

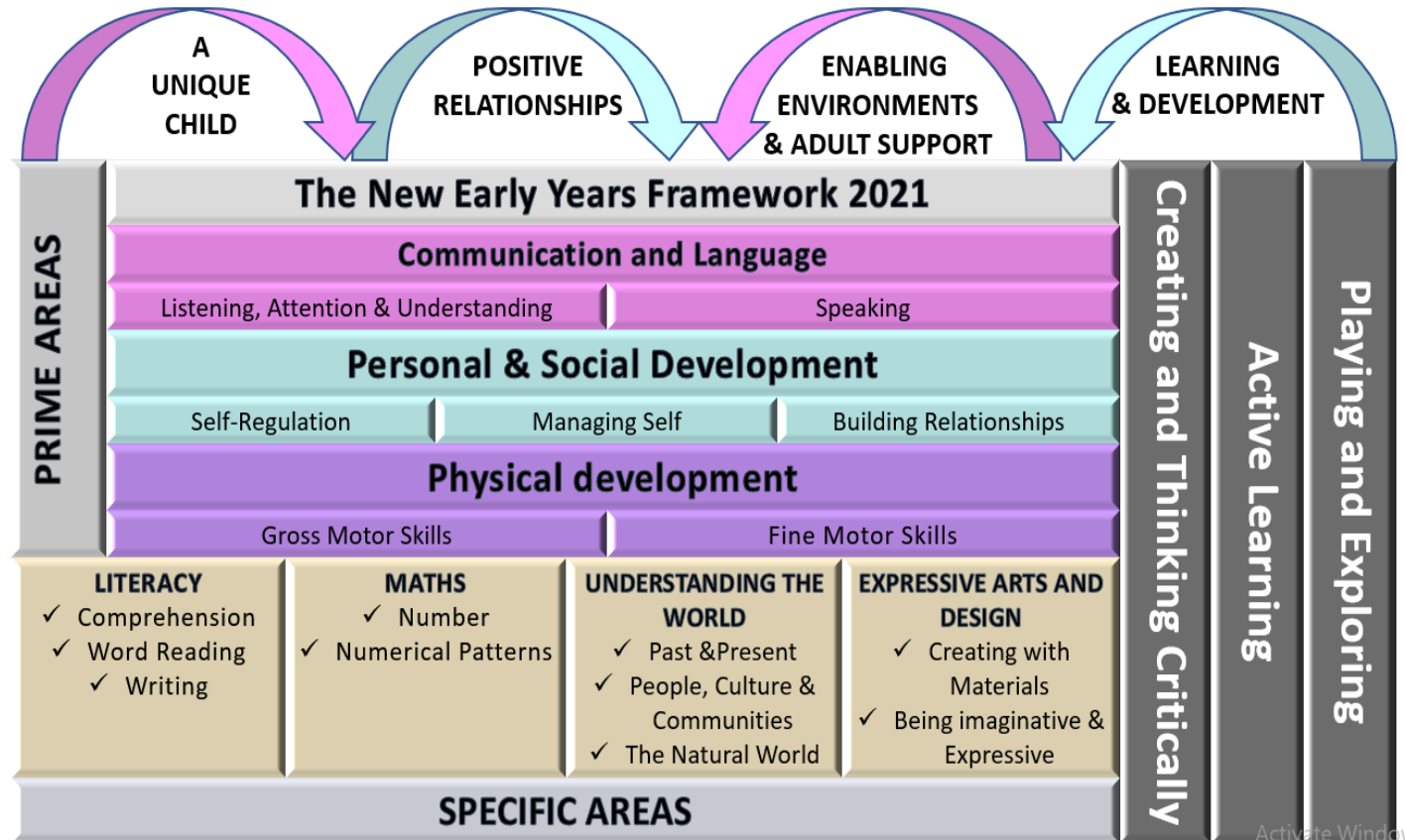


## Nursery Long Term Plan

At the end of their time at Sandford Hill Primary, our children will take with them the skills to

- ❖ Make safe and healthy choices
- ❖ Communicate confidently
- ❖ Prepare them for a digital world
- ❖ Become independent learners, with a secure knowledge of the basics, who have a desire to further improve
- ❖ Take pride in their personal achievement and pride in their school and their community.

