



EYFS LONG TERM PLAN

TERM	Autumn 1	Autumn 2	Spring 1 (Cycle 1)	Spring 1 (Cycle 2)	Spring 2	Summer 1	Summer 2
Curriculum Themes	Once Upon An Adventure	Into The Unknown	Animal Antics	To Infinity And Beyond	How Does Your Garden Grow?	Magnificent Minibeasts	I Do Like To Be Beside The Seaside
Events and Cultural Celebrations <i>(These may be changed or adapted depending on cohort and dates.)</i>	Staring School New Beginnings Rules and Routines All About Feelings and Emotions Nursery Rhyme and Traditional Tales Party European Day Of Languages Harvest Festival World Mental Health Day Halloween Diwali Bonfire Night Fire Service Visit	Remembrance Day Anti-Bullying Week World Nursery Rhyme Week BBC Children in Need Christingle Christmas Jumper Day Toy Story Day Posting Christmas Lists Drop The Dummy Incentive Christmas Nativity Pantomime Christmas Party Reindeer Visit	Staring School Rules and Routines RSPB's Big Schools' Birdwatch National Storytelling Week Chinese New Year Children's Mental Health Week Safer Internet Day Underpants Fashion Show Dance Workshop	RSPB's Big Schools' Birdwatch National Storytelling Week Chinese New Year Children's Mental Health Week Safer Internet Day Dance Workshop	Pancake Day/Shrove Tuesday Growing and Changing Bikeability World Book Day Red Nose Day Mother's Day Easter Easter Egg Hunt Stories In Our Pyjamas Day	Staring School Rules and Routines Earth Day Ramadan Live Caterpillars Hatching Eggs Minibeasts Orienteering Event Community Event Virtual Learning Gallery	World Ocean Day Father's Day Recycling Virtual Learning Gallery Sunshine Celebration Your Game My Game Careers Day Beach Party White Post Farm Trip Transition
Key Rhymes and Stories <i>(But the more your read, the more you know...)</i>	Rhymes: – I Can Sing a Rainbow Incy Wincey Spider – Humpty Dumpty – Twinkle Twinkle Little Star – Miss Polly Had a Dolly – Heads, Shoulder, Knees and Toes Books: – The Colour Monster by Anna Llenas – The Colour Monster Goes To School by Anna Llenas – After the Fall (How Humpty Dumpty Got Back Up Again) by Dan Santat – How to Catch a Star by Oliver Jeffers – Incy Wincy Spider by Keith Chapman – Once upon an ordinary school day by Colin McNaughton	Rhymes: – Down at the Station – Pat-a-cake – When Goldilocks Went to The House of the Bears – Three Little Pigs (Story Song) – You've Got A Friend In Me – Little Snowflake – Christmas Nativity Songs Books: – It Was A Cold Dark Night by Tim Hopgood – Give Us A Smile Cinderella – The Christmas Story – Stick Man by Julia Donaldson – Room on a Broom by Julia Donaldson – Gruffalo by Julia Donaldson – The Christmas Pine by Julia Donaldson – A New House for Mouse-Petr Horacek	Rhymes: – Hickory, Dickory, Dock – Ring-a-ring-a-roses – Walking In The Jungle – Elephants Have Wrinkles – Hey Tiger! Books: – Dear Zoo by Rod Campbell – We're Going on a Bear Hunt by Michael Rosen – Brown Bear, Brown Bear, What Do You See? by Bill Martin, Jr. – The Tiger Who Came to Tea by Judith Kerr – Non-Fiction Books – Rock-A-Bye Rumpus: Action Rhymes for the Very Young by Julia Donaldson	Rhymes: – Twinkle Twinkle Little Star – Hey, Diddle, Diddle – Zoom, Zoom We're Going to the Moon – I Can Shake My Shaker Egg – Hip Hop Body Rock – Moving In A Circle Books: – Whatever Next by Jill Murphy – That's Not My Rocket – How to Catch a star by Oliver Jeffers – The Way Back Home by Oliver Jeffers – Look Up by Nathan Bryon – Alien Love Underpants by Claire Freedman and Ben Cort – One Giant Leap- The Story of Neil Armstrong by Don Brown	Rhymes: – Mary, Mary, Quite Contrary – Round and Round the Garden – Fee-Fi-Fo-Fum – Little Peter Rabbit Books: – The Tale of Peter Rabbit by Beatrix Potter – Jim and the Beanstalk by Raymond Briggs – How a Seed Grows by Helene Jordan – Oliver's vegetables by Vivian French – The World Came to my Place Today by Jo Readman – Vegetable Glue by Susan Chandler Seed to Sunflower by Mari Schuh – Smile Out Loud 25 happy poems by Joseph Coelho – The Easter Story	Rhymes: – Incy Wincy Spider – Wind the Bobbin Up – There's A Tiny Caterpillar On A Leaf – There's a Worm at the Bottom of the Garden – There's a Spider on the Floor – Here Is The Beehive, Where Are The Bees? Books: – The Very Hungry Caterpillar by Eric Carle – Incy Wincy Spider by Keith Chapman – Ladybird! Ladybird! What Can You See? by Amelia Hepworth – That's Not My Bee by Fiona Watt – Superworm by Julia Donaldson	Rhymes: – 1, 2, 3, 4, 5, Once I Caught a Fish Alive – A Sailor Went to Sea – Oh I Do Like To Be Beside The Seaside – The Sun Has Got His Hat On – What a Wonderful World Books: – Little Kipper's Sandcastle by Mick Inkpen – Somebody Swallowed Stanley by Sarah Roberts – Love Our Earth by Jane Cabrera – Look After Us Rod Campbell – That's Not My Turtle – The Lighthouse Keeper books- David Armitage – What the Ladybird heard at the seaside- Julia Donaldson

