

## Grove Road Primary School EYFS Long Term Plan 2026-2027

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|                                                                                                                                            | What Are My Favourite Things?                                                                                                                                                                                                                                                                             | What Are We Celebrating?                                                                                                                                                                                                                                                                                                          | What Can I find in the Ice?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | What Can You See in Spring?                                                                                                                                                                                                                                                                                                                                      | Will You Read Me A Story?                                                                                                                                                                                                                                                                                                                                                                                                               | Where In The World Are We Today?                                                                                                                                                                                                                                                                         |
| <b>General Themes</b><br>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision | Starting school<br>My new class<br>New Beginnings<br>My family                                                                                                                                                                                                                                            | Celebrations, both religious and secular<br>Different interpretations of the same event: weddings, birthdays<br>My family and celebrations                                                                                                                                                                                        | Weather & seasons<br>Animals from cold places<br>Under the sea<br>Climates / Hibernation<br>Night and day animals<br>Animal patterns David Attenborough Happy Habitats                                                                                                                                                                                                                                                                                                                                                                                                                                              | Plants & Flowers The great outdoors<br>Life Cycles<br>Planting seeds Andy Goldsworthy<br>Reduce, Reuse & Recycle                                                                                                                                                                                                                                                 | Traditional Tales<br>Old favourites Familiar tales                                                                                                                                                                                                                                                                                                                                                                                      | Around the Town<br>Off on holiday - clothes<br>Where in the world shall we go?<br>How do I get there?<br>Where in the world have you been?<br>Animals from around the world<br>Where do we live in the UK / world?<br>Vehicles past and Present<br>Design your own transport                             |
| <b>Power of Reading &amp; Sentence Stacking Units</b>                                                                                      | Hello, Friend! by Rebecca Cobb (POR)<br><br>The Giant Jam Sandwich by John Vernon Lord & Janet Burroway (SS)                                                                                                                                                                                              | Happy Birthday Maisy by Lucy Cousins (POR)<br><br>Chocolate Mug Cake by Michael Rosen (SS)                                                                                                                                                                                                                                        | Blue Penguin by Petr Horáček (POR)<br><br>Meet The Weather by Caryl Hart (SS)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Errol's Garden by Gillian Hibbs (POR)<br><br>The Tiny Seed (SS)                                                                                                                                                                                                                                                                                                  | The Gruffalo by Julia Donaldson (POR)<br><br>Pigs Might Fly by Jonathan Emmett and Steve Cox (SS)                                                                                                                                                                                                                                                                                                                                       | Splash, Anna Hibiscus! By Atinuke (POR)<br><br>Handa's Surprise by Eileen Browne (SS)                                                                                                                                                                                                                    |
| <b>Possible Texts</b>                                                                                                                      | <i>Five Minutes Peace</i> by Jill Murphy<br><br><i>My Mum and Dad Make Me Laugh</i> by Nick Sharratt<br><br><i>Hair Love</i> by Matthew Cherry<br><br><i>Can I build Another Me?</i> By Shinsuke Yushitak<br><br><i>The Colour Monster</i> by Anna Llenas<br><br><i>Rainbow Fish</i> by by Marcus Pfister | <i>The Story of Diwali</i> by Katie Daynes<br><br><i>Kipper's Birthday</i> by Mick Inkpen<br><br>Happy Birthday Jamila by Niki Daly<br><br><i>The Scarecrows' Wedding</i> by Julia Donaldson<br><br><i>The Crayon's Christmas</i> by Drew Daywalt and Oliver Jeffers<br><br><i>Father Christmas Needs a Wee</i> by Nicholas Allan | <i>The Snowflake</i> by Benji Davies<br><br><i>Winter Sleep: A Hibernation Story</i> by Alex Morss & Sean Taylor & Cinyee Chiu<br><br><i>The Lights that Dance in the Night</i> by Yuval Zommer<br><br><i>The Big Freeze</i> by Pippa Curnick<br><br><i>Over and Under the Snow</i> by Kate Messner & Christopher Silas Neal<br><br><i>The Emperor's Egg</i> by Martin Jenkins & Jane Chapman<br><br><i>Robin's Winter Song</i> by Suzanne Barton<br><br><i>Immi</i> by Karin Littlewood<br><br><i>There's A Bear On My Chair</i> by Ross Collins<br><br><i>Can We Really Help The Polar Bears?