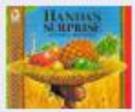
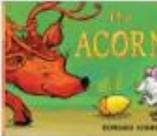


St. Paul's CE Primary School

EYFS Long Term Curriculum Plan

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Theme | All about me | Winter | Traditional Tales | People who help us | Living Things | Journeys |
| Quality Texts | <p>Funny Bones</p>  <p>Handa's Surprise</p>  <p>The Little Red Hen</p>  | <p>Penguin</p>  <p>Stick Man</p>  <p>Winter wonderland</p>  | <p>Goldilocks</p>  <p>Little Red Riding Hood</p>  <p>Gingerbread Man</p>  | <p>Doctor</p>  <p>Firefighter</p>  <p>Police Officer</p>  | <p>Aaaarah! Spider!</p>  <p>Super worm</p>  <p>The Acorn</p>  | <p>The Naughty Bus</p>  <p>Billy's Bucket</p>  <p>Winnie at the Seaside</p>  |
| Possible writing outcomes | <p>Label objects. Draw pictures of scenes with simple sentences. Thought bubbles.</p> | <p>Speech bubbles Make a winter concertina book Comic strip. Facts about winter</p> | <p>Story map with key sentences. Retell stories Innovate with different character.</p> | <p>Questions to ask the people. Speech / Thought / Feeling bubbles Draw and label a person who helps</p> | <p>Draw and label living things. Story map with key sentences. Seed / Bean diary.</p> | <p>Bus tickets / pass Thank you letter Recount of a journey Speech / Thought / Feeling bubbles</p> |
| R.E. | <p>Harvest – saying thank you to God at harvest time (UC – F1) I am Special – What makes a person special? Relationships Friendship – What makes a good friend? Relationships Christmas – How do we celebrate Jesus' birthday? Non-Christian Link - Diwali and Hanukkah (UC – F2)</p> | | <p>Stories Jesus Heard - Stories Jesus Told – why did Jesus tell stories? Easter (UC –F3)</p> | | <p>Special places – what makes a place special/holy? Non-Christian Link - Special Holy Places Special times – How do we celebrate special times? Non-Christian Link – special times Prayer – What is prayer? Non-Christian Link – Prayer Relationships – with God</p> | |
| | <p>Skills: Communication and language may be developed through: Listening to bible stories; role play bible stories; asking and answering questions; conversational skills to discuss events; people and places; describing their own experiences and using new vocabulary linked with religious behaviour, artefacts and stories. PSE may be developed through: talking about family events, their own experiences and feelings; discussing friendships and relationships (inc: respect, trust, care and concern) Literacy may be developed through: reading and re-telling bible stories; sequencing pictures and writing opportunities for prayers, cards, stories etc. Understanding of the World may be developed through: visiting places of worship; celebrating family events; making collages; handling artefacts; meeting people of faith and making festival food.</p> | | | | | |

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| <p>Communication and Language</p> | <p>Maintaining attention, concentrating Listening to stories and responding to questions. Sharing experiences with others, likes/ dislikes. Following instructions. Use language to imagine and recreate roles and experiences in play situations. Role play doctors.</p> | <p>Listen attentively in a range of situations. Accurately anticipate key events and respond to what they hear with relevant comments, questions or actions. Able to follow a story without pictures or props. Listen and respond to ideas expressed by others in conversation. Use language to imagine and recreate roles and experiences in play situations. Introduce a storyline into their play. Uses talk to sequence and clarify thinking, ideas, feelings and events.</p> | <p>Discuss favourite character would you like to be? Why? Working with partners. Develop communicative skills Discussing how we can be a good friend. Recreating roles and stories. Retelling the traditional tales to an audience. Speaking clearly and confidently.</p> | <p>Role-play different jobs. Describing different job roles. Asking questions to visitors. Listens and responds to ideas expressed by others in conversation or discussion. Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas.</p> | <p>Role-play-mini-beast exploratory area and dress up. Observing and asking questions about the caterpillars and butterflies. Making observations of plants and animals as they grow.</p> | <p>Explore and identify language for different types of movement. Recall journeys they have made. Talk about things found on a walk – shells, acorns, litter, key, letter. Memory game – I went on a Journey and I saw. Give word/map for children to follow. Bear hunt sensory bags- describe what we can feel</p> |
| <p>Skills: Listening and Attention <ul style="list-style-type: none"> • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity). Maintains attention, concentrates and sits quietly during appropriate activity. •Two-channelled attention – can listen and do for short span Speaking <ul style="list-style-type: none"> • Beginning to use more complex sentences to link thoughts (e.g. using and, because). • Can retell a simple past event in correct order (e.g. went down slide, hurt finger). • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Uses a range of tenses (e.g. play, playing, will play, played). • Uses intonation, rhythm and phrasing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.' • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. Understanding <ul style="list-style-type: none"> • Understands use of objects (e.g. "What do we use to cut things?") • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand 'why' and 'how' questions. • Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. </p> | | | | | | |

