



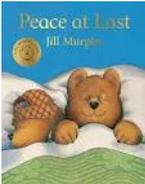
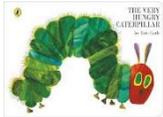
EYFS: Preschool Curriculum Map

Colleshill C of E Primary School's Reception Curriculum document displays the progression of knowledge and skills throughout the year. Outcomes for each area of learning are taken from the Educational Programmes stated within the [Statutory Framework for the Early Years Foundation Stage](#). This document, in addition to [Birth to 5 Matters](#), is used to ensure that learning and developmental needs are met across all areas of learning. Our curriculum reflects age-related expectations at key points over the year. However, we are mindful that all children have unique starting points. Therefore, we assess them using the [Birth to 5 Matters](#) guidance and then adapt our curriculum accordingly to meet their individual needs. Progression from both Nursery and Reception to Year 1 and beyond have been considered to ensure curriculum coverage so that each child thrives on their individual educational journey through our school.

	Autumn		Spring 1	Spring 2	Summer 1	Summer 2
	Baseline/ settling in (3-4 weeks)					
Big Question	What makes me special and unique?	What does celebration mean to me?	Who is significant to me?	What does it mean to grow?	What lives in our garden?	What is around me in Colleshill?
Theme & possible directions of child-led interest	Marvellous Me: Me, family, friends, diversity, animals, pets, feelings, school	Celebrations: Autumn seasonal changes, Harvest festival, light and dark, bonfire night, Diwali, stars, the moon, Christmas	My Community: Activities I do/ groups I belong to in the community Places I visit in the community	Growing & New Life: Plants, growing, senses, healthy eating, cooking, fruit and vegetables,	Growing and New Life: Insects, minibeast, weather	Journeys: Transport, trains, boats, buses, maps, tickets

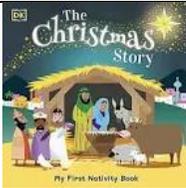
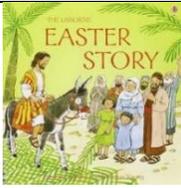
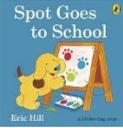
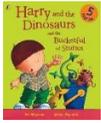
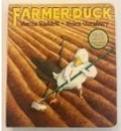
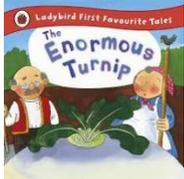
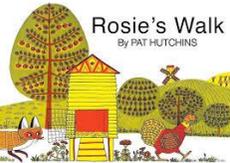
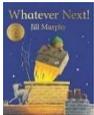
Our Curriculum Driver

Reading is at the heart of our curriculum. Key texts become a springboard for inspiring cross-curricular learning, embedding imagination and a love of reading at the core of our curriculum. The vehicle text stimulates talking, thinking and learning and serves as a way of creating connections across the curriculum.

Vehicle Text/s	 The Colour Monster	 The Christmas Story	 We're Going on a Bear Hunt	 The Easter Story	 Where oh where is Rosie's Chick?	 The Gingerbread Man



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	 <p>I don't want to wash my hands</p>  <p>Leaf Man</p>					
<p>Enhancement Texts</p>	<p>Spot Goes to School</p>  <p>Harry and the Bucketful of Dinosaurs</p> 	<p>A Walk in the Woods</p>  <p>Little Red Riding Hood</p> 	<p>What the Ladybird Heard</p>  <p>Farmer Duck</p> 	<p>We're Going on an Egg Hunt</p>  <p>The enormous turnip</p> 	<p>Rosie's walk</p>  <p>We are shapes</p> 	<p>The Little Red Hen</p>  <p>Whatever Next?</p> 

Educational Programme: Communication and Language (Prime Area)

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Communication and Language



'time to talk'™

Time to talk is our strategy for supporting the development of speech, language and communication skills. A communication friendly environment, alongside quality interactions between children and practitioners are at the core of progress in communication and language and permeate daily play, teaching and learning. Children are assessed through observation and interventions are planned in for those children requiring additional support.

