



Lodge Farm Primary School: EYFS

Our curriculum is subject to change, depending on the needs and interest of cohort- however coverage of learning intentions and the progression of the teaching of skills remain unchanged.

Nursery						
Enquiry Question	What makes me special?	How do you celebrate?	What is wonderful in our world?	What changes do I notice in our environment?	What can learn from the books I read?	What lives under the sea?
Topic	All about me	Celebrations	Wonderful World	Come outside	Once upon a time	Under the sea
Celebrations/Special events	Transitions Autumn/ harvest	Diwali, Bonfire Night, Remembrance Day, Children in Need, Advent/Christmas Autumn	Winter, Lunar New Year, Pancake Day, Valentine's Day	Spring, World Book Day, Mother's Day, Lent/Easter	Ramadan/Eid, St. Georges Day	Summer, World Oceans Day, Father's Day, class assembly TRANSITION- Reception
Possible Ideas / Lines of enquiry Nursery These mini-ideas within the themes may change or be replaced depending on child interest or fascination.	Who are we? What do we look like? Do we look the same? What is my body? Names of simple body parts. Where do we live? Who can help me? What are senses	What is a celebration? What do you celebrate at home? Who do you celebrate with? Do we all celebrate in the same way? Let's explore celebrations - Christmas, Diwali, Remembrance Day, Bonfire Night.	What animals come out at night? How do our seasons change? What is the weather like outside? What might you see at night time? What animals are native to the UK? What is it like in Antarctica? What animals live in Antarctica?	What is Spring? What happens in Spring? Can I see signs of Spring? What is new life? Which animals are born in Spring? Can I match animals to their young? Which plants grow in Spring? How can I care for them?	What is a book? How do I handle books carefully and look after them? What is a story? How can I listen carefully to a story? Can I use pictures to help me tell a story? Can I act out a story? Can I use props to help me retell a story? Can I sequence a story? What is my favourite	What is the beach? What are shells? What lives in rockpools? What is the sea? What is water? Where does it come from? Why and how do people travel on the sea? Why and



					story? Can I use books to help me find out information?	how do people travel under the sea? Transition- What will be the same/ different in Reception?
Key Vocabulary	Myself, family, parents, same, different, special, friend, body, house, home, job, helper, senses.	Celebrate, birthday, party, marry, birth, birthday, present, Christmas, Diwali, remembrance, bonfire, fireworks, enjoy, happy, together,	Antarctica, Earth, world, map, globe, land, sea, weather, hot, cold, sun, rain, wind, snow, polar bear	Spring, new life, change, hatch, nest, grow, seed, bulb, plant, leaf, flower, bug, environment	Story, book, page, cover, title, author, illustrator, letters, words, pictures, listening, first, next, last	Water, rain, sea, land, beach, shell, rockpool, fish, fins, gills, seahorse, shark, octopus, boat, submarine
Planned experiences Nursery		Nature walk Pumpkin exploration Firework pictures Rangoli patterns Making pumpkin soup Christmas decoration craft afternoon.	Nature walk Pancake races Ice melting experiment Chinese New Year dragon dance	Nature walk Planting Caterpillars (living eggs)		Little City Sports Day
Key Books Nursery	Picture Books So Much! Spot goes to School		Picture Books Sam Plants a Sunflower Ten Seeds		Picture Books The magic crayon Farmer Duck	



	<p>Things I Like What I like about me! Lulu's first day The Christmas Book Counting Creatures Incredible You Hair love</p> <p>Poetry / Rhymes This is the way we go to school! 5 little Leaves. A Hedgehog is very prickly, Diwali is Here! Jingle Bells!</p> <p>Non Fiction What I like about Me! Let's Celebrate Diwali The Tree Autumn Seasons</p>	<p>Polar Bear Polar Bear What do you hear? In the Antarctic The only way is badger Penguin Small The Very Hungry Caterpillar The Very Busy Spider Superworm Little Bear's Spring Shu Lin's Grandpa Cleversticks We're Going on an Egg Hunt Night time peek inside How do you make a rainbow?</p> <p>Poetry / Rhymes 5 Little Snowmen 5 little Boys/Girls in a Flying Saucer</p> <p>.Non Fiction Who's in the egg</p> <p>D.K: Weather. The Easter Story The Tree Seed to Sunflower</p>	<p>Mad about dinosaurs What the ladybird heard at the seaside The runaway train Poo at the zoo</p> <p>Poetry / Rhymes 5 little peas in a pea pod pressed. The Farmer Plants the Seeds Little Arabella Miller Fuzzy Wuzzy Caterpillar</p> <p>.Non Fiction Creature features</p>
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Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Question	How am I unique?	Why do we celebrate?	What is it like in space?	How do plants and animals grow and change?	Who helps us in our community?	What can I find out about other countries in the World?
Topic	It's Good to be Me!	Celebrations	Space	Growing	People who help us	The Great Outdoors
Celebrations/Special events	Transitions Autumn/ harvest Monster Phonics Day, Jeans for Genes Harvest Festival	Diwali, Bonfire Night, Remembrance Day, Children in Need, Advent/Christmas	Winter, Lunar New Year, Pancake Day, Valentines Day	Spring, World Book Day, Mother's Day, Lent/Easter	Ramadan/Eid, St. Georges Day, Outdoor Learning Day	Summer, World Oceans Day, Father's Day, class assembly TRANSITION- Year One
Possible Ideas / lines of enquiry Reception This may change or be replaced depending on child interest or fascination.	What makes me special - how am I unique? What am I good at? How has my body changed? Names of key body parts. How do we use our senses? Our families- Starting School -All about me	-Autumn: What changes do you notice outdoors? Which celebrations are important to me? Which celebrations are important to other people in our community and other countries? How do people celebrate special events in our country and beyond - Bonfire Night, Remembrance	-Space: - Who were the significant Space explorers within history? - How do astronauts eat, sleep., shower in space? -What is the order of the planets? -What is a constellation? What is a galaxy? - How can we travel to space?	What is a season? How is Spring different to other seasons? What is a life cycle? How do plants grow? What do they need to grow? What are tadpoles? What happens in the tadpole life cycle? What happens in the butterfly life cycle? What is a minibeast? How can I find out	How do firefighters/police. Doctors/ Nurses and dentists help us? What questions can I ask to find out more? What differences are there between emergency vehicles a now and a long time ago? What would I do in an emergency situation? Farmers-how do they look after their crops	What are the similarities and differences between Kenya and Stevenage? Where do I live? Can I find it on a map? What can you find at the seaside? What do I already know about the sea? What would I like to find out? How can I find out this information? What



	<p>- How to care for each other – class expectations. What does it mean to be part of my local community? Who are the important people at school and in my community? important people in our community What similarities & differences are there between me and my friends?</p> <p>What am I good at?</p>	<p>Day, Diwali and Christmas. Can we talk about the similarities and differences between the countries and celebrations? (e.g., hotter/colder)</p>	<p>-What can we learn from Mae Jemison?</p>	<p>more about them? How many minibeast can I find?</p> <p>Easter- why is Easter important to Christians? What do Christians believe about the events of the Easter story?</p>	<p>and animals?</p>	<p>could I find under the sea? Are there only sea creatures or other things? (Seaweed, shipwrecks etc).</p> <p>Transition- moving on. Reception to Year One. What will be the same? What will be different?</p>
<p>Key Vocabulary</p>	<p>Unique, relations, similar, skeleton, skull, hearing, see/sight, touch, smell, taste, different</p>	<p>Celebrate, birthday, birth, birthday, present, Christmas, Diwali, remembrance, bonfire, fireworks, enjoy, happy, together, christening, tradition, anniversary, wedding, carnival, event, festival, rangoli, diva lamp</p>	<p>Space, rocket, constellation, galaxy, planets, gravity, moon, stars, exploration,</p>	<p>Spring, new life, change, grow, seed, bulb, plant, leaf, flower, bug, environment Habitat, life cycle, insect, roots, stem, petals, absorb, oxygen, hydrate, tadpole, frog, cocoon, caterpillar, metamorphosis</p>	<p>Fire fighters, operator, police officer, nurse, doctor, paramedic, dentist, teeth, toothbrush, decay, cavities, farm, farmer, crops, role, job, work, community</p>	<p>Ocean, habitat, tide, coast, pollution, environment, recycle, pirate, lifeguard, coastguard, beach, Kenya, different, same, culture, mud huts,</p>