*“At Sandford Hill Primary School our ethos of ‘Thoughtfulness and Respect’ underpins our EYFS curriculum and is reflected in everything we do. Through positive relationships and high quality interactions our aim is to create a nurturing learning environment where every child feels happy and safe. We believe that all children deserve to be valued as an individual and we are passionate in allowing all children to achieve their potential from their various starting points. We work collaboratively with parents and carers to encourage independent, enthusiastic and happy learners who thrive in school regardless of background, circumstances or needs.” EYFS – Sandford Hill*



	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p><b>General Themes</b> NB: <i>These themes may be adapted at various points to allow for children's interests to flow through the provision</i></p>	<p>All about me /Starting school / my new class /Feelings/ Settling in/ Colour / Autumn</p>	<p>Autumn Celebrations – Bonfire Night, Diwali, Christmas</p> <p>(Planting bulbs – crocus, tulips, daffodils)</p>	<p>Winter Traditional Stories</p>	<p>Spring Easter Life cycle (animals) Baby animals Farm Where food comes from?</p>	<p>Planting Life cycle (plants) Growing (Plants) Minibeasts</p> <p>(Planting bulbs - cress)</p> <p>What places are special and why?</p>	<p>Sport's Day Summer The Seaside/Pirates</p> <p>What times/stories are special and why?</p>
<p><b>Core texts and Vocabulary</b></p>	<p>The Colour Monster and The Colour Monster Starts School – exhausted/ Mine/ This is Our House/ Elmer - patchwork Brown Bear what do you see? – colour words Kipper/ The Little Red Hen (Harvest/Autumn) Hugless Douglas Little Acorn/ We're Going on a Leaf Hunt</p>	<p>We're Going on a Bear Hunt This is the bear Houglas Douglas and the big sleep Owl Babies Night light sleep tight Merry Christmas Hugless Douglas Kipper's Christmas Eve</p>	<p>Polar bear polar bear what do you see? Goldilocks and the Three Bears The Three Billy Goats Gruff Winter (non-fiction book) The Gruffalo's Child</p>	<p>A squash and a squeeze The Train Ride Farmer Duck A pig in the pond We're going on an Egg hunt Spike's Best Nest</p>	<p>Each Peach Pear Plum This is the bear and the picnic lunch Shark in the Park The life of a little plastic bottle Jasper's Beanstalk Minibeasts (non-fiction) Aghh Spider!</p>	<p>Lost at the Beach Sharing a shell Octopants The Sports Day</p>

<b><u>Rhymes, songs and poems</u></b>	Goat Goes to Playgroup	The wheels on the bus (big book) Hickory Dickory Dock	One Elephant Went Out To Play (big book) Toddle Waddle	Old MacDonald Had a Farm (x2 big book) Hairy Maclary	Wriggle and Roar – Julia Donaldson The Eensy Weensy Spider (big book)	Wiggle My Toes Chocolate mousses for greedy goose
<b><u>Nursery Rhymes</u></b>	Incy Wincey Spider Baa Baa Black Sheep Twinkle Twinkle Little Star Row Row Your Boat Humpty Dumpty	Hickory Dickory Dock Round and round the garden Wheels on the bus	Rain Rain Go Away Heads, Shoulders, Knees and Toes I'm a Little Teapot Tommy Thumb	This Little Piggy Went to Market Old Macdonald had a farm	The sun has got his hat on	Repetition of rhymes learned throughout the year
<b><u>'Wow' moments / Enrichment Weeks</u></b>	Sports Week Autumn walk Remembrance Day	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Children in Need Anti- Bullying Week Animal Lady visit Visit to Cannock Chase Visit to the Woods – Bear Hunt	Chinese New Year LENT Internet Safety Day Pancake day Woods Visit – Link to Traditional stories	Easter time Mother's Day Queen's Birthday Eater Egg Hunt Local Farm Visit?	Pyjamarama day National Forest Adventure Farm trip Father's Day Planting seeds Planting Cress Visit to woods – Minibeast hunting	Geography Day Sports Day

