












	I am Special!	Let's Celebrate!	Frozen Lands	Let's Grow	Magic and Mayhem	Land Before Time
Prime Areas						
PSED (Personal, Social and Emotional Development) <ul style="list-style-type: none"> - Building Relationships - Self-Regulation - Managing Self 	<ul style="list-style-type: none"> - Stories about starting school & comparing to their own experience. - Reception Class Charter – expectations of behaviour. - How we're all special & unique. - Educate & Celebrate – Red Rockets & Rainbow Jelly – we can be friends with people who have different interests to us. - Importance of washing our hands to stay healthy. - Importance of having "kind hands". - Importance of cleaning our teeth to stay healthy. - Stories about worries & worrying. 	<ul style="list-style-type: none"> - Firework safety. - Importance of good sleeping habits to stay healthy. - Anti-bullying week – One kind word poster & wearing odd socks day. - Good behaviour for learning. - Working as a team to make our Nativity the best that it can be. - Thrive - Pixar video clip "Boundin" - growing up, changing and the new opportunities and responsibilities that increasing independence may bring for us. - Working as a team to make our Nativity the best that it can be. 	<ul style="list-style-type: none"> - Reception Class Charter – expectations of behaviour. - Importance of having "kind hands". - Importance of washing our hands to stay healthy. - Educate & Celebrate – Mammy, Momma & Me – we can be friends with people who have different families to us. - Importance of playing with others so no one is lonely or left out. - Safer Internet Day – Smartie the Penguin - Importance of good eating habits to stay healthy. 	<ul style="list-style-type: none"> - Reception Class Charter – expectations of behaviour. Thrive – Video clip "Getting Along" - To listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation). Thrive – Video clip "Piper" - To recognise how their behaviour affects other people. To identify their special people/ special "squad" (family, friends, carers), what makes them special & how special people should care for one another. (<i>Linking to Mother's Day</i>) Thrive - growing up, changing and the new opportunities and responsibilities that increasing independence may bring for us. The importance of being kind, to people and animals. 	<ul style="list-style-type: none"> - Reception Class Charter – recap of expectations of behaviour in school & why we need to have rules. - Thrive Video clip "Fear & Courage" - About growing and changing and how to face new opportunities/responsibilities (that increasing independence may bring) with courage. - The importance of being "kind" – kind hands, kind feet, kind words & kind teeth. - Story – "Under the Love Umbrella". To recap who are their special people/ special "squad" (family, friends, carers), what makes them special & how special people should care for one another. - Visit to Hardwick Park - That people and other living things have needs and that they 	<ul style="list-style-type: none"> - Reception Class Charter – recap of expectations of behaviour in school & why we need to have rules. - Transition to Year 1 The Worrysaurus – everyone worries sometimes but it's how to deal with those worries that's important, so they don't become huge. - Transition to Y1 – discussing what they'd enjoyed on their visit & any still existing worries in order to try to alleviate these. - Thrive video clip "Secrets & Surprises" - The difference between secrets and surprises and the importance of not keeping adults' secrets, only surprises. - Staying safe in the sun & what we can do to protect ourselves? - Thrive – Strangers & Safer Strangers. - Lucinda & Godfrey – Reception book about differences between boys & girls.