Planned Experiences Reception	Harvest Festival	Trip to Frobisher Drive Woods to observe seasonal changes -Nativity play	The escaping gingerbread investigation	Sunflower growing competition Caterpillar Easter egg hunt. Easter bonnet parade Life cycle of a frog (observation of growth).	Visit from key workers (police, nurses, doctors etc)	Reception assembly to parents Food tasting from different cultures.
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Key Texts Reception	<p>Autumn 1 Super Duper You The Colour of Us (Fiction) My Family (Non Fiction) Houses and Homes around the world (Non Fiction) Amazing Fair Shares The Three Little Pigs (Traditional tale) The Colour Monster The body book (non fiction)</p> <p>Autumn 2 Kipper's Birthday (Fiction) Wide Awake Hedgehog (Fiction) Sparks in the Sky (Fiction) The Diwali Story The Jolly Christmas Postman (Fiction) The Christmas Story Pumpkin Soup Pattan's Pumpkins Billy Boats Gruff (traditional tales)</p>	<p>Spring 1 How to catch a star Astrogirl On the Moon The way back home Tiny little rocket Goldilocks and the three bears You choose in space Meet the planets (Non fiction) The Weather (Non Fiction)</p> <p>Spring 2 We're going on an Easter Hunt (Fiction) The extraordinary gardener The Easter Story The Life cycle of a sunflower (Non Fiction) Oliver's Vegetables The Tiny Seed (Fiction) Minibeasts (Non Fiction) Tad</p>	<p>Summer 1 How to grow a dinosaur (Fiction) Tooth fairy Police (non fiction) Little Red Riding Hood (traditional tale)</p> <p>Summer 2 Handa's Surprise Octopus Shocktopus The Train Ride The fish that could wish Puffin Peter</p>
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		Jack and the Beanstalk (traditional tale)	
<p>Throughout the year we will focus on these traditional tales....</p> <p>Texts- Traditional Tales- Little Red Riding Hood, The Three Little Pigs, Goldilocks, The Three Billy Goats Gruff, Jack and the Beanstalk</p> <p>What is a traditional tale? What are characters? Are all characters the same? How do the characters feel in the different stories? What is a setting? Are all settings the same? What is the beginning, middle, end of a story? What were stories like many years ago? Can I retell a story in my own words? Can I make up my own story and write it? Can I sequence familiar stories from</p>			

<p>Oracy: Communication and Language: Progression of skills Nursery</p>	<p>Listening, Attention and Understanding I can listen to different songs and rhymes and join in with some I know e.g. nursery rhymes</p> <p>I can follow simple instructions with up to two key words <i>'put on your hat'</i></p> <p>I can answer questions using who, what, when, where</p> <p>I can respond and give my attention when someone speaks to me (using my name helps)</p> <p>Speaking I can use talk in my play to help organise e.g. <i>"You sit there.... I will be the mummy"</i></p> <p>I am beginning to develop my sentences using a stem sentence to help me. <i>e.g. I can see...</i></p>	<p>Listening, Attention and Understanding I can start to listen to longer stories and join in with familiar or repeating parts e.g. The Gruffalo, Bear Hunt etc.</p> <p>I can follow and respond to instructions with three key words accurately <i>'Can you wash Dolly's face'</i></p> <p>I can answer a range of questions. I am starting to understand 'why?' in terms of investigations etc.</p> <p>I can respond appropriately when I am spoken to e.g. asked a direct question</p> <p>I know to try and listen when someone else is speaking.</p> <p>Speaking I can use some new vocabulary e.g. scientific and story vocabulary <i>e.g. parts of a flower, vocab from stories</i></p> <p>I can develop my sentences</p>	<p>Listening, Attention and Understanding I can listen carefully to songs, stories and rhymes and respond by joining in</p> <p>I can understand and respond to instructions with 2 parts: <i>'get your coat and sit on the carpet'</i></p> <p>I can understand and respond to 'why' questions <i>'Why do you think the caterpillar got fat'</i></p> <p>I can start a conversation and take it in turns to speak</p> <p>Speaking I can use talk to share what I think</p> <p>I can join in with conversations during my play (linked to listening)</p> <p>I can use a sentence of 4-6 words <i>e.g. Can I have more milk please?</i></p>
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Key Vocabulary	Listen, reading, wait, turn, story, caret time, join in, hand up, question, song, rhyme, poem, Choosing, playing, area, want, my turn, your turn	Listen, wait, turn, story, Sitting, listening, and joining in, turn taking, my turn, your turn, Questions, who, what, where, chat, discuss, my turn, your turn, turn taking.	Listen, wait, turn, instruction, patient, patience, join in, hand up, questions, why, when, where, because, tell me, questions.
Oracy: Communication and Language: Progression of skills Reception	<p>Listening, Attention and Understanding</p> <p>I can understand and demonstrate good listening behaviours</p> <p>I can follow simple instructions (with two or more parts) reliably</p> <p>I engage in story times</p> <p><i>e.g. joins in actions and repeated refrains</i></p> <p>I can learn and join in with familiar songs and rhymes</p> <p>I can wait and take turns in conversation.</p> <p>Speaking</p> <p>I am starting to share my ideas with familiar adults <i>e.g. in their play (construction, junk modelling – what are you going to build)</i></p> <p>I can talk to others (adults and children)</p> <p>I use talk to organise my thoughts <i>e.g their talk makes sense</i></p> <p>I can beginning to talk about stories, rhymes and non-fiction</p>	<p>Listening, Attention and Understanding</p> <p>I can say what I think.</p> <p>I ask questions about what I have heard</p> <p><i>e.g. through non fiction texts / photo sharing</i></p> <p>I can respond to what others say.</p> <p>Speaking</p> <p>I can share my ideas in small groups</p> <p>I can share my ideas with familiar adults either 1-1 or in a small group</p> <p>I can explain events that have already happened with some detail</p> <p>I can engage in stories, rhymes and non-fiction sharing my ideas about them</p> <p>I am starting to use past, present and future tenses in a sentence</p>	<p>Listening, Attention and Understanding</p> <p>I can listen carefully</p> <p>I can respond with questions, comments and actions in whole class discussions and I their play</p> <p>I can make comments about what I have heard</p> <p>I can ask questions to help me understand</p> <p>I can engage in conversation with my friends and teachers.</p> <p>Speaking</p> <p>I can take part in whole class and group discussions</p> <p>I can explain why things happen/ might happen</p> <p>I can use vocabulary from stories, non-fiction, rhyme and poems</p> <p>I can express ideas and feelings</p>



	I can use a sentence to share my own ideas		I can use full sentences using past, present and future tenses I can use conjunctions (with support and modelling) to connect my ideas
Key vocabulary	Listen, Reading, Wait, Turn, Story, Carpet time, join in, Hand up, Question, Song, Rhyme, Poem, Carpet, Sitting, Listening, Group, Story time, joining in, Sentence, Songs, Joining in, Rhymes, Poems, Good morning,	Quiet, Quietly, Carpet, Sitting, Listening, Joining in, Hand up, Story time, Book, Reading, Fiction, Non-fiction, how? Predict Pretend, Turn taking, Listening, Instruction, Telling, Listen, Follow, why?, Explain, Because, I think, When, Does, And, Because, Next, After that, Let's try	Instruction, Patient, Patience, Join in, Help, Where? What could we do next? Instructions, Listening, Follow, Explain, Repeat, Non-fiction, how? Don't understand, Retell, Vocabulary linked to book language, Play, Pretend, Now, Then, Before, After, If, Because, So, Could
Links to KS1 readiness	<p>Listening Skills To listen to others in a range of situations and usually respond appropriately.</p> <p>Following Instruction To understand instructions with more than one point in many situations.</p> <p>Asking and Answering Questions To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one-word answers).</p> <p>Drama, performance and confidence To speak clearly in a way that is easy to understand. To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. To know when it is their turn to speak in a small group presentation or play performance. To take part in a simple role play of a known story.</p> <p>Vocabulary building and standard English</p>		



	<p>To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices.</p> <p>Speaking for a range of purposes To organise their thoughts into sentences before expressing them.</p> <p>To be able to describe their immediate world and environment. To retell simple stories and recounts aloud.</p> <p>Participation in a range of discussion To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that these are as valuable as their own opinions and ideas.</p>			
<p>PSED: Progression of skills Nursery</p>	<p>Self Regulation I can express a range of emotions and start to talk about them.</p> <p>Managing Self I can explore the setting confidently knowing that a familiar person is close by.</p> <p>Building Relationships I enjoy the company of other children and play alongside them.</p>	<p>Self Regulation I can share or take turns with the support of an adult.</p> <p>Managing Self I am becoming outgoing with unfamiliar people in the safe context of the setting.</p> <p>Building Relationships I can play with other children and sharing ideas as we play</p>	<p>Self Regulation I can identify feelings using words like happy, sad, angry.</p> <p>I can follow rules and don't always need adult support.</p> <p>Managing Self I am confident to take part in new activities, sometimes adult led activities.</p> <p>Building Relationships I can understand how to share the toys whilst playing or understand how to resolve an issue e.g. if a friend has a toy you want / not everyone can be Spiderman!</p>	<p>Self Regulation I can talk about my own feelings (happy, sad and angry).</p> <p>I can follow basic instructions and the "rules" of the setting.</p> <p>Managing Self I am starting to handle new experiences with more confidence.</p> <p>Building Relationships I can play with others cooperatively.</p>



Key Vocabulary	Feelings, emotions, happy, sad, angry, tired, upset, scared, turn taking, children, friends, classroom, explore, areas, toilet, wipe, flush, wash hands.	Feel, feelings, wait, turn, patience, tidy, tidy up, behaviour, rules, listening. Adults supporting	Right, good choice, bad choice, feelings, why, Calm, breathe, quiet space, feel, friends.	Emotion, feeling, happy, sad, frustration, explain, why, turn taking, my turn, your turn, nervous, excited, change
<p>PSED: Progression of skills Reception</p>	<p>Self -Regulation I can talk about feelings (happy, sad, angry)</p> <p>I am starting to follow basic instructions e.g. Get your coat.</p> <p>Managing Self</p> <p>I am starting to become more confident when things are new (dealing with the transition).</p> <p>I am showing an awareness of rules and how to behave in the classroom.</p>	<p>Self- Regulation I can identify a range of different feelings.</p> <p>I can keep on trying when I find something difficult - resilience.</p> <p>I am starting to sit and listen during adult focus time</p> <p>Managing Self</p> <p>I can follow basic instructions (not routines) consistently e.g. can you get me a pencil?</p> <p>I am starting to try new activities.</p>	<p>Self -Regulation I can say how others are feeling based on their expressions and actions</p> <p>I can say what I am good at and what I would like to improve.</p> <p>I can begin to show that I can wait for my requests and needs to be met.</p> <p>I can sit and listen and begin to respond during adult focus time</p> <p>I can follow instructions with two or more parts.</p> <p>Managing Self</p> <p>I can keep on trying even when I am finding something difficult and make changes where appropriate.</p> <p>I can talk about the school and class rules. I can talk about what is right and wrong.</p>	<p>Self -Regulation I can show my understanding of my own feelings and those of others by changing my behaviour.</p> <p>I can set myself goals</p> <p>I can wait for my requests and needs to be met.</p> <p>I can listen to and respond to adults</p> <p>I can follow instructions accurately (several ideas/ actions)</p> <p>Managing Self</p> <p>I can try new activities I can show resilience, independence and perseverance when things are difficult</p> <p>I can explain and follow rules (in the classroom and around school)</p>