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Listening and Attention	Understanding	Speaking
<p>Range 4</p> <ul style="list-style-type: none"> • Listens with interest to the noises adults make when they read stories • Recognises and responds to many familiar sounds, e.g. turning to a knock on the door, looking at or going to the door • Shows interest in play with sounds, songs and rhymes • Single channelled attention; can shift to a different task if attention fully obtained – using child’s name helps focus. <p>Range 5</p> <ul style="list-style-type: none"> • Listens to others in one-to-one or small groups, when conversation interests them • Listens with interest to the noises adults make when they read stories • Shows interest in play with sounds, songs and rhymes • Listens to familiar stories with increasing attention and recall • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories • Focusing attention – can still listen or do, but can change their own focus of attention • Is able to follow directions (if not intently focused) 	<p>Range 4</p> <ul style="list-style-type: none"> • Identifies action words by following simple instructions, e.g. <i>Show me jumping</i> • Beginning to understand more complex sentences, e.g. <i>Put your toys away and then sit on the carpet</i> • Understands <i>who, what, where</i> in simple questions (e.g. <i>Who’s that? Who can? What’s that? Where is?</i>) • Developing understanding of simple concepts (e.g. <i>fast/slow, good/bad</i>) <p>Range 5</p> <ul style="list-style-type: none"> • Beginning to understand why and how questions • Understands <i>who, what, where</i> in simple questions (e.g. <i>Who’s that? Who can? What’s that? Where is?</i>) • Developing understanding of simple concepts (e.g. <i>fast/slow, good/bad</i>) 	<p>Range 4</p> <ul style="list-style-type: none"> • Uses language to share feelings, experiences and thoughts • Holds a conversation, jumping from topic to topic • Learns new words very rapidly and is able to use them in communicating • Uses a variety of questions (e.g. <i>what, where, who</i>) • Uses longer sentences (e.g. <i>Mummy gonna work</i>) • Beginning to use word endings (e.g. <i>going, cats</i>) <p>Range 5</p> <ul style="list-style-type: none"> • Talks more extensively about things that are of particular importance to them • Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>) • Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i> • Builds up vocabulary that reflects the breadth of their experiences • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words • Uses language to share feelings, experiences and thoughts • Beginning to use word endings (e.g. <i>going, cats</i>)

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Educational Programme: Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interactions 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.

Ongoing	Children enter Nursery with varying background experiences and starting points in their personal, social and emotional development and we recognise that these skills take feelings of belonging, safety, trust time and strong relationships in order for the child to make progress. The following skills will be practised through established classroom routines, continuous provision and skilful interaction from the practitioner to move their learning and development forward	
	<p style="text-align: center;">Range 4</p> <ul style="list-style-type: none"> • Is becoming more able to separate from their close carers and explore new situations with support and encouragement from another familiar adult • Shows empathy and concern for people who are special to them by partially matching others’ feelings with their own, e.g. may offer a child a toy they know they like • Seeks out others to share experiences with and may choose to play with a familiar friend or a child who has similar interest. • Is beginning to be able to cooperate in favourable situations, such as with familiar people and environments and when free from anxiety. 	<p style="text-align: center;">Range 5</p> <ul style="list-style-type: none"> • Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings • Shows their confidence and self-esteem through being outgoing towards people, taking risks and trying new things or new social situations and being able to express their needs and ask adults for help • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play • Seeks out companionship with adults and other children, sharing experiences and play ideas • Expresses a wide range of feelings in their interactions with others and through their behaviour and play, including excitement and anxiety, guilt and self-doubt • Is more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others’ feelings
<p>Self-Regulation is taught through ‘The Colour Monster’ (feeding into the Zones of Regulation in Reception), developing an understanding of emotion through relating it to colour, expanding use of vocabulary and linking to self-regulation strategies. The Colour Monster is intentionally a key text for Autumn 1 to prioritise self-regulation and is then part of universal provision throughout the year.</p> <p>Summer 2 PSED focus is supporting transition to school/reception through visits from new teacher and visits to new classroom.</p>		

Educational Programme: Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability,