					have responsibilities to meet them.	
PSED – Key Texts	Be More Bernard What Makes me a me? Super Duper You Incredible You Red Rockets & Rainbow Jelly Barbara Throws a Wobbler Emily's Tiger Ravi's Roar The Worrysaurus The Huge Bag of Worries Ruby's Worry	The Colour Monster Max & the won't go to Bed Show I am not sleepy & I will not go to bed Be Kind <i>(Lots of Thrive video clip stories here)</i>	The Invisible Not Now Bernard Mammy, Momma & Me Smartie the Penguin Monsters don't eat Broccoli Oliver's Fruit Salad <i>(Lots of Thrive video clip stories here)</i>	Elmer Super Mum <i>(Lots of Thrive video clip stories here)</i>	Under the Love Umbrella Mixed The Perfect Fit Perfectly Norman	Love Grows Everywhere The Worrysaurus <i>(Lots of Thrive video clip stories here)</i>
Physical Development - Gross Motor Skills	Range 4 -Sits up from lying down, stands up from sitting & squats with steadiness to rest or play with object on the ground, & rises to feet without using hands. -Runs safely on whole foot. -Moves in response to music, or rhythms played on instruments such as drums or shakers. -Jumps up into the air with both feet leaving the floor & can jump forward a small distance. -Begins to walk, run & climb on different levels & surfaces. -Begins to understand & choose different ways of moving. -Kicks a stationary ball with either foot, throws a ball with increasing force & accuracy & starts to catch a large ball by using 2 hands & their chest to trap it.		Range 5 -Moves across climbing equipment using alternate feet, maintains balance using hands & body to stabilise. -Runs with spatial awareness & negotiates space successfully, adjusting speed or direction to avoid obstacles. -Can balance on 1 foot or in a squat momentarily, shifting body weight to improve stability. -Can grasp & release with 2 hands to throw & catch a large ball, beanbag or an object. -Manipulates scarves or ribbons in 1 hand.		Range 6 -Chooses to move in a range of ways, moving freely & with confidence, making changes to body shape, position & pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding & hopping. -Experiments with different ways of moving, testing out ideas & adapting movements to reduce risk. -Jumps off an object & lands appropriately using hands, arms & body to stabilise & balance. -Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. -Travels with confidence & skills around, under, over & through balancing & climbing equipment. -Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. ELGs -Negotiates space & obstacles safely, with consideration for themselves and others. -Demonstrates strength, balance & co-ordination when playing. -Moves energetically, such as running, jumping, dancing, hopping, skipping & climbing.	
Physical Development	Range 4 - May be beginning to show preference for a dominant hand &/or leg or foot. - Turns pages in a book.		Range 5 - Creates lines & circles pivoting from the shoulder & elbow.		Range 6 - Uses simple tools to effect changes to materials.	







<ul style="list-style-type: none">- Fine Motor Skills	<ul style="list-style-type: none">- Shows increasing control in holding, using & manipulating a range of tools & objects such as tambourines, jugs, hammers & mark making tools.- Holds mark making tools with thumb & all fingers.	<ul style="list-style-type: none">- Manipulates a range of tools & equipment in 1 hand – tools to include paintbrushes, scissors, hairbrushes, toothbrushes, scarves & ribbons.	<ul style="list-style-type: none">- Handles tools, objects, construction & malleable materials safely & with increasing control & intention.- Shows a preference for a dominant hand.- Begins to use anticlockwise movement & retrace vertical lines.- Begins to form recognisable letters independently.- Uses a pencil & holds it effectively to form recognisable letters, most of which are correctly formed. <p>ELG</p> <ul style="list-style-type: none">- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.- Use a range of small tools, including scissors, paintbrushes and cutlery.- Begin to show accuracy when drawing.			
<p>Communication and Language</p> <ul style="list-style-type: none">- Listening, Attention and Understanding- Speaking	<p>Range 5</p> <ul style="list-style-type: none">- Listens to others 1to1 or in small groups, when the conversation interests them.- Listens to familiar stories with increasing attention & recall.- Joins in with repeated refrains & anticipates key events & phrases in rhymes & stories.- Focusing attention – can still listen or do, but can change their own focus of attention.- Is able to follow directions (if not intently focused).	<p>Range 6</p> <ul style="list-style-type: none">- Shows variability in listening behaviour; may move around & fiddle but still be listening or sit still but not absorbed by activity.- May indicate 2-channelled attention (e.g. paying attention to something of interest for short or long periods); can both listen & do for short-span.	<p>ELG</p> <ul style="list-style-type: none">- Listen attentively & respond to what they hear with relevant questions, comments & actions when being read to & during whole class discussions & small group interactions.- Makes comments about what they have heard & asks questions to clarify their understanding.- Holds conversations when engaged in back & forth exchanges with their teacher & peers.			
Language/speech development provision	<ul style="list-style-type: none">- Weekly circle time activity linked to either PSED focus or our Literacy text for the week.- Adults modelling the correct use of vocab, both when teaching & also within continuous provision when playing with the children.- New vocab related to correct topic identified on Medium-Term Planning & reinforced whenever possible.					
						