	<p>I can toilet myself.</p> <p>Building Relationships</p> <p>I can play with one or more children cooperatively</p> <p>I can talk about feelings (happy, sad, angry).</p>	<p>I can follow some of the school and class rules.</p> <p>I am starting to know ways to stay healthy.</p> <p>I can take off my coat/jumper and put it back on again.</p> <p>Building Relationships</p> <p>I can play with a small group of children, sharing ideas.</p> <p>I am starting to form good relationships with the familiar adults in my class.</p> <p>I can express and identify my feelings e.g. I am happy when ...</p> <p>I can express my basic needs to familiar adults e.g. ask to go to the toilet, etc.</p>	<p>I can say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, etc.</p> <p>Building Relationships</p> <p>I can work well with others sharing ideas and taking turns</p> <p>I can begin to think about the perspective of others <i>e.g. conflict in stories</i></p> <p>I can show friendly behaviour in the classroom and around school</p> <p>I am developing friendships with lots of different people.</p> <p>I can identify how others feel and respond to them appropriately <i>e.g. through stories and pictures.</i></p>	<p>I can show I know right from wrong by my behaviour</p> <p>I can manage my own basic hygiene and personal needs e.g. toileting and dressing</p> <p>I can explain healthy food</p> <p>Building Relationships</p> <p>I can work with others in a group</p> <p>I can play with others, take turns and share</p> <p>I can form good relationships with the adults in the classroom and around school</p> <p>I have lots of friends and positive friendships</p> <p>I know what my own needs are and can share them <i>e.g. can you help me or ask a friend to ... do my zip, build a tower</i></p> <p>I am sensitive to the needs of others.</p>
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<p>PSED Progression of skills</p> <p>Scheme: Jigsaw</p>	<p>Jigsaw Being in my world I can start to recognise and manage my own feelings I understand why it is good to be kind and gentle with my</p>	<p>Jigsaw Celebrating Differences I can identify what I am good at and understand that everyone is good at different things</p>	<p>Jigsaw Dreams and Goals Mental Well being What does it mean to feel proud? I understand if I persevere I can tackle challenges</p>	<p>Jigsaw Healthy Me Physical health and fitness / healthy eating. How do we stay healthy and safe? I understand how moving and resting</p>	<p>Jigsaw Relationships Caring friendships / families. How do we stop ourselves from being lonely? I can identify some of the jobs I do in my</p>	<p>Jigsaw Changing me Changing bodies / caring friendships. How do we feel when changes</p>



	<p>hands I am learning what being responsible means. What would life be like if we all liked the same things?</p> <p>Respectful friendships. Is it ok to be different?</p>	<p>I can talk about my family and understand that all families are different. I can tell you how to be a kind friend.</p>	<p>I can set a goal and work towards it I know what it means to feel proud.</p>	<p>are good for my body I know which foods are healthy and not healthy I know who my safe adults are</p>	<p>family and how I feel like I belong I can think of ways to solve problems and stay friends I can use 'calm me' to manage my feelings.</p>	<p>happen? I can name the parts of my body I understand that we all grow from babies to adults I can express how I feel about moving to year One.</p>
Key Vocabulary	<p>Friend, Teacher, Peer, Class, Others, Happy, Talk, Conversation, Play, Group, Roleplay, Small World, Teacher, Peer, Class, Feelings, Emotions, Happy, Sad, Angry, Good, Bad, Upset, Sad, Feeling, Emotion, Rules, Safety</p>	<p>Why, Explain, Language Linked to Provision and prior Learning, Play, Playing, Area Names of The Classroom, Help, please, Dress, Undress, Clothing Names, Listening, Next</p>	<p>Happy, Proud, Like, Better, Improve, Good, Bad, Right, Wrong, Behave, Rules, Follow, Toilet, Food, Drink, Knife, Fork, Help, Tired, Healthy, Treat Food</p>	<p>Show And tell, Proud, Happy, Achieve, Healthy, Physical Activity, Tooth Brushing, Screen Time, Dress, Undress, Zip, Button, Help, Try Again, Tricky, Hard, Challenge, Safe, Road Safety, Look Both Ways, Listening.</p>	<p>Happy, Good, Like, Proud, I Can, Better, Like, Dislike, why, Explain, Reason, Resilience, Try Again, Rule, Road Safety, Directions, Listen, Next, After That</p>	<p>Individual, me, my, I Can, Happy, Good, Like, Better, Challenge, Harder, Next Level, Healthy, Food Groups, Fats, Protein, Carbohydrates, Dairy, Food Names, Physical Activity, Work Out</p>



<p>Links to KS1 readiness</p>	<p>Relationships</p> <ul style="list-style-type: none"> • Knows right from wrong and can explain why it is important to have boundaries and routines • Working and play co-operatively and taking turns with others • Recognise and show sensitivity to their own and others needs • Recognise similarities and differences between themselves and others <p>Health and Wellbeing</p> <ul style="list-style-type: none"> • Managing their own personal hygiene and basic needs • Shows an understanding of their own feelings; and those of others • Being to regulate their behaviour • Shows an understanding of how to stay safe in a range of common situations. <p>Living in the wider world</p> <ul style="list-style-type: none"> • Shows care and concern for living things. • Name and describe people who might help us in the local community (police, fire service, doctors and teachers). 			
<p>Physical Development PE: Nursery</p> <p>Gross motor skills</p> <p>P.E is taught within the provision during child initiated learning. Children have daily access to high quality resources and equipment to support their physical development. It is not taught in Nursery as a separate P.E lesson.</p>	<p>I can climb confidently</p> <p>I can jump with both feet off the ground.</p>	<p>I can run, jump and hop</p> <p>I can climb stairs using alternate feet</p>	<p>I can decide how to match my movements to the task e.g. run to play chase, crawl through a tunnel, etc.</p> <p>I can stand on one leg and hold a pose</p> <p>I can use my whole arm to go up and down and left and right.</p>	<p>I can balance and ride (balance bikes, scooters, climbing)</p> <p>I can skip, hop and stand on one leg confidently</p> <p>I can move in different ways e.g. gallop or slither</p> <p>I can use large scale movements to wave flags and to paint marks</p>
<p>Physical Development: Nursery</p>	<p>I can use the toilet with help</p>	<p>I can use the toilet independently</p>	<p>I can manage my toileting needs e.g. using the toilet, washing and drying hands</p>	<p>I can use the toilet independently, usually dry throughout the day and</p>



Health and fine motor skills	I can put on my coat with support.	I can put on my coat independently.	I can put on my coat and zip it up with support.	can wash and dry my hands thoroughly I can put my coat on and zip it up independently
	I am starting to use my fine motor skills to carry out tasks e.g. pouring drinks and exploring tools (playdough tools etc.)	I can begin to use a range of tools and equipment e.g. paintbrushes, hairbrushes etc I can show a preference for a dominant hand.	I can begin to think about the food I eat and how to be healthy in my choices I can begin to use scissors to make snips in paper I can thread beads onto a string and use tweezers to pick up objects I can begin to use a pencil with a comfortable grip.	I can make healthy choices about food and drink. I can use one handed tools confidently (making snips in paper with scissors) I can use a comfortable grip with good control when using pencils