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balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Continuous Provision	<p>In their daily play, children continually practise and strengthen their gross and fine motor control throughout the indoor and outdoor learning environment (continuous provision). Children enter Preschool with varying starting points in their physical development and we recognise that building muscle to achieve control over movement takes time, repetition and practise. The following skills will be practised through continuous provision and skilful interaction from the practitioner to move their learning and development forward:</p>	
	<p>Physical Development</p> <p>Range 4</p> <ul style="list-style-type: none"> • Sits comfortably on a chair with both feet on the ground • Runs safely on whole foot • Moves in response to music, or rhythms played on instruments such as drums or shakers • Jumps up into the air with both feet leaving the floor and can jump forward a small distance • Begins to walk, run and climb on different levels and surfaces • Begins to understand and choose different ways of moving • Kicks a stationary ball with either foot, throws a ball with increasing force and accuracy and starts to catch a large ball by using two hands and their chest to trap it • May be beginning to show preference for dominant hand and/or leg/foot • Turns pages in a book, sometimes several at once • Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools • Holds mark-making tools with thumb and all fingers <p>Range 5</p> <ul style="list-style-type: none"> • Climbs stairs, steps and moves across climbing equipment using alternate feet. Maintains balance using hands and body to stabilise • Walks down steps or slopes whilst carrying a small object, maintaining balance and stability • Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles • Can balance on one foot or in a squat momentarily, shifting body weight to improve stability 	<p>Health and Self-Care</p> <p>Range 4</p> <ul style="list-style-type: none"> • Very energetic in short bursts and needs time for rest and calm with at least three hours of a day of exercise including moderate- to vigorous-intensity physical activity, spread throughout the day • Needs to sleep for 10–13 hours in a 24-hour period which may include a nap, with regular sleep and wake-up times • Feeds self competently • Develops some independence in self-care and shows an awareness of routines such as handwashing or teeth cleaning but still often needs adult support • Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet • Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots • Begins to recognise danger and seeks the support and comfort of significant adults • Can increasingly express their thoughts and emotions through words as well as continuing to use facial expressions <p>Range 5</p> <ul style="list-style-type: none"> • Eats a healthy range of food and understands need for variety in food • Feeds self competently • Develops increasing understanding of and control of the bowel and bladder urges and starts to communicate their need for the preferred choice of potty or toilet • Able to help with and increasingly independently put on and take off simple clothing items such as hats, unzipped jackets, wellington boots

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	<ul style="list-style-type: none"> • Can grasp and release with two hands to throw and catch a large ball, beanbag or an object • Creates lines and circles pivoting from the shoulder and elbow • Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons 	<ul style="list-style-type: none"> • Observes and can describe in words or actions the effects of physical activity on their bodies. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom 	
Fine Motor	<p>Dough Disco</p> <ul style="list-style-type: none"> -Ball -Sausage -Pancake -Pinch -Squeeze -Poke 	<p>Squiggle Whilst you Wiggle</p> <ul style="list-style-type: none"> -‘up and down’ -curves ‘over’, ‘under’ -side to side ‘across’ (crossing the midline) -circles ‘round and round’ -crosses -spirals, waves and figures of 8 	<p>Wiggle me into a Squiggler</p> <ul style="list-style-type: none"> -‘up and down’ -curves ‘over’, ‘under’ -side to side ‘across’ (crossing the midline) -circles ‘round and round’ -crosses -spirals, waves and figures of 8
Gross Motor	<p>Continuous opportunities for gross motor movements through outdoor provision. In addition, activities are planned using ‘Let’s Get Physical and Ready to Write’, which designs activities around Core Stability, Upper Body Strength, Crossing the Mid-Line, Bi-Lateral Co-ordination.</p> <p>Parachute play is excellent for early years gross motor development because it encourages whole-body movement, coordination, and strength. Children engage in activities including lifting, shaking, and running under the parachute, which build arm, leg, and core muscles.</p>		

Educational Programme: Literacy (Specific Area)

Reading is at the heart of our curriculum. Key texts become a springboard for inspiring cross-curricular learning, embedding imagination and a love of reading at the core of our curriculum. The vehicle text stimulates talking, thinking and learning. 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 involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. In Nursery this element involves developing the listening awareness of sounds. **Writing** involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

