



FOCUS FOR TERM

ONGOING LEARNING FOCUS

Nursery - Sunbeams Class-(2 -3 Years) (Baseline Assessment carried out as children join)

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

WELL-BEING & Behaviour For Learning

Area of Learning	Theme 1 Me and My Family 	Theme 2 Houses and Homes 	Theme 3 Winter 	Theme 4 Spring 	Theme 5 Animals 	Theme 6 
<p>This will cover the whole of the EYFS curriculum, activities covering all areas inside and outside will be provided through a variety of teacher led and child initiated activities, providing opportunities for children to embed, explore and extend their learning.</p> <p>Next steps will be established as will the children's</p>	<p>Me and My Family</p> <p>Children bring in photos of their families/special people to them.</p> <p>Vocabulary - baby, Mum, Dad, sister, brother, Grandma, Grandad, Nanny etc</p> <p>Getting to know keyworker/Staff/peers</p> <p>Becoming familiar with the routine of the session.</p> <p>Walks - getting to know school/outside areas.</p> <p>Plant some bulbs for spring.</p>	<p>Houses and Homes (Autumn/Christmas)</p> <p>Autumn walk - playing in leaves, collecting leaves, painting the leaves.</p> <p>Fireworks - exploring with paint using large paint brushes</p> <p>Looking and using senses to investigate conkers, pumpkins, squashes.</p> <p>Getting coats, wellies etc ready to go and explore outside. Experience different weather conditions.</p> <p>Building towers, houses out of different media. (Large cardboard boxes)</p> <p>Introduce vocab house, garden, bedroom,</p>	<p>Winter</p> <p>fake snow, shaving foam, frozen ice with objects inside.</p> <p>Winter walk, playing outside in different weather conditions.</p> <p>Using cold paint colours - white, blue</p> <p>Playing with sticks.</p> <p>playdough - white - snowmen</p>	<p>Spring - The Farm</p> <p>Farm play - vocab animal names</p> <p>Spring walk - looking for signs of spring.</p> <p>Spring Flowers to paint, petals in water</p> <p>Planting some vegetables/Flowers</p>	<p>Jungle - The Zoo</p> <p>Zoo play - animal vocab lion, tiger, giraffe, zebra, elephant, monkey, snake etc</p> <p>Act out we are going on a lion hunt.</p>	<p>Minibeasts</p> <p>Go on a Minbeast hunt. Can children make a home for a minibeast? Introduce vocab worm, spider, caterpillar, woodlice, beetle, butterfly, wasp, bee</p>



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<p>interests, enabling activities to support learning in these areas to be provided.</p>		<p>bathroom, kitchen, toilet, roof, window etc. Christmas Activities</p>				
<p>Communication and Language Books will provide cross-curricular activities to support development and next steps.</p>	<p>I like myself - Karen Beaumont What I like about me! - Allia Zobel Nolan Marvelous Me: Inside and Out (All about Me) by Lisa Marie Bullard Chn will be read repetitive and favourite stories everyday following their interests/choices. They will listen and respond to the stories. They will sing songs with actions.</p>	<p>Brown bear, What do you see? - Eric Carle Dear Santa- Rod Campbell Chn will be read repetitive and favourite stories everyday following their interests/choices. They will listen and respond to the stories. They will sing songs with actions.</p>	<p>The Itsy Bitsy Snowman by Jeffrey Burton Fox's Socks - Julia Donaldson So Much - Trish Cooke Chn will be read repetitive and favourite stories everyday following their interests/choices. They will listen and respond to the stories. They will sing songs with actions.</p>	<p>Noisy Farm - Rod Campbell Dig Dig Digging - Margaret Mayo The Tiny Seed - Eric Carle Chn will be read repetitive and favourite stories everyday following their interests/choices. They will listen and respond to the stories. They will sing songs with actions.</p>	<p>Books: Dear Zoo Rumble in the jungle The lion who lost its roar We're going on a lion hunt Chn will be read repetitive and favourite stories everyday following their interests/choices. They will listen and respond to the stories. They will sing songs with actions.</p>	<p>The very busy spider - Eric Carle Snail Trail - Ruth Brown Mad about Minibeasts Chn will be read repetitive and favourite stories everyday following their interests/choices. They will listen and respond to the stories. They will sing songs with actions.</p>
<p>PSED EYFS Curriculum Development Matters. British Values Link to PSHE progression</p>	<p>Establishing a relationship with a keyworker. Separate from Main Carer consistently. Learning to share resources with their peers with adult support. Beginning to recognise their own and others feelings. Children will be scaffolded in making decisions and choices. They will be supported in following their interests. Children will learn through positive reinforcement that their actions have consequences. Children will be given the space to self sooth and seek comfort from familiar adults. This is ongoing throughout the year due to different start times. British Values are modelled through showing respect and kindness to others.</p>					
<p>Physical Development ongoing throughout the year</p>	<p>Gross Motor skills Opportunities for walking and running outside with hills, flat areas and different surfaces. Large play equipment, including climbing – e.g. loose part play, PE Equipment (gross motor development). Opportunities for children to choose and make safe choices e.g. tools Opportunities to move spontaneously to music e.g. cd players, music instruments, scarves, streamers, ribbons, musical games Role play (e.g. road layouts, den building, picnics)</p>					