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Specific Areas						
Literacy						







Phonics Little Wandle	Wk 1 - s a t p Wk 2 - i n m d Wk 3 - g o c k - is Wk 4 - c k e u r - I Wk 5 - h b f - the	Wk 1 - ff ll ss j - as Wk 2 - v w x y - and has his her Wk 3 - z zz qu words with –s /s/ added at the end (hats sits), ch - go no to into Wk 4 - sh th ng nk - she he of Wk 5 - words with –s /s/ added at the end (hats sits), words ending in s /z/ (his) and with –s /z/ added at the end (bags)	Wk 1 - ai ee igh oa Wk 2 - oo oo ar or - was you they Wk 3 - ur ow oi ear - my by all Wk 4 - air er words with double letters: dd mm tt bb rr gg pp - are sure pure Wk 5 - longer words	Wk 1 - review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear Review all words taught so far Secure spelling Wk 2 - review Phase 3: er air words with double letters longer words Wk 3 - words with two or more digraphs Wk 4 - longer words, words ending in –ing, compound words Wk 5 longer words, words with s /z/ in the middle, words with –s /s/ /z/ at the end, words with –es /z/ at the end	Wk 1 - short vowels CVCC - said so have like Wk 2 - short vowels CVCC CCVC - some come love do Wk 3 - short vowels CCVCC CCCVC CCCVCC - were here little says Wk 4 - longer words, compound words - there when what one Wk 5 - root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est - out today	Wk 1 - long vowel sounds CVCC CCVC Review all words taught so far Secure spelling Wk 2 - long vowel sounds CCVC CCCVC CCV CCVCC Wk 3 - Phase 4 words with –s /s/ at the end, Phase 4 words with –s /z/ at the end, Phase 4 words with –es /z/ at the end, longer words Wk 4 - root words ending in: –ing, –ed /t/, – ed /id/ /ed/, –ed /d/ Wk 5 - root words ending in: –er, –est, longer words
Reading Focus	Range 5 – - Begins to develop phonological & phonemic awareness: - Shows awareness of rhyme & alliteration. - Recognises rhythm in spoken words, songs, poems & rhymes. - Claps or taps the syllables in words during sound play. - Hears and says the initial sounds in words.		Range 6 – - Begins to develop phonological & phonemic awareness: - Continues a rhyming string & identifies alliteration. - Hears and says the initial sounds in words. - Begins to segment the sounds in simple words & blend them together, & knows which letters represent some of them. - Starts to link sounds to letters.		ELG - - Says a sound for each letter in the alphabet for at least 10 digraphs. - Reads words consistent with their phonic knowledge by sound blending. - Reads aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	
Key Texts	Starting School I am too absolutely small for School Polar Bear, Polar Bear, what can you hear? Monsters don't eat Broccoli Oliver's Fruit Salad I will not ever never eat a tomato I absolutely must have Glasses Peppa Pig Dentist Trip My Wobbly Tooth must never, ever fall out Funnybones	Twinkl – Sparks in the Sky eBook Where the Poppies now Grow Twinkl - The Diwali Story eBook 12 Days of Diwali Dipal's Diwali Pick a Pine Tree Twinkl – Ten Little Lights eBook	Poems about Snowflakes Frozen Looking After the Egg Cold Paws Lost & Found Lily & the Polar Bears Twinkl – The Runaway Iceberg eBook Lanterns & Firecrackers Twinkl – Dragons in the City eBook	The Hungry Caterpillar Twinkl – The Cautious Caterpillar eBook The Butterfly Dance Jasper's Beanstalk Titch The Growing Story Twinkl – Saving Easter eBook	The Troll The Paper Bag Princess The Night Pirates Pirate Gran Pirates Love Underpants All Afloat on Noah's Boat	Twinkl – Hide a Saurus eBook Gigantosaurus Dinosaurs in the Supermarket How to Grow a Dinosaur Never give a T-Rex a Book Dinosaur Games Lots of non-fiction dinosaur powerpoints created by VS.