</i> By Katie Daynes | <i>I Really Wonder What Plant I'm Growing</i> by Lauren Child<br><br><i>The Enormous Potato</i> by Aubrey Davis<br><br><i>Jasper's Beanstalk</i> by Nick Butterworth<br><br><i>Yucky Worms</i> by Vivian French<br><br><i>The Very Hungry Caterpillar</i> by Eric Carle<br><br><i>Farmer Duck</i> by Martin Waddell<br><br><i>Baby Goz</i> by Stephen Weatherill | <i>There is No Dragon in This Story</i> by Lou Carter<br><br><i>Who's At the Door?</i> By Jonathan Allen<br><i>Who's for Dinner</i> by Claire Freedman & Nick East<br><br><i>Mixed Up Fairy Tales</i> by Hilary Robinson and Nick Sharratt<br><br><i>Once Upon a Time</i> by Nick Sharratt<br><br><i>Jack and the Beanstalk - Ladybird Favourite Tales</i> by Audrey Daly and Martin Salisbury<br><br>Plus a range of traditional tales | <i>The Lighthouse Keeper's Lunch</i> by David Armitage<br><br><i>Tiddler</i> by Julia Donaldson<br><br><i>The Snail &amp; The Whale</i> by Julia Donaldson<br><br><i>The Naughty Bus</i> by Jan & Jerry Oke<br><br><i>World Atlases</i><br><br><i>Plus any stories from other cultures and countries</i> |

|                                              | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Autumn 2                                                                                     | Spring 1                                                                                         | Spring 2                                                                                                                                | Summer 1                                                                                 | Summer 2                                                                                                 |
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| <b>‘Wow’ moments / Enrichment Weeks</b>      | Harvest Time Birthdays Favourite Songs Talent show<br>Black History Month<br>What do I want to be when I grow up? Video for parents                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Guy Fawkes Bonfire Night<br>Christmas Time Nativity<br>Diwali<br>Hannukah<br>Remembrance day | Weather experiments Weather<br>Forecast videos<br>Under the Sea – singing songs and sea shanties | Hatching ducklings<br>Visit to Kew Gardens<br>Planting seeds Easter time<br>Nature Scavenger Hunt<br>Easter Festival<br>Easter Egg Hunt | Storytelling workshop<br>Creating their own tales based on stimulus and acting these out | Post a letter<br>Food tasting – different cultures<br>Map work - Find the Treasure<br>Trip to Hobbledown |
| <b>Characteristics of Effective Learning</b> | <p><b>Playing and exploring:</b> Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                              |                                                                                                  |                                                                                                                                         |                                                                                          |                                                                                                          |
| <b>Overarching Principles of the EYFS</b>    | <p><b>Unique Child:</b> Every child is a unique child, who is constantly learning and who can be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children learn to be strong and independent through positive relationships.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.</p> <p><b>Learning and Development:</b> We recognise the importance of learning and development. Children develop and learn at different rates.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                              |                                                                                                  |                                                                                                                                         |                                                                                          |                                                                                                          |
| <b>Grove Road Curriculum Principles</b>      | <p><b>Healthy Body &amp; Mind:</b> This starts in our Early Years Foundation Stage by staff developing positive relationships with parents/ carers and children and exploring children’s interests, using these to engage and motivate them. We ensure children feel safe by developing their understanding of routines, expectations and behaviour and teach them how to stay healthy e.g. washing their hands, making healthy lunch choices. We Support the children to recognise their emotions and understand how to deal with them in a suitable manner, building self-confidence to talk about themselves in positive terms and to show sensitivity to other’s needs and feelings.</p> <p><b>Life-Long Skills:</b> Adults support our children to become independent, modelling and supporting the development of important skills like using cutlery, changing clothes and washing hands. Reading is placed at the heart of all topic work with key texts shared regularly to help children explore themes. A love of books is promoted and encouraged. Children have opportunities to share their favourite stories regularly. All staff are committed to developing children’s vocabulary and introducing new words at every opportunity. Phonics, maths and writing is regularly and explicitly taught at different times throughout the day and both teacher-led and self-initiated opportunities to challenge thinking, explore ideas and try again are crafted.</p> <p><b>Global Citizens:</b> Using the children’s own experiences as a starting point for learning and then deepening and developing their understanding by providing a range of activities will give children a broad knowledge and understanding of the world around them including people, animals, places, transport, cultures, materials and weather. Staff have the confidence to adapt teaching and learning within a theme to follow the children’s interests and the lines of enquiry they create. There are planned opportunities for the children to share what is important to them and supporting them to understand that friends might have different interests.</p> <p><b>Live Our School Values:</b> Staff develop and stretch children’s vocabulary at every opportunity so they are able to confidently talk about their surroundings and question things that are happening. Children are given opportunities to self-initiate their learning and make choices about the equipment they will use to explore their ideas, where adults allow children to have the opportunities to explore their own ideas with carefully timed intervention to move learning forward. Children are encouraged to ask questions, having question words explicitly taught and modelled by adults in the setting.</p> <p><b>Appreciate The Arts:</b> Carefully planned opportunities for the children to use their senses to explore experiences, materials and objects are throughout every topic. Children are given opportunities to explore music through singing, playing instruments and performing for their peers. Children have access to a stage area in the outdoor learning environment and a variety of musical instruments. Children are given regular opportunities to listen and respond to music using movement, and are given access to art materials at all times so they can independently select which media to use whilst being supported to use it in new and unusual ways</p> |                                                                                              |                                                                                                  |                                                                                                                                         |                                                                                          |                                                                                                          |