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<p>Links to PE progression</p>	<p>Gross Motor exercises to music. Digging in the sandpit. Fine Motor Skills Provide opportunities to encourage children to explore books and turning pages Mark-making equipment indoors and outdoors to enable finger dexterity. Water/sand play/snack time - opportunities for pouring/filling. Funky finger activities e.g. dough gym, write dance, tweezers and marbles, threading.</p>					
<p>Literacy</p>	<p>Reading - Through sharing of Songs, Nursery Rhymes and Stories to widen children's story repertoire. Have an attractive book area where children and adults can enjoy books together. Adults find opportunities to tell and read stories to children, using puppets, soft toys, or real objects as props. Adults provide stories, pictures and puppets that allow children to experience and talk about how characters feel.</p> <hr/> <p>Writing - Through messy sensory play, children are encouraged to mark make and use their hands to develop fine motor skills. Develop gross motor skills to develop inner core strength and muscles. Children have the opportunities to complete fine motor activities to promote the development of their hand/eye co-ordination skills. Provide mark-making materials for children to explore.</p>					
<p>Nursery Rhymes to be taught</p>	<p>Learning Nursery Rhymes Hickory Dickory Dock Twinkle Twinkle Little Star The Grand Old Duke of York Outside - Ring a Ring a Roses, The Farmer's in his Den</p>	<p>Learning Nursery Rhymes Five Little Snowmen I'm a little teapot Miss Polly had a dolly Outside - Ring a Ring a Roses, The Farmer's in his Den</p>	<p>Learning Nursery Rhymes Baa Baa Black Sheep Round and Round the Garden like a Teddy Bear Five Little Ducks went swimming one day Outside - Ring a Ring a Roses, The Farmer's in his Den</p>	<p>Learning Nursery Rhymes Row Row Row your boat Humpty Dumpty 5 Little Monkeys Jumping on the bed Outside - Ring a Ring a Roses, The Farmer's in his Den</p>	<p>Learning Nursery Rhymes Incy Wincy Spider Five Little Monkeys Two Little Dickie birds Rehearse all previously learnt</p>	<p>Learning Nursery Rhymes Rehearse all previously learnt.</p>



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<p>Maths</p> <p>EYFS curriculum - Development Matters.</p> <p>Link to maths progression documents</p>	<p>Adults support and model the language of number through their interactions with children in the learning environment</p> <p>Singing number songs with props where items are added or taken away (5 currant buns, 5 little ducks etc)</p> <p>Using the language of number in children’s play and during snack time.</p> <p>Provide opportunities for children to manipulate and complete inset jigsaws.</p> <p>Using spatial words like ‘on top of’, ‘up’, ‘down’, ‘in’ and ‘through’ with children in their play.</p> <p>Begin to use comparing words like more, lots of and the same.</p> <p>Begin to say numbers in order, beginning to count on their fingers and noticing numerals.</p> <p>Opportunities for children to move their bodies and respond to positional language.</p>					
<p>Understanding the World</p> <p>Link to Geography progression document</p> <p>Link to History progression document</p> <p>Link to Science progression document</p> <p>Link to RE progression</p>	<p>Walks - getting to know school/outside areas - Forest, Pond, Field.</p> <p>Plant some bulbs for spring.</p> <p>Experiencing different weather by playing outside.</p> <p>Talking about Spiders and Spider webs as that is their home.</p>	<p>Experiencing different weather by playing outside.</p> <p>Looking and talking about leaves, changing colours and animals they find in their environment</p> <p>Pumpkins, Pine Cones, Conkers</p>	<p>Experiencing different weather by playing outside.</p> <p>Experiencing cold - ice - freezing objects in ice.</p> <p>Learning about what clothes to wear outside in Winter.</p> <p>Photos of Snow, snowmen and winter scenes.</p> <p>Making Bird Feeders.</p> <p>Small World - Farm</p> <p>Talking and learning farm animal names.</p>	<p>Experiencing different weather by playing outside.</p> <p>Gardening - planting seeds - Sunflowers, cress, Sweet Peas and vegetables.</p> <p>Observing and talking about Spring.</p> <p>Flowers that are growing.</p> <p>Talking and animals they find in their environment.</p>	<p>Experiencing different weather by playing outside.</p> <p>Children to experience a real animal - Tortoise coming to visit.</p> <p>Small World - Zoo</p> <p>Talking and learning Zoo animal names.</p>	<p>Experiencing different weather by playing outside.</p> <p>Go on a Minbeast hunt - talking and looking at the different insects they find.</p> <p>Introduce vocab worm, spider, caterpillar, woodlice, beetle, butterfly, wasp, bee</p> <p>Making Bug hotels</p>
<p>Expressive Arts and Design</p>	<p>Drawing & Painting: Use tools for mark making - inside and outside of the setting and on a large scale,</p>	<p>Drawing & Painting: Use tools for mark making inside and outside of the setting and on a large scale,</p>	<p>Drawing & Painting: Use tools for mark making inside and outside of the setting and on a large scale,</p>	<p>Drawing & Painting: Use tools for mark making inside and outside of the setting and on a large scale,</p>	<p>Drawing & Painting: Use tools for mark making inside and outside of the setting and on a large scale,</p>	<p>Drawing & Painting: Use tools for mark making inside and outside of the setting and on a large scale,</p>