**Communication and Language**

**Autumn 1**

**Autumn 2**

**Spring 1**

**Spring 2**

**Summer 1**

**Summer 2**

**Listening and Attention**

I can listen carefully to songs, stories and rhymes and respond by joining in

I can understand and respond to instructions with:  
 \*2 key words- Put on your hat  
 \*3 key words- Can you wash dolly's face?

I can understand and respond to 'why' questions

I can start a conversation and take it in turns to speak

I can ask who, what and why questions.

**Speaking**

I can explain, describe, recount and retell

I can join in with conversation (linked to listening)

I can talk about the stories I have read

I can use a sentence of 4-6 words e.g. Can I have more milk please?

I can use connectives to link words in sentences e.g. I want the car and the crayon/ I like milk because it tastes nice

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

-Good listening rules - understand how to listen carefully and why listening is important. Refer to good listening cards.

-Model routines through the day. For example: where to put belongings, family area routines, using the toilets, lining up.

-Listening and tuning in games during phonics sessions

- Gradually introduce the morning routine: days of the week song, the weather, special helper.

- adults facilitating in the continuous provision modelling high quality interactions and vocabulary

-Good listening rules - understand how to listen carefully and why listening is important.

- adults facilitating in the continuous provision modelling high quality interactions and vocabulary

- Tier 2 vocabulary linked to stories and core texts

- Listening and responding to stories

-Re tell repetitive stories such as 'We're Going on a Bear Hunt' through role play/woods visit.

new vocabulary linked to experiences e.g. planting bulbs

Teach the children how to be talk partners

-Re-tell traditional stories through role-play

-teach new vocabulary linked to experiences e.g. woodland visits, pancake day

adults facilitating in the continuous provision modelling high quality interactions and vocabulary

- Tier 2 vocabulary linked to stories and core texts

Reinforce how to be talk partners

-teach new vocabulary linked to experiences e.g. farm visit

adults facilitating in the continuous provision modelling high quality interactions and vocabulary

- Tier 2 vocabulary linked to stories and core texts

-new vocabulary linked to experiences e.g. farm visit, planting seeds, hunting for minibeasts

adults facilitating in the continuous provision modelling high quality interactions and vocabulary

- Tier 2 vocabulary linked to stories and core texts

adults facilitating in the continuous provision modelling high quality interactions and vocabulary

- Tier 2 vocabulary linked to stories and core texts

new vocabulary linked to experiences e.g sports day, geography day

C&L is developed throughout the year through high quality interactions, daily group discussions, PSHE/circle times, stories, singing

**Daily Reading Opportunities** – Reading area (books linked to children's interests, topic books, non-fiction books linked to themes), Shared reading, dedicated poem/rhyming song time, reading for pleasure daily story time, Library book changing