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Poetry & Rhyme	Pre-School Hello Song 5 Children In The New Classroom 1,2,3,4,5 Once I Caught A Fish Alive	5 Fire Fighters I'm A Little Hedgehog 5 Shiny Conkers 5 Tiny Acorns	5 Little Bears Went Walking One Day Row Row Row Your Boat 5 Little Ducks Went Swimming One Day	5 Little Peas In A Pea Pod Press Hickory Dickory Dock Round And Round The Garden	Old Macdonald Had A Farm 5 Little Speckled Frogs There's A Worm At The Bottom Of The Garden	The Gingerbread Man
Phonics	Time to Talk 'Chatter Matters' programme	<div style="text-align: center;">  <p>We follow Sound!Start Synthetic Phonics Programme which begins in Nursery with Phase 1 Letters and Sounds plus visual and auditory memory games as foundational preparation for Reception.</p> </div>				
Writing	Foundational to developing pre-writing skills in preschool, is strengthening gross and fine motor control and practising through mark making. There are ongoing opportunities for mark making throughout continuous provision and through strong links with Expressive Arts programme. <ul style="list-style-type: none"> • Distinguishes between the different marks they make • Enjoys drawing and writing on paper, on screen and on different textures, such as in sand or playdough and through using touch-screen technology. • Makes up stories, play scenarios, and drawings in response to experiences • Sometimes gives meaning to their drawings and paintings • Ascribes meanings to signs, symbols and words that they see in different places, including those they make themselves • Includes mark making and early writing in their play • Imitates adults' writing by making continuous lines of shapes and symbols (early writing) from left to right • Attempts to write their own name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes • Begins to make letter-type shapes to represent the initial sound of their name and other familiar word 					

Educational Programme: Mathematics

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 ten-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.

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Yearly overview

The yearly overview provides an at-a-glance progression of the mathematical areas and concepts throughout the nursery scheme. The 24 blocks can be accessed at any stage of children starting nursery. Timings are flexible to allow you to start the progression where developmentally appropriate as well as with children starting nursery in different intakes through the year or longer.



Comparison 1	Shape, space and measure 1	Pattern 1	Counting 1	Counting 2	Subitising 1
More than, fewer than, same	Explore and build with shapes and objects	Explore repeats	Hear and say number names	Begin to order number names	I see 1, 2, 3
Pattern 2	Shape, space and measure 2	Subitising 2	Counting 3	Shape, space and measure 3	Pattern 3
Join in with repeats	Explore position and space	Show me 1, 2, 3	Move and label 1, 2, 3	Explore position and routes	Explore patterns
Counting 4	Shape, space and measure 4	Subitising 3	Comparison 2	Pattern 4	Shape, space and measure 5
Take and give 1, 2, 3	Match, talk, push and pull	Talk about dots	Compare and sort collections	Lead on own repeats	Start to puzzle
Pattern 5	Subitising 4	Counting 5	Pattern 6	Counting 6	Comparison 3
Making patterns together	Make games and actions	Show me 5	My own pattern	Stop at 1, 2, 3, 4, 5	Match, sort, compare

We recognise that many of our preschool children start preschool with different levels of knowledge and understanding, particularly in maths, based on their previous experience.

We use White Rose Maths Nursery planning in order to prepare children for Reception. Reference will be made to the sequencing and progression within Birth to 5 Matters as well as learningtrajectories.org to ensure effective small step sequencing through mathematical skills and that children's understanding is deepened and challenged as appropriate.

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Educational Programme: Understanding of the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. 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.

Peop

Significant Figures of Focus:

- Showing an interest in people who are familiar to me
- Shows interest in different occupations and ways of life indoors and outdoors