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| <p>Physical</p> | <p><u>Gross Motor:</u></p> <p>Body shapes, small, tall, wide, flat, squares, triangles (All about me)</p> <p>Moving in different ways, Developing Loco motor skills- crawling, walking, running, hopping, leaping, gliding, scurrying.</p> <p>Developing body management skills- static and dynamic balancing, stopping and landing.</p> <p><u>Fine Motor:</u></p> <p>Handle equipment and tools effectively, including pencils for writing, play dough tools, writing tools construction materials. Make play dough faces/make masks. Sequins and tweezers Pompoms, tweezers and scoops. Threading. Peg board patterns.</p> | <p>Dance - Hibernation theme – frozen and ice dancing Show increasing control in large and small movements – block of dance (PE)</p> | <p>Games- avoiding obstacles.</p> <p>Gym – different ways of moving.</p> <p>Outside: Provide a variety of skipping ropes and children experiment with skipping. Adult model the activity.</p> <p>Ball skills, catching throwing with smaller balls once can confidently control large balls.</p> <p>Fine Motor - Cutting Skills, using malleable materials to mould, stretch roll to make bears etc.</p> | <p><u>Gross Motor</u> Wake and Shake Playdough Disco Emergency PE lessons <u>Fine motor:</u> Sequins and tweezers Pompoms, tweezers and scoops. Threading, repeated patterns. Writing patterns. Shaving foam</p> | <p><u>Gross Motor</u> Wake and Shake Playdough Disco Introduce “Activate” Minibeast <u>Fine motor:</u> Mindfulness tracing. Writing patterns Weaving Silly foam Foam moulding Cornflour</p> | <p>Walk like a robot, spin like a spinning top, related to dance and movement. Puppets on a string – copy cat movement Using children's ideas of transport – ask them to “move like a train” etc Traffic light games Different journeys following road signs – one way/go/stop/ no entry. Bear Hunt obstacle course</p> |
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Skills:
Physical Development
Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. •Mounts stairs, steps or climbing equipment using alternate feet. •Walks downstairs, two feet to each step while carrying a small object. •Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. •Can stand momentarily on one foot when shown. •Can catch a large ball. •Draws lines and circles using gross motor movements. •Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. •Holds pencil between thumb and two fingers, no longer using whole-hand grasp. •Holds pencil near point between first two fingers and thumb and uses it with good control. •Can copy some letters, e.g. letters from their name.
•Experiments with different ways of moving. • Jumps off an object and lands appropriately. •Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. •Travels with confidence and skill around, under, over and through balancing and climbing equipment. •Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. •Uses simple tools to effect changes to materials. •Handles tools, objects, construction and malleable materials safely and with increasing control. •Shows a preference for a dominant hand. •Begins to use anticlockwise movement and retrace vertical lines. •Begins to form recognisable letters. •Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