	- Rosie's Walk by Pat Hutchins - Wriggle and Roar by Julia Donaldson and Nick Sharratt - Rock-A-Bye Rumpus: Action Rhymes for the Very Young by Julia Donaldson Traditional Tales: - Goldilocks And The Three Bears - The Three Little Pigs - The Billy Goat's Gruff - Little Red Rising Hood	- Why do I brush my teeth by Angela Royston - Herbie's Big Adventure by Jennie Poh - Smile Out Loud 25 happy poems by Joseph Coelho - Rock-A-Bye Rumpus: Action Rhymes for the Very Young by Julia Donaldson Traditional Tales: - Goldilocks And The Three Bears - The Three Little Pigs Drawing Club: - Three Billy Goats - Hansel and Gretel		- On The Moon by Anna Milbourne - The Solar System/ Sun, Moon and Stars/Living in space all by Usborne - Space Poems chosen by Gaby Morgan - Mae Jemison Little People Big Ideas by Maria Sanchez Vegara - Katy and the Starry Night by James Mayhew - Rock-A-Bye Rumpus: Action Rhymes for the Very Young by Julia Donaldson	- Rock-A-Bye Rumpus: Action Rhymes for the Very Young by Julia Donaldson Traditional Tales: - Jack and the Beanstalk	- The Very Greedy Bee by Steve Smallman - The Crunching Munching Caterpillar by Ruth Galloway - What the Ladybird Heard by Julia Donaldson - Non-fiction texts - Why do we need Bees by Katie Daynes - Smile Out Loud 25 happy poems by Joseph Coelho - Rock-A-Bye Rumpus: Action Rhymes for the Very Young by Julia Donaldson	- Sharing a shell-Julia Donaldson - The rainbow Fish- Marcus Pfister - The Snail and the Whale-Julia Donaldson - Commotion in the Ocean- Giles Andreae - A Hole at the bottom of the ocean- Jessica Law - What A Waste: Rubbish, Recycling, and Protecting our Planet- Jess French - Seaside Holidays then and now- Clare Hibbert - The Odd Fish-James Jones - Under the Sea- Anna Milbourne and Cathy Shimmen - Usborne First Encyclopaedia of Seas & Oceans - Smile Out Loud 25 happy poems by Joseph Coelho - Rock-A-Bye Rumpus: Action Rhymes for the Very Young by Julia Donaldson
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Communication and Language

Educational Programme

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.