Gross / Fine motor development for handwriting: Nursery	Up and down movement	upwards / downwards lines	side to side lines	arches/circles	Wavy lines	zig zag lines
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Key Vocabulary Physical development	Walk, crawl, skill, carefully, safe, safely, scoop, use, pour, dig, tools, sand, mud, water, run, careful, clapping, stamping.	Balance, careful, bike, safe, safely, climb, high, feet, watch, hands, help, swing, kick, move, jump	Coat, independently, by yourself, help, ask, shoes, up, down, watch, careful, safely, control, balance, Kick, large, ball, hands, feet, fast, slow, watch, control, balance, leg, hop, jump, still, dance, obstacle, move, jump.	Balance, bike, look, watch, careful, skill, navigate, independently, climb, frame, careful, safe, straight, cross legs, Dance, Move, Sit, sitting up, straight, smart sitting, posture, floor, carpet, table, pen, pencil, scissors, ball, racket, rope, cone
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<p>Physical Development: PE: Reception</p> <p>Get set for P.E (50 minute P.E lesson with a sports coach each week)</p> <p>Children will also access provision designed to develop their physical skills, during child- initiated learning. All EYFS children have daily access to high quality resources and equipment to support their physical development.</p>	<p>PE Theme: Big Moves Spatial Awareness games</p> <p>Physical: moving safely; running; jumping; throwing; catching; following a path; rolling Social: sharing; leadership; taking turns; encouraging & supporting others; responsibility Emotional: perseverance; confidence; honesty; fair play Thinking: decision making; selecting and applying actions; understanding rules</p> <p>Developing gross motor skills - I can climb stairs using alternate feet I can develop movement (using age appropriate</p>	<p>PE Theme: Ball Skills Ball Skills Physical: rolling, stopping, bouncing a ball; throwing ball at a target; dribbling ball with feet; kicking Social: co-operation; supporting others Emotional: honesty; perseverance; determination Thinking: using tactics; decision making</p> <p>Developing gross motor skills - . I can use lots of different ways of moving appropriately <i>e.g roll, crawl, run</i> I can climb over, under and through obstacles I can begin to skip.</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running,</p>	<p>PE Theme: Dance Physical: copying & performing actions; coordination; travelling; balance Social: respect; cooperating with others Emotional: working independently; confidence Thinking: counting, observing & providing feedback; selecting & applying actions</p> <p>Developing gross motor skills - I can throw, kick, pass and catch a large ball</p> <p>I can use small equipment showing co-ordination. <i>E.g. quoits, beanbags, tools.</i></p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p>	<p>PE Theme: Fundamentals Physical: balancing; running; jumping; changing direction; hopping; travelling Social: working safely; responsibility; helping others Emotional: honesty; challenging myself; determination Thinking: decision making; selecting and applying actions; using tactics</p> <p>Developing gross motor skills - I can move across large equipment showing strength and balance. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing,</p>	<p>PE: Athletics</p> <p>Games Physical: running; balancing; changing direction; striking a ball Social: communication; cooperation; taking turns; supporting & encouraging others Emotional: honesty & fair play; managing emotions Thinking: using tactics; decision making</p> <p>Developing gross motor skills - I can travel around space and obstacles safely. Combine different movements with ease and fluency.</p> <p>Developing fine motor skills: Develop the</p>	<p>PE: Games / team games / athletics</p> <p>Developing gross motor skills - I can show strength, balance and co-ordination in movement I can move in different ways- run, jump, skip, climb.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside and in a group.</p> <p>Developing fine motor skills: I can hold a pencil effectively in preparation for writing I can use a range of tools e.g. scissors, paintbrushes, cutlery I can draw with some degree of accuracy</p>
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	<p>bikes, scooters etc.) I can skip, hop and stand on one leg confidently.</p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p>Develop fine motor skills- Show a preference for a dominant hand with a comfortable pencil grip, using scissors I can draw a picture</p>	<p>hopping, skipping, Climbing.</p> <p>Develop fine motor skills- I can show good pencil control when mark making and drawing I can use cutlery and other one handed equipment e.g. paintbrushes</p>	<p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p>	<p>sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>Develop fine motor skills: I can sit at a table to write I can begin to hold a pencil in a tripod grip I can use scissors with control</p>	<p>foundations of a handwriting style which is fast, accurate and efficient.</p>	
Key Vocabulary	Pencils, Tools, Equipment, Safely, Hand, Scissors, Snips., Sit, Sitting	Pen, Paintbrush, Finger, Finger Strong, Dough, Dough Disco, Letter Formation,	Pencil, Grip, Hand, Fingers, Skill, Scissors, Snips, Control., Strength, Balance,	Rhymes, Pencil Grip. Space, Surroundings,	Scissors, Small Tools, Tripod, Fingers, Draw, Pencils,	Tripod, Pencil, Grip, Skill, Tools, Pen, Pencil, Scissors, Weaving,



	Up, Straight, Smart Sitting, Posture, Floor, Carpet, Table, Pen, Pencil, Scissors, Ball, Racket, Rope, Cone.	Letters, Rhymes, Writing, Follow Me, Climb, Apparatus, Mats, Slither, Crawl, Skip, Jump, Hop, Side Step.	Coordination, Climb, Dance, Dance Move, Music, Shape, Shape Names, Tension, Floppy.	Aware, Speed, Direction, Control, Ball, Looking, Racket, Hands, Eyes.	equipment, Ball, Cones, Safety, Careful, Running, Jumping, Stepping, Dancing, Hopping, Skipping, Climbing.	Threading, Accuracy, Drawing, Detail, Tracing. Space, Carefully, Aware, Surroundings, Direction, Speed, Strength, Coordination, Play, Playing, Running, Moving, Travelling.
Links to KS1 Readiness	<p>Fundamentals</p> <ul style="list-style-type: none"> To develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education. To use their core muscle strength to achieve a good posture. <p>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Ball Skills</p> <ul style="list-style-type: none"> To combine different movements with ease and fluency. To develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. <p>To develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Games</p> <ul style="list-style-type: none"> To negotiate space and obstacles safely, with consideration for themselves and others. <p>To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Gymnastics</p> <ul style="list-style-type: none"> To revise and refine a range of fundamental movement skills e.g. rolling, crawling, walking, jumping, running, hopping, skipping and climbing. <p>To combine different movements with ease and fluency.</p> <p>Dance</p> <ul style="list-style-type: none"> To use a more fluent style of moving, developing control and grace. <p>To combine different movements with ease and fluency.</p>					



<p>Music: Nursery</p>	<p>Pulse To listen, enjoy and take part in action songs/rhymes. Play percussion instruments in response to different sorts of music.</p>	<p>Voice Sing simple songs such as nursery rhymes from memory. Sing simple 'follow my leader' songs.</p>	<p>Rhythm Can listen carefully and have a go at clapping in time to a simple melody/tune. Can do the same with percussion instruments such as claves; shakers or drums.</p>	<p>Pitch To listen, then have a go at singing the pitch of a tone sung by another person (pitch match) Sing broadly in tune – going up and down, down and up- of familiar songs</p>	<p>Music Technology Explore music they hear on ICT equipment and other medium such as CD and radio. Pick out sounds that are the same/different.</p>	<p>21st Century Music To be able to listen for a short period of time to a variety of different music styles and genres. Be able to say which music style they like/dislike.</p>
<p>Music: Reception</p>	<p>Pulse I can imitate movements in response to music I can keep a steady pulse with some accuracy (eg clapping, marching, tapping) I can explore, respond and identify long and short sounds.</p>	<p>Voice I can sing songs, which contain a small range of notes (2 or 3 notes for example). I can perform actions to accompany songs. (Move like a snake, spider etc.)</p>	<p>Rhythm I can explore rhythm through play and create rhythms and suggest symbols to represent I can keep a steady pulse when playing I can recognise a different tempo. I can listen and take turns.</p>	<p>Pitch I can sing broadly in tune with a limited pitch range. I can create music, and suggest symbols to represent sounds. I can record and comment on my voice and others.</p>	<p>Technology To explore and change sounds and music through play and technology. To comment and respond to recordings of own voice, other classroom sounds. To create music and suggest symbols to represent the sounds.</p>	<p>21st Century music To comment and respond to recorded music from different traditions genres, styles and times. For eg: 'This music is makes me feel happy/sad Composers/ Genres:- Country music, Big Band, Michael Jackson</p>



Key Vocabulary Music EAD	Pitch, Music, Singing, Songs, Nursery Rhymes, Actions, Listen, Loud /Quiet / Fast / Slow, Dance, Shouting, Song Words, Clap, Stamp, Move	Instruments, Play, Music, Sounds, Singing, Songs, Actions, Listen, Loud /Quiet / Fast / Slow, Dance, Shouting	Pitch, Tempo, Sequence, Composition, Instruments, Play, Music, Sounds, Singing, Songs, Actions, Listen, Loud /Quiet / Fast / Slow, Dance, Shouting, Percussion, Pattern, African Instruments, Drum, Tambourine, Bells, Maracas, Glockenspiel and Xylophone, Shake, Tap, Bang, Pulse, Beat, Orchestra, Horn, Bells	Loud, Quiet, Fast, Slow, Instruments, Play, Listen, Loud /Quiet / Fast / Slow, Dance, Shouting, Voices, Whispering, Voices, Talking Voices, Change, High, Low.	Instruments, Play, Nursery Rhymes, Listen, Loud /Quiet / Fast / Slow, Dance, Shouting, Listen, Like, Dislike, Sad, Happy, Exciting, Angry, Scary, Rimsky Korsakov, Flight Of The Bumblebee	Rhymes, Actions, Bang, Tap, Scratch.
Links to KS1 Readiness	<p>Vocalising and Singing</p> <ul style="list-style-type: none"> ● To join in with singing familiar songs and rhymes. ● To make up songs and rhymes of their own. ● To match the pitch of their voice to the pitch of the song they are singing. <p>Hearing and Listening</p> <ul style="list-style-type: none"> ● To listen to live and recorded music, hearing lyrics, rhymes and instruments. ● To listen to live and recorded music, hearing changes in tempo, rhythm and dynamics. ● To respond to live and recorded music, expressing how it makes them feel, and what it makes them imagine. <p>Moving and Dancing</p> <ul style="list-style-type: none"> ● To respond to music, including individual instruments with movement and dance ● To match movements to the rhythm and pulse of a piece of music <p>Exploring and Playing</p> <ul style="list-style-type: none"> ● To explore the range of sounds made by different instruments. ● To use a range of percussive instruments to enhance songs and rhymes. ● To know the names of instruments that they have explored and used. 					