| <b>Our School Values</b>                     | <b>Initiative</b><br>Independently select resources and equipment from the environment to achieve a desired outcome.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Resilience</b><br>Try again even when a task might be tricky                              | <b>Empathy</b><br>We think about how our actions and words affect our friends                    | <b>Self-confidence</b><br>We try new things and can say what we are good at                                                             | <b>Curiosity</b><br>We take time to explore the world around us                          | <b>Creativity</b><br>it’s time to add some personal flair or just be creative with what we have          |

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| <b>Assessment Opportunities</b>                                      | Analyse Nursery Assessments<br>In-house - Baseline data on entry<br>National Baseline data by end of term<br>Set up Tapestry                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | On going assessments<br>Pupil progress meetings<br>Parents evening EYFS team meetings<br>In house moderation                                                                                                                                                                                                                                                                                           | GLD Projections for EOY<br>Cluster moderation<br>EYFS team meetings<br>Phase meeting and internal moderations                                                                                                                                                                                                                                                                    | Pupil progress meetings<br>Parents evening EYFS team meetings<br>Tapestry data                                                                                                                                                                                                                                   | Cluster moderation<br>EYFS team meetings<br>Phase meeting and internal moderations                                                                                                                      | Pupil progress meetings<br>End of year reports<br>GLD Data                                                                                                                                                                                                                                                         |
| <b>Parental Involvement</b>                                          | Harvest Assembly                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Christmas Production<br>Parents Evening                                                                                                                                                                                                                                                                                                                                                                | Phonics Workshop                                                                                                                                                                                                                                                                                                                                                                 | Easter Assembly<br>Parents Evening                                                                                                                                                                                                                                                                               | Stay and Learn                                                                                                                                                                                          | EYFS Assembly<br>Sports Day                                                                                                                                                                                                                                                                                        |
| <b>Communication &amp; Language</b>                                  | 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. |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                    |
| <b>Daily Story Time Aims</b>                                         | <b>Welcome to EYFS</b><br>Settling in activities<br>Making friends Children talking about experiences that are familiar to them<br>What are your passions / goals / dreams?<br>This is me!<br>Rhyming and alliteration<br>Familiar Print<br>Sharing facts about me!<br>Model talk routines through the day. For example, arriving in school and saying ‘Good morning, how are you?’                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Tell Me A Story!</b><br>Develop vocabulary<br>Discovering Passions<br>Tell me a story - retelling stories<br>Story language<br>Word hunts<br>Listening and responding to stories<br>Following instructions<br>Take part in discussion<br>Understand how to listen carefully and why listening is important.<br>Use new vocabulary through the day. Choose books that will develop their vocabulary. | <b>Tell Me Why!</b><br>Using language well<br>Ask how and why questions<br>Discovering Passions<br>Retell a story with story language<br>Ask questions to find out more and to check they understand what has been said to them.<br>Describe events in some detail.<br>Listen to and talk about stories to build familiarity and understanding<br>Learn rhymes, poems and songs. | <b>Talk it through!</b><br>Describe events in detail - time adverbials<br>Discovering Passions<br>Understand how to listen carefully and why listening is important.<br>Use picture cue cards to talk about an object: “What colour is it? Where would you find it?<br>Sustained focus when listening to a story | <b>What happened?</b><br>Discovering Passions<br>Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives      | <b>Time to share!</b><br>Show and tell<br>Weekend news<br>Discovering Passions<br>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic.<br>Select books containing photographs and pictures, for example, places in different weather conditions and seasons. |
| <b>PSED</b>                                                          | Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.                            |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                    |