Personal, Social and Emotional Development	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p><b>Self Regulation</b> I can talk about my feelings and feelings of others I can follow basic instructions and the “rules” of the setting</p> <p><b>Managing Self</b> I am starting to handle new experiences with more confidence I manage my own belongings.</p> <p><b>Building Relationships</b> I can play with others cooperatively sharing resources and taking turns. I can talk with others to resolve conflicts and resolve issues (some support needed) I can use the toilet ind. (inc. hygiene) and am usually dry throughout the day I show an awareness of healthy and unhealthy food</p>	<p>Children’s personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>.</p>					
<ul style="list-style-type: none"> <li>-Golden Rules/expected behavior/Good listening</li> <li>-PSHE stories linked to the Golden Rules</li> <li>-Discuss feelings through stories e.g The Colour Monster Starts School, Hugless Douglas, This is the Bear, Owl Babies</li> <li>-Adults to explain and model classroom routines for the children clearly</li> <li>-Adults to model and encourage the children to wash their hands, use the toilet independently</li> <li>- Adults to model building respectful relationships</li> <li>-Adults to support children to self-regulate their own feelings</li> <li>-Teach about Oral Health, the importance of fruit and vegetables, keeping clean (germs)</li> <li>-Turn-taking, listening and co-operation games</li> <li>-Caring for each other/how to be a kind friend/sharing and taking turns (model while playing games)</li> </ul>		<ul style="list-style-type: none"> <li>-Golden Rules/expected behavior/Good listening</li> <li>-PSHE stories linked to the Golden Rules</li> <li>-Discuss feelings through stories e.g. Goldilocks, The Three Billy Goats</li> <li>-Adults to model and encourage independence to allow the children to look after their own belongings and self-care</li> <li>- Adults to model building respectful relationships</li> <li>-Adults to support children to self-regulate their own feelings</li> <li>Reinforce daily about Oral Health, the importance of fruit and vegetables, keeping clean (germs)</li> <li>- looking after animals</li> </ul>			<ul style="list-style-type: none"> <li>-Golden Rules/expected behavior/Good listening</li> <li>-PSHE stories linked to the Golden Rules</li> <li>-Discuss feelings through stories e.g. Lost at the Beach, Sharing a Shell</li> <li>- Adults to model building respectful relationships</li> <li>-Adults to support children to self-regulate their own feelings</li> <li>- Adults to encourage independence to allow the children to look after their own belongings and self-care</li> <li>Reinforce daily about Oral Health, the importance of fruit and vegetables, keeping clean (germs)</li> <li>-Recycling / looking after our planet</li> <li>- Looking after plants/minibeasts</li> </ul>	

Physical Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Gross Motor</b>            I can balance (balance bikes, scooters, climbing) using my body to stabilise.            I can skip, hop and stand on one leg            I can use large scale muscle movements            I can climb stairs using alternate feet.            I am beginning to throw and catch a large ball.            I am beginning to kick a ball.            I can jump with both feet.            I can balance on one foot or in a squat momentarily</p>	<p>Physical activity is <b>vital</b> in children’s all-round development, enabling them to <b>pursue happy, healthy and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child’s strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b>, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b>.</p>					
<p><b>Fine Motor</b>            I can use one handed tools confidently e.g. scissors and knives.            I can use a comfortable grip with good control when using pencils            I can use mark making tools effectively.</p>	<p>Fine motor activities – threading, playdough, pouring, cutting, weaving, tweezers, chunky chalks</p> <p>Have mark making equipment available to use and model how to hold a paint brush/pencil effectively.</p> <p>Teach children how to use scissors</p> <p>Have knives and forks available at the dough station and model how to use effectively.</p>	<p>Fine motor activities – threading, playdough, pouring, cutting, weaving, tweezers, chunky chalks</p> <p>Have mark making equipment available to use and model how to hold a paint brush/pencil effectively.</p> <p>Teach children how to use scissors.</p> <p>Have knives and forks available at the dough station and model how to use effectively.</p>	<p>Fine motor activities – threading, playdough, pouring, cutting, weaving, tweezers, chunky chalks</p> <p>Have mark making equipment available to use and model how to hold a paint brush/pencil effectively.</p> <p>Model activities to encourage cutting in a straight line.</p> <p>Have knives and forks available at the dough station and model how to use effectively.</p>	<p>Fine motor activities – threading, playdough, pouring, cutting, weaving, tweezers, chunky chalks</p> <p>Have mark making equipment available to use and model how to hold a paint brush/pencil effectively.</p> <p>Model activities to encourage cutting in a straight line.</p> <p>Have knives and forks available at the dough station and model how to use effectively.</p>	<p>Fine motor activities – threading, playdough, pouring, cutting, weaving, tweezers, chunky chalks</p> <p>Have mark making equipment available to use and model how to hold a paint brush/pencil effectively.</p> <p>Model activities to encourage cutting in a curved line.</p> <p>Have knives and forks available at the dough station and model how to use effectively.</p>	<p>Fine motor activities – threading, playdough, pouring, cutting, weaving, tweezers, chunky chalks</p> <p>Have mark making equipment available to use and model how to hold a paint brush/pencil effectively.</p> <p>Model activities to encourage cutting in a curved line.</p> <p>Have knives and forks available at the dough station and model how to use effectively.</p>
	<p>Climbing – park, crates, planks, assault courses</p> <p>Gross motor movements – ribbons, rollers, mops, prams, wheelbarrows</p> <p>Tricycles, scooters and balance bikes</p> <p>Play equipment – balls, bats and balls, stilts, hula hoops</p>	<p>Climbing – park, crates, planks, assault courses</p> <p>Gross motor movements – ribbons, rollers, mops, prams, wheelbarrows</p> <p>Play equipment – balls, bats and balls, stilts, hula hoops</p>	<p>Climbing – park, crates, planks, assault courses</p> <p>Play equipment – balls, bats and balls, stilts, hula hoops</p> <p>Tricycles, scooters and balance bikes</p> <p>Gross motor movements – ribbons, rollers, mops, prams, wheelbarrows</p>	<p>Climbing – park, crates, planks, assault courses</p> <p>Play equipment – balls, bats and balls, stilts, hula hoops</p> <p>Tricycles, scooters and balance bikes</p> <p>Gross motor movements – ribbons, rollers, mops, prams, wheelbarrows</p>	<p>Climbing – park, crates, planks, assault courses</p> <p>Play equipment – balls, bats and balls, stilts, hula hoops</p> <p>Gross motor movements – ribbons, rollers, mops, prams, wheelbarrows</p>	<p>Climbing – park, crates, planks, assault courses</p> <p>Races / team games involving gross motor movements</p> <p>Gross motor movements – ribbons, rollers, mops, prams, wheelbarrows</p> <p>Play equipment – balls, bats and balls, stilts, hula hoops</p>