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<p>Link to art and design progression documents</p> <p>Link to Music progression documents</p>	<p>felt pens, crayons, chalks, paint brushes with paint and water. Using hands and feet to mark make/paint. Painting 'portraits' of themselves and family. Introduce colour names. Printing: Printing with hands, feet 3D experiences: Encourage young children to explore materials/ resources finding out what they are/what they can do, and decide how they want to use them. Use plasticine, play dough, clay, adult supervised tearing, folding and gluing. Ongoing Provide a wide range of found materials ('junk') as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures. Collage: various resources for collage,</p>	<p>felt pens, crayons, chalks, paint brushes with paint and water. Printing: Printing with natural objects: leaves, cones. Collage: Create firework collage 3D experiences: Encourage young children to explore materials/ resources finding out what they are/what they can do, and decide how they want to use them. Use plasticine, play dough, clay, adult supervised tearing, folding and gluing. Ongoing Provide a wide range of found materials ('junk') as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures. Collage: various resources for collage, textured papers,</p>	<p>felt pens, crayons, chalks, paint brushes with paint and water. Large scale painting - winter scenes- white on black paper 3D- making clay and stick sculptures 3D experiences: Encourage young children to explore materials/ resources finding out what they are/what they can do, and decide how they want to use them. Use plasticine, play dough, clay, adult supervised tearing, folding and gluing. Ongoing Provide a wide range of found materials ('junk') as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures. Collage: various resources for collage, textured papers,</p>	<p>felt pens, crayons, chalks, paint brushes with paint and water. painting: mud paintings with textures 3D experiences: Encourage young children to explore materials/ resources finding out what they are/what they can do, and decide how they want to use them. Use plasticine, play dough, clay, adult supervised tearing, folding and gluing. Ongoing Provide a wide range of found materials ('junk') as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures. Collage: various resources for collage, textured papers, scrap paper etc ongoing</p>	<p>felt pens, crayons, chalks, paint brushes with paint and water. Printing: vegetable printing 3D: Junk modelling -animal homes 3D experiences: Encourage young children to explore materials/ resources finding out what they are/what they can do, and decide how they want to use them. Use plasticine, play dough, clay, adult supervised tearing, folding and gluing. Ongoing Provide a wide range of found materials ('junk') as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures. Collage: various resources for collage, textured papers,</p>	<p>felt pens, crayons, chalks, paint brushes with paint and water. 3D: playdough modelling, minibeast biscuits 3D experiences: Encourage young children to explore materials/ resources finding out what they are/what they can do, and decide how they want to use them. Use plasticine, play dough, clay, adult supervised tearing, folding and gluing. Ongoing Provide a wide range of found materials ('junk') as well as blocks, clay, soft wood, card, offcuts of fabrics and materials with different textures. Collage: various resources for collage, textured papers, scrap paper etc ongoing</p>
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	textured papers, scrap paper etc ongoing	scrap paper etc ongoing	scrap paper etc ongoing		scrap paper etc ongoing	
	<p>Throughout the year the children will explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups. Experience different tools for mark making inside and outside of the setting and on a large scale, felt pens, crayons, chalks, paint brushes with paint and water. Using hands and feet to mark make/paint. Introduce colour names.</p>					



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Preschool - Sun Class (Baseline Assessment carried out as children join)

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

WELL-BEING & Behaviour For Learning

Area of Learning	Theme 1 	Theme 2 	Theme 3 	Theme 4 	Theme 5 	Theme 6 
<p>This will cover the whole of the EYFS curriculum, activities covering all areas inside and outside will be provided through a variety of teacher led and child initiated activities, providing opportunities for children to embed, explore and extend their learning.</p> <p>Next steps will be established as will the children's</p>	<p>Magical Me & Autumn/Seasons</p> <p>Settling In - learning routines, rules, exploring setting etc</p> <p>Autumn - Autumn walk, leaves for season tree, art using pine- cones and leaf printing.</p> <p>All About Me/ Senses Drawing their family/ people who are important to them, body parts, senses.</p>	<p>Festivals - Fireworks - String painting firework pictures, chalk pictures</p> <p>Remembrance - Truffle Cases</p> <p>Poppy Pictures</p> <p>Christmas - Cards, Decorations & Gifts</p> <p>All About Me/Families</p> <p>Family Tree, Birthdays</p> <p>Diwali - Diwali lights, rice patterns</p>	<p>Winter - Winter Walk, Leaves for Season Tree</p> <p>Sorting and matching gloves, wellies</p> <p>Chinese New Year - Chinese objects, Chinese Food Tasting, Chinese Dragons, Lanterns</p> <p>Traditional Tales - 3 Little Pigs - Pig Masks, Story Sequencing, Pig Biscuits</p> <p>Little Red Hen - Joins in Stories,</p>	<p>Spring - Spring Walk, Blossom for Season Tree, Daffodil Pictures</p> <p>Easter - Easter Cards, Blank cards in role play area, blank cards on writing table, Easter Nests Cakes.</p> <p>Lifecycle of a Chick - Sequencing, Chick paintings, Living Eggs</p>	<p>Amazing Animals</p> <p>The World - Animals, Food, Culture - matching animals to habitat, size ordering animals, animal sorting, African objects, African Fruit Tasting,</p>	<p>Summer - Leaves and butterflies for season tree, summer walk</p> <p>Lifecycle of a Butterfly - story sequencing, caterpillar repeating patterns, Counting fingerprint butterflies, caterpillar biscuits, observing lifecycle in class.</p> <p>Mini Beasts - retell story, fingerprint ladybirds, which ladybird has more spots on wings, mini beast repeating</p>



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<p>interests, enabling activities to support learning in these areas to be provided.</p>			<p>Retells Stories, Team work, Making Bread, Red Hen handprint pictures The Gigantic Turnip - ordering animals, sequencing and retelling a story,</p>			<p>patterns. School Readiness - visit new teacher and class</p>
<p>Communication and Language Books will provide cross-curricular activities to support development and next steps.</p>	<p>Goat Goes to Nursery All Kinds of People It's Okay to be Different. What I like about me - Allia Zoebel-Nolan When Jelly had a Wobble Incredible you</p>	<p>The Family Book My world your world How Many Sleeps Till Christmas? <i>by Mark Sperring</i> Tales from Acorn Wood <i>Julia Donaldson, Axel Scheffler</i> <i>Aliens Love Panta Claus by Claire Freedman</i> The Queen's Present by Steve Antony</p>	<p>3 Little Pigs Little Red Hen The Gigantic Turnip Busy Chinese New Year The Runaway Wok: A Chinese New Year Tale Stickman</p>	<p>Chickens Aren't the Only Ones Ruth Heller The Gruffalo Pancakes, Pancakes - Eric Carle We're Going on an Egg Hunt: Board Book</p>	<p>Caterpillar's Wish The Very Hungry Caterpillar The Old Woman and the Red Pumpkin Rumble in the Jungle</p>	<p>Handa's Surprise What the Ladybird Heard</p>