<p>Maths: Nursery</p> <p>White Rose maths scheme</p> <p>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 opportunities to be planned at a developmentally appropriate time, as well as with children starting nursery in different intakes.</p>	<p>Comparison</p> <p>More than, fewer than, same</p> <p>Shape, space, measure 1</p> <p>Explore and build with shapes and objects</p> <p>Pattern 1</p> <p>Explore, repeats</p> <p>Counting 1</p> <p>Hears and says number names</p> <p>Counting 2</p> <p>Begin to order number names</p> <p>Subitising 1</p> <p>I see 1, 2, 3</p>	<p>Pattern 2</p> <p>Joins in with repeats</p> <p>Shape space and measures 2</p> <p>Explores position and space</p> <p>Subitising 2</p> <p>Explore 1, 2, 3</p> <p>Counting 3</p> <p>Move and label 1, 2, 3</p> <p>Shape, space and measures 3</p> <p>Explore position and routines</p> <p>Pattern 3</p> <p>Explore patterns</p> <p>Counting 4</p> <p>Take and give 1, 2, 3</p> <p>Shape, space and measures 4</p> <p>Match, talk, push and pull</p> <p>Subitising 3</p> <p>Talk about dots</p> <p>Comparison 2</p> <p>Compare and sort collections</p>	<p>Patterns 4</p> <p>Lead on own repeats</p> <p>Shape, space and measures 5</p> <p>Start to puzzle</p> <p>Patterns 5</p> <p>Making patterns</p> <p>Subitising 4</p> <p>Make games and actions</p> <p>Counting 5</p> <p>Show me 5</p> <p>Pattern 6</p> <p>My own patterns</p> <p>Counting 5</p> <p>Stop at 1, 2, 3, 4, 5,</p> <p>Comparison 3</p> <p>Match, sort, compare</p>



Key Vocabulary Nursery	Count, number, one, colour, colour names, number songs, Shape, shape names, together, new shape, pictures and images, subitise	Count, number, one, two, three, number songs, more, less, In, out, on, shape, shape names, 3d shape, shape names, build, model, flat surface, smooth surface, curved surface, next to, behind, in front of	Count, number, one, two, three, four, five, number songs, dice, die, track, counting on, subitise, without counting, Pattern, repeat, colour names, follow, copy, name, describe, shape, shape names, circle, square, triangle, Heavy, light, weight, heavier, lighter, pattern, repeating pattern, next to, behind, in front of
Reception: Maths White Rose Scheme (more detail provided within scheme)	<p>Autumn 1 Just Like Me!</p> <ul style="list-style-type: none"> • Match & sort • Compare amounts • Compare size, mass & capacity • Exploring pattern <p>Autumn 2 It's Me 1, 2, 3!</p> <ul style="list-style-type: none"> • Representing/ comparing & composition of 1, 2, 3 • Circles & triangles • Positional language Light & Dark • Representing numbers to 5 • One more one less • Shapes with four sides • Time 	<p>Spring 1 Alive in five!</p> <ul style="list-style-type: none"> • Introducing zero • Comparing numbers to 5 • Composition of 4 & 5 • Compare mass • Compare capacity Growing 6, 7, 8 • 6, 7 & 8 • Making pairs • Combining 2 groups • Length & height • Time <p>Spring 2 Building 9 & 10</p> <ul style="list-style-type: none"> • 9 & 10 • Comparing numbers to 10 • Bonds to 10 • 3d shape • Pattern Consolidation 	<p>Summer 1 To 20 & beyond</p> <ul style="list-style-type: none"> • Building numbers beyond 10 • Counting patterns beyond 10 • Spatial reasoning • Match, rotate, manipulate First then now • Adding more then taking away • Spatial reasoning • Compose then decompose <p>Summer 2 Find my pattern</p> <ul style="list-style-type: none"> • Doubling • Sharing & grouping • Even & odd • Spatial reasoning • Visualise & build On the move • Deepening understanding • Patterns & relationships • Spatial reasoning • Mapping


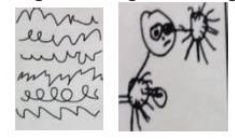
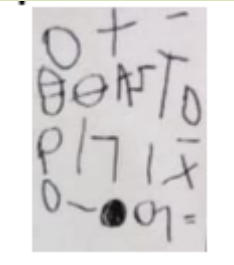
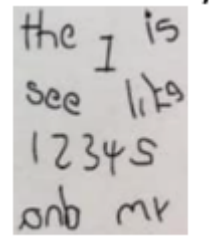


Key Vocabulary Mathematical Development Reception	Happen, Now, Next, After That, Smaller, Larger, Smallest, Largest, Number Names, Word, Numbers Songs, Number, Count, Is the Same As, More, Less, Few, Pattern, Pair, sort, compare, Pattern, Pair, Fewer, Smaller, Least, Most, Bigger, Largest, subitise	Count, Without Counting, How Many, Shape, Shape Names, Flat, Sides, Corners, Smooth, One More, One Less, Adding One, Taking One, Bigger, Smaller. Number, Count, Is the Same As, More, Less, Few, Pattern, Pair, Fewer, Smaller, Least, Most, Bigger, Largest, Number, Number Names, Addition, Count, Without Counting, How Many, Number Bonds. Number, Number Names, Addition, Count, Without Counting, How Many, Number Bonds.	Number, Number Names, Count, Addition, Larger, Smaller, Odd, Even, More, Less, Number Bonds. Number, Count, Is the Same As, More, Less, Few, Pattern, Pair, Fewer, Smaller, Least, Most, Bigger, Largest, Even, Odd, Size, Next, Between, Tens, Ones, rotate, 3D shapes, 2D shapes, faces, sides
Links to KS1 Readiness	Number <ul style="list-style-type: none"> ● To count confidently ● To show a deep understanding of numbers up to 10 ● To match numerals with a group of objects to show how many there are (up to 10) ● To be able to identify relationships and patterns between numbers up to 10 ● To show an awareness that numbers are made up of smaller numbers, exploring partitioning in different ways ● To add and subtract one in practical activities Measurement <ul style="list-style-type: none"> ● To measure themselves and everyday objects using a mixture of non-standard and standard measurements ● To develop spatial reasoning using measures ● To begin to order and sequence events using everyday language related to time 		



	<ul style="list-style-type: none"> To begin to measure time with timers (e.g. digital stopwatches and sand timers) and calendars To explore the use of different measuring tools in everyday experiences and play <p>Geometry</p> <ul style="list-style-type: none"> To use informal language (e.g. heart-shaped, hand-shaped) and some mathematical language to describe shapes around them To use spatial language, including following and giving directions, using relative terms To develop spatial reasoning with shape and space To compose and decompose shapes, and understanding which shapes can combine together to make another shape. 			
<p>Reading/Phonics: Nursery (Phase 1). Monster Phonics</p> <p>The children will take home library books to help with their phase 1 development and begin to develop a love of reading. The children will begin to learn the concept of print.</p>	<p>Comprehension I can listen to short stories, songs and rhymes.</p> <p>I can repeat words and phrases in a familiar book I can join in with some words in familiar songs. I can hold the book the right way up and right way round</p> <p>Word Reading I can notice print e.g. familiar logos, bus numbers, first letter in my name.</p> <p>Assessment of Phase 1 aspects 1-6: Aspect 1 – General</p>	<p>Comprehension I can start to develop play around my favourite stories and props.</p> <p>I can start to join in with familiar stories, rhymes and songs.</p> <p>I can turn the pages one at a time in the right direction I can point to the front I understand that print has meaning (pretend to read)</p> <p>Word Reading I can discriminate between environmental and instrumental sounds. I can read my name</p>	<p>Comprehension I am starting to use different vocabulary from books in my play. I can join in with familiar rhymes and songs (and some patterned stories) I know that my reading finger goes under the words I know that to read I start left to right and top to bottom I know what a 'word' is I can point to the back cover I know the difference between picture and text</p> <p>Word Reading I can hear initial sounds and recognise words with the same initial sound such as money and mother I can count or clap syllables in a word. I am beginning to spot and suggest rhymes I can copy a variety of voice sounds I can read some of my friends' names I can read HFWS: the I a and</p> <p>Phase 1 Phonics: Aspects 3, 4, 5, 6</p>	<p>Comprehension I can talk about stories I have heard I can retell some familiar stories I can sequence events from stories I have heard. I can use some story language or new vocabulary in my play.</p> <p>Word Reading I have good phonological awareness including oral blending skills, rhyme, alliteration and syllables. I can read HFWS: to said in he was you of it</p> <p>Phase 1 Phonics: Aspects 4,5,7 Aspect 4 – Rhythm and rhyme Aspect 5 – Alliteration Aspect 7 – Oral blending and segmenting</p>



	<p>sound discrimination – environmental Aspect 2 – General sound discrimination – instrumental sounds Aspect 3 – General sound discrimination – body percussion Aspect 4 – Rhythm and rhyme Aspect 5 – Alliteration Aspect 6 – Voice sounds</p>	<p>Phase 1 Phonics: Aspects 1, 2, 3 Aspect 1 – General sound discrimination – environmental Aspect 2 – General sound discrimination – instrumental sounds Aspect 3 – General sound discrimination – body percussion</p>	<p>Aspect 3 – General sound discrimination – body percussion Aspect 4 – Rhythm and rhyme Aspect 5 – Alliteration Aspect 6 – Voice sounds</p>	
<p>Nursery writing progression</p>	<p>I explore making marks, but marks do not always communicate meaning. Random scribbling.</p> 	<p>I draw basic pictures. I use lines to look like writing. Scribble writing Left to right direction I begin to assign meaning.</p> 	<p>I write symbols and shapes that look like writing. I assign meaning to the marks. Attempts to write own name by copying.</p> 	<p>I copy words that I see in the environment around me. I often do not know what the words say. I write my own name from memory.</p> 