<u>Literacy</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p><b>Reading</b></p> <p>I can talk about stories I have heard I can retell some familiar stories</p> <p>I can use good phonological awareness including oral blending skills, rhyme, alliteration, initial sounds and syllables.</p> <p>I can join in with familiar rhymes and songs (and some patterned stories) I can use some story language or new vocabulary in my play</p> <p><b>Writing</b></p> <p>Begins to form letters from their name.</p> <p>I can orally segment single sound CVC words e.g. c-a-t I can say the initial sounds in most words I can begin to write my own name</p>	<p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
	<ul style="list-style-type: none"> <li>-Joining in with rhymes</li> <li>- Listen to and begin to show an awareness of simple stories.</li> <li>-Engage in extended conversations about stories, learning new vocabulary</li> <li>-Model which way to open a book.</li> <li>Talk about the title, front/back cover.</li> </ul>	<ul style="list-style-type: none"> <li>- showing an interest in stories with repeated refrains.</li> <li>-New vocabulary linked to stories</li> <li>-Enjoys an increasing range of books</li> <li>- Talk about the parts of a book and introduce the author.</li> <li>-Model writing the date</li> <li>-model writing children’s names</li> <li>-Model writing through play</li> </ul>	<ul style="list-style-type: none"> <li>-Retell stories through role-play</li> <li>- Begin to talk about familiar stories</li> <li>- Talk about the parts of a book and introduce the illustrator/blurb.</li> <li>New vocabulary linked to stories</li> <li>-Introduce name cards</li> <li>Model writing through play</li> </ul>	<ul style="list-style-type: none"> <li>-Non-fiction books linked to topic</li> <li>-Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li> <li>New vocabulary linked to stories</li> <li>Model writing through play</li> <li>Begin to take photographs off name cards as the children recognize their name.</li> </ul>	<ul style="list-style-type: none"> <li>-Pajamarama Day</li> <li>-Uses and understands new vocabulary</li> <li>-Non-fiction books linked to topic</li> <li>Model writing through play</li> </ul>	<ul style="list-style-type: none"> <li>-Pajamarama Day</li> <li>-Uses and understands new vocabulary</li> <li>-Non-fiction books linked to topic</li> <li>Model writing through play</li> </ul>
<p><b>Daily Reading Opportunities –</b> Reading area (books linked to children’s interests, books the children read in Nursery, topic books, non-fiction books linked to topic) Shared reading, dedicated poem/rhyming song time, reading for pleasure daily story time, Library books to go home</p>						
<u>Phonics</u>	Nursery Rhymes	Nursery Rhymes Listening Games	<u>Phase 1</u> Aspects 1+2	<u>Phase 1</u> Aspects 3+4	<u>Phase 1</u> Aspects 5+6	<u>Phase 1</u> Aspect 7