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<p>PSED Jigsaw scheme.</p> <p>EYFS Curriculum Development Matters.</p> <p>British Values</p> <p>Link to PSHE progression</p>	<p>Opportunities to practise rules e.g. sharing, kind hands, team work, confidence to ask for help if needed, making friends.</p>	<p>Supporting to access resources independently. Ask for help if needed. Recall rules and boundaries with a little support.</p>	<p>Continue to gain in confidence Recall rules and boundaries Begin to be more independent when carrying out activities.</p>	<p>Begins to play cooperatively with others in small groups</p> <p>Understands the needs of others and that their actions can have consequences.</p>	<p>Can play in groups listening to others, continuing play by offering their own ideas</p> <p>Begins to solve conflicts with peers.</p>	<p>Can describe self in positive terms. Can express their feelings and understand the needs of others. Begins to solve conflicts with peers. School Readiness</p>
	<p>Rule of law. This is about learning to manage our own feelings and behaviour; about learning right from wrong; about behaving within agreed and clearly defined boundaries; about dealing with the consequences and sanctions.</p>	<p>Individual liberty We are helping them to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. We are giving children the time and space to explore the language of feelings and responsibility; reflect on their differences and understand that we are all free to have different opinions. P4C - Would you rather...</p>	<p>Mutual respect We learn to treat others as we want to be treated. How to be part of a community, manage our feelings and behaviour; and form relationships with others. To help children to appreciate and respect their own culture and the culture of others. We can help them explore similarities and differences between themselves and others; among families, faiths, communities, cultures and traditions; and to share and discuss practices, celebrations and experiences.</p>	<p>Tolerance of different faiths and beliefs For the children to truly learn the importance of tolerance, they need to be given lots of opportunities to practise tolerance and to challenge stereotypes. We can help them explore similarities and differences between themselves and others; among families, faiths, communities, cultures and traditions; and to share and discuss practices, celebrations and experiences.</p>	<p>Democracy To support children's personal, social and emotional development (PSED) by giving them opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they're going to use the resources you've made accessible to them. They are taking turns, sharing, collaborating and making decisions together: skills that are essential if we are to get on in the adult world.</p>	<p>Look at British Values together and the children having a greater understanding for: Democracy - making decisions together; Rule of law - understanding rules matter, as referred to in Personal, Social and Emotional development; Individual liberty - freedom for all; Mutual respect and tolerance - treat others as you want to be treated.</p>
<p>Physical Development</p>	<p>Throughout the Year</p>					



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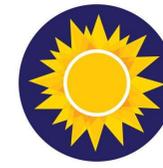
<p>Gross Motor Skills Develop postural control & gross motor control, Upper body & core strength, Crossing the midline, Coordinating both sides of the body at the same time Fine Motor Skills Hand and finger strength - Hand eye coordination - Object-manipulation/visual motor Links to PE progression</p>	<p>Move confidently in a range of different ways on different levels at varying speeds during multi-skills and outdoor provision Build up confidence when balancing during gymnastics and outdoor provision To be confident when mark making, holding tools appropriately and practising name writing throughout the whole year Become independent with toileting/coats/snack time Take thoughtful risks physically and to begin to see the limits of their own ability whilst not being hindered by 'I can't do that' adding 'yet' at the end of the statement. Develop confidence and capability by working on the 'laterality of the brain' basically the ability to cross the mid line and use both sides of the brain enabling motor memory development. Development of motor memory to encourage a dominance of hand development. Opportunities to mark make and form letters in a variety of mediums and scales. Dough Disco, Ribbon Dancing to music for Gross Motor Skills, Yoga, Large scale Mark Making, Pen disco</p> <p>Develop the overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and teamwork. 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 spoons. 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, coordination, and agility</p>					
<p>Literacy Daily activities inside and outside to mark make. Sharing Stories, Nursery Rhymes and Songs Weekly Library Book.</p>	<p>Early mark-making opportunities using a variety of media. Pattern Tracing Dough Disco to improve fine motor skills.</p>	<p>Nursery Rhymes & Songs. Listening to stories in large groups. Joining in with key phrases, recall key events. Writing Patterns Variety of mark making activities & media Cutting activities. Dough Disco</p>	<p>Writing Patterns Cutting with control along a line Ascribe Meaning to Marks Dough Disco to Build Fine Motor Skills</p>	<p>Phonemes and Actions Name Tracing Ascribe Meaning to Marks Beginning to Recognise Print in the Environment Dough Disco to Build Fine Motor Skills</p>	<p>Ascribe Meaning to Marks, Beginning to Write Names Can Recall Events in A Story, Begin to Predict What Might Happen Next Dough Disco to Build Fine Motor Skills</p>	<p>Beginning to form some patterns/letters Can Recall Events in a Story, Begin to Predict What Might Happen Next Dough Disco to Build Fine Motor Skills</p>



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	Environmental sounds. Listening to stories in small groups. Nursery Rhymes and Songs.	Environmental sounds. Listening to stories in small groups. Nursery Rhymes and Songs. Body Percussion. Instrumental Sounds & Sequences.	Listening to stories in small groups. Nursery Rhymes and Songs. Body Percussion. Instrumental Sounds & Sequences. Rhythm, following a beat, Voice Sounds, Clapping Syllables.	Rhythm and Beat, Sequences, Voice Sounds, Clapping Syllables, Name Initial Sound	Rhythm and Beat, Sequences, Voice Sounds, Clapping Syllables, Name Initial Sound, Blending & Segmenting, Phonemes & Actions RWI - for children starting school in Sept	Blending and Segmenting, Continue a Rhyming String, Phoneme & Actions RWI - for children starting school in Sept
Nursery Rhymes taught throughout the year.	Learning Nursery Rhymes Tommy Thumb - Where are you? Old Mother Hubbard Little Bo Peep Jack and Jill Little Jack Horner Outside Rhymes - Outside - Farmer's in his Den Outside - Ring a ring a Roses	Learning Nursery Rhymes Hickory Dickory Dock Twinkle Twinkle Little Star Five Fat Sausages in a Frying Pan Doctor Foster Outside - Here we go around the Mulberry Bush	Learning Nursery Rhymes Baa Baa Black Sheep Round and Round the Garden like a Teddy Bear Mary Mary Quite Contrary Hot Cross Buns (Depending on when Easter is!) It's raining it's pouring the old man is snoring. Outside - Lucy Locket	Learning Nursery Rhymes Row Row Row your boat The Old Grand Duke of York Humpty Dumpty 5 Little Monkeys Jumping on the bed Pat-a-cake Bakers Man	Learning Nursery Rhymes Little Miss Muffet Incy Wincy Spider Rehearse all previously learnt	Learning Nursery Rhymes Hey Diddle Diddle 1,2,3,4,5 Once I caught a fish alive Teddy bear Teddy bear Rehearse all previously learnt.