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| | <p>Health and Self Care Can tell adults when hungry or tired or when they want to rest or play. •Observes the effects of activity on their bodies. •Understands that equipment and tools have to be used safely. •Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. •Can usually manage washing and drying hands. •Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom Eats a healthy range of foodstuffs and understands need for variety in food. •Usually dry and clean during the day. •Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. •Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. •Shows understanding of how to transport and store equipment safely. •Practices some appropriate safety measures without direct supervision.</p> | | | | | |
| <p>Personal, Social and Emotional</p> | <p>Classroom rules and routines. Making friends. Taking turns and sharing. Playground rules. Talk about family and friends.</p> | | <p>To continue to follow the class rules and to be able to tidy and put back any resources they have used independently. To develop children's independence in being able to tidy up resources after they have used them. To hold regular circle times to give children the opportunity to talk to their peers and adults. To talk about our feelings, and we might express how we feel in certain situations e.g. resolve conflicts with other children, e.g. finding a compromise. To continue to build relationships with peers and ability to play in a group.</p> | <p>Reinforcing classroom rules and routines. Reinforcing taking turns and sharing. Feeling associated to going to the doctors, dentists etc. Keeping safe outside school. Reinforcing playground rules.</p> | <p>Looking after living things and recognising how to take care when handling mini beasts. Growing butterflies.</p> | <p>Explore ideas for care and respect. Hold a Teddy Bear's Picnic afternoon with the bears they have created. SEAL – RE – see medium term plans. Discuss where we may travel and on what type of transport. Road safety – staying safe in town or country</p> |

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| | <p>Skills: <u>Making Relationships</u> Can play in a group, extending and elaborating play ideas. e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. • Keeps play going by responding to what others are saying or doing. • Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise.</p> <p><u>Self Confidence and Awareness</u> Can select and use activities and resources with help. • Welcomes and values praise for what they have done. • Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. • Confident to talk to other children when playing, and will communicate freely about own home and community. • Shows confidence in asking adults for help. Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities.</p> <p><u>Managing feelings and behaviour</u> Aware of own feelings, and knows that some actions and words can hurt others' feelings. • Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. • Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. • Can usually adapt behaviour to different events, social situations and changes in routine. • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</p> | | | | | |
| Literacy | <p>Funny bones. Label body parts. Draw self-portraits and label them. Draw family and friends, label. Act the story funny bones out in the book corner with puppets. Role play doctors writing prescriptions. Labelling body parts. Black card and chalks, Skelton. Writing names, family, friends names. Initial sounds of names.</p> <p>Handa's surprise. Oliver's fruit cocktail. List favourite fruit and vegetables and list why they like those using senses to describe.</p> <p>Make fruit cocktails shopping lists. Write instructions for making vegetable soup.</p> | <p>Non-fiction texts about ice, winter, snow Sing action songs to do with winter and Christmas</p> | <p>Goldilocks and the three bears'. Discussing books What happened? Why? Who were the characters? Where they nice mean characters? What did you like dislike? Why? Settings Writing sorry letters to the bears from Goldilocks. Sequencing pictures from the story, acting out. Writing sorry letters. Draw a picture of the Goldilocks and write a character description. Write the beginning, middle, end. Change endings, beginnings. Use capital letters, finger spaces and full stops.</p> <p>The Ginger bread man- Retelling the story. Making instructions of how to</p> | <p>Reading – Knows that information can be retained from books and computers – Looking at the different ways of accessing information – Ipads, computers – group on carpet, and books within the classroom.</p> <p>Writing – Write prescriptions</p> <p>Reading – Reading an array of different letters from different places.</p> <p>Writing our own simple stories using computers to word process. Writing names. Making wanted posters.</p> <p>Child writes their own labels, captions, messages and simple stories which can be</p> | <p>Children will be actively involved in the development of the classroom work and displays on minibests. Children will write independently for both their own and agreed purposes. Children will be writing signs, posters and labels for their role play garden centre. Children will be writing invitations to an ugly bug ball. Children will be writing descriptions of the minibests they find. Children will be role playing the roles of a garden centre. Children describing the sequence, events and characters in stories.</p> | <p>Create a postcard and write about their favourite place Write a recount of a journey they have taken (trip) Writing instructions for moving/making a toy Retell and sequence Bear Hunt Describe the settings from "Bear Hunt" Retell "Whatever Next" and write a simple summary of the plot Describe Stick Man's journey around the outdoor area Describe pictures from around the world</p> |