Year 1 Ready	<p>Read words with more than one syllable.</p> <p>Describe the main events in a story which they have read.</p> <p>Knows how to handle and hold a book, turn pages correctly and knows key parts of the book such as author, cover title, illustrator, contents page.</p> <p>Chooses and reads book independently.</p> <p>Decodes words using their phonic knowledge (Phase 4)</p> <p>Reads some common exception words, alone and also in context, by sight.</p> <p>Reads and understands simple sentences independently.</p> <p>Uses expression when reading, beginning to address the use of punctuation and changing their voice for dialogue.</p> <p>Beginning to read nonsense words.</p> <p>Can retell a familiar story with increasing detail and in the correct sequence.</p> <p>Can make predictions and begin to base these on evidence from the text.</p> <p>Can answer simple questions about the text orally and begin to answer them in shared or independent writing too.</p>					
Writing	<p>Range 5</p> <ul style="list-style-type: none"> - Ascribes meanings to signs, symbols & words that they see in different places, including those they make themselves. - Included mark-making & early writing in their play. - Imitates adults' writing by making continuous lines of shapes & symbols (early writing) from left to right. - Attempts to write their own name...using combinations of lines, circles & curves, or letter shapes. - Begins to make letter-type shapes to represent the initial sound of their name & other familiar words. <p>Early Range 6</p> <ul style="list-style-type: none"> - Enjoys creating texts to communicate meaning for an increasingly wide range of purposes (e.g. making greeting cards, tickets, lists, invitations) & creating their own stories & books with images & sometimes with words, in print & digital formats. - Gives meaning to the marks they make as they draw, write, paint & type using a keyboard or touch-screen technology. 		<p>Later Range 6</p> <ul style="list-style-type: none"> - Begins to break the flow of speech into words, to hear & say the initial sound in words & may start to segment the sounds in words & blend them together. - Starts to develop phonic knowledge by linking sounds to letters, naming & sounding some of the letters of the alphabet, identifying letters in sequence, such as in their own name. - Uses their developing phonic knowledge to write things such as labels & captions, later progressing to simple sentences. 		<p>ELG</p> <ul style="list-style-type: none"> - Writes recognisable letters, most of which are correctly formed. - Spells words by identifying sounds in them & representing the sounds with a letter or letters. - Writes simple phrases & sentences that can be read by others. 	
Possible writing opportunities	Own name Initial letter sounds for given pictures CVC words to match given pictures	List of firework words CVC words to match given pictures Simple cations to match given pictures Diwali story character speech bubbles List of what they'd like for Christmas Christmas card insert	Frozen character speech bubbles Labelling a penguin Fact about a polar bear	Mothers' Day card insert List of foods the Hungry Caterpillar ate Easter card insert	Paperbag Princess story character speech bubbles Sentence about The Night Pirates Story Labelling Pirate Gran Fact about a real-life pirate	Recount of their half-term Own school report comment Labelling a dinosaur Sentence about the Gigantosaurus story Fact about a dinosaur Fact about dinosaur extinction

Year 1 Ready	<p>Sits correctly at a table with the 4 legs of their chair on the floor.</p> <p>Holds a pencil using a tripod grip.</p> <p>Forms both lower-case and upper-case letters correctly.</p> <p>Writes some common words correctly (phase 2 CEW and phase 3 with increasing accuracy).</p> <p>Names the letters of the alphabet.</p> <p>Uses finger spaces, capital letters and full stops when writing independently.</p> <p>Writes for a range of purposes.</p> <p>Writes 'I' as a capital letter.</p> <p>Add 's' to pluralise nouns.</p> <p>Sits their writing on the line and uses the full width of their page.</p> <p>Holds a sentence in their head and is able to write a sentence from dictation.</p> <p>Uses some adjectives in their writing.</p> <p>Is able to make their writing make sense independently.</p>					
						
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Maths						
					<p>ELG Number</p> <ul style="list-style-type: none"> - Have a deep understanding of number to 10, including the composition of each number; subitise up to 5. - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 & some number bonds to 10, including double facts. <p>ELG Numerical Patterns</p> <ul style="list-style-type: none"> - Verbally count beyond 20, recognising the pattern of the counting system. - Compare quantities up to 10 in different contexts, recognising when 1 quantity is greater than, less than or the same as the other quantity. - Explore & represent patterns within numbers up to 10. 	
Number & Numerical Patterns	<p>Singing Number rhymes</p> <p>Zero Pond & number recognition</p> <p>King 1 & counting</p>	<p>Intro to weight</p> <p>Weighing using bucket scales</p> <p>More/less</p> <p>1 more than</p>	<p>Sir 7 & Number order</p> <p>Eric 8 & 2D shape recap</p> <p>Nina 9 & 3D shape</p>	<p>Subtraction using a number line</p> <p>Doubling</p> <p>Height</p> <p>Number bonds to 10</p>	<p>Number 11, coin recognition & counting amounts of 1ps</p> <p>12 & change from 10p</p> <p>13 & estimating</p>	<p>17 & ordering numbers</p> <p>18 & number bonds to 10</p> <p>19, 2D & 3D shape recap</p>

