



Term and Overarching THEME

General Themes
These themes may be adapted at various points to allow for children's interests to flow through the provision

Autumn 1
All About Me

All about me (Lets Think about us)
 Resilience
 Can-do attitude
 Managing change
 Perseverance
 Pigeon - class rules
 On Entry Assessment
 Safety sessions- sch rules & procedures, equip us; scissors,

Autumn 2
People Who Help Us

People who help us (Lets Think about others)
 UK
 Culture/celebrations/ Landmarks
 Bonfire / Firework
 Safety
 Remembrance
 Sunday / Why Poppies?

Spring 1
SPACE

On our travels
 Space
 Make rockets, space station,
 Time Travel
 Whatever Next?
 Moon Dance
 Darkness / Day & Night
 Chinese New Year
 Valentines Day / putting others first

Summer 1
Animals /Dinosaurs

Amazing animals/Dinosaurs
 Life cycles
 Safari
 Animals around the world
 Climates / Hibernation
 Down on the Farm
 Mini Beasts
 Animal Arts and crafts
 Night and day animals
 Animal patterns
 David Attenborough
 Happy Habitats

Spring 2
Growin g

Come Outside
 Plants & Flowers
 Weather / seasons
 Does the moon shine?
 The great outdoors
 Forest School
 Planting seeds
 Make a sculpture: Andy Goldsworthy
 Reduce, Reuse & Recycle
 Fun Science / Materials
 Sport Relief

Summer 2
Under The Sea

Under the sea/Seaside
 Under the sea
 Off on holiday / clothes
 Where in the world shall we go?
 Send me a postcard!
 Marine life
 Fossils - Mary Anning
 Seasides in the past

	<p>stapler, hole punch etc LEAP Apple Tree Farm (Homes & Harvest) About Me - focus on where we live and focus for book week Village walk & landmarks Being Healthy- fruits & veg, Dr role play Harvest (to include Jewish celebration) Little Red Hen (non -fiction & fiction); kind, farms, flapjacks & Bread making (10yrs!!) Autumn - sounds, changes, art</p>	<p>People that help us here in the UK Doctor, vet, dentist, postman etc (visitors) Little Bus Book Post Office - £, wrapping, shapes, measure Christmas - R.E Jolly Postman/ Meerkat Mail Visit Post Office - buy stamps Create own stamps Christmas letter to family Children in Need 17-11-17 Production</p>		<p>Dinosaurs; cave role play, non fiction, Harry Books Sculpture Feely Boxes - with story Pancakes/Wolfs Pancakes</p>	<p>Mother's Day Cards (Feely Boxes - with story Spring Changes - walk, patterns, Wild for Learning Easter - RE, to include patterns, card</p>	<p>Compare: Now and then! Rainbow Fish - esp feelings & dance to include colour wheel & colour walk (poss Elmer on theme of colour?) Different sharks live in different places (Blue shark non-fiction) Safety - sun, sea (flags) Changes at the beach - tides, animals Changes in Seaside holidays (big book) Seaside Trip? Sport's Day Father's Day Card (17-6-18) Lighthouse Keepers lunch & picnic (picnic with S'wags & other Swag visits) Leaver's Service</p>
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<p>Possible Texts (This could be subject to change due to children's interests)</p>	<p>The Koala who could. Come to school too, blue kangaroo. What makes me a me? Farmer Duck</p>	<p>The Jolly Postman Meerkat mail Funnybones Christmas Story / Nativity</p>	<p>The Darkest Dark Alien's Love Underpants Whatever Next!</p>	<p>Yucky Worms (NF) The Emperors Egg The Very Hungry Caterpillar Aghh Spider! Tiger who came to tea Diary of a wombat Elephant and the Bad Baby Pig in the Pond Life Cycles series Wolfs Pancakes</p>	<p>The Tiny Seed Oliver's Vegetables Jack and the Beanstalk One Plastic Bag Jasper's Beanstalk Tree, Seasons come and seasons go A stroll through the seasons</p>	<p>Lighthouse Keeper's Lunch What a Waste Sharing a Shell The Treasure of Pirate Frank Under the Sea Non – Fiction P is for Passport The Journey Zoom Passport to Paris World Atlases Tiddler Rainbow Fish</p>
<p>WOW moments/ Inspiration/ events</p>	<p>TRIP: Parent engagement Autumn Trail/ walk? Remembrance Day Harvest Time Birthdays Favourite Songs Talent show Roald Dahl Day Halloween What do I want to be when I grow up? Video for parents. Sukkot</p>	<p>TRIP: Nurse / Firefighter visit Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Road Safety Stories by the Fireside World Space Week Children in Need Anti- Bullying Week</p>	<p>TRIP: Chinese New Year <i>Story Telling Week</i> Internet Safety Day Valentine Day</p>	<p>TRIP: Animal Art week Let's go on Safari - An animal a day! Start of Ramadan Mother's Day Queen's Birthday Science Week Eater Egg Hunt Pancake Day LENT Holi Festival Random Acts of Kindness Week</p>	<p>TRIP: Rosemoor Gardens Walk to the park / Picnic Planting seeds Easter time Weather experiments Weather Forecast videos Nature Scavenger Hunt Eid D-Day</p>	<p>TRIP: Instow/ Westward Ho! Beach? Under the Sea – singing songs and sea shanties Fossil hunting Father's Day Heathy Eating Week World Environment Day Anniversary of the NHS Pirate Day Ice – Cream at the park</p>