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| | <p>The little red hen. Retelling/ Sequencing pictures from the story. Label.</p> | | <p>bake ginger bread biscuits. Make shopping lists.</p> | <p>read by themselves and others. Writing our own non- fiction book. Features of a non-fiction book – what do they include, what is the purpose of a non- fiction book?</p> | <p>Children will use the stories as a stimulus for learning. Children will be using non fiction texts to find out information about minibeasts. Children will be discussing words and their meaning linked to the topic of minibeasts.</p> | |
| <p>Reading Enjoys rhyming and rhythmic activities. •Shows awareness of rhyme and alliteration. •Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. •Beginning to be aware of the way stories are structured. •Suggests how the story might end. • Listens to stories with increasing attention and recall. •Describes main story settings, events and principal characters. •Shows interest in illustrations and print in books and print in the environment. •Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. •Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. •Knows that print carries meaning and, in English, is read from left to right and top to bottom. • Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. •Begins to read words and simple sentences. •Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. •Knows that information can be retrieved from books and computers.</p> <p>Writing •Sometimes gives meaning to marks as they draw and paint. •Ascribes meanings to marks that they see in different places. • Gives meaning to marks they make as they draw, write and paint. •Begins to break the flow of speech into words. •Continues a rhyming string. •Hears and says the initial sound in words. •Can segment the sounds in simple words and blend them together. •Links sounds to letters, naming and sounding the letters of the alphabet. •Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. •Writes own name and other things such as labels, captions. •Attempts to write short sentences in meaningful contexts.</p> | | | | | | |
| <p>Mathematics</p> | <p>Number – Age, birth months, days of the week song. Number recognition/counting / Ordering numbers to 10/20. Sorting: How many children have blue eyes/ brown hair etc. Counting people. Shape and space- Children will use 2d/3d shapes to make people . Making fruit salads cutting fruit into halves, quarters.</p> | | <p>Number – Addition and subtraction introduce the signs = - + adding one more finding one less. Double to 10. Sequencing size. Count irregular arrangements, estimating. S/S/M- Why would Goldilocks like Baby Bears bed the best? Size comparison, Size of bears, size of beds, size of bowls. Likes and dislikes. Positional Language / Problem solving. Help Goldilocks find her way out of the woods.</p> | <p>Weight, size, capacity, distance. Comparing, estimating and carrying out measurements.</p> | <p>Numbers to 20 and beyond. Money-real life situations. Addition and subtraction. Sharing and grouping Time</p> | <p>Numbers: doubling, halving and sharing (cont) Shape, space and measures: position and distance Tally charts of their favourite places – house, shop, seaside Word problems – addition & subtraction Time – journeys long/short, o'clock etc Addition-number lines Bear hunt-positional language when locating the bear</p> |