| <b>Managing Self &amp; Self-Regulation</b><br><br><b>Jigsaw PSHE</b> | <b>Being Me in My World</b><br>Self-identity<br>Understanding feelings<br>Being in a classroom<br>Being gentle<br>Rights and responsibilities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Celebrating Difference</b><br>Identifying talents<br>Being special<br>Families<br>Where we live<br>Making friends<br>Standing up for yourself<br>How to deal with anger<br>Ask children to explain to others how they thought about a                                                                                                                                                               | <b>Dreams &amp; Goals</b><br>Challenges<br>Perseverance<br>Goal-setting<br>Overcoming obstacles<br>Seeking help<br>Jobs<br>Achieving goals Identify and moderate their own feelings socially and emotionally                                                                                                                                                                     | <b>Healthy Me</b><br>Exercising bodies<br>Physical activity<br>Healthy food<br>Sleep<br>Keeping clean<br>Safety<br>Give children strategies for staying calm in the face of frustration                                                                                                                          | <b>Relationships</b><br>Family life<br>Friendships<br>Breaking friendships<br>Falling out<br>Dealing with bullying<br>Being a good friend<br>Show resilience and perseverance in the face of challenge. | <b>Changing Me</b><br>Changes in me<br>Changes since being a baby Linking growing and learning Coping with change<br>Transition<br>Taking part in sports day<br>Winning and losing<br>Model positive behaviour and highlight exemplary behaviour of                                                                |

|                                    | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Autumn 2                                                                                                                                                                                                                                                                                                                                 | Spring 1                                                                                                                                                                                                                                                                                                                                      | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                        | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                            | Summer 2                                                                                                                                                                                                                                                                                                                                                                                      |
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|                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | problem or an emotion and how they dealt with it.                                                                                                                                                                                                                                                                                        | Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios                                                                                                                                                                                             | Talk them through why we take turns, wait politely, tidy up after ourselves and so on                                                                                                                                                                                                                                                                                                                                                           | Discuss why we take turns, wait politely, tidy up after ourselves and so on.                                                                                                                                                                                                                                                                                                                                        | children in class, narrating what was kind and considerate about the behaviour                                                                                                                                                                                                                                                                                                                |
| <b>Physical Development</b>        | Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. |                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Get Set 4 PE Unit Indoor PE</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                          | <b>Fundamentals: Unit 1</b><br>Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling.<br><br>Children will develop gross motor skills through a range of activities. They will learn how to stay safe using space, follow rules and instructions and work independently and with a partner. | <b>Fundamentals: Unit 2</b><br>Children will develop fundamental ball skills such as throwing and catching, rolling a ball, using targets, dribbling with feet, kicking a ball, bouncing and catching a ball.<br><br>Children will be able to develop their fine and gross motor skills through a range of game play with balls. Children will work independently and with a partner and will develop decision making and using simple tactics. | <b>Dance: Unit 1</b><br>Children explore space and how to use space safely. They explore travelling movements, shapes and balances. Children choose their own actions in response to a stimulus. They are given the opportunity to copy, repeat and remember actions.<br><br>They are introduced to counting to help them keep in time with the music. They perform to others and begin to provide simple feedback. | <b>Gymnastics: Unit 1</b><br>Children explore creating shapes, balances, and jumps and begin to develop rocking and rolling. They show an awareness of space and how to use it safely and perform basic skills on both floor and apparatus.<br><br>They copy, create, remember and repeat short sequences. They begin to understand using levels and directions when traveling and balancing. |
| <b>Fine Motor</b>                  | Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills<br>Draw lines and circles using gross motor movements<br>Hold pencil/paint brush beyond whole hand grasp<br>Pencil Grip                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper<br>Use tools to effect changes to materials<br>Show preference for dominant hand<br>Engage children in structured activities: guide them in what to draw, write or copy.<br>Teach and model correct letter formation. | Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly<br>Handle tools, objects, construction and malleable materials with increasing control<br>Encourage children to draw freely.<br>Holding Small Items<br>Button Clothing<br>Cutting with Scissors                                                | Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip<br>Form recognisable letters most correctly formed                                                                                                                                                                                                                                                                                 | Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually<br>Use one hand consistently for fine motor tasks<br>Cut along a straight line with scissors<br>Start to cut along a curved line, like a circle<br>Draw a cross                                                                                                                                 | Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly<br>Copy a square<br>Begin to draw diagonal lines and colour inside the lines of a picture<br>Start to draw pictures that are recognisable<br>Build things with smaller linking blocks, such as Duplo or Lego                                                                                            |