<p>Reception Reading / Phonics</p> <p>Monster Phonics Scheme</p>	<p>Phase 2 Phonics (alongside Phase 1)</p> <p>Week 1 s a t p</p> <p>Week 2 i n</p> <p>Week 3 m d g</p> <p>Week 4 o c k ck</p> <p>Week 5 e u r</p> <p>Week 6 hb</p> <p>Word Reading I can hear and say initial sounds for words.</p> <p>I can orally blend words (e.g. adult says m-a-n and child says man).</p> <p>Comprehension I can talk about stories I have heard.</p> <p>I can recall some characters and</p>	<p>Phase 2/3 Phonics</p> <p>Week 6 hb</p> <p>Week 7 f ff l ll ss</p> <p>Week 8 j v w x</p> <p>Week 9 y z zz qu</p> <p>Week 10 ch sh th ng</p> <p>Week 11 oo Cool Blue</p> <p>Week 12 ar Tricky Witch</p> <p>Word Reading I can recognise and say most of the phase 2 sounds (First 19 sounds).</p> <p>I can say the phase 2 sounds in CVC words.</p> <p>I can blend the sounds together to read CVC words.</p> <p>I can read the term 1 Monster Phonics High Frequency words.</p>	<p>Phase 3 Phonics</p> <p>Week 1 Tricky Witch oo</p> <p>Week 2 Brown Owl ow</p> <p>Week 3 Green Froggy ee</p> <p>Week 4 Black Cat ur</p> <p>Week 5 Angry Red A ai</p> <p>Week 6 Black Cat or</p> <p>Week 7 Miss Oh No oa</p> <p>Week 8 Tricky Witch er</p> <p>Week 9 Rapunzel igh</p> <p>Week 10 Tricky Witch air</p> <p>Week 11 Tricky Witch oi</p> <p>Week 12 Tricky Witch ear, ure</p> <p>Word Reading I can recognise and say all phase 2 single sounds</p> <p>I can identify some digraphs.</p> <p>I can segment the sounds in CVC words for reading</p> <p>I can blend the sounds in CVC words for reading.</p>	<p>Phase 4 Phonics</p> <p>Week 1 CVCC</p> <p>Week 2 CCVC</p> <p>Week 3 CVC+ with previously taught digraphs</p> <p>Week 4 CVC+ with previously taught digraphs</p> <p>Week 5 CCVCC</p> <p>Week 6 CCVCC</p> <p>Week 7 CVC+ Polysyllabic</p> <p>Week 8 CVC+ Polysyllabic</p> <p>Week 9 CCC onset words, CCVCC with previously taught digraphs</p> <p>Week 10 CCVCC with previously taught digraphs</p> <p>Week 11 CVC+ HFWs</p> <p>Week 12 CVC+ HFWs</p> <p>Word Reading I can match the letter and sound for all phase 2 single sounds and digraphs (sh, ch)</p>
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	<p>events that happened.</p> <p>I can join in with familiar rhymes and songs (and some patterned stories).</p>	<p>I may be starting to read some simple captions <i>e.g. the cat and the dog.</i></p> <p>Comprehension I can retell the key events in stories I am starting to recall facts from non-fiction.</p> <p>I can talk about what has happened in the story so far.</p> <p>I can listen carefully to stories, rhymes, non-fiction and songs.</p>	<p>I can segment and blend simple words matched to my phonics knowledge. I can read short captions. I can read all of the taught high Frequency words from Autumn and some from Spring term.</p> <p>Comprehension I can retell key events from stories I have read. I can describe the key events in stories or rhymes in some detail. I can recall facts from a non-fiction book <i>e.g. lifecycles, growing, weather.</i> I can say what might happen next in a story (<i>shared and guided reading</i>) I can use the language I have heard in stories in my play and discussions <i>e.g Bear Hunt, Pete the Cat, Jack and the Beanstalk.</i></p>	<p>I can match the letter and sound for at least 12 phase 3 digraphs <i>e.g. ch, sh, oa, ee.</i></p> <p>I can read CVC words containing phase 2 sounds I can read ccvc cvcc ccvvc words containing known digraphs <i>e.g. boat, sheep.</i> I can read simple sentences and books matched to my phonic understanding.</p> <p>I can read most of the Monster phonics common exception words</p> <p>Comprehension I can explain what I have read or has been read to me I can retell simple stories I can recall facts from information I can say what I think might happen next. I can use new vocabulary throughout my play.</p>
<p>Reception Writing</p>	<p>I am forming recognisable letters I can write my name using the correct graphemes. I can write the initial/ medial/final sounds that I hear in words. I can write some VC and CVC words</p>	<p>I can spell words by identifying the phonemes and then writing the corresponding grapheme. I can write some dictated short sentences. I can write at least half of the graphemes using the correct letter formation.</p>	<p>I can write short sentences with words with known sound letter correspondences. I can make phonetically plausible attempts at words with more complex GPCs -I can re-read what I have written to check that it makes sense</p>	



			<p>I can form most graphemes using the correct formation. I am beginning to start my sentences with a capital letter, and end them with a full stop.</p>
<p>Links to KS1 Readiness</p>	<p>Learning to Read</p> <ul style="list-style-type: none"> • Developing phonemic knowledge through ALS phonics and other phonic opportunities. • Developing a knowledge of stories including rhyme and identify the rhyming words within them. • Developing their skills and abilities to comprehend within familiar stories, and from pictures in illustrated stories. 	<p>Reading to Learn</p> <ul style="list-style-type: none"> • Developing their skills and abilities in retelling familiar stories. • Recognising that books have information that helps them to learn. 	<p>Reading for Enjoyment</p> <ul style="list-style-type: none"> • Routinely accessing picture books and stories • Listening to others expressively tell stories. • Learning that stories and books can put them in imaginary worlds full of adventure and excitement.
<p>Writing</p> <p>Links to KS1 Readiness</p>	<p>Learning to Write</p> <ul style="list-style-type: none"> • Holds pencils, pens and other marking making tools appropriately so that they can make marks in an increasingly controlled way. • To explore language and vocabulary in stories and the environment, and begin to use them accurately when talking. <p>Writing to Learn</p> <ul style="list-style-type: none"> • Write independently to communicate their thoughts and ideas about their lived experiences. • Write words and sentences to help them to remember what they have done. <p>Writing for Enjoyment</p> <p>Have opportunities to make marks, and then to write about things in the world around them that they are inspired to write about.</p>		



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UTW: People, Culture and Communities Nursery	<p>I can start to notice some of the differences between people</p> <p>I can talk about some of the differences between people in my class <i>e.g. long, short hair</i></p>	<p>I can begin to look at some other countries around the world</p> <p>I can begin to look at the differences through stories and events <i>e.g. between families, cultures, how people live</i></p>	<p>I can start to use stories and pictures to talk about differences in life in other countries</p>	<p>I know there are other countries in the world and can talk about some of the differences.</p> <p>I can show a positive attitude about the differences between people</p>
UTW: People Culture and Communities Reception	<p>I can talk about my house and what things I have there.</p> <p>I know there are different places in the world.</p>	<p>I can talk about my home and my school and what I like about them.</p> <p>I can talk about how different people celebrate <i>e.g. Diwali, Christmas</i></p>	<p>I know what a map is for and can draw information from a simple map</p> <p>I can talk about some special places for people in our and other communities <i>e.g church,</i></p> <p>I can draw information from a simple map</p>	<p>I can follow a simple map to find objects or features in school.</p> <p>I can talk about the similarities and differences between religions and cultures within my country (UK)</p> <p>I can talk about what is the same and different in life in this country and in other countries.</p> <p>I can start to talk about the differences in lives in other countries</p>
UTW: The Natural World Nursery	<p>I can name and talk about some animals and plants</p>	<p>I can talk about natural materials using a wide vocabulary to my senses <i>e.g. hard, soft, bendy</i></p>	<p>I can talk about the key features of the life cycle of a plant or animal using key vocabulary <i>e.g. butterfly, frogs</i></p> <p>I can talk about the world around us observing animals and plants</p>	<p>I show an interest in investigational skills supported by an adult <i>e.g. I wonder if ...?</i></p> <p>I can explore materials with similar / different properties</p>



		<p>I can talk about the differences in materials and how they change. <i>e.g. freeze/melt, sink and float, magnets</i></p>	<p>I can understand the key features of an animal <i>e.g. 4 legs, wings, feathers</i></p>	<p><i>e.g bark, leaves, shells</i></p> <p>I can talk about different materials using a wider vocabulary I can talk about the different forces I can feel. (push, pull, stretch, bend)</p>
<p>UTW: The Natural World</p> <p>Reception</p>	<p>I can talk about what I can see outside using a wide vocabulary.</p> <p>I can talk about some of the animals and plants I have observed. (e.g that's an elephant, it has big ears)</p>	<p>I can describe what I can see, hear and feel outside I am beginning to explore the natural world around me and describe what I can see, hear and feel.</p> <p>I can talk about the area I live in, including the weather etc.</p> <p>I can talk about forces I feel e.g. push, pull etc. I can talk about the weather linked to seasonal change</p> <p>I can name different materials.</p>	<p>I can describe animals and plants (both from photos and real life experiences)</p> <p>I can talk about how plants grow and naming some plants, talk about life-cycles)</p> <p>I can describe my own environment and local area I can describe another environment e.g. desert, Artic/India etc.</p> <p>I can talk about the weather linked to seasonal change I can talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.) I can talk about the differences in materials</p>	<p>I can explore the natural world around me, making observations of animals and plants and I can use these observations to draw pictures I can talk about animals in different countries e.g. Africa</p> <p>I can contrast the natural world around me with different environments</p> <p>I can talk about some of the changes in the natural world (including seasons and changing states of matter)</p>