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| | <p>Sorting activities this will include: How many children have blue eyes/ brown hair etc.</p> <p>Size Order.</p> | | <p>Problem solving, designing and making skills, Positional language on top, next to, in front etc. Where is the bear sitting? On the chair, beside the bed.</p> | | | |
| <p>Skills: Number Uses some number names and number language spontaneously. •Uses some number names accurately in play. •Recites numbers in order to 10. •Knows that numbers identify how many objects are in a set. •Beginning to represent numbers using fingers, marks on paper or pictures. •Sometimes matches numeral and quantity correctly. •Shows curiosity about numbers by offering comments or asking questions. •Compares two groups of objects, saying when they have the same number. •Shows an interest in number problems. •Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. •Shows an interest in numerals in the environment. •Shows an interest in representing numbers. •Realises not only objects, but anything can be counted including steps, claps or jumps</p> <p>•Recognise some numerals of personal significance. •Recognises numerals 1 to 5. •Counts up to three or four objects by saying one number name for each item. •Counts actions or objects which cannot be moved. •Counts objects to 10, and beginning to count beyond 10. •Counts out up to six objects from a larger group. Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. •Counts an irregular arrangement of up to ten objects. •Estimates how many objects they can see and checks by counting them. •Uses the language of 'more' and 'fewer' to compare two sets of objects. •Finds the total number of items in two groups by counting all of them. •Says the number that is one more than a given number. •Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. •Records, using marks that they can interpret and explain. •Begins to identify own mathematical problems based on own interests and fascinations</p> <p>Shape/Space/Measure Shows an interest in shape and space by playing with shapes or making arrangements with objects. •Shows awareness of similarities of shapes in the environment. •Uses positional language. •Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. •Shows interest in shapes in the environment. •Uses shapes appropriately for tasks. •Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</p> <p>•Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. •Selects a particular named shape. •Can describe their relative position such as 'behind' or 'next to'. •Orders two or three items by length or height. •Orders two items by weight or capacity. •Uses familiar objects and common shapes to create and recreate patterns and build models. •Uses everyday language related to time. •Beginning to use everyday language related to money. •Orders and sequences familiar events. •Measures short periods of time in simple ways.</p> | | | | | | |
| <p>Understanding the world</p> | <p>Talk about past and present events in own lives and in lives of family members. (All about me) Talk about us as babies, our locality where we live. (ourselves) Bring photographs of them when they were babies. What are the differences? Where do we live? How can we care for others and the world we live in? Recycling, placing rubbish in the bin.</p> | <p>Seasonal change Freezing and melting – investigation Know about similarities and differences in relation to places, objects, materials and living things. Observe seasonal change. Talk about the clocks changing. What have the children noticed about the temperature/daylight? Look at the plants and trees what can you see? (seasonal walk) Complete simple program on the IWB.</p> | <p>UW- Technology (40/60 months) Programming the bee bots to Goldilocks' house. Log on and of the computer. Use the 2 paint program to paint a bear, house and write about it suing the keyboard. What would be the best material be to make a coat for Goldilocks to</p> | <p>What a doctor does. Where a Doctor works. What we find at the Doctors. Why it is important that we have Doctors. Educational visit from a nurse, doctor or dentist Using different ICT techniques to retain information – can use the computers with</p> | <p>Planting seeds. Caring for living things The local environment growing vegetables. Make observations of mini beasts. Eco-schools Litter picks Buster and The Waste busters! See nature- Bird box</p> | <p>What do we need to take for a trip to the beach/Antarctic/ mountains/countryside? Explore pushes and pulls Explore old toys & new toys – compare &contrast Explore how wind can move toys – make kites Make a map/island of their imaginary journey My journey to school – draw things they see on the way Locate where they live on a map or places they have visited Holidays – different climates</p> |