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Community Links / Enrichment Experiences	<ul style="list-style-type: none"> • Class Teacher • Teaching Assistant • Cooks • EY lead 	<ul style="list-style-type: none"> • Headteacher • Deputy Headteacher 	<ul style="list-style-type: none"> • St Peter & St Paul's Vicar • The dentist • The hairdresser/barber • The doctor • Librarian at Coleshill 	<ul style="list-style-type: none"> • Farmer Plumb 	<ul style="list-style-type: none"> • Vet 	<ul style="list-style-type: none"> • Reception Class teachers • Reception Teaching Assistants 	
	<p>Significant Events of Focus: <i>(reviewed annually to reflect the cohort community)</i></p> <ul style="list-style-type: none"> • Recognises and describes special times or events for family or friends • Remembers and talks about significant events in their own experience 						
	<ul style="list-style-type: none"> • Birthdays • Harvest 	<ul style="list-style-type: none"> • Diwali • Christmas • Remembrance Day • Bonfire Night 	<ul style="list-style-type: none"> • New Year • Pancake Day/Lent • Chinese New Year • Number day 	<ul style="list-style-type: none"> • Easter • Mother's Day • World Book Day 		<ul style="list-style-type: none"> • Father's Day • Sports Day • End of the Year/ Moving On 	
	<p>Significant Events to be used as a learning opportunity during the year as they become relevant</p> <ul style="list-style-type: none"> • Reflection on People who are important to us, celebrations and family customs such as birthdays, christenings, new babies. • Discussion of past and present events in our own lives and activities the children may have completed with their friends and families • Differences between ourselves and others and how things are different/similar to how they were in the past e.g. <p> <ul style="list-style-type: none"> • becoming a brother / sister • wedding • moving house • death of a pet • christening/ baptism • going on holiday (link to geography: maps, cultures, weather) </p>						
	<ul style="list-style-type: none"> • Photos from home • Changing Seasons: Autumn walk in the park to collect leaves, conkers, acorns • Celebrating Harvest • Cooking: Making Soup 	<ul style="list-style-type: none"> • Nativity Songs at carehome • School Nativity performance • Cooking: making cakes 	<ul style="list-style-type: none"> • Local Walk: Listening walk • Post box Talking about things I do/ grps I belong to in the community: <ul style="list-style-type: none"> -dance -squirrels -gymnastics -swimming -Sunday school/church • Bear Hunt around the school grounds • Cooking: Making pancakes • Taking Food for Chinese New Year 	<ul style="list-style-type: none"> • Changing Seasons: Spring including Local walk for Farm Visit - New life/Baby animals • Growing - planting vegetables/ salad in the garden • Cooking: Making hot cross buns 	<ul style="list-style-type: none"> • Cooking: making salad with items from the garden • Local Walk: visit to pet shop 	<ul style="list-style-type: none"> • Local walk: Litter picking (Eco Council Members to support) 	
Parental Involvement	Meet the teacher	Parent Consultation EYFS Nativity		Parent Consultation Mother's Day Celebration		Sports Day Father's Day Celebration	

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Religious Education	<p>Initial routines / knowledge of starting school Children will learn</p> <ul style="list-style-type: none"> • Our lunchtime and school prayer • The reflection area is somewhere quiet they can go and reflect, think, pray • Christians pray to God and sing songs to worship <p>-----</p> <p>Understanding Christianity Creation</p> <p>Harvest Festival Children will know that</p> <ul style="list-style-type: none"> • Christians thank God for the harvest • Christians go to church to celebrate harvest 	<p>Understanding Christianity Incarnation</p> <p>Children will know that:</p> <ul style="list-style-type: none"> • Christians celebrate Christmas as the birth of Jesus Christ • the nativity is the story of Jesus' birth • Christians go to church to celebrate Christmas <p>-----</p> <p>Diwali</p> <ul style="list-style-type: none"> • Hindus celebrate the festival of Lights – Diwali. • Hindus go to the temple • Hindus celebrate with candles and special food. 	<p>Understanding Christianity:</p> <p>Understanding new life at Easter Shrove Tuesday marks the beginning of Lent, celebrated through pancake day.</p> <p>Children will explore different ways that people celebrate at Easter</p> <ul style="list-style-type: none"> • Christians go to church to celebrate Easter • The cross represents Jesus' love and we can find the cross in church, in our reflection area, on hot cross buns. • Christians show Jesus' love to each other, eg using our school value of kindness • Christians believe Jesus came to show God's love. 		<p>Understanding Christianity Creation</p> <p>Children will know that:</p> <ul style="list-style-type: none"> • Christians believe God is the creator of the universe. • Christians believe God made our wonderful world and so we should look after it. • Children will have explored the Creation Story in the Bible
	Ongoing RE	<p>See significant events above, to be capitalised on during the year</p> <ul style="list-style-type: none"> • Celebrations through the year with enhancements through provision • Recall simple stories connected with a festival from another faith • Talk about things they find interest, puzzling or wonderful and also about their own experiences and feelings about the world 			
The World	<p>Identifying that we are all different, noticing similarities and differences such as hair and eyes compared to peers.</p>	<p>Developing an understanding of growth, decay and changes over time</p> <p>-Autumn</p> <p>What is happening to our trees?</p> <ul style="list-style-type: none"> • How do the leaves look/feel/smell? • Caring for animals on bonfire night. 	<p>Developing an understanding of growth, decay and changes over time</p> <p>-Winter</p> <ul style="list-style-type: none"> • What do we need to wear during this season? • How is winter affecting the animals/plants/trees? 	<p>Developing an understanding of growth, decay and changes over time</p> <p>-Spring</p> <ul style="list-style-type: none"> • Shows care and concern for living things and the environment • Begin to understand the effect their behaviour can have on the environment • Walks around the school grounds, listening walks and local area looking and listening. • How is spring affecting the animals/plants/trees? 	<p>Developing an understanding of growth, decay and changes over time</p> <p>-Summer</p> <ul style="list-style-type: none"> • Begin to understand the effect their behaviour can have on the environment (showing respect for our environment e.g.