Curriculum Goals

To become a **Confident Communicator** who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.

	Baseline	End of Autumn Term	End of Spring Term	End of Summer Term
FS1 Listening, Attention and Understanding	Can listen to simple stories and understand what is happening. Can understand simple questions about 'who', 'what' and 'where'. Can identify familiar objects and properties, for example: Can you show me the big boat? Can understand simple instructions like 'Where's your hat?' or 'What's the boy in the picture doing?' Can understand action words by pointing to the right picture in the book. For example: 'Who's jumping?'	Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time.	Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time.	Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
FS1 Speaking	Listen to other people's talk with interest but can be easily distracted by other things. Start to develop a conversation, jumping from topic to topic. Start to say how they are feeling, using words as well as actions. Can use around 300 words demonstrating understanding of time e.g. 'now' and 'later', space e.g. 'over there' and function e.g. a cup is for drinking. Can link 5 words together. Can use pronouns – 'me', 'him', 'she'. Can use prepositions – 'in', 'on', 'under'. Can follow instructions with three key words.	Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. May have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus'	Use a wider range of vocabulary. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door." Use longer sentences of four to six words.	Speaks in simple sentences, which communicate their needs (e.g. I need a drink) and their interests (I like cars, I want the red one). Uses vocabulary focussing on their interests (e.g. motorbike) and familiar experiences (e.g. hairdressers). Ask simple questions (e.g. Where is Mummy?) Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.

FS2 Listening, Attention and Understanding	Follows a series of instructions. Listens to stories and can recall the main events. Contributes sensible comments to discussions and conversations.	Listens carefully at story time and can retain what has been heard and recall key points. Responds to a series of instructions and responds to a range of questions. Contributes relevant comments in discussions.	Can switch attention from one task to another. Follows complex instructions. Responds to discussion with comments and questions. Is able to listen in whole school Collective Worship and recall some of the themes and comments at a later stage.	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.
FS2 Speaking	Engages in conversation with adults and peers. Uses plurals and some tenses correctly. Can ask questions.	Communicates confidently with peers and adults. Uses talks to communicate needs, news, feelings and ideas. Uses new vocabulary.	Enjoys being part of conversations and discussions and uses new vocabulary in context. Uses talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Ongoing Provision Throughout The Year

Drawing Club	Learn and practise new vocabulary, listen to and talk about stories, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts.
Rhyme Time	Sharing nursery rhymes with matching phonological awareness activities.
Taking Time	Learn new vocabulary (Buzz Words), poems, develop social phrases, engage in two-way conversation with a friend, listen and respond to ideas, speak clearly to give feedback.
Continuous Provision	Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own.
Choral Poetry	Learn nursery rhymes and new poems. The children are taught the poems and are encouraged to learn them in order to perform them in poetry recital.
Story Time	Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs.
Circle Times	Listen attentively to others, speak clearly to explain ideas, thoughts and feelings.
Muddy Monday / Footprint Friday	Communication about the sensory experiences helps prompt language development, working together encourages communication and develops skilful expression of thoughts and ideas, as well as the ability to listen to others.
Sticky Knowledge Basket	Recap vocabulary, engage in and talk about words, use vocabulary focussing on familiar experiences.
Plan Do Review / Rainbow Jobs	Speak clearly to explain, partner and activity chosen, listen to other people's reviews and ask relevant questions.
Science	Autumn – FS1 Physics 3- Investigate Sound And Hearing: Listening to and talking about sounds on our Superhero Sound walk. Listening to and talking about sounds during Phonics activities. FS2 Biology 2- Understand animals and humans-Name different body parts through songs and games.

Personal, Social and Emotional Development

Educational Programme

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 peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Curriculum Goals

To become an **Independent Individual** who can follow the rules and routines of the Foundation Unit, set simple goals and persevere to achieve them, select resources, manage their own personal needs and begin to understand how to stay fit and healthy.

To become a **Fantastic Friend** who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings.