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| | <p>Family members. Take photos on the cameras of their friends.</p> <p>Use the computers to paint portraits of themselves. Clicking and dragging using the mouse.</p> <p>Harvest Festival. Autumn walk.</p> | | <p>prevent her getting wet in the rain?</p> | <p>some guidance – following instructions.</p> <p>Looking at different religions and traditions. Comparing and finding differences between ourselves and others, and celebrating being different/similar.</p> <p>Easter</p> | | <p>Compare our homes to homes around the world- materials, styles etc. How children across the world travel to school</p> |
| <p>Skills: People and Communities <ul style="list-style-type: none"> •Shows interest in the lives of people who are familiar to them. •Remembers and talks about significant events in their own experience. •Recognises and describes special times or events for family or friends. •Shows interest in different occupations and ways of life. •Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Enjoys joining in with family customs and routines.</p> <p>The world Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. •Can talk about some of the things they have observed such as plants, animals, natural and found objects. •Talks about why things happen and how things work. •Developing an understanding of growth, decay and changes over time. •Shows care and concern for living things and the environment. Looks closely at similarities, differences, patterns and change.</p> <p>Technology Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. •Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. •Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. •Knows that information can be retrieved from computers <ul style="list-style-type: none"> •Completes a simple program on a computer. •Uses ICT hardware to interact with age-appropriate computer software. Early Learning Goal Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. • Completes a simple program on a computer. Uses ICT hardware to interact with age-appropriate computer software.</p> | | | | | | |
| <p>Expressive Arts and Design</p> | <p>All About Me: Self-portraits of themselves and friends, families. (All about me) Take one picture the boy, textures for hair.</p> <p>Children mix different colours of paint to create eye colours/ hair colours to paint self-portraits</p> <p>Making masks. Making funny bones split pin moving people.</p> <p>Make x-rays, skeletons. Black paper/ chinks.</p> <p>DANCE move in imaginative ways. To explore sounds of different instruments. Moving in different ways.</p> | <p>Role play area – Change into a doctor surgery – Children introducing a story line or narrative into their play.</p> <p>Playing alongside other children who are engaged in the same theme. Allow for opportunities where children may have to play together for a desired narrative – Patient/Doctor.</p> <p>Painting X-Rays on black paper with white paint – to be used in role play area and on display – Selects appropriate resources and adapts work where necessary.</p> | <p>The children will learn to make collages using a range of materials.</p> <p>The children will learn to make observational drawings.</p> <p>The children will learn to make masks.</p> <p>The children will learn to make models of minibeasts.</p> <p>The children will learn to sing songs relating to the topic of minibeasts.</p> <p>The children will learn to create dances to contrast minibeast movements.</p> <p>The children will learn to use instruments to make sounds as well as body sounds.</p> <p>The children will learn to listen to a range of music from around the world.</p> | | | |

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| | <p>Winter: Snowflakes, puppets, free painting, drawing outlines and painting with the correct colours. Creating with colours that make you feel cold, mixing colours etc.</p> | <p>Children making their own models. Designing and choosing own materials.</p> <p>Making decisions about the equipment they are going to use, if it is malleable, and making decisions when adapting work.</p> <p>Making musical instruments – children's choices of instruments and materials to make the instrument.</p> <p>Through their explorations they find out and make decisions about how media and materials can be combined and changed.</p> | <p>The children will learn to respond to music through painting, drawing and writing.</p> <p>Mini beast models Mini - beast hotels Collage Printing Painting with different medium.</p> <p>Make a moving toy or vehicle using recycling material Make masks, stick people – moving eyes and ears Make moveable vehicles/ toys using construction Observational drawings using a range of medium Sound/musical journey e.g. woods, seaside or cities Make individual rocking boats (folded paper plates) – take them on a journey Read “Whatever Next” and make a space ship Compose music using bear hunt sensory bottles</p> |
| <p>Skills:</p> <p>Exploring and Using Materials</p> <ul style="list-style-type: none"> •Enjoys joining in with dancing and ring games. •Sings a few familiar songs. •Beginning to move rhythmically. •Imitates movement in response to music. •Taps out simple repeated rhythms. •Explores and learns how sounds can be changed. •Explores colour and how colours can be changed. •Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. •Beginning to be interested in and describe the texture of things. •Uses various construction materials. •Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. •Realises tools can be used for a purpose. <p>Begins to build a repertoire of songs and dances.</p> <ul style="list-style-type: none"> •Explores the different sounds of instruments. •Explores what happens when they mix colours. •Experiments to create different textures. •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. •Constructs with a purpose in mind, using a variety of resources. •Uses simple tools and techniques competently and appropriately. •Selects appropriate resources and adapts work where necessary. •Selects tools and techniques needed to shape, assemble and join materials they are using. <p>Being Imaginative</p> <ul style="list-style-type: none"> •Developing preferences for forms of expression. •Uses movement to express feelings. •Creates movement in response to music. •Sings to self and makes up simple songs. •Makes up rhythms. •Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. •Engages in imaginative role-play based on own first-hand experiences. •Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. •Uses available resources to create props to support role-play. •Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. <p>Create simple representations of events, people and objects.</p> <ul style="list-style-type: none"> • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. •Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. •Plays alongside other children who are engaged in the same theme. •Plays cooperatively as part of a group to develop and act out a narrative. | | | |