	Tommy 2 & 1:1 counting Thelma 3 & 2D shape Freddie 4 & oral counting Fiona 5 & ordering by size Seal 6 & 2D shape patterns	1 less than Number recognition 1:1 counting	Tia 10 & Addition with objects Addition using a number line Number order Subtraction with objects	Time – days of the week	14 & halving 15 & positional language 16 - Length	20 & grouping & sharing in 2s, 5s & 10s Ten Town Banquet & adding by counting on
Year 1 Ready	<p>Number Write digits 0-9 accurately, have experience of representing 2 digit numbers, count forwards in 10s, count forwards in 2's and 5s, work systematically when finding number bonds, begin to know when subtracting you start at the biggest number, order non-consecutive numbers, count forwards and backwards from different starting points up to 20.</p> <p>Shape, space and measure Recognise coins and know how many pennies are in 1p, 2p, 5p, 10p. Know and sequence days of the week / months of the year, read o'clock times, understand the chronology of the day, name and describe 2D and 3D shapes, measure objects using different apparatus.</p> <p>Problem Solving Select the appropriate apparatus with increasing independence, use maths as an integral part of activities, begin to identify deliberate mistakes,</p> <p>Communicating Discuss the strategies they have used, be able to write one numeral per box when recording in maths books.</p> <p>Reasoning Draw simple conclusions from their work and describe how and why they have completed a task, recognise and use a simple pattern or relationship.</p>					
						
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Understanding the World						
Past and Present	Understand that there are people in society who help us and what they do in their roles – Doctor/Nurse Optician Vicar Policeman/woman Firefighter	Know some facts about Guy Fawkes and his connection to Bonfire Night. Be able to talk about why the poppy is the symbol for Remembrance Day.	Compare what people wore in the past to survive in the Antarctic to now. Scott of the Antarctic Shackleton	Baby to child – what they could do then & compare with what they can do now. (sense of chronology)	Be able to talk about how life for pirates in the past was different to our lives now. Know some facts about real-life pirates (Blackbeard, Anne Bonney etc).	Be able to talk about how the time of the dinosaurs was different to now. Understand that we know about dinosaurs through palaeontologists digging up their bones.
People, Culture and Communities	Begin to know the layout of the school building and the grounds. Harvest Sukkot	Know how Christmas is celebrated in France and compare this to how people celebrate Christmas in this country.	Locate Antarctica on a map of the world & a globe. Understand & use the terms North & South Pole to describe their locations on earth.	Pancake Day World Book Day Mothers' Day Easter	Know what a compass is and understand that pirates use them to navigate by. Investigate pirate maps & understand that they	Look at maps to locate where different dinosaurs lived. Fathers' Day Raksha Bandhan

		<p>Understand that Father Christmas lives at the North Pole.</p> <p>Bonfire Night Remembrance Day Diwali Hannukah Christmas</p>	<p>Bjorn the Polar Bear song linked to climate change & sustainability.</p> <p>Safer Internet Day Valentine's Day Lunar New Year</p>		<p>show physical features which can't be moved.</p> <p>Follow a map of the school grounds to find "pirate treasure".</p>	
The Natural World	<p>Our 5 Senses</p> <p>Teeth</p> <p>Bones</p>	<p>Autumn Walk around the school grounds – look at seasonal changes.</p>	<p>Winter Walk around the school grounds – look at seasonal changes.</p> <p>Freezing & melting ice.</p> <p>Why penguins & polar bears aren't friends.</p> <p>Comparing Antarctica to High Shincliffe</p>	<p>Spring Walk around the school grounds – look at seasonal changes.</p> <p>Growing a sunflower. Observations & recording in a diary.</p> <p>Growing cress – observations.</p>	<p>Floating & sinking linking to model pirate ships.</p> <p>Comparing desert island habitats to High Shincliffe.</p>	<p>Summer Walk around the school grounds – look at seasonal changes.</p> <p>Dinosaurs - herbivores, omnivores, carnivores.</p> <p>Dinosaur extinction – knowing what happened & acting it out.</p> <p>Comparing dinosaur jungle habitats to High Shincliffe</p>
						