UTW: Past and Present Nursery	I can say what I like and don't like	I can talk about myself and my immediate family and begin to talk about events in my life	I can begin to talk about some of the ways I have changed over my life	I can begin to talk about some of my own and my family's history (grandparents, parents, etc.)
UTW: Past and Present Reception	<p>I can name some members of my family and talk about them.</p> <p>I can talk about myself and some of the ways I have changed <i>e.g when I was a baby</i></p>	<p>I can talk about toys from the past (Peepo)</p> <p>I am becoming more aware of the past linked to myself and my family and how it has changed <i>e.g Timeline</i></p> <p>I can talk about what I can see in pictures of the past <i>e.g. picture talk pictures from Gingerbread Man (old cooks)</i></p>	<p>I can talk about different jobs and people who help us. in society.</p> <p>I can talk about my family and the jobs that people do around me. <i>E.g. parents, staff in school</i></p> <p>I can talk about what I have heard and seen in stories and picture books and how this is different/ the same <i>e.g. Peepo</i></p>	<p>I can talk about the lives of people I am familiar with I can talk about the roles of people in society.</p> <p>I can give similarities and differences between the past and now <i>e.g. bears – there's lots of bears, but in the past they were different</i></p> <p>I can talk about the past using books and stories talking about the characters, settings and events</p>
Links to KS1 Readiness Science	<p>Working Scientifically</p> <p>To feel confident to answer simple questions about observable properties of objects and people, animals and plants around them</p> <p>To compare objects in their environment and talk about similarities and differences</p> <p>To ask questions about the world around them, and seek to find their own answers</p> <p>Plants</p> <p>To know what a plant is</p> <p>To know what a flower is</p> <p>To know where you see plants</p> <p>To describe different plants and flowers</p> <p>Animals including Humans</p> <p>To know what an animal is</p> <p>To recognise and name a variety of different animals</p>			



	<p>To know the names of different body parts of humans and animals they have experience of</p> <p>Everyday Materials To recognise that different everyday objects are made from different materials To describe how different objects look and feel</p> <p>Seasonal Change To know about different types of weather To observe changes in trees and plants as the seasons progress</p>
<p>Links to KS1 Readiness Geography</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> ● Know where they live ● Know how they travel to school <p>Knowledge of Places</p> <ul style="list-style-type: none"> ● Talk about some of the differences they notice when they are in different places ● Talk about places when looking at books and watching tv/videos ● Talking about places they have been to ● Talk about places in stories ● Using language that relates to place <p>Human and Physical Geographical Knowledge Recognise elements of their environment that are manmade and natural</p> <p>Using Maps</p> <ul style="list-style-type: none"> ● Make maps from stories ● Follow simple maps in play
<p>Links to KS1 Readiness History</p>	<p>Using Language associated with the past</p> <ul style="list-style-type: none"> ● Use words associated with the past including yesterday, last week, last year ● Use past tense when speaking about things that happened in the past <p>Remembering and discussing their own lives</p> <ul style="list-style-type: none"> ● Share their memories of significant events in their own lives. ● Talk about things that have changed. ● Begin to put these events in order <p>Talking about things they have done with people special to them</p>



	<ul style="list-style-type: none"> ● Share their memories of things that they have done with people that are special to them including friends, family, classmates and teachers. ● Begin to put events in order. <p>Recognising Chronology within stories</p> <ul style="list-style-type: none"> ● Talk about the order of events in a range of familiar stories. ● Recognise language in stories that shows the story happened in the past.
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Links to KS1
Readiness

Believing

- To know that different people have different faiths
- To know that some stories come from different holy books, and to express ideas in response to those stories

Living

- To know that different people have different times of celebration
- To understand that different people have different ways of celebrating major events
- To know that people of all faiths can and do live well alongside each other
- To enjoy joining in with family customs and routines
- To be able to express some of their own families' customs and traditions

Expressing

- To know that different people have a range of different ways of showing their beliefs, including prayers and worship
- To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions

<p>UTW Experiences</p> <p>Not limited to just these.</p> <p>Will be regularly reviewed depending cohort and will be flexible to react to child interest and events.</p>	<p>All about me books: children to make 'all about me' books containing family photographs, some items of importance or things from a family event etc. Small talk groups</p>	<p>Cooking: How do people celebrate through food?</p> <p>-melting chocolate. -exploring what is growing in autumn -Diwali food</p>	<p>Winter weather changes Studying frost, snow, ice.</p> <p>Ice experiment: How can we make ice? How can we melt ice the quickest? .</p> <p>Growing a rainbow (ink colour) Rainbow experiment:</p>	<p>Gravity: Rocket launching</p> <p>Life cycle: Growing Butterflies from caterpillars / frog life cycle</p> <p>Easter / spring changes (new life) People of the past:</p>	<p>Our Local community: people in my local area that have important roles (firefighters, NHS, shop workers etc). The jobs that people do around me – my parents etc.</p>	<p>Investigating shadows</p> <p>Make a boat that floats (Pirates)</p> <p>Dinosaur dig!</p>
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	<p>to discuss contents.</p> <p>Our families: naming members of my family and talking about them. Looking at / comparing different families in stories.</p> <p>Ourselves: what makes me special? How have I changed? (from when I was a baby to what I am now, things I can do now – timeline). Becoming aware of the ‘past’ by linking it to our family (events / older members of family) and stories we are reading. Noticing and talking about what they notice in old photos.</p> <p>Seasons /</p>	<p>tasting.</p> <p>Seasonal Timeline: -What season is it? (weather / seasonal change / celebrations) -My birthday/ how have I changed / comparing myself to other members of my family.</p> <p>Where in the World: What are we celebrating in Stevenage: Halloween Bonfire night - Fire / Sparkler safety. Diwali – dancing and clothing. Christmas Do we all celebrate these events? Special events celebrated in</p>	<p>skittles and warm water / cold water</p> <p>Testing different 3D shapes on a ramp / extending to cars and difference surfaces.</p> <p>Recycling / litter collecting Maps of local area</p> <p>Local buildings / statues / areas of importance</p> <p>Exploring and testing materials: Three Little Pigs: exploring building materials. Which material will not blow down?</p>	<p>Jesus</p> <p>Planting: regrowing vegetables</p> <p>Where do we live? Map of the United Kingdom</p> <p>The needs of a plant experiment</p> <p>Building and investigating a bug hotel Growing plants / flowers: sunflower competition, growing a bean in a bag.</p>	<p>Drawing plants and flowers</p> <p>The effects of exercise on our body</p> <p>Where do we live?</p>	
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	<p>outdoors: Autumn changes and features Leaf study Mud Kitchen investigation.</p> <p>Where in the world? Our local community: Tour of the school, naming areas of the school and important people and their roles at school.</p>	<p>your family.</p> <p>Outdoors Studying different leaves, twigs and other found objects.</p> <p>Exploring Toys of the past and creating an exhibition of inventions.</p>				
<p>EAD: Nursery</p>	<p>I can explore art materials for large- and small-scale art e.g. junk modelling, what can they do with a box?</p> <p>I can draw a circle and a line</p> <p>I can express my ideas through pretend play <i>e.g. move the dinosaurs and make a roar sound</i></p>	<p>I can use different art materials and talk about my ideas and what I have made.</p> <p>I can create closed shapes with continuous lines and begin to use these shapes to represent objects <i>e.g. a person, house</i></p> <p>I can engage in simple pretend play, using some</p>	<p>I can use self- chosen materials to create my own ideas</p> <p>I can explore colour mixing</p> <p>I can add some detail to my drawings <i>e.g. the features on a face.</i></p> <p>I can use the small world toys imaginatively <i>e.g. animal sets, dolls houses</i></p>	<p>I can use a range of art materials, joining things together for a purpose</p> <p>I can explore the work of an artist and begin to think about how my work is similar to theirs.</p> <p>I can use colour mixing purposefully.</p>		



		objects to represent others		<p>I can draw from my imagination and observation</p> <p>I can start to develop my own stories linked to what I know through role & small world play <i>e.g. home corner, mud kitchen, construction sets (build a zoo)</i></p>
EAD key vocabulary Nursery	Colour, colour names, paint brush, paint, thick, paper, create, make, ideas, landscape, portrait, dough, roll, squeeze, shape, ball, cut, tower, build, up, Glue, glue stick, join, lid, wind up, craft, glitter, design, ideas.	Drawing, pencils, paper, colouring pencils and pens, what, where, why, pompoms, glitter, feathers, Scissors, careful, snip, print, paint, colour, clear, sponge, shapes, shape names, drawing, pencils, copy, ideas.	Construction, build, ideas, paint, print, why, what, colour, mixing, new, create, collaborate, together.	Scissors, cutting, safe, independently, creating, making, ideas, construct, build, stick, glue, Sellotape, making tape, PVA glue, spreader.
EAD: Reception	<p>I can explore art materials e.g paint, crayons, sticking collage</p> <p>I can explore colour mixing freely</p> <p>I can develop my own ideas for art and start to talk about them (with adult support)</p> <p>I am using my imagination in play to help me role play and create small world set ups.</p>	<p>I can select my own art and design materials to create with</p> <p>I can start to join materials together.</p> <p>I can tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair etc.</p>	<p>I can use scissors and one handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.)</p> <p>I can explore different techniques e.g. collage, print, paint, to create art</p> <p>I can talk about my artwork or designs- linked to some of the materials/ techniques I used</p>	<p>I can safely use tools e.g. scissors</p> <p>I can explore using materials and techniques</p> <p>I can design art/ a product thinking about colour, texture and function</p> <p>I can explain what I have made</p> <p>I can talk about how I made it</p>