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<p>Maths</p> <p>EYFS curriculum – Development Matters.</p> <p>Link to maths progression documents</p>	<ul style="list-style-type: none"> Colours - Children should be taught to recognise and name colours in a variety of contexts Match - Provide opportunities for the children to explore and match objects which are the same. Sort - Children learn that collections can be sorted into sets based on attributes such as colour, size or shape. 	<p>Compare Amounts -</p> <p>Once children can confidently sort collections into sets they learn that these sets can be compared and ordered. They understand that when making comparisons a set can have more, the same or fewer than another set. More specific language such as tall, long, short can also be introduced.</p> <p>Simple Patterns - Children copy, continue and create their own patterns.</p>	<ul style="list-style-type: none"> Number Focus 1 - Children identify representations of 1, 2, 3. They subitise or count to find out how many and make their own collections of 1, 2 or 3 objects. They match the number names to quantities and numerals. They touch count in different arrangements and recognise the final number is the quantity of the set. Number blocks episode 1 Exploring different varieties of circles Weight Children may already have experience of weight through carrying heavy and light items. Number Focus - 2 Number blocks episode 2 	<ul style="list-style-type: none"> Number Focus 3 Children identify representations of 1, 2, 3. They subitise or count to find out how many and make their own collections of 1, 2 or 3 objects. Number blocks episode 3 Length and Height use more specific mathematical vocabulary in relation to Length - longer, shorter height - taller, shorter Breadth - wider, narrower Number Focus 4 Children count on and back to 4. Number blocks episode 4 	<ul style="list-style-type: none"> Number Focus 5 Children continue to subitise up to 5 items and to count forwards and backwards to 5 accurately using the counting principles. Number blocks episode 5 <p>One more/One less</p> <p>The children will use real objects to see that the quantity of a group can be changed by adding more. The first, then, now structure can be used to create mathematical stories in meaningful contexts.</p> <p>Shape</p> <p>The primary focus in relation shapes should be on the properties of shapes.</p>	<ul style="list-style-type: none"> My Day Children talk about night and day and order key events in their daily routines, such as waking up, coming to school, dinner, bed time. Capacity Positional Language Children need opportunities to be exposed to and to use the language of position and direction; <i>Position: 'in', 'on', 'under'. Direction: 'up', 'down', 'across'</i> Children also need opportunities to use terms which are relative: <i>'in front of, 'behind', 'on top of'</i>.
<p>Understanding the World</p>	<ul style="list-style-type: none"> Enrichment Activities - 	<ul style="list-style-type: none"> Enrichment Activities - 	<p>Enrichment Activities -</p> <ul style="list-style-type: none"> Winter Walk 	<ul style="list-style-type: none"> Enrichment Activities - 	<ul style="list-style-type: none"> Enrichment Activities - 	<ul style="list-style-type: none"> Enrichment Activities -



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[Link to Geography progression document](#)

[Link to History progression document](#)

[Link to Science progression document](#)

[Link to RE progression](#)

<ul style="list-style-type: none"> Autumn Walk (Forest School) Visit from Firefighter/Nurse/P CSO Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people. Begin to make sense of their own life-story and family's history Show interest in different occupations. 	<ul style="list-style-type: none"> Photos of their Family/People who are important to them. Repeat actions that have an effect. Explore materials with different properties. Explore natural materials, indoors and outside. Explore and respond to different natural phenomena in their setting and on trips. Make connections between the features of their family and other families. Notice differences between people. Begin to make sense of their own life-story and family's history Show interest in different occupations. 	<ul style="list-style-type: none"> Nativity Performance Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Explore how things work. Continue to develop positive attitudes about the differences between people. Show interest in different occupations. Plant seeds and care for growing plants. 	<ul style="list-style-type: none"> Signs of Spring seasonal walk Growing Plants Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Explore how things work. Understand the key features of the life cycle of a plant and an animal. Show interest in different occupations. 	<ul style="list-style-type: none"> Trip to the Zoo/Animal experience visiting Preschool Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> Caterpillars into Butterflies Growing Flowers Signs of Summer seasonal walk Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Talk about the differences between materials and changes they notice.
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Throughout the Year the children will understand the effect of changing seasons on the natural world around them
Describe what they see, hear, and feel whilst outside.



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ONGOING LEARNING FOCUS

<p>Expressive Arts and Design</p> <p>Link to art and design progression documents</p> <p>Link to Music progression documents</p>	<p>Printing - Leaf Printing and rubbing Drawing - Family/People who are important to them. Cooking - Playdoh, Rice Krispie Cakes, Sandwiches</p>	<p>Clay - Diva Lamps Firework - Large scale painting using different tools. (Mop heads, brushes) Christmas Crafts Cooking -Firework Biscuits, Firework Toast, Christmas Puddings</p>	<p>3D Modelling - Chinese Dragons Lanterns Cooking - Chinese food tasting Animal Biscuits Bread</p>	<p>Transient Art - Spring Pattern Printing - Eggs Drawing - Spring Flowers Cooking - Easter Treats</p>	<p>Printing - Fruit, Veg Patterns Textural Collage - make a jungle etc using different fabric/sand Cooking - African Fruit Tasting Fruit Salads</p>	<p>Butterfly symmetrical painting 3D Modelling - Making insects Cooking - Caterpillar Biscuits Prepare Food for Picnic. Ladybird Biscuits</p>
	<p>Throughout the Year the children will explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.</p>					
R.E	Autumn/Harvest	Christmas Diwali	Chinese New Year Valentines Day Mother's Day St Patrick's Day	Easter St Davids Day St Georges Day	Father's Day	Eid al-Adha



