelling</u> Multiple related sentences with many words spelled correctly, punctuation evident.</p> |

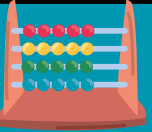




Maths




STATUTORY EDUCATIONAL PROGRAMME:

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 |
|--|---|---|---|---|--|---|
| Possible themes, interests and lines of enquiry  | All about me and my family. Seasonal Change - Autumn. Starting School - Teddy Bears. Pete the Cat. | Celebrations Christmas Around the World. | Seasonal Change - Winter Animals | Growing and Changing | People who help us. What do I want to be when I grow up? | Summer A Seaside Adventure |
| Celebrations and Experiences  | School rules, classroom routines. Halloween | Diwali Bonfire Night Children in Need Remembrance Day Christmas | Valentines Day Lunar New Year | World Book Day Mother's Day Pancake Day Easter | Visitors from the community linked to jobs and careers. | Father's Day Sports Day Rock Pools Mermaids Pirates |





| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|--|--|--|---|--|
| Ongoing Mathematical skill development throughout the year. | <p>Link the number symbol with its cardinal number value Count beyond ten. Compare numbers Understand the 'one more/one less than' relationship between consecutive numbers Compare length, weight, and capacity. Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>  | | | | | |
| Ongoing revisits | Count objects, actions, and sounds. Introduction of subitising | Explore the composition of numbers to 5 Subitise up to 5 (perceptual) Automatic recall number bonds 0-5 | Explore the composition of numbers to 8 Subitise (intro fo conceptual) Automatic recall number bonds. | Explore the composition of numbers to 10 Subitise (conceptual) Automatic recall number bonds. | Explore the composition of numbers beyond 10. Subitise (conceptual) Automatic recall number bonds 0-10 | Explore the composition of numbers beyond 10. Subitise (conceptual) Automatic recall number bonds 0-10 |
| Coverage | Matching. Sorting & Comparing - collections Comparing amounts Comparing size, mass & capacity Exploring simple patterns | Representing 1,2,3,4,5 Comparing 1,2,3,4,5 Composition of 1,2,3,4,5 Formation of 1,2,3,4,5 One more, one less Shapes which complement taught numbers - circle, triangle, square, pentagon. Positional language Time | Introducing zero Comparison of numbers to 5 Composition of 5 Comparing Mass Comparing Capacity Pairs wise, five wise. Representing 6,7,8 Comparing 6,7,8 Composition of 6,7,8 Formation of 6,7,8 Length, height. Time | Numbers 7, 8, 9 Revisit pairs wise, five wise Combining groups Number bonds Graphical representations 3D shapes AB Pattern - continue, copy, and create repeating patterns | Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – ABC, ABB, BBA Sunflower Challenge | Adding more Taking away Number bonds Shape – spatial reasoning Revisit doubles Revisit sharing and grouping Even and odd Develop patterns and relationships |


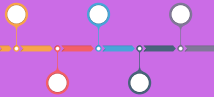
Understanding the World



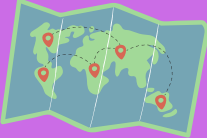




STATUTORY EDUCATIONAL PROGRAMME:

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 |
|--|---|---|---|---|--|---|
| Possible themes, interests and lines of enquiry  | All about me and my family. Seasonal Change - Autumn. Starting School - Teddy Bears. Pete the Cat. | Celebrations Christmas Around the World. | Seasonal Change - Winter Animals | Growing and Changing | People who help us. What do I want to be when I grow up? | Summer A Seaside Adventure |
| Celebrations and Experiences.  | School rules, classroom routines. Halloween | Diwali Bonfire Night Children in Need Remembrance Day Christmas | Valentines Day Lunar New Year | World Book Day Mother's Day Pancake Day Easter | Visitors from the community linked to jobs and careers. | Father's Day Sports Day Rock Pools Mermaids Pirates |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|---|---|---|--|
| <p>Characteristics of effective teaching and learning</p> | <p>The EYFS statutory framework outlines an expectation that practitioners reflect on the different ways in which children learn, the characteristics of effective learning form the bedrock of teaching understanding the world. These are:</p> <ul style="list-style-type: none"> • playing and exploring - children investigate and experience things, and ‘have a go’ • active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements • creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. <p>It is important to recognise learning does not always fit into boxes. Our play-based and child-centred approaches encourage learning to follow where the child’s interest and curiosity leads. Through a balance of guided, planned teaching and pursuing children’s own learning within an enabling environment the children will begin to make sense of the physical world and their community.</p> <p>This document shows the knowledge, skills and understanding what we plan to teach and the planned for experiences we will provide. This is in addition to following children’s interests and their curiosity about their world.</p> | | | | | |
| <p>RE Syllabus</p>  | <p>Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live.</p> <p>The 2020 Cornwall Agreed Syllabus has been created for Cornwall SACRE and approved by Cornwall Council. It provides a syllabus for RE for all our schools. Within the EYFS Children will encounter Christianity and other faiths, as part of their growing sense of self, their own community and their place within it.</p> | | | | | |
| | Being Special: where do we belong? | F2 INCARNATION: Why do Christians perform Nativity Plays at Christmas? | What times/stories are special and why? | F3 SALVATION: Why do Christians put a cross in an Easter garden? | F1 GOD/ CREATION: Why is the word ‘God’ so important to Christians? | What places are special and why? |
| <p>Chronology Skill Development</p>  | <p>Begin to develop a sense of continuity and change by being able to compare and contrast characters from stories throughout the year, including figures from the past.</p> | | | | | |
| | Talk about members of their immediate family and the relationship to them, name and describe people who are familiar to them. | Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. | Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week) | Talk about and understand changes in their own lifetime, by creating a personal timeline. | Recount an event, orally, pictorial and/or with captions. | Order experiences in relation to themselves and others, including stories. |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|--|---|--|--|---|---|
| <p>Enquiry Skill Development</p>  | <p>Know that you can find out information from different sources e.g. internet, books.</p> | <p>Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali.</p> | <p>Use technology to make observations or find information about different locations and places. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter - water to ice.</p> | <p>Describe images of familiar situations in the past using books such as, 'When we were giants', 'Peepo', Shirley Hughes stories. Identify features of growth and change</p> | <p>Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.</p> | <p>Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different.</p> |
| <p>Respect Skill Development</p>  | <p>Respect special things in their own lives.</p> | <p>Recognise that people have different beliefs and celebrate special times in different ways. Recognise some environments that are different to the one in which they live -</p> | <p>Recognise that people have different beliefs and celebrate special times in different ways. Recognise some environments that are different to the one in which they live -</p> | <p>Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through nonfiction texts, stories, visitors, celebrations. Describe special events (Easter)</p> | <p>Understand that some places are special to members of their community.</p> | <p>Recognise some environments that are different to the one in which they live - Hot countries.</p> |
| <p>Mapping Skill Development</p>  | <p>Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete's story map around school, seating maps, nature area map and read common signs and logos.</p> | <p>Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.</p> | <p>Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Recognise some environments that are different to the one in which they live</p> | <p>Complete a simple BeeBot program using a grid map or carpet squares. Identify how technology is used to share information e.g., google maps.</p> | <p>Draw information from a simple map and identify landmarks of our local area walk.</p> | <p>Create own maps using grid paper and symbols (x marks the spot treasure maps)</p> |


| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|---|--|---|---|--|
| <p>Scientific Knowledge Development</p>  | <p>Seasonal Changes – Know the name of the current season. Know the order of the four seasons. Describe about how the seasons can affect the natural world and how things grow. e.g., acorns and conkers are found in autumn. Know and describe the seasonal weather.</p> <p>Humans - Know about the life cycle of a human and can talk about how I have changed since I was a baby. Know that there are similarities and differences between others and myself.</p> | <p>Light and Dark Linking with our work on celebrations - Look at how light is used within celebrations. Know and Identify where Light comes from and hunt for light sources within our school. Explore shadows and understand how shadows are made.</p> <p>Within CP have the opportunity to explore light sources and electrical resources.</p> | <p>Animals Know the correct basic scientific vocabulary to describe parts of animals. Know what animals need to survive. Know and explain where a range of animals live e.g. talk about animals which live in different places around the world.</p> | <p>Seasonal Changes - Spring Revisit of objectives from Autumn 1.</p> <p>Know the correct basic scientific vocabulary to describe parts of plants. Know that plants need water, soil and sun to grow. Name some common plants. Know that plants grow from a seed. Make close observations of plants in the natural world.</p> | <p>Know the name of some parts of the body that can be seen. Know how to keep their bodies healthy, e.g., eating healthy food, exercising, screen-time, oral health. Know the names of body parts. Know humans have five senses.</p> <p>Within this term, we will also carry out our annual incubation project. Introducing the children to concept of life cycle by looking at the lifecycle of a chicken.</p> | <p>Seasonal Changes - Summer Revisit of objectives from Autumn 1 and Spring 2</p> <p>Exploring objects that float and sink - To talk about why some objects float and some sink. STEM activity - create a tin foil boat.</p> |
| <p>Ongoing Communication Skill Development</p> | <p>Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.</p> | | | | | |
| <p>Ongoing Observational Skill Development</p>  | <p>Explore the natural world around them by using the outdoor areas to provide opportunities for the children to study, explore and investigate the natural environment using all of their senses and look at how the environment changes over the 4 seasons.</p> <p>Understand the need to respect and care for the natural environment and all living things.</p> | | | | | |




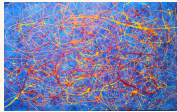
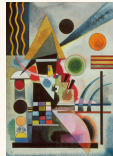




Expressive Arts and Design






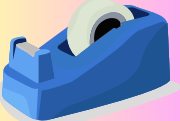
STATUTORY EDUCATIONAL PROGRAMME:

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.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|---|---|---|--|---|
| Possible themes, interests and lines of enquiry  | All about me and my family. Seasonal Change - Autumn. Starting School - Teddy Bears. Pete the Cat. | Celebrations Christmas Around the World. | Seasonal Change - Winter Animals | Growing and Changing | People who help us. What do I want to be when I grow up? | Summer A Seaside Adventure |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|--|---|--|--|
| Expressive Arts | Children will learn to sing and perform a range of songs and rhymes. In addition ,to daily experiences and opportunities offered, the children will have a dedicated rhyme time each week, where they will be introduced to a 'rhyme of the week'. The weekly rhyme will be added to the children's rhyme books, which they can take home to practice and share with their families. | | | | | |
| Musical Development Through Charanga | Children will develop skills in listening attentively, moving to and talking about music, express their feelings and responses. We will experience singing in a group or on their own, increasingly matching the pitch and following the melody. Children will watch and talk about dance and performance art, express their feelings and responses. Children will explore and engage in music making and dance, performing solo or in groups. In addition to the daily experiences and opportunities offered in EYFS the children will have specific musical development sessions using Charanga. | | | | | |
|  | <p>ME!</p> <p>Pat-a-cake 1, 2, 3, 4, 5, Once I Caught... This Old Man Five Little Ducks Name Song Things For Fingers</p> | <p>MY STORIES!</p> <p>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>EVERYONE!</p> <p>Wind The Bobbin Up Rock-a-bye Baby Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes</p> | <p>OUR WORLD</p> <p>Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> | <p>BIG BEAR FUNK!</p> <p>a transition unit that prepares children for their musical learning in Year 1</p> | <p>Reflect, Rewind & Replay Listen and Appraise Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place</p> |
| Artist Study | Children will explore, use and refine a variety of artistic effects to express their ideas and feelings. Children will be able to recognise the work of famous artists and take inspiration from their work. Children will be able to express how they feel about the work of the artist they are studying. Children will work to create collaboratively, sharing ideas, resources and skills, as well as independently. Children will learn the skill of returning to and building on their work, refining ideas and developing their ability to represent them. | | | | | |
| | <p>Jackson Pollock</p>  | <p>Yayoi Kusama Piet Mondrian, Wassily Kandinsky</p>  | <p>Yves Klein Joan Miro Charlie Mackesy</p>  | <p>Andy Goldsworthy Eric Carle</p>  | <p>Vincent van Gogh</p>  | <p>Henri Matisse</p>  |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|---|--|---|---|--|--|
| Creative Art | Children will experience and develop a range of creative, artistic skills. The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore, experiment and develop their own creativity. They will have the opportunity to create collaboratively sharing ideas and resources as well on solo work. Throughout the year the children will have the opportunity to return to and build on their previous learning, refining ideas and developing their ability to represent them. In addition specific skills and/or experiences will be planned (see below). | | | | | |
| Mark Making/ Drawing  | Understand how to grip a pencil comfortably and explore making marks, creating lines and circles. Give meaning to marks made. | Skill: observational drawing - Pumpkins Understand how to create closed shapes with continuous lines, and begin to use these shapes to represent objects. | Skill: show different emotions in their drawing e.g. happiness, sadness. Draw with increasing complexity and detail, such as representing a face with a circle and including details. | Skill: Observational drawing - Daffodils | Skill: observational drawing - Sunflowers Show accuracy and care in their drawing. | Skill: produce more detailed work and say what they have included. |
| Colour  | Experience: explore colours and how colours can be changed. Identify light and dark colours. | Knowledge: recognise and name colours. | Skill: to be able to create a wash background and combining colour in the style of Joan Miró. | Skill: colours in nature and how they can be applied to art in the style of Andy Goldsworthy. | Skill: exploring shades of colour and how to make different shades. | Skill: to be able to choose a particular colour for a purpose. |
| Painting  | Skill/Knowledge: splatter painting in the style of Jackson Pollock | Skill/Knowledge: Only using one colour to create in the style of Yves Klein | Experience: explore different paint types - watercolour, powder paint, acrylic, ready mix paint. | Skill: mix paints to make new colours following instructions. | Experience: explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper. Explore using different brush types. | Skill: paint through inspiration, feeling, observation or imagination. Evaluate their own work and others, suggest how work can be improved. |
| Printing  | Skill: printing with hands, feet and fingers | Skill: printing with sponges and rollers, shapes. Inspiration Mondrian (primary colours) & Kandinsky (shapes) | Skill: printing with natural objects/food e.g. fruit, salad, | Skill: printing simple repeating patterns. Recognise patterns in the environment | Skill: symmetrical printing - butterflies as inspiration. | Skill: to be able to create using own ideas and explain the choices |
| Textiles & Materials  | Understanding: how different materials/textures feel and explore freely e.g. malleable, fabrics, natural. | Skill: Junk modelling with different materials. Junk modelling will continue to be offered in continuous provision. | Knowledge: understand the purpose of different textiles/materials. e.g. winter clothing. | Skill: Collage using Eric Carle as inspiration Skill: follow instructions to make own play dough | Skill: Weaving (natural and manmade materials) | Skill: Weaving (natural and manmade materials) Some pupils may also begin to sew with a pre-running stitch. |
| 3D Work  | Understanding: to know what transient art is. Transient art will continue to be offered in continuous provision. | Skills: to use simple joins when using different materials to create 3D work, e.g. sellotape, masking tape, stick glue. | Skill: creating work to celebrate special days e.g. decorations (paper chains, bunting) for lunar new year, valentine's Day. | Skill/Knowledge: Natural art in the style of Andy Goldsworthy | Skill: Making own props/puppets to retell a story. Folding techniques e.g. fans, aeroplanes, books. Choosing materials for effect e.g. feather headdress | Skill focus: be able to select tools and techniques needed to assemble and join materials they are using for a specific reason. |

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| <p>Cutting Skills</p>  | <p>Cutting Skill: Using onehanded tools and equipment, for example, making snips in paper with scissors.</p> | <p>Cutting skill: use scissors to cut in a straight line.</p> | <p>Cutting skill: use scissors to cut curved lines.</p> | <p>Cutting Skill: use scissors to cut shapes.</p> | <p>Cutting Skill: use scissors independently.</p> | <p>Cutting skill: use scissors for a particular purpose when combining different media and materials.</p> |
| <p>Being Imaginitive</p>  | <p>Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. Uses available resources to create props or creates imaginary ones to support play. Develop storylines through small-world or roleplay.</p> | <p>Retell parts of familiar stories through use of puppets, toys, masks or small-world. Create more complex narratives in their pretend play, building on the contributions of their peers.</p> | | <p>Invent, adapt and recount narratives and stories with peers and their teacher. Creates representations of both imaginary and real-life ideas, events, people and objects. Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</p> | | |
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