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p><b><u>Mathematics</u></b></p> <p><b>Number</b></p> <p><b>Numerical Patterns</b></p> <p><b>Number rhymes and number stories to be shared all year</b></p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>					
	<p><b>Early Mathematical Experiences</b></p> <ul style="list-style-type: none"> <li>-Number songs</li> <li>-Number stories</li> <li>-grouping</li> <li>-matching</li> <li>-sorting</li> </ul> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>-count forwards and backwards to 5 using counting stick/number line and fingers</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>-pattern (identifying, describing)</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>-count forwards and backwards to 5 using counting stick/number line and fingers</li> <li>-Numbers to 3</li> <li>-Recognising numbers to 3</li> <li>-Counting objects to 3</li> </ul> <p>-Representing numbers to 3 in different ways including fingers</p> <ul style="list-style-type: none"> <li>-Comparing numbers to 3 – which group has more/fewer?</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>-Name and describe 2D shapes – circle and triangle</li> <li>-Pattern – ABAB</li> <li>-Size</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>-count forwards and backwards to 10 using counting stick/number line and fingers</li> <li>-Subitising objects to 3</li> <li>-Numbers to 5</li> <li>-Recognising numbers to 5</li> <li>-Ordering numbers to 5</li> <li>-Counting objects to 5</li> <li>-Representing numbers to 5 in different ways including fingers</li> <li>-Comparing numbers to 5 – which group has more/fewer?</li> </ul> <p><b>Shape</b></p> <ul style="list-style-type: none"> <li>Name and describe 2D shapes – square and rectangle</li> <li>Pattern - ABAB</li> </ul>			
<p><b><u>Mathematical Rhymes/Stories</u></b></p>	<p>1, 2, 3, 4, 5 Once I Caught a Fish alive</p> <p>One finger, One thumb</p> <p>One, two buckle my shoe</p>	<p>The Three Little Pigs</p> <p>The Three Billy Goats Gruff</p> <p>Goldilocks and the Three Bears</p> <p>Each Peach Pear Plum</p>	<p>5 little speckled frogs</p> <p>5 little men in a flying saucer</p> <p>5 little monkeys</p>			