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Reception Long Term Plan 2025 -2026

Area of Learning	Theme 1 	Theme 2 	Theme 3 	Theme 4 	Theme 5 	Theme 6 
<p>Possible Themes/ Interests/ Lines of Enquiry</p> <p>All overlap in content</p>	<p>Magical Me & Autumn/Seasons</p> <p>All about me - photos (SETTLING)</p> <p>Autumn colours Hibernation Harvest Family Growing up - generations</p>	<p>CELEBRATIONS, AUTUMN AND WINTER</p> <p>Autumn Winter Arctic Lost and Found Snow Bears/Penguins Bonfire Night Christmas/Father Christmas story Christmas around the world</p>	<p>TRADITIONAL TALES HISTORY FOCUS</p> <p>Chinese New Year, China</p> <p>Cinderella, 3 Little Pigs, Goldilocks, Little Red Riding Hood, Jack and the Beanstalk, The Gingerbread Man etc.</p>	<p>PEOPLE WHO HELP US AND WHERE WE LIVE (Locality & weather/Spring/ new life & growth)</p> <p>Pancake Day Easter Lent Police, firefighters, nurses and doctors, teachers, ambulances Dentists - Oral Health Hygiene etc.</p>	<p>GROWING AND MINI BEASTS</p> <p>Life cycles - Frogs/butterfly/plants etc (continuation of new life and growth)</p> <p>Local Area Planting/Gardening</p>	<p>TRANSPORT AND HOLIDAYS</p> <p>Summer holidays (past and present) Hot places Rock pools Vehicles- past +present/travel</p>
<p>Communication and Language</p> <p>(Listening and attention, understanding and speaking)</p>	<p>Understand how to listen carefully and why listening is important. Engage in story times and non-fiction books. Listen attentively and respond to what they</p>	<p>Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.</p>	<p>Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books.</p>	<p>Describe events in some detail Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.</p>	<p>Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new</p>	<p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.</p>



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<p>Progression across the area of learning should achieve ELG</p>	<p>hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. Learn new vocabulary Use new vocabulary through the day</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Listen carefully and begin to learn simple stories, songs and rhymes.</p>	<p>Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teachers and songs, paying attention to how they sound.</p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</p>	<p>knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. vocabulary in different contexts</p>	<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
<p>Personal, Social and Emotional Development Jigsaw Scheme</p>	<p>Being Me in My World Self-identity Understanding feelings Being in a classroom</p>	<p>Celebrating Me Identifying talents Being special Families Where we live</p>	<p>Dreams and Goals Discussion about the Christmas holiday. Challenges Perseverance</p>	<p>Healthy Me Exercising bodies Physical activity Healthy food Sleep</p>	<p>Relationships Family life Friendships Breaking friendships Falling out</p>	<p>Changing Me Bodies Respecting my body Growing up Growth and change</p>



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<p>NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.</p> <p>British Values</p> <p>Link to PSHE progression</p>	<p>Being gentle Rights and responsibilities</p> <p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others, regulate behaviour accordingly. Work and play cooperatively and take turns with others Give focused attention to what the teacher says Self-Regulation Managing Self Building Relationships</p>	<p>Making friends Standing up for yourself Road Safety NSPCC PANTS Anti Bullying week</p> <p>See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others, regulate behaviour accordingly. Work and play cooperatively and take turns with others Give focused attention to what the teacher says Self-Regulation Managing Self Building Relationships</p>	<p>Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Be confident to try new activities</p> <p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>Keeping clean Safety - Medicines</p> <p>Manage own basic hygiene and personal needs. Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals Confident to try new activities, Explain the reasons for rules.</p> <p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>Dealing with bullying Being a good friend Stranger Danger</p> <p>Think about the perspectives of others. Manage their own needs. Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals Confident to try new activities, Explain the reasons for rules Manage own basic hygiene and personal needs</p> <p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>Fun and fears recycling/pollution, Sun and Water Safety</p> <p>Show sensitivity to their own and to others' needs</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the faces of challenge</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>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>
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	<p>Rule of law. This is about learning to manage our own feelings and behaviour; about learning right from wrong; about behaving within agreed and clearly defined boundaries; about dealing with the consequences and sanctions.</p>	<p>Individual liberty We are helping them to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. We are giving children the time and space to explore the language of feelings and responsibility; reflect on their differences and understand that we are all free to have different opinions. P4C - Would you rather...</p>	<p>Mutual respect We learn to treat others as we want to be treated. How to be part of a community, manage our feelings and behaviour; and form relationships with others. To help children to appreciate and respect their own culture and the culture of others. We can help them explore similarities and differences between themselves and others; among families, faiths, communities, cultures and traditions; and to share and discuss practices, celebrations and experiences.</p>	<p>Tolerance of different faiths and beliefs For the children to truly learn the importance of tolerance, they need to be given lots of opportunities to practise tolerance and to challenge stereotypes. We can help them explore similarities and differences between themselves and others; among families, faiths, communities, cultures and traditions; and to share and discuss practices, celebrations and experiences.</p>	<p>Democracy To support children's personal, social and emotional development (PSED) by giving them opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they're going to use the resources you've made accessible to them. They are taking turns, sharing, collaborating and making decisions together: skills that are essential if we are to get on in the adult world.</p>	<p>Look at British Values together and the children having a greater understanding for: Democracy - making decisions together; Rule of law - understanding rules matter, as referred to in Personal, Social and Emotional development; Individual liberty - freedom for all; Mutual respect and tolerance - treat others as you want to be treated.</p>
<p>Physical Development</p> <p>Links to PE progression</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,</p>	<p>Further develop and refine a range of dance skills. Develop confidence, competence, precision, and accuracy when</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating,</p>	<p>Combine different movements with ease and fluency</p> <p>Develop the foundations of a handwriting style</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside and in a group.</p>