| <b>Gross Motor</b>                 | Cooperation games i.e. parachute games.<br>Climbing on outdoor equipment<br>Different ways of moving to be explored with children<br>Acknowledge and praise their efforts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Ball skills - throwing and catching. Crates play - climbing. Skipping ropes in outside area<br>Dance related activities<br>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.                                                                                                               | Ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking<br>Ensure that spaces are accessible to children with varying confidence levels, skills and needs.<br>Provide a wide range of activities to support a broad range of abilities.                                                                            | Balance - children moving with confidence<br>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.                                                                                                                                                                                                                                                                                                                   | Obstacle activities children moving over, under, through and around equipment<br>Encourage children to be highly active and get out of breath several times every day.                                                                                                                                                                                                                                              | Races / team games involving gross motor movements<br>Dance related activities<br>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.                                                                                                                                                                          |

|                      | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer 1                                                                                                                                                                                                                                                                                                                                                           | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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|                      | What Are My Favourite Things?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | What Are We Celebrating?                                                                                                                                                                                                                                                                                                                                                                                                                                 | What Can I find in the Ice?                                                                                                                                                                                                                                                                                                                                                                                                                                                        | What Can You See in Spring?                                                                                                                                                                                                                                                                                                                                                                                                          | Will You Read Me A Story?                                                                                                                                                                                                                                                                                                                                          | Where In The World Are We Today?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options                                                                                                                                                                                                                                                                                                                           | Dancing and moving to music                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                      | Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.<br>Dance / moving to music                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Literacy</b>      | It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) |                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Comprehension</b> | Joining in with rhymes and showing an interest in stories with repeated refrains.<br>Environment print.<br>Having a favourite story/rhyme.<br>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book<br>Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds.<br>Name writing activities.<br>Engage in extended conversations about stories, learning new vocabulary.                                                                                                                                                                              | Retell stories related to events through acting/role play.<br>Christmas letters/lists.<br>Retelling stories using images / apps.<br>Story Maps.<br>Retelling of stories.<br>Editing of story maps and orally retelling new stories.<br>Sequence story – use vocabulary of beginning, middle and end.<br>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.<br>Enjoy an increasing range of books | Making up stories with themselves as the main character<br>Encourage children to record stories through picture drawing/mark making.<br>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.<br>Read a few common exception words matched to RWI.<br>Make the books available for children to share at school and at home.<br>Avoid asking children to read books at home they cannot yet read. | Information leaflets about animals in the garden/plants and growing.<br>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.<br>World Book Day<br>Timeline of how plants grow.<br>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.<br>They develop their own narratives and explanations by connecting ideas or events | Retell a story with actions and / or picture prompts as part of a group<br>Use story language when acting out a narrative.<br>Rhyming words.<br>Parents reading stories<br>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story.<br>May include labels, sentences or captions.<br>Role-play area – book characters | Stories from other cultures and traditions<br>Can draw pictures of characters/ event / setting in a story<br>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.<br>Make predictions<br>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story.<br>Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.<br>Sort books into categories. |