	Baseline	End of Autumn Term	End of Spring Term	End of Summer Term
FS1 Self-Regulation	Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.	Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.	Increasingly follow rules, understanding why they are important. Do not always need an adult to remind them of a rule.
FS1 Managing Self	Beginning to manage their emotions. Beginning to talk about their emotions e.g. 'sad', 'happy' or 'upset'. Learning to use the toilet with help.	Develop their sense of responsibility and membership of a community. Learning to use the toilet independently. Can wash their hands independently.	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Can put their coat on independently. Begin to talk about the importance of oral health.	Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling. Be able to use the toilet independently. Can talk about the importance of hand washing. Can talk about the importance of oral health.
FS1 Building Relationships	Feel confident to explore the environment with a familiar adult. Play with increasing confidence on their own, and with other children.	Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations.	Play with one or more other children, extending and elaborating play ideas. Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	Begin to understand how others might be feeling. Play alongside new peers and 'with' familiar peers. Show interest in their new peers.
FS2 Self-Regulation	Can focus attention in a group situation for a short period of time and can follow a series of instructions.	Can become engrossed in an activity and finds it difficult to switch attention to another task.	Can label and talk about own and others' emotions.	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

	Is able to talk about feelings in simple terms, e.g. happy and sad, and give reasons if upset.	Can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful. Can focus attention in a whole class group for a teaching session, e.g. phonics. Is willing to keep trying if something is difficult or challenging.	Responds well to more complex instructions in smaller groups, but can need visual reminders in larger groups. Completes set challenges/tasks independently. Is able to talk about ways that skills can be improved and to demonstrate pride in achievements.	Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.
FS2 Managing Self	Confident to access the environment with minimal support and follows the rules as part of the new routine. Reliably toilet trained and just needs some reminders to wash hands and help with fastenings.	Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability. Perseveres with fastenings on coats and follows instructions to dress and undress for PE and Forest School. Washes hands without reminders.	More confident to tackle new challenges and with encouragement will keep going. Follows school and class rules and can talk about their importance. Knows some ways to keep healthy	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
FS2 Building Relationships	Can play with other children as part of a game or activity, without adult support. Can take turns and share sometimes with adult support. Makes new friends in the class, and talks to adults to share news or as part of an activity.	Is aware of the needs of others but can find it hard to let others take the lead. Interacts with a variety of children and is building good relationships with adults and other children. Is able to identify when another child is upset and respond appropriately.	Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements. Uses words to solve conflicts. Takes turns in group activities. Identifies how others feel and responds appropriately.	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs.
Ongoing Provision Throughout The Year				
Story Time	Experience, explore and talk about positive relationships, feelings and emotions, diversity.			
Continuous Provision	Build relationships with others, see themselves as a valued individual, set simple challenges, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns and share, show sensitivity to others.			
Bee Values	Take Care of... Our School, The Community, Each Other, My Work, Myself.			
Drawing Club	Build relationships with others, see themselves as a valued individual, give focused attention and follow instructions			
Daily Routines	Self-registration, book voting, 'choose it, use it, put it away' when using resources, turning clothes the right way round, change into Forest School gear independently, use toilets independently, snack time, lunchtimes, getting ready for home.			
Take Five Breathing	Breathing, grounding and awareness aiming to calm, relax and focus children ready for learning.			
Talking Time	Working in partners, listen to and consider their ideas.			
Muddy Monday / Footprint Friday	Develop self-esteem, resilience and confidence through hands-on learning.			
Plan Do Review / Rainbow Jobs	Ask someone to be a partner and choose an activities together, engage with partner during the activity, work collaboratively with partner during the activity.			
Science	Every Term - FS1 Biology 2- Understand Animals And Humans: Support to manage own basic hygiene needs including teeth brushing routines. Willingly try a range of healthy food during snack time. Managing own basic hygiene and personal needs. Autumn – FS2 Work Scientifically- Make simple tally charts of food we like and don't like.			

Physical Development

Educational Programme

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁶. 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.

Curriculum Goals

To become an **Amazing Athlete** who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment.

To become a **Talented Tool User** who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.