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	<p>Develop fine motor skills- holding pencil correctly, using scissors etc</p> <p>Gross Motor Skills Fine Motor Skills</p>	<p>hopping, skipping, climbing.</p> <p>Develop fine motor skills- holding pencil correctly, using scissors etc</p> <p>Gross Motor Skills Fine Motor Skills</p>	<p>engaging in gymnastic activities</p> <p>Develop fine motor skills</p> <p>Gross Motor Skills Fine Motor Skills</p>	<p>toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>Gross Motor Skills Fine Motor Skills</p>	<p>which is fast, accurate and efficient.</p> <p>Gross Motor Skills Fine Motor Skills</p>	<p>Gross Motor Skills Fine Motor Skills</p>
	<p>Develop the overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and teamwork. 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 spoons. 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, coordination, and agility</p>					
<p>Literacy Comprehension, word reading, Writing</p> <p>Books to be found in the MSN writing model</p>	<p>Drawing club started. New book every week, children write a code for the picture to do something. Expectation children write a sound and a number</p> <p>Texts:</p>	<p>Drawing club continues. 8 ambitious vocabulary words taught each week. Monday, draw a character, Tuesday draw the setting, Wed-Fri adventure time.</p> <p>Expectation: encouraging children to write a word as their code</p> <p>Texts:</p>	<p>Drawing club continues. 8 ambitious vocabulary words taught each week. Monday, draw a character, Tuesday draw the setting, Wed-Fri adventure time.</p> <p>Expectation: children write a word as their code, encourage writing a sentence with punctuation (CL, FS, FS)</p> <p>Texts:</p>	<p>Drawing club continues. 8 ambitious vocabulary words taught each week. Monday, draw a character, Tuesday draw the setting, Wed-Fri adventure time.</p> <p>Expectation: children write a word as their code and attempt sentences using punctuation (CL, FS, FS), encourage</p>	<p>Drawing club continues. 8 ambitious vocabulary words taught each week. Monday, draw a character, Tuesday draw the setting, Wed-Fri adventure time.</p> <p>Expectation: children write a sentence as their code and use punctuation (CL, FS, FS), encourage longer sentences and introduce adjectives.</p>	<p>Drawing club continues. 8 ambitious vocabulary words taught each week. Monday, draw a character, Tuesday draw the setting, Wed-Fri adventure time.</p> <p>Expectation: children write a sentence as their code and use punctuation (CL, FS, FS), encourage longer sentences and introduce adjectives.</p>



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				longer sentences with a connective. Texts:	Texts:	Texts:
RWI Phonics	RWI - Set 1 Sounds	RWI - Set 1 Sounds, Paper Ditties	RWI -Set 1 and Set 2 Sounds, Paper Ditties and Ditty books	RWI - Set 1 and Set 2 Sounds, Green books	RWI - Set 1 and Set 2 Sounds, Purple books	RWI - Set 1, 2 and introduce Set 3 Sounds, Pink books
<p>Mathematics</p> <p>Link to maths progression documents</p>	<p>NCTEM</p> <ul style="list-style-type: none"> - Explore the composition of numbers within 5. - Begin to compare sets of objects and use the language of comparison. <p>Pattern</p> <ul style="list-style-type: none"> - Continue an AB pattern - Copying an AB pattern - Begin to make their own AB pattern <p>Measure</p> <ul style="list-style-type: none"> - Recognise attributes (stick is long etc) 	<p>NCTEM</p> <p>Pattern</p> <ul style="list-style-type: none"> - Make their own AB pattern - Spot an error in an AB pattern - Identifying the unit of repeat (red blue pattern not red, blue, red, blue etc) <p>Measure</p> <ul style="list-style-type: none"> - Comparing amounts of continuous quantities (find me something longer etc) - Align starting points 	<p>NCTEM</p> <ul style="list-style-type: none"> - continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. - begin to identify when two sets are equal or unequal and connect two equal groups to doubles. - begin to connect quantities to numerals. <p>Pattern</p> <ul style="list-style-type: none"> - Continue an ABC pattern 	<p>NCTEM</p> <p>Pattern</p> <ul style="list-style-type: none"> - Spot an error in ABB pattern - Generalise structures to another context <p>Measure</p> <ul style="list-style-type: none"> - Recognise the relationship between size and the number of units (how many tennis balls fit in this bucket or bowl?) <p>Shape and Space</p> <ul style="list-style-type: none"> - Showing awareness of properties of shape 	<p>NCTEM</p> <ul style="list-style-type: none"> - consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. - secure knowledge of number facts through varied practice. <p>Pattern</p> <ul style="list-style-type: none"> - Make a pattern that repeats in a circle - Make a pattern around a border with a fixed number of spaces. 	<p>NCTEM</p> <p>Pattern</p> <ul style="list-style-type: none"> - Pattern spotting around us <p>Measure</p> <ul style="list-style-type: none"> - Begin to use time to sequences events - Begin to experience specific time durations (how many sleeps until the holiday) <p>Shape and Space</p> <ul style="list-style-type: none"> - Develop an awareness of relationships between shapes



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	<ul style="list-style-type: none"> - Adults model vocab long, short, tall, short, heavy, light, empty, full <p>Shape and space</p> <ul style="list-style-type: none"> - Develop spatial awareness (jigsaws, construction, printing with shapes, tangrams) 	<p>Shape and Space</p> <ul style="list-style-type: none"> - Develop spatial language (in, on, under, up down, across, in front, behind, backwards - Shape awareness through construction 	<ul style="list-style-type: none"> - Continue a pattern that ends mid unit - Make their own ABB and ABBC patterns <p>Measure</p> <ul style="list-style-type: none"> - Show awareness of comparison in estimating and predicting - Compare indirectly (with this table fit through the door) <p>Shape and Space</p> <ul style="list-style-type: none"> - Representing spatial awareness - Identifying similarities between shapes 	<p>(number of sides, corners, faces, edges</p> <p>-</p>	<p>Measure</p> <ul style="list-style-type: none"> - Begin to use units to compare <p>Shape and Space</p> <ul style="list-style-type: none"> - Describe properties of shape (house shaped, ball shaped, fat triangle) 	<ul style="list-style-type: none"> - Label common 2D and 3D shapes
<p>Understanding the World</p>	<p>Talk about members of their immediate family and community. Talk</p>	<p>Recognise that people have different beliefs and celebrate</p>	<p>Recognise some environments that are different to the</p>	<p>Growing vegetables, Sunflowers and talking about what</p>	<p>Explore the natural world around them. Draw information from a simple map.</p>	<p>Comment on images of familiar situations in the past.</p>