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		<ul style="list-style-type: none"> • What do animals do when they are cold? 			through tidying, watering, caring for our garden)
<p>Ongoing throughout the year The Learning Environment will naturally give rise to playing, exploring and teaching of scientific investigation and vocabulary such as in the areas exemplified below, <i>encouraging children to comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</i></p> <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Talks about why things happen and how things work 					
<p>Healthy Eating Discussions during snack/ lunch time, PE lessons</p> <p>Vocab: Healthy, unhealthy, balance, sleep, safe, bodies, exercise.</p> <p>My Body During self-care activities such as handwashing, toileting, care when hurt</p> <p>Vocab: body parts, including when being supported with intimate care show understanding of penis, vulva, bottom (link to safeguarding curriculum).</p>		<p>Seasons/Environments <i>Talk about what is happening outside. Introducing sounds and textures to represent the weather</i></p> <p>Vocab: Weather (Sun/rain/cold/warm/ice/frosty) Autumn, Winter, Spring, Summer. Same/different.</p> <p>Materials/ Changing States Explore through exploration of natural materials, making playdough for use during the week or through cooking activities e.g. learning about the characteristics of liquids and solids by encouraging curiosity during cooking activities or when observing ice outdoors.</p> <p>Vocab: rough, smooth, wet, dry,</p>		<p>Living Things / Animals Looking after and caring for the guinea pigs</p> <p>Vocab: plants, flowers, animals, seeds, soil, grow, respect, minibeast, insect</p> <p>Investigations Discussions through natural exploration of materials in the in/outdoor area (eg soil, ice, dough)</p> <ul style="list-style-type: none"> • What has happened? • Why do you think that has happened? • What is the same/different? • What can you see/hear/feel? • I wonder if... 	
<p align="center">Educational Programme: Expressive Arts</p> <p>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.</p>					
<p>Continuous Provision</p>	<ul style="list-style-type: none"> • Engages in imaginative play based on own ideas or first-hand or peer experiences. • Uses available resources to create props or creates imaginary ones to support play • Plays alongside other children who are engaged in the same theme 				

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Ongoing opportunities through continuous provision in indoor and outdoor provision to strengthen and practise knowledge and skills:

Building areas for construction

Playdough area

Mud Kitchen

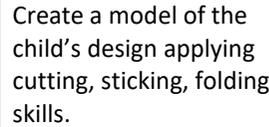
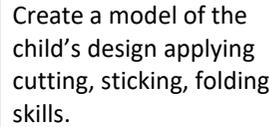
Art workshop area

Home Corner Role Play

Small World Imaginative Play

Transient Art

See also strong links with Physical Development, Fine Motor control, where we are seeking opportunities to strengthen finger muscles and practise pencil grip.