| <b>Word Reading</b>  | Phonic Sounds: RWI Set 1 whole class<br><br>Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall.<br>Help children to read the sounds speedily. This will make sound blending easier<br>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge                                                                                                                                                                                                                                                                                                                                                                                                | Phonic Sounds: RWI Differentiated groups<br><br>Reading: Blending CVC sounds, rhyming, alliteration, know that print is read from left to right.<br>Spotting diagraphs in words.<br>Show children how to touch each finger as they say each sound.<br>For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.                                                                                            | Phonic Sounds: RWI Differentiated groups / Ditties<br><br>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.<br>Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’.<br>Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.                                                                            | Phonic Sounds: RWI Differentiated groups<br><br>Reading: Story structure- beginning, middle, end.<br>Innovating and retelling stories to an audience, non-fiction books.<br>Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.<br>Children should not be required to use other strategies to work out words.                                               | Phonic Sounds: RWI Differentiated groups<br><br>Reading: Non-fiction texts, Internal blending<br>Naming letters of the alphabet.<br>Distinguishing capital letters and lower-case letters.<br>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.                                | Phonic Sounds: RWI Differentiated groups<br><br>Reading: Reading simple sentences with fluency.<br>Reading CVCC and CCVC words confidently.<br>Transition work with Year 1 staff                                                                                                                                                                                                                                                                                                                                        |
| <b>Writing</b>       | Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Name writing, labelling using initial sounds, story scribing.                                                                                                                                                                                                                                                                                                                                                                                            | Writing some of the tricky words such as I, me, my, like, to, the.                                                                                                                                                                                                                                                                                                                                                                                                                 | Creating own story maps, writing captions and labels, writing simple sentences.                                                                                                                                                                                                                                                                                                                                                      | Writing recipes, lists.<br>Writing for a purpose in role play using phonetically plausible                                                                                                                                                                                                                                                                         | Story writing, writing sentences using a range of tricky words that are spelt correctly.                                                                                                                                                                                                                                                                                                                                                                                                                                |

|                                             | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Autumn 2                                                                                                                                                                                    | Spring 1                                                                                                                                                                                                                                                                                                                                                  | Spring 2                                                                                                                                                                                                                                                                                                                                            | Summer 1                                                                                                                                                                                                                                                                                                                   | Summer 2                                                                                                                                                                                                                  |