Understanding the World	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>I can talk about who I live with and my family including pets. I can talk about the past and future events using language such as today, tomorrow and yesterday.</p>	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
<p>I am beginning to show an interest in different occupations. I can show an awareness of similarities and differences between people. I know that there are different countries in the world and can talk about the difference that I have experienced or seen in photos/stories.</p>	<p>All about me</p> <p>Talk about immediate members of their family</p> <p>Talk about celebrations within their family e.g. birthdays</p> <p>Seasonal changes – Autumn – how is our world changing?</p>	<p>Seasonal changes – Autumn – how is our world changing?</p> <p>Autumn walk</p> <p>Celebrations – how do Christians celebrate Christmas?</p> <p>Diwali – how do Hindu’s celebrate Diwali?</p> <p>Bonfire Night</p> <p>Planting bulbs – crocus, tulips, daffodils</p> <p>Look at different environments through the story ‘We’re Going on a Bear Hunt’</p> <p>Nocturnal animals – Owl Babies</p>	<p>Seasonal changes – Winter – what happens during Winter?</p> <p>Look at animals that hibernate during Winter</p> <p>Changes in matter – investigate ice melting linked to Winter</p> <p>Making porridge linked to Goldilocks and the Three Bears</p>	<p>Seasonal changes – Spring – what are the signs of Spring?</p> <p>Easter – how do Christians celebrate Easter? Tasting hot cross buns</p> <p>Making chocolate nests – changes in matter (melting)</p> <p>Life cycle of a chick</p> <p>Looking at farm animals</p> <p>Visit to a farm/visit of farm animals</p> <p>Naming baby animals and matching</p> <p>Where does our food come from?</p>	<p>Planting – what do plants need to grow?</p> <p>Planting cress seeds</p> <p>Life cycle of a plant (Jasper’s Beanstalk)</p> <p>Learn about recycling through the story ‘The life of a little plastic bottle’</p> <p>Minibeasts – making observations of living things</p> <p>Make a wormery</p>	<p>Look at the seaside and locate the sea and land on a map</p> <p>Seasonal changes – Summer</p> <p>Sun safety</p>
<p>I can talk about the key features of life cycles using key vocabulary I can talk about the world around me observing the seasons, different materials and changes such as ice, animals and plants I can begin to say what a plant needs to grow. I can talk about the weather. I know some parts of the body. I can talk about what I see/experience using a wide range of vocabulary. I know the names of fruit and vegetables. I can begin to talk about the forces that I feel. I can show skill in making toys work by pressing or lifting parts to achieve effects such as sounds or movements.</p>						
<p><b>‘Woodland Wednesday’s’ – looking at our school environment</b></p>						

<b><u>Expressive Arts and Design</u></b>	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<p><b><u>Creating With Materials</u></b> I can use a range of art materials, joining purposefully and freely I can begin to create closed shapes with continuous lines (drawing). I am beginning to draw/paint with increasing detail. I know some colour names and can choose colours for a purpose. I can explore colour mixing. I can build, stack and join objects together.</p> <p><b><u>Music</u></b> I can sing, respond to and create music with instruments with increasing control (tap a beat) I can sing simple rhymes and songs.</p> <p><b><u>Being Imaginative and Expressive</u></b> I can start to develop my own stories linked to what I know through role &amp; small world play</p>	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Paint the colour monster Model how to use a paintbrush (wipe the brush to prevent drips)</p> <p>Experiment with different colour paints</p> <p>Collage a patchwork Elmer (Model using a glue stick to join)</p> <p>Kipper’s Birthday- Make birthday cards Make party hats Make paper chains</p> <p>Stage area outside</p> <p>Model how to build towers, talking through the process.</p>	<p>Bonfire pictures Glitter firework pictures</p> <p>Autumn – printing with leaves/autumn objects Conker rolling in paint Autumn collage</p> <p>Paint an owl and use a comb for the wings</p> <p>Diwali lamps</p> <p>Christmas cards</p> <p>Christmas calendars</p> <p>Make Christmas decorations</p> <p>Christmas concert practice Role play linked to interests</p> <p>Christmas role play – Santa’s work shop</p> <p>Model how to build towers and buildings, talking through the process.</p>	<p>Making snowflakes</p> <p>Winter paintings (Model how to use a glue spreader and runny glue)</p> <p>Model and support with building towers, buildings, talking through the process.</p>	<p>Easter cards</p> <p>Decorate Easter eggs Collage/paint/colour</p> <p>Collage chicks/lambs</p> <p>Paint farm animals – have animal photographs to look at.</p> <p>Model and support with how to build enclosures, towers, buildings, talking through the process.</p>	<p>Paint/collage different flowers.</p> <p>Paint/collage different mini beasts</p> <p>Model and support with how to build enclosures, towers, buildings, talking through the process.</p>	<p>Seaside painting</p> <p>Make an octopus/jelly fish</p> <p>Collage/paint/colour different fish</p> <p>Make a sun hat</p>