<p>In partnership with parents</p>	<p>Parent transition meeting Parent autumn trail? Phonics workshop-Reception</p>	<p>Phonics workshop-Reception Nativity play</p>	<p>Stay and Read morning</p>	<p>Stay and Read morning</p>	<p>Stay and Read morning</p>	<p>Stay and Read morning Parent's Picnic?</p>
<p>PSED</p> <p>Managing Self Self Regulation</p>	<p>Through daily JIGSAW PSED 'Being me in my world' (A1) and 'Celebrating difference' (A2) sessions</p> <p>Our 3-4 year olds will begin to select and use activities with help when needed. They will begin to understand how others might be feeling.</p> <p>Our 4-5 year olds will be beginning to see themselves as individuals, they will build constructive and respectful relationships. They will express their feelings and consider the feelings of others.</p> <p>This will provide foundations for Class 1 Jigsaw modules</p>	<p>Through weekly JIGSAW PSED 'Dreams and Goals' (S1) and 'Healthy me' S2) sessions</p> <p>Our 3-4 year olds will continue to follow rules and begin to not need an adult to remind them of the rules. They will develop appropriate ways of being assertive.</p> <p>Our 4-5 year olds will show resilience and perseverance in the face of challenge. They will identify and moderate their own feelings socially and emotionally.</p> <p>This will provide foundations for Class 1 Jigsaw modules</p>	<p>Through weekly JIGSAW PSED 'Relationships' (S1) and 'Changing me' sessions</p> <p>Our 3-4 year olds will talk about their feelings, they will talk with others to solve conflicts.</p> <p>Our 4-5 year olds will think about the perspectives of others and confidently manage their own needs.</p> <p>This will provide foundations for Class 1 celebrating difference</p>			
<p>PSED</p>	<p>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-</p>					

		operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.				
PSED Observation Checkpoint 		<p>Around Age 3: Can the child sometimes manage to share or take turns with others, with adult guidance and understanding 'yours' and 'mine'? Can the child settle to some activities for a while?</p> <p>Around Age 4: Does the child play alongside others or do they always want to play alone? Does the child take part in pretend play (for example, being 'mummy' or 'daddy')? Does the child take part in other pretend play with different roles- being the Gruffulo, for example? Can the child generally negotiate solutions to conflicts in their play?</p> <p>Note: Watch out for children who seem worried, sad or angry for much of the time, children who seem to flit from one thing to the next or children who seem to stay for over-long periods doing the same thing, and become distressed if they are encouraged to do something different.</p>				
PhYsical Developme nt Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Reception: Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed More Ideas here: https://mrsunderwood.co.uk/product/50-fine-motor-activity-ideas	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego

<p>Daily opportunities for Fine Motor Activities</p> <p>Gross motor</p>	<p>Leap into Life</p> <p>Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>	<p>Leap into Life</p> <p>Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options</p>	<p>Leap into Life</p> <p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance</p>	<p>Leap into Life</p> <p>Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle</p>	<p>Leap into Life</p> <p>Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music</p>	<p>Leap into Life</p> <p>Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics / Balance</p>
<p>Communication and Language</p>	<p>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.</p>					

<p>Communication and Language</p> <p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.</p> <p>DAILY STORY TIME</p>	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p>	<p>Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary</p>	<p>Tell me why! Using language well Ask’s how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk it through! Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p>What happened? Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p>Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>

<p>Communication and Language</p>	<p>our 3-4 year olds will be learning to understand simple questions about who/what/where. We will begin to understand two part instructions and understand 'why' questions. They will enjoy listening to stories and can remember parts of what happened. They will begin to use a wider range of vocabulary.</p> <p>Our 4-5 year olds will be learning to listen carefully and why this is important. They will learn new vocabulary and begin to use it throughout the day. They will begin to ask questions to find out more and begin to articulate their ideas in well-formed sentences.</p>		<p>Our 3-4 year olds will be learning to understand 'why' questions, they will begin to build up a repertoire of songs and know many rhymes. They will be encouraged to talk about familiar books and be able to tell a long story.</p> <p>Our 4-5 year olds will be able to describe events in some detail, they will use talk to help work out problems and organise thinking. They will engage in storytimes and will listen to and talk about stories.</p>		<p>our 3-4 year olds will be learning to start conversations with adults and friends and will continue it for many turns. They will use talk to organise themselves and their play.</p> <p>Our 4-5 year olds will be able to re-tell stories and continue to use new vocabulary in different contexts. They will listen carefully to rhymes and songs. They will listen to and engage in conversations about non-fiction texts to extend vocabulary and familiarity.</p>	
<p>C&L Observation Checkpoint</p> 	<p>Around Age 3: Can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</p> <p>Around Age 4: Is the child using sentences of four to six words- 'I want to play with cars' or 'What's that thing called'? Can the child use sentences joined up with words like 'because', 'or', 'and'? for example: "I like ice cream because it makes my tongue shiver." Is the child using the future and past tense: "I am going to the park" and "I went to the shop"? Can the child answer simple 'why' questions?</p>					
<p>literacy</p>	<p>We will be exploring the story of The Koala Who Could and talking about how we feel/ how we can help ourselves to feel calm.</p>	<p>We will be exploring alliteration and onomatopoeia through looking at poetry related to fireworks night.</p>	<p>We will be exploring rhythm and rhyme through the story 'Aliens love Underpants.' We will be looking at descriptive writing</p>	<p>They will create their own book using one of the core texts.</p>	<p>They will create their own book using one of the core texts. We will be looking at the text Jack and The Beanstalk and planting our own beans. As</p>	<p>We will have a look at postcards and how to send postcards from the 'beach' to our families.</p>