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<p>Link to Geography progression document</p> <p>Link to History progression document</p> <p>Link to Science progression document</p> <p>Link to RE progression</p> <p>Link to school History assessment</p> <p>Link to school Science assessment</p>	<p>about the lives of people around them and their roles in society.</p> <p>Name and describe people who are familiar to them.</p> <p>Know some similarities and differences between in the past and now.</p> <p>Explore the natural world around them., making observations and drawing pictures of animals and plants.</p> <p>Important changes and Seasons</p> <p>Looking at conkers, pumpkins, vegetables and blackberries.</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them., making observations and drawing pictures of animals and plants.</p> <p>Understand the important processes and changes in the natural world around them, including seasons and changing states of matter</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>one in which they live.</p> <p>Similarities and differences between the natural world around them and contrasting environments, 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>The Natural World People, Culture and Communities Past and Present</p>	<p>plants need to grow healthily.</p> <p>Understand that some places are special to members of their community.</p> <p>Describe immediate environments Similarities and difference between different religious and cultural communities</p> <p>Explain similarities and differences between life in this country and life in other countries.</p> <p>Draw information from a simple map.</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>Similarities and differences between the natural world around them and contrasting environments</p> <p>Understand the important processes and changes in the natural world around them, including seasons and changing states of matter</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>The Natural World People, Culture and Communities Past and Present</p>
<p>Understand the effect of changing seasons on the natural world around them</p>						



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<p>Expressive Arts and Design</p> <p>Link to art and design progression documents</p> <p>Link to Music progression documents</p>	<p>Describe what they see, hear, and feel whilst outside.</p>					
	<p>Develop storylines in their pretend play.</p> <p>Creating with Materials Being Imaginative</p> <p>Draw: Paint: 3D: Collage:</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Creating with Materials Being Imaginative</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Creating with Materials Being Imaginative</p>	<p>Create collaboratively sharing ideas, resources, and skills.</p> <p>Creating with Materials Being Imaginative</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Creating with Materials Being Imaginative</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Creating with Materials Being Imaginative</p>
<p>Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.</p>						
<p>R.E</p>	<p>Special Me Who am I? Where do I belong? http://www.amvsomeraset.org.uk/wp-content/uploads/2018/12/F.1-special-me-lesson-1-Who-am-I.pdf</p> <p>Christianity and other faith communities in the class Harvest</p>	<p>Special Times 1 What special times are there? Christmas, birthdays, Hanukkah, Christenings Remembrance Day</p> <p>http://www.amvsomeraset.org.uk/resources/exemplars/2019-foundation-exemplars/</p>	<p>Special Stories - Jesus Parables and Jesus's miracles (healing) How did Jesus want people to live? (kindness and love)</p> <p>http://www.amvsomeraset.org.uk/resources/exemplars/2019-foundation-exemplars/</p>	<p>Special times 2 What special people are there? Passover Easter</p> <p>http://www.amvsomeraset.org.uk/resources/exemplars/2019-foundation-exemplars/</p>	<p>Special Stories - God What can we learn about Creation? Multi faith creation stories and Humanism Caring for Our World</p> <p>http://www.amvsomeraset.org.uk/resources/exemplars/2019-foundation-exemplars/</p>	<p>Special Places - What places are special to people? Trip to church/synagogue</p> <p>http://www.amvsomeraset.org.uk/resources/exemplars/2019-foundation-exemplars/</p>



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<p>Enrichment and Celebrations</p>	<p>Harvest</p> <p>Talk about families, visit the supermarket to look at fruit and vegetables.</p>	<p>St Andrew's Day Scotland Food from Diwali, Christmas and Hanukkah, Remembrance Sunday, Bonfire Night Visit Farmshop - Pumpkin</p>	<p>Theatre trip to see a Pantomime/tradition al tales</p>	<p>Easter, Passover, Holi, Mother's Day ,Pancake Day (Shrove Tuesday) St Patrick's Day Ireland St David's Day, visit by Veterinary Nurse, Dentist, PSCO, Firefighters</p>	<p>Gardening once a week in our School Garden. Visit to an allotment St George's Day England</p>	<p>Father's Day, Eid al-Adha, Trip to Court Farm Country Park</p>
<p>Books to read to children that challenge Stereotypes and celebrate Diversity.</p>	<p>Abdi's Day-V.Wilkins Only One You - L.Kranz You Choose - P.Goodhart & N. Sharratt The Great Big Book of Families - M Hoffman My World, your world M.Walsh The Spots and Dots - H.Baugh The Same but different too - K.Newson</p>	<p>Diwali - H.Eliot Hanukkah - G.Jones Celebrations around the World - Katy Halford</p>	<p>Ying Chang Compestine & Sebastia Serra The Magic Paintbrush Julia Donaldson and Joel Stewart Dragon Dance: Joan Holub The Odd Egg - Emily Gravett Red Rockets and Rainbow Jelly - Susan heap and Nick Sharratt</p>	<p>Yucky Worms Vivian French & Jessica Ahlberg <i>Pink Is for Boys</i> by Robb Pearlman Mixed by Arree Chung</p>	<p>And Tango makes three - Justin Richardson I am a Tiger - Karl Newson The Goggled Eye Goats - Stephen Davies</p>	<p>123 Walk in the countryside - Rosalind beardshaw 10 things i can do to help my world - Melanie Walsh Farmer Falgu goes on a trip - Chitra Soundar Home and Dry - Sarah Smith Journey - Aaron Becker Off to Market - Elizabeth Dale The Red Boat - Hannah Cumming Where did you go today? - Jenny Duke</p>