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| <b>See focus texts at start of document</b> | Shopping lists<br>Writing initial sounds and simple captions.<br>Use initial sounds to label characters / images                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Retelling stories in writing area, instructions for porridge.<br>Help children identify the sound that is tricky to spell.<br>Sequence the story<br>Write a sentence                        | Writing CVC words, Labels using CVC, CVCC, CCVC words.<br>Guided writing based around developing short sentences in a meaningful context.<br>Create a story board.                                                                                                                                                                                        | Writing short sentences to accompany story maps.<br>Order a story<br>Recount<br>Character descriptions.<br>Write 2 sentences                                                                                                                                                                                                                        | attempts at words, beginning to use finger spaces.<br>Form lower-case and capital letters correctly.<br>Rhyming words.<br>Acrostic poems                                                                                                                                                                                   | Beginning to use full stops, capital letters and finger spaces.<br>Innovation of familiar texts<br>Using familiar texts as a model for writing own stories.<br>Character description<br>Write three sentences - B, M & E. |
| <b>Maths</b>                                | 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. |                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                           |
| <b>Maths – No problem! Coverage</b>         | <b>Number:</b><br>Counting up to 10<br>Comparing numbers and groups<br>Identifying representations of 5<br><br><b>Numerical Patterns:</b><br>Matching by function, number and other properties<br>Sorting, identifying sets and matching amounts<br>Comparing and ordering based on height, lengths and time<br>AB patterns                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Number:</b><br>Subitise to 5<br>Composition of numbers up to 5<br><br><b>Numerical Patterns:</b><br>Ordering days of the week, events in the day<br><br>2D shapes<br>Positional Language | <b>Number:</b><br>Understanding and visualising zero<br>1 fewer, 1 more<br>Counting forwards and backwards<br>Adding to 5 and 10<br>Adding by counting on<br>Using a ten frame<br>Subitise to 5<br>Sharing<br>Number bonds to 6<br><br><b>Numerical Patterns:</b><br>Position in a queue<br>Cardinality<br>Conservation of number<br>Comparing quantities | <b>Number:</b><br>Number bonds to 7 8, 9, 10<br>Partitioning<br><br><b>Numerical Patterns:</b><br>Recognise, describe, create and extend a pattern<br>Spot mistakes in patterns<br><br>Measuring lengths and heights<br>Capacity – empty, full, half full, nearly full, nearly empty<br>Comparing and estimating capacity<br>2D shapes<br>3D shapes | <b>Number:</b><br>Counting to 20<br>Making numbers 1-20<br>Different representations of numbers 11-20<br><br><b>Numerical Patterns:</b><br>Counting sequences<br>Counting on<br>Counting backwards<br>Finding an unknown amount<br>1 more 1 less<br>Ordering numbers<br>Double<br>Equal sharing<br>Halving<br>Odd and even | <b>Numerical Patterns:</b><br>Sharing money and giving change<br>Collecting data<br>Tally charts<br>Word problems<br><br>Mass<br>Measuring mass with non-standard units<br>Volume and capacity<br>Recognising coins       |

|                                | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                           | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>Understanding the World</b> | Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them –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.                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Snap Science Units</b>      | Our Changing World: Autumn                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Chemistry: Objects & Materials<br>Our Changing World: Winter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Biology: Animals & Plants<br>Our Changing World: Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Physics: Light, space, electricity & movement                                                                                                                                                                                                                                                                                                                                                                                      | Our Changing World: Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                | Identifying their family<br>Commenting on photos of their family; naming who they can see and of what relation they are to them.<br>Can talk about what they do with their family and places they have been with their family.<br>Can draw similarities and make comparisons between other families.<br>Name and describe people who are familiar to them.<br>Read fictional stories about families and start to tell the difference between real and fiction.<br>Talk about members of their immediate family and community.<br>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.<br>Introduce children to different occupations and how they use transport to help them in their jobs.<br>Long ago – How time has changed.<br>Using cameras. | Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations.<br>Talk about what they have done with their families during Christmas’ in the past.<br>Show photos of how Christmas used to be celebrated in the past.<br>Use world maps to show children where some stories are based.<br>Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.<br>Introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. | Listening to stories and placing events in chronological order.<br>What can we do here to take care of animals in the arctic?<br>Compare animals from a cold setting to those on a farm.<br>Explore a range of arctic animals.<br>Learn their names and label their body parts.<br>Nocturnal Animals<br>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.<br>Listen to what children say about what they see<br>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.<br>What is best to wear in the cold?<br>How do things melt? What melts.<br>Mixing things, sieving and separating | School trip - discuss what we will see on our journey to the park and how we will get there.<br>Introduce the children to recycling and how it can take care of our world.<br>Look at what rubbish can do to our environment and animals.<br>Create opportunities to discuss how we care for the natural world around us.<br>Can children make comments on the weather, culture, clothing, housing.<br>Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer.<br>Provide opportunities for children to note and record the weather.<br>Building a ‘Bug Hotel’<br>Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate.<br>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.<br>Look for children incorporating their understanding of the seasons and weather in their play.<br>After close observation, draw pictures of the natural world, including animals and plants | Recognise similarities and differences between story settings and their own lives<br>Understand how the school library and local library work and experience selecting books based on preferences and enjoyment<br>Recognise key important figures in stories such as police officers<br>Understand stranger danger and what to do to keep ourselves safe<br>What happens at night and what is in the sky<br>What makes thing move | Use Handa’s Surprise to explore a different country.<br>Discuss how they got to school and what mode of transport they used.<br>Introduce the children to a range of transport and where they can be found.<br>Look at the difference between transport in this country and one other country.<br>Encourage the children to make simple comparisons.<br>Use bee-bots on simple maps.<br>Encourage the children to use navigational language.<br>Can children talk about their homes and what there is to do near their homes<br>Making sense of different environments and habitats for animals<br>Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons.<br>Environments – Features of local environment Maps of local area<br>Comparing places on Google Earth – how are they similar/different?<br>Can children differentiate between land and water.<br>Share non-fiction texts that offer an insight into contrasting environments.<br>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. |