Reading	<p>We will be bringing in photos of our families and drawing pictures of and talking about them.</p> <p>We will write our first 'holiday news' to display on the board to show progression.</p>	<p>We will look at the different ways text is used across different professions such as doctors, police, postmen.</p> <p>We will write our own letters focusing on 'The Jolly Postman' and post them in a postbox</p> <p>Write Christmas lists to santa.</p>	<p>through the story 'The Darkest Dark.'</p> <p>The children will learn how to use adjectives to describe planets that we will create.</p> <p>We will create our own Whatever Next story using a planner.</p>		<p>they grow we will be creating our own bean diary and writing about observational changes each week.</p> <p>We will talk about the different aspects of each text such as characters, settings, where they went. We will discuss how we can adapt this to create our own stories.</p> <p>They will retell and create their own version of 'The Hungry Caterpillar'.</p>	<p>We will create a sun safe poster on how to keep ourselves safe in the sun.</p> <p>We will write a recount from our trip to the beach using 'adjectives'</p>
	<p>3-4 year olds will enjoy sharing stories, repeating rhymes and joining in with repeated rhythms. They will enjoy sharing books with adults.</p> <p>4-5 year olds will read individual letters by saying the sounds for them. They will blend sounds in words. (see separate phonics progression plan for reading). They will begin/continue to write their own name, form letters accurately and begin to write short captions.</p>	<p>our 3-4 year olds will hear and know the initial sounds in words, they will engage in extended conversations about stories, learning new vocabulary. They will explore rhythm and rhyme.</p> <p>Our 4-5 year olds will (see separate phonics progression plan for reading). They will spell words by identifying the sounds and then writing the letter. They will write short sentences.</p>	<p>Our 3 year olds will use some of their letter knowledge to engage in early writing activities. They will write some of (or all) of their name. They will continue to form their pencil grip.</p> <p>Our 4-5 year olds will build upon their phase 2 and 3 knowledge and begin to learn phase 4 blends. (see separate phonics progression plan for reading). They will re-read what they have written to check it makes sense.</p>			

	We will be enjoying a range of stories to build on our new vocabulary. We will be learning how stories are structured and we will begin to segment short words/captions.					
Maths	Following the NCTEM Numberblocks guidance as a focus; Autumn Term; Our 3-4 year olds will be recognising, naming and matching colours and sorting by various attributes. They will be using the language of size whilst measuring. They will be grasping the counting principles and comparing amounts of objects. Our reception children will be		Following the NCTEM Numberblocks guidance as a focus Spring Term; Our 3-4 year olds will be understanding numbers 1-6 through counting, subitising, recognising the numeral and representing in different ways. Our reception children will be		Following the NCTEM Numberblocks guidance as a focus Summer Term; Our 3-4 year olds will be exploring 2D and 3D shape. They will order the events of the day, explore length and height, weight, capacity and use of positional language. Our reception children will	
Understanding the world RE / Festivals Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and	<ul style="list-style-type: none"> Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons 	Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. <ul style="list-style-type: none"> Talk about other celebrations in other cultures. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important.	We will celebrate the Chinese New Year We will be looking at space, naming and describing some planets, the international space station, Tim peak. We will be using google earth to explore where we live and begin to look at mapping locations.	Listening to stories and placing events in chronological order. What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts. <ul style="list-style-type: none"> Nocturnal Animals Making sense of different environments and habitats	Trip to Rosemoor (to link with seasons); discuss what we will see on our journey to the park and how we will get there. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care	To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil. Materials: Floating / Sinking – boat