	Baseline	End of Autumn Term	End of Spring Term	End of Summer Term
FS1 Gross Motor Skills	Can run confidently. Can kick a ball. Can jump with both feet off the ground at the same time. Can catch a large ball. Can pedal a tricycle.	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks.	Start taking part in some group activities which they make up for themselves, or in teams. Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.
FS1 Fine Motor Skills	Explores different materials and tools. Develop manipulation and control, for example tearing paper.	Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils.	Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand.	Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Make healthy choices about food, drink, activity and toothbrushing.
FS2 Gross Motor Skills	Has good coordination and balance when negotiating equipment and other people.	Uses a range of ways to move appropriately, e.g. jumping, hopping, sliding.	Can throw, kick, pass and catch a large ball. Able to balance on and off equipment.	Negotiate space and obstacles safely, with consideration for themselves and others.

	Is able to tackle parts of the climbing frame, e.g. low climbing wall, steps, ladder. Uses trikes and scooters confidently. Uses brooms to brush and spades to dig in sand and soil.	Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses. Uses large construction to build.	Can jump safely from a piece of equipment.	Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
FS2 Fine Motor Skills	Can use scissors to make snips and cut lines, holding scissors in one hand. Can copy some recognisable letter shapes from name. Holds pencil in fingers rather than a whole hand grasp. Shows a preference for a dominant hand. Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs).	Attempts to use a tripod grip with some consistency. Often chooses to draw, representing recognisable objects or shapes in work. Use scissors to cut along curved lines, holding scissors in the correct position. Is able to mould and shape clay with fingers and tools.	Sits at a table to write. Holds a pencil in a tripod grip. Uses scissors to cut around more complex shapes, e.g. split pin characters.	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, paint brushes and cutlery. Begin to show accuracy and care when drawing.
Ongoing Provision Throughout The Year				
Continuous Provision	Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination, refine and develop fine motor skills, use a range of tools competently and safely, combine movements, develop ball skills.			
Lunch Time	Hold and use a knife and fork correctly, understand about healthy eating.			
Drawing Club	Hold a pencil effectively, develop accuracy and care when drawing and writing.			
Motor Skills Time	Daily movement to music activity to help develop all the children's pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing. Dough Disco, DJ Raphi, Bean Bag Bog, Super Movers.			
Sure Tots / Music and Movement / Yoga / Dance	Develop strength, balance and co-ordination, remember sequences and patterns of movements which are related to music and rhythm.			
Science	Autumn – FS1 Working Scientifically- Using tweezers to develop dexterity. Use pipettes to suck up and squirt water in the water tray. FS1 Biology 2- Understand Animals And Humans: Continued support to develop personal independence through routines such as Sure Tots. FS2 Work Scientifically- Explore and observe using magnifying glasses, tweezers, pipettes, magnets etc.			

Literacy

Educational Programme

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)..

Curriculum Goals

To become a **Brilliant Bookworm** who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, recognise their name and repeat words and phrases from familiar stories.

To become a **Wow Writer** who can write letters in my name that are formed correctly, use some print and letter knowledge in early writing and give meaning to marks made in different media.

	Baseline	End of Autumn Term	End of Spring Term	End of Summer Term
FS1 Comprehension	Enjoys sharing books with an adult. Repeats words and phrases from familiar stories. Asks questions about a book. Beginning to develop a narrative about a book they have read using props in play.	Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Name the characters from a familiar story.	Understand the five key concepts about print: - print has meaning - the names of the different parts of a book - print can have different purposes - page sequencing - we read English text from left to right and from top to bottom Listen to a story and comment on the events.	Engage in extended conversations about stories, learning new vocabulary Begin to answer how and why questions about the stories they hear.
FS1 Word Reading	Notifies some print, such as the first letter of their name, a bus or door number or a familiar logo.	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother.	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Identify an object when given the initial sound. Say the initial sound in a given word. Clap the syllables in a word.
FS1 Writing	Enjoys drawing freely. Add some marks to their drawings, which they give meaning to. For example: 'That's my mummy.' Make marks to represent their name.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name.	Attempt to write their name in a way that they or others can recognise. Discuss the marks they make, e.g. "this is a car".
FS2 Comprehension	Enjoys listening to stories and retell a simple story using story vocabulary using visual clues, e.g. talking through a familiar book.	Has a love of stories and listens attentively to story time. Enjoys talking to others about favourite stories.	Has a good understanding of story structure and can retell and make up own stories using vocabulary that has been learnt.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