| <b>Jigsaw RE</b>               | What makes people special?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | What is Christmas?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | How do people celebrate?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | What is Easter?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | What can we learn from stories?                                                                                                                                                                                                                                                                                                                                                                                                    | What makes places special?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|                          | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Autumn 2                                                                                                                                                                                                                                                                                                                                        | Spring 1                                                                                                                                                                                                                                                                                                   | Spring 2                                                                                                                                                                                                                                                                                                                                                                            | Summer 1                                                                                                                                                                                                                                                                                                                                                                   | Summer 2                                                                                                                                                                                                                                                                                                                                                                 |
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| Expressive Arts & Design | 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. 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. |                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                          |
| Kapow Art Units          | Drawing: Marvellous Marks<br>Craft & Design: Let's Get Crafty                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                 | Sculpture: Creation Station                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                     | Painting & Mixed Media: Paint My World                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                          |
| Kapow D&T Units          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Structures: Junk Modelling                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                            | Cooking & Nutrition: Soup                                                                                                                                                                                                                                                                                                                                                           | Textiles: Book Marks                                                                                                                                                                                                                                                                                                                                                       | Structures: Boats                                                                                                                                                                                                                                                                                                                                                        |
|                          | Join in with songs, join in with role play games and use resources available for props<br>Sing call-and-response songs, so that children can echo phrases of songs you sing.<br>Exploring sounds and how they can be changed, tapping out of simple rhythms.<br>Begin to mix colours, build models using construction equipment.<br>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.<br>Provide opportunities to work together to develop and realise creative ideas.                                                                                                                                                                                                                                                                                                                                       | Listen to music and make their own dances in response.<br>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems<br><br>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.<br><br>Role Play parties and celebrations<br>Role Play of The Nativity | Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.<br>Puppet making, Shadow Puppets<br>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. | Make different textures; make patterns using different colours<br>Children will explore ways to protect the growing of plants by designing scarecrows.<br>Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers<br><br>Artwork themed around Eric Carle / The Seasons Art<br><br>Provide a wide range of props for play which encourage imagination. | Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats, thinking about form and function.<br>Encourage children to create their own music.<br>Junk modelling, houses, bridges boats and transport.<br>Retelling familiar stories<br>Provide children with a range of materials for children to construct with | Puppet shows: Provide a wide range of props for play which encourage imagination.<br>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.<br>Colour mixing underwater pictures.<br>Learn a traditional African song and dance and perform it<br>Exploration of other countries – dressing up in different costumes |