<p>respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.</p> <p>UTW: Past and present</p> <p>UTW: People, culture and communities</p>	<p>between other families. Name and describe people who are familiar to them.</p> <ul style="list-style-type: none"> • Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. • Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. • Long ago – How time has changed. Using cameras. 	<ul style="list-style-type: none"> ○ Share different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. ○ Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need. 		<p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</p> <ul style="list-style-type: none"> ○ Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants 	<p>for the natural world around us.</p> <ul style="list-style-type: none"> ○ Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, ○ Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a 'Bug Hotel' ○ Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. ○ Look for children incorporating their understanding of the seasons and weather in their play. ○ Use the BeeBots 	<p>building Metallic / non-metallic objects Seasides long ago – Magic Grandad</p> <ul style="list-style-type: none"> ○ Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.
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	<p>Which stories are special and why? Rosh Hashanah Yom Kippur Sukkot All Saints Day</p>	<p>Which people are special and why? Diwali Hannukah Christmas</p>	<p>What places are special and why? Epiphany Ash Wednesday / Shrove Tuesday St David's Day</p>	<p>What times are special and why? Holi Palm Sunday Passover Easter Start of Ramadan Shivaratri</p>	<p>Being special: where do we belong? Eid Shavuot</p>	<p>What is special about our world? Summer Solstice</p>
<p>UTW: the natural world (science)</p>	<p>We will be exploring Materials; testing materials with sinking and floating.</p> <p>We will explore seasons and record the weather.</p> <p>Our 3-4 year olds will explore collections of materials with similar and/or different properties, talk about the differences between materials and changes they notice</p> <p>Our 4-5 year olds will explore the natural world around them, they will describe what they see, hear and feel outside. They will understand the effects of the changing seasons.</p>	<p>Spring 1: We will be exploring the use of magnets and finding which materials are magnetic and why. We will compare the forces on Earth and how this is different in Space.</p> <p>Spring 2: We will explore Forces; through pushing, pulling, twisting, throwing. We will be exploring the different forces in our school playground.</p> <p>We will be talking about the differences between materials and changes we notice, we will describe what we see.</p> <p>Spring 1: We will be learning how to stay safe in Space; what do astronauts need? How do they look after themselves?</p> <p>Our 3-4 year olds will explore how things work, explore and talk about different forces they can feel.</p> <p>Our 4-5 year olds will recognise some environments that are different to the one in which they live</p>	<p>We will plant, grow and harvest our own potatoes/beans. We will follow the life cycle of a duck and track the cycle of an egg eggs as it grows into a duckling.</p> <p>We will explore our local area; using our Forest School we will learn about how to look after our environment. Our 4-5 year olds will be comparing our local area to a contrasting country.</p> <p>Our 3-4 year olds will talk about what they see, using a wide vocabulary, they will understand the key features of the life cycle of a plant and begin to understand the need to care for the natural environment.</p> <p>Our 4-5 year olds will draw information from a simple map, they will describe what they see, hear and feel while outside. They will recognise some similarities and differences between life in this country and other countries.</p>			

<p>Expressive arts</p> <p>Creating with materials</p>	<p>We will be looking at the Artist's Andy Goldsworthy, Van Gogh/Monet Anthony Gormley.</p> <p>We will be creating our own sculptures using natural materials.</p> <p>Our 3-4 year olds will create closed shapes with continuous lines, they will draw with increasing detail.</p> <p>Our 4-5 year olds will explore, use and refine a variety of artistic effects</p>	<p>Spring 1: We will create our own 3D rockets</p> <p>Spring 2: We will be learning about the artist Monet and we will create our own version of Monet Water lilies. The children will be showing and exploring colour.</p> <p>Our 3-4 year olds will develop their own ideas and decide which materials to use to express them.</p> <p>Our 4-5 year olds will return to and build on previous learning, refining their ideas and developing them.</p>	<p>We will design, label and then create our own junk model animals using a range of materials. We will be able to explain why we have used different materials and amend our design as we go. We will reflect on our design and describe what worked well and what we could improve on.</p> <p>We will be learning about the artist Matisse as we make our own art</p> <p>We will create our own animals using clay. Our 3-4 year olds will join different materials and explore different textures. They will draw with increasing complexity and detail</p> <p>Our 4-5 year olds will create collaboratively sharing ideas, resources and skills.</p>
<p>Being imaginative and expressive</p>	<p>We will re-enact traditional stories, sing nursery rhymes and action rhymes. We will put on a nativity performance to parents and the rest of the school.</p> <p>We will attend a performance live at a theatre.</p>	<p>We will sing the nursery rhyme Twinkle Twinkle Little Star, encouraging children to use instruments to add twinkly sound effects.</p>	<p>We will learn and listen to rhymes 'Spider in the Bath, Incy Wincy Spider and Wiggly Woo'.</p>

Early Learning Goals - for the end of the year - Holistic / best fit Judgement!

Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
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<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns</p> <p>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,</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and</p>	
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