		<p>I am starting to recreate familiar stories (with adult support)</p> <p>I can retell familiar stories with my friends and adults (small world/ role play) I can role play imaginary scenarios linked to experiences</p> <p>I know some popular songs and can sing them supported by an adult</p> <p>I can sing with others and supported by an adult.</p>	<p>I can use materials and props to retell stories and create imaginary situations linked to what I know.</p> <p>I can begin to adapt well known stories and role play them with others.</p> <p>I can sing well known songs in a group or alone and match the pitch and melody</p> <p>I can listen carefully to music and start to move to it</p> <p>I can join in with singing and dancing</p>	<p>I can use props and materials when I am role playing familiar stories.</p> <p>I can adapt (changing parts) and recount narratives and stories with my friends and adults I can invent my own stories (in play and through taught session – helicopter stories)</p> <p>I can sing well known nursery rhymes and songs by myself or in a small group</p> <p>I can perform songs, rhymes, poems and stories alone and with others I can try to move in time with music</p>
<p>Key Vocabulary EAD Reception</p>	<p>Grip, Pinch and Flick, Tight, Loose, Hand, Lines, Circles, Shapes, Copy, Explain, Colours, Colour Names, Change, Lighter, Darker, Mix, Primary Colour, Secondary Colours, Light, Dark. Paint, Painting, Colour, Choice, Splatter, Flick, Jackson Pollock. Print, Paint, Choice, Hands, Feet, Fingers, Smudge, Clear Print.</p>	<p>Colours, Colour Names, Change, Lighter, Darker, Mix, Primary Colour, Secondary Colours, Light, Dark. Paint, Painting, Colour, Choice, Yves Klein Print, Paint, Choice, Smudge, Clear Print, Sponge, Rollers, Shapes, Paint, Painting, Colour,</p>	<p>Represent, Flower, Daffodil. Colours, Colour Names, Nature, Outside, Style, Similar, Any Goldsworthy, Leaves, Grass, Soil, Mud. Paint, Painting, Colour, Choice, Mix, New, Primary and Secondary Print, Paint, Choice, Smudge, Clear Print, Objects, Patterns, Environment, World, Nature.</p>	<p>Detail, Explain, Thick, Thin, Colour, Observe, Notice, Like, Dislike, Reason. Colours, Colour Names, Change, Lighter, Darker, Mix, Primary Colour, Secondary Colours, Light, Dark, Purpose. Paint, Painting, Colour, Choice, Inspiration, Feeling, Emotion, Imagination, Sunflower, Van Gogh.</p>



	Materials, Textures, Fabric, Play-Dough, Natural, Soft, Hard, Bendy, Rough, Smooth. Transient Art, Loose Parts, Moveable, Creation, Colour, Shape, Patterns. Tools, Cutting, Scissors, Care, Safety, Equipment, Snips, Small Snips, Large Snips, Paper. Observe, Copy, Look, Notice, Shape, Colour, Lines, Represent.	Choice, Type, Poster, Ready Mix, Acrylic, Powder, Water Colour. Print, Paint, Choice,	Materials, Textures, Collage, Eric Carle, Play Dough, Flour, Instructions, Water, Salt, Oil, Amount, Measure, Roll, Mix. Natural Art, Nature, Patterns, Outdoors, Andy Goldsworthy, Style, Copy, Similar. Tools, Cutting, Scissors, Care, Safety, Equipment, Snips, Small Snips, Large Snips, Paper, Shapes, Lines, Copy.	Colours, Colour Names, Change, Lighter, Darker, Mix, Primary Colour, Secondary Colours, Light, Dark, Shades. Paint, Painting, Colour, Choice, Surface, Paper, Card, Brushes, Thick, Thin, Difference. Print, Paint, Choice, Smudge, Clear Print, Symmetry, The Same, Pattern,		
Links to KS1 Readiness	<p>Using Materials</p> <ul style="list-style-type: none"> ● Hold tools like pencils, paint brushes, scissors with increasing precision ● Experiment with using different every day and art materials to explore colour, texture and form <p>Drawing, painting and sculpture</p> <ul style="list-style-type: none"> ● To explore their ideas and imagination by creating drawings, paintings and sculptures. ● To explore creating designs and art work on a range of scales. <p>Exploring techniques</p> <p>To explore a range of techniques to draw, paint, print and sculpt to help them create art work.</p> <p>Comparing and evaluating work</p> <ul style="list-style-type: none"> ● Recognising and exploring the colour, patterns and shapes in other artist's work. ● Expressing opinions and feelings in response to their own art work and other artist's work. ● Sharing their work with other people, talking about what they have created it. 					
Nursery Expressive Arts and Design Experiences	Exploring colours: Eric Carle- <i>Brown Bear, Brown Bear.</i> Look at colours of the rainbow (spectrum)	Celebrations:- Harvest: Printing techniques:- Fruit and Vegetables.	Look at different types of weather: Ice and Snow:- Colour- Eric Carle <i>Polar Bear, Polar Bear.</i> Arctic (North and South	Weather: Clouds and Rain :- Techniques: Wet Paper painting; Icing Sugar painting.	Growing:- Look at ourselves and Plants: Use Pastels to draw flowers, plants and seeds. (still life)	Exploring colours MINIBEASTS: Eric Carle - <i>Hungry Caterpillar</i> Cooking: Make Circle



	<p><u>Story: Elmer:</u> Look at Artist: Paul Klee: solid block work colour</p> <p>This is Me! Look at skin colour and compare.</p> <p>Self portraits:- Paint or draw themselves:- Think about colour of skin, hair, eyes, lips</p> <p>Explore materials and textures:- Use of salt; shaving foam; lentils, cornflour; slime, gloop in Tuf spot</p> <p>Explore different painting techniques:- Bubble; sponge; marble; blow; splatter; string</p>	<p><u>Make fruit Salad:</u> Tools to chop and cut.</p> <p><u>Bonfire Night:</u> Warm colours: Red, yellow, orange</p> <p><u>Diwali:- Bright colours and glitter!</u> Fireworks. Explore materials and textures:- Make Paper Divas using cutting skills.</p> <p>Coloured sand and Rice to make Rangoli patterns.</p> <p>Make a Diwali card.</p> <p><u>Christmas:-</u> Colours:- Red and Green Make Tree decorations. Make a</p>	<p>Pole) Cold colours: White, Blue, Black. Snowy pictures:-White Chalks and black paper. Penguins: Paint an Emperor Penguin.</p> <p>Use pencils to draw a Polar Bear/Penguin looking carefully at features.</p> <p>Clay: Make a polar bear/ penguin .</p> <p>Cutting: Make icicles and snowflakes out of paper.</p>		<p>Use Paints + printing techniques for Veg and fruit grown in the school garden.</p> <p>Cooking: Make vegetable soup: use tools to chop; slice, peel, and cut.</p> <p>Use different materials to make Sunflowers: (collage) Paper, cellophane, tissue, pipe-cleaners; sunflower seeds.</p> <p>Butterfly life cycle: <u>Paint techniques:</u> Butterfly painting.</p> <p><u>Cutting skills:</u> Make paper caterpillars out of Circles</p>	<p>Sandwiches (caterpillar) Use kitchen tools to spread and cut.</p> <p>Artist: Henri Matisse = Bright, bold colours: <i>The Snail</i> (collage)</p> <p>Look at SPIRALS: Draw Spirals in paint, sand, cornflour, shave foam....</p> <p>Make Clay spirals and paint.</p>
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		<p>Christmas card</p> <p>Cooking: Christmas baubles biscuits: Use tools to mix icing and spread on biscuit.</p>				
<p>Reception Expressive Arts and Design Experiences</p>	<p>Self portraits</p> <p>Exploring colour and colour mixing</p> <p>Loose parts face</p> <p>Three Little Pigs: exploring building materials. Which material will not blow down?</p>	<p>Creating / inventing a new toy</p> <p>Artist: Kandinsky exploring shape art.</p> <p>Clay diva lamps</p> <p>Design a Christmas card</p> <p>Using colour for a purpose / mixing colours</p> <p>Science- Volcano experiment</p>	<p>Making chairs for baby bear</p> <p>Constellation splatter picture</p> <p>Building rockets - choosing 3D recycling shapes / different methods of attachment.</p>	<p>Artist: Jackson Pollock Exploring dripping, pouring and splattering to create abstract art. Using hardened paint brushes, pipettes and spoons to splat paint. Space backdrops.</p> <p>Using Jackson Pollock to inspire Easter card craft.</p> <p>Science week- rocket experiment</p>	<p>Shades of colour / paint mixing to make fire pictures</p> <p>Fruit kebabs / making a fruit salad</p> <p>Creating bridges for goats to cross (Three Billy Goats Gruff)</p>	<p>Self portraits</p> <p>Design a new form of transport.</p> <p>Build a boat that floats.</p> <p>Heni Matisse - Repeating collage patterns</p> <p>Using tools to create a healthy salad.</p>



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