	Joins in with familiar rhymes and songs.	Is able to talk about the main events in the story and predict what might happen. Can retell a story using role play or small world resources, using some story language.	Identifies non-fiction texts, remembering facts.	Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
FS2 Word Reading	Can discriminate between sounds. Can keep a simple rhythm and match rhyming words. Is able to recognise own name. Can say the initial sound in a word. Can orally blend some simple cvc words.	Can match Phase 2 graphemes and phonemes. Can blend and read Phase 2 cvc words. Can read Phase 2 captions. Can read Phase 2 tricky words.	Reads books with a range of Phase 2 and 3 cvc words and tricky words and shows a good understanding of what has been read. Reads all Phase 2 and 3 tricky words. Says the sound for each Phase 2 and 3 grapheme.	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Reading aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
FS2 Writing	Can say the initial sound in a word. Uses some recognisable letter shapes when writing own name. Can orally segment some simple cvc words.	Can segment and spell Phase 2 cvc words. Can match Phase 2 graphemes and phonemes. Writes cvc words and labels. Is starting to write simple captions. Says a simple sentence for writing (oral and count words). Writes some lower case letters correctly. Uses some upper case letters, e.g. for own name, Mum and Dad.	Writes some upper case letters correctly. Writes most lower case letters correctly using a tripod grip. Says the sound for each Phase 2 and 3 grapheme. Writes cvc words and labels using Phase 2 and 3 phonemes. Spells some tricky words. Write captions. Is starting to write short sentences. Uses finger spacing between words. Reads sentences back to an adult.	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
Ongoing Provision Throughout The Year				
FS1 Little Wandle Foundations	Foundations for a Love of Reading, Foundations for Phonics and Foundations for Language. Develop phonological awareness, including understanding of rhyme, alliteration, syllables, initial and voice sounds, and oral blending, love stories and rhymes, and learn by heart a bank of familiar favourites, increase vocabulary and confidence to talk, improve listening and ability to take part in back-and-forth conversations.			
FS2 Little Wandle	Daily Phonics sessions. The progression of tricky words and GPCs has been organised from the simple to more complex GPCs. All the graphemes taught are practised in words, sentences, and later on, in fully decodable books. Children review and revise GPCs and words, daily, weekly and across terms and years, in order to move this knowledge into their long-term memory.			
Name Writing / Sentence Writing	Daily opportunities upon arrival into classroom.			
Rhyme Time	Sharing nursery rhymes with matching phonological awareness activities.			
Taking Time	Learn new vocabulary and poems.			
Local Library Visits	Develop a love of reading, visit local community and road safety.			
Drawing Club	Learn and practise new vocabulary, listen to and talk about stories, read and write secret passwords.			
Continuous Provision	Engage in and talk about books, retell stories and create their own, mark-making opportunities in different areas.			
Parent Reading Events and Phonics Workshops	Develop a love of reading, engaging parents with their child's phonics learning, provide advice on engaging families with home reading.			
Story Time	Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs.			
Choral Poetry	Learn nursery rhymes and new poems. The children are taught the poems and are encouraged to learn them in order to perform them in choral speaking (or poetry recital).			

Mathematics

Educational Programme

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.

Curriculum Goals

To become a **Master of Maths** who can show a deep understanding of number to 10, including the composition of each number, automatically recall number bonds up to 5 and 10, verbally count beyond 20, compare quantities, explore and represent patterns within numbers up to 10.