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Technology	<p>Range 4</p> <ul style="list-style-type: none"> - Seeks to acquire basic skills in turning on & operating some digital equipment. - Plays with water to investigate "low technology" such as washing & cleaning. <p>Range 5</p> <ul style="list-style-type: none"> - Knows how to operate simple equipment (e.g. turns on CD player, uses a remote control, can navigate touch-capable technology) with support. - Shows an interest in technological toys, real objects such as cameras & touchscreen devices such as mobile phones & tablets. 		<p>Range 6</p> <ul style="list-style-type: none"> - Completes a simple program on electronic devices. - Uses ICT hardware to interact with age-appropriate computer software. - Can create content such as a video recording, stories &/or draw a picture on a screen. - Develops digital literacy skills by being able to access, understand & interact with a range of technologies. - Can use the internet with adult supervision to find & retrieve information of interest to them. 		<p>ELG – none, however...</p> <p>Children require access to a range of technologies, both digital & non-digital, in their early lives. Exploring with different technologies through play provides opportunities to develop skills that children will go on to develop in their lifetimes. Investigations, scientific enquiry & exploration are essential components of learning about & with technology, both digitally & in the natural world. Through technology children have additional opportunities to learn across all areas in both formal & informal ways. Technologies should be seen as tools to both learn from & with, in order to</p>	

	<ul style="list-style-type: none">- Shows skill in making toys work by pressing parts or lifting flaps to achieve new effects such as sound, movement or new images.- Knows that information can be retrieved from digital devices & the internet.			integrate technology effectively within early years practice.		
RE	Range 4 <ul style="list-style-type: none">- Learns that they have similarities & differences that connect them to & distinguish them from others. Range 5 <ul style="list-style-type: none">- Enjoys joining in with family customs & routines.- Recognises & describes special times or events for family & friends.- Knows some of the things that make them unique & can talk about some of the similarities & differences in relation to family & friends.	Range 6 <ul style="list-style-type: none">– Enjoys joining in with family customs & routines.- Knows that other children do not always enjoy the same things & is sensitive to this.- Knows about similarities & differences between themselves & others, & among families, communities, cultures & traditions.		ELG <ul style="list-style-type: none">- Knows some similarities & differences between different religious & cultural communities in this country; drawing on their experiences & what has been read in class.		
RE	Prayer – why do we pray? What do we do when we pray? Let’s find out about Harvest. Being special Where do we belong?	How do people celebrate special events? Harvest Diwali Hannukah Christmas Act out the Nativity	What is special about holy books? Suggested books: The Torah The Bible The Qur’an Guru Granth Sahib Let’s find out about Shrove Tuesday.	What is the Easter story and how is Easter celebrated?	Which stories are special and why?	Which places are special and why?
						
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Expressive Arts and Design	Range 4 <ul style="list-style-type: none">- Experiments with ways to enclose a space, create shapes & represent actions, sounds & objects.- Enjoys & responds to playing with colour in a variety of ways (e.g. combining colours)- Uses 2D & 3D structures to explore materials &/or to express ideas.		Range 5 <ul style="list-style-type: none">- Continues to explore colour & how colours can be changed.- Develops an understanding of using lines to enclose a space & begins to use drawing to represent actions & objects based on imagination, observation & experience.- Uses various construction materials, e.g. joining		Range 6 <ul style="list-style-type: none">- Begins to build a collection of songs and dances• Makes music in a range of ways, (e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to).• Uses their increasing knowledge and understanding of tools and materials to explore	

			pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces. • Uses tools for a purpose.		their interests and enquiries and develop their thinking • Develops their own ideas through experimentation with diverse materials, (e.g. light, projected image, loose parts, watercolours, powder paint) to express and communicate their discoveries and understanding. • Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts ELG - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.	
Expressive Arts and Design - Creating with Materials - Being Imaginative and Expressive	Painting self-portraits Transient art with Autumn objects Andy Goldsworthy Leaf printing with different textures of leaves Faces photographs Colour mixing with paints	Fireworks transient art Collage poppies Watercolour diva lamps Handprint poppies Mendhi hand patterns Make own Christmas wrapping paper by sponge printing in a pattern	Snowflakes transient art Antarctica collage Drawing a snowman Kandinsky style hearts	Observational drawings of Spring flowers Look at Van Gogh sunflowers painting Cotton reel printing of caterpillars Painting symmetrical butterflies	Pirate treasure transient art Charcoal drawings of pirate ships Drawing themselves as a pirate Transient art butterflies Hokusai waves painting	Observational drawings of Dinosaur toys Making own fossils using art straws. Make a clay dinosaur A5 piece of card to design with fabric & wool as base for their dinosaur
Music Charanga	Music Me!	The Nativity	Everyone!	Our World	Big Bear Funk	Reflect, Rewind & Replay
Possible Visits/Visitors	People who help us		The Bible - Mrs Matthews	Zoolab	Hardwick Park	SSP Reception Sports Festival