Art	<p>Ongoing opportunities through continuous provision in indoor and outdoor provision to strengthen and practise knowledge and skills:</p> <p>Building areas for construction Playdough area Mud Kitchen</p> <p>Art workshop area Home Corner Role Play Small World Imaginative Play</p> <p>Transient Art</p> <p>See also strong links with Physical Development, Fine Motor control, where we are seeking opportunities to strengthen finger muscles and practise pencil grip.</p>					
	Art Skills focus: Painting:	Art Skills focus: Printing	Art Skills focus: Drawing:	Art Skills focus: Collage	Art Skills focus: Sculpture	Art Skills focus: Sculpture
Colour study: primary colours, moving onto mixing green, purple, orange, grey	Shape study: link to Maths shape and pattern.	Line Study: link to Squiggle whilst you wiggle	Texture Study: link to understanding of the world: Investigate different ways of sticking (pva, flour and water, pritt stick). Link to Maths.	Form Study: link to skills developed in Dough Disco	3D construction Study: link to maths	3D construction Study: link to maths
<ul style="list-style-type: none"> • Moving paint around in different ways • Exploring other tools for painting (eg fingers, brushes, sponges, rollers) • Exploring mixing colours • Adding textures to paint 	<ul style="list-style-type: none"> • Exploring Shape • Random patterns • Simple AB pattern (eg red, yellow) 	<ul style="list-style-type: none"> • Exploring lines • Making and describing different lines 	<ul style="list-style-type: none"> • Cutting • Choosing, arranging, sticking • Sorting, classifying, matching (by colour, shape) 	<ul style="list-style-type: none"> • Exploring dough of different consistencies (see Allistair-Bryce Clegg dough recipes), plasticine, clay • Adding pattern and texture to clay through printing with different shapes/textures • Exploring 3D shape and form using natural materials • Exploring Junk Modelling using tape, glue, folding, cutting 	<ul style="list-style-type: none"> • Explore junk modelling using skills practised through the year: cutting, folding, sticking 	<ul style="list-style-type: none"> • Explore junk modelling using skills practised through the year: cutting, folding, sticking
Vocab: soft, hard, prepositions of up, down, round, swirl, mix, round and round, colour names, thick, rough, smooth	Vocab: shape names, curved, straight, round,	Vocab: up, down, over, under, round, long, short, wiggly, straight	Vocab: next to, on top, above, below, smooth, rough, spiky, soft, dry, wet, gooey	Vocab: smooth, cold, light, heavy, pull, pinch, twist	Vocab: push, pull, higher, lower, fold, balance, press, cuboid, cylinder	Vocab: push, pull, higher, lower, fold, balance, press, cuboid, cylinder
Artist: Gillian Ayres, Peaceful Folds	Artist: Aboriginal art (random patterns eg exploring shape/pattern with circles)	Artist: Joan Miro, Figures and Dog in Front of the Sun	Artist: African textiles (lines and strips) and tartan patterns	Artist: Andy Goldsworthy,	Masterpiece: Create a model of the child's design applying cutting, sticking, folding skills.	Masterpiece: Create a model of the child's design applying cutting, sticking, folding skills.
						
Further links: The Line by Paula Bossio https://www.youtube.com/watch?v=aoF9oLN8oKc		Masterpiece: Create a line drawing self-portrait	Masterpiece: Create a line drawing self-portrait	Masterpiece: Create a model of the child's design applying cutting, sticking, folding skills.	Masterpiece: Create a model of the child's design applying cutting, sticking, folding skills.	Masterpiece: Create a model of the child's design applying cutting, sticking, folding skills.

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	 <p>'inspired by Welsh Landscape'</p>  <p>Masterpiece: Using our knowledge of colour to explore straight lines or round circles in the style of Gillian Ayres</p>	<p>Examples of Christmas wrapping paper designs, or wallpaper border patterns</p> <p>Masterpiece: create wrapping paper for Christmas presents applying knowledge of shape and pattern</p>	<p>Lines that Wiggle (Vooks narrated storybooks) https://www.youtube.com/watch?v=3UDqx4OQoMk</p> <p>Kandinsky Landscapes link to 'We're going on a bear hunt' settings to inspire art work around the story (eg forest, water)</p>	<p>Masterpiece: Create a minibeast in the style of Matisse using collage skills</p>	<p>'Hollywood Hullabaloo'</p>  <p>Masterpiece: Create a transient art piece applying knowledge of shape, form and pattern in style of Goldsworthy.</p>	
<p>Music</p>	<ul style="list-style-type: none"> • 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. • Uses movement and sounds to express experiences, expertise, ideas and feelings • Experiments and creates movement in response to music, stories and ideas • Sings to self and makes up simple songs • Creates sounds, movements, drawings to accompany stories 					