	Baseline	End of Autumn Term	End of Spring Term	End of Summer Term
FS1 Number	React to changes of amount in a group of up to 3 items. Count in every day contexts, sometimes skipping numbers.	Fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5.	Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 4. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 4.	Experiment with their own symbols and marks as well as numerals. Solve real world mathematical problems with numbers up to 5. Compare quantities using language: 'more than', 'fewer than'. Subitise to 3. Represent 1 - 3 on fingers, on a tens frame and with objects.
FS1 Numerical Patterns	Joins in with finger rhymes with numbers.			Join in with number songs, attempting to represent numbers using fingers where appropriate. Recite numbers to 10 or beyond. Demonstrate understanding that we use one number for each item, when counting. Attempt to count objects, actions and sounds. Use and understand the term "more" in practical contexts.
FS1 Shape, Space and Measure	Compare sizes, weights etc. using gesture and language – bigger/little/smaller, high/low, tall, heavy. Notice patterns, for example, spots and stripes and arrange things in patterns. Complete inset puzzles.	Sorting/matching - sort groups of objects according to different criteria Explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using language such as big and little, small and large. Show some understanding of tall, short or long.	Copy and continue a simple ABAB pattern – stone, leaf, stone, leaf Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Make comparisons between objects relating to length and weight.	Describe the size or shape of real-life objects using simple mathematical vocabulary, e.g. big/small, round/straight. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern.

		Can make comparisons relating to size. Can talk about 'My day'. Talk about and identifies the patterns around them. Use informal language like 'pointy', 'spotty', 'blobs' etc.	Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc.	Use everyday language to discuss length, size, height, weight, time, position and capacity. Use this language to make simple observations, e.g. this is heavier than that. Shape - Understand and use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved). Shape - Know some common 2D and 3D shapes. Time - understand first/next.
FS2 Number	Have a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged. Rote counts to 10 and subitises to 3.	Can subitise to 5 and is beginning to talk about the different ways that amounts of 5 can be made.	Developing sense of numbers beyond 5 and can subitise to 6. Confidently talks about the different ways that numbers can be made to 5 and is now applying this knowledge to numbers to 10. Links subtraction facts to composition of numbers to 5. Recalls some double facts to 10.	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
FS2 Numerical Patterns	Compares amounts using the language of 'more'. Reads numerals to 5 and matches to an amount. Orders numbers to 5.	Counts objects accurately to 10 using one to one correspondence and can identify when objects have the same, less than or more than. Recognises numbers to 10 and puts them in order.	Can count beyond 10 and is starting to recognise the pattern of the counting system to help count beyond 10. Recognises patterns within number.	Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
FS2 Shape, Space and Measure	Uses some everyday language to talk about and compare size and shape. Recognises a repeated pattern and is beginning to create own patterns and arrangements.	Uses some shape names appropriately and understands prepositional language. Creates a repeated pattern with colour and shape.	Uses mathematical language to compare and talk about shape and size.	Has a developed range of mathematical language to describe and compare size, shape, length, weight and position.
Ongoing Provision Throughout The Year				
Drawing Club	Use mathematical language when drawing, count, subitise, compare numbers and amounts, recall number bonds, draw 2D shapes, read and write secret passcodes.			
Daily Routines	Visual timetable, book voting, rewards			
Continuous Provision	Practise taught skills, use and apply taught skills in real-life situations, complete puzzles, "What can you see, how do you see it?"			
Rhyme Time	Sharing number rhymes.			
Science	Autumn – FS1 Working Scientifically- Sort a range of resources by shape/colour/type and talking about sorting choices.			

Understanding the World

Educational Programme

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.

Curriculum Goals

To become an **Exceptional Explorer** who can show curiosity about the world around them, develop positive attitudes about the differences between people and talk about what they see using a wide vocabulary.

To become a **Compassionate Citizen** who can help to look after their community and care for the environment, know some reasons why Langold is special, have an awareness of other people's cultures and beliefs.

	Baseline	End of Autumn Term	End of Spring Term	End of Summer Term
FS1 Past and Present	Starts to show own self terms of preferences.	Talks about self and immediate family.	Talks about some of the ways own self has changed over own lifetime.	Talks about some of own and family's history (grandparents, parents, etc.)
FS1 People, Culture and Communities	Starts to notice some of the differences between people.	Talks about different occupations and job roles.	Name other countries in the world. Positive about the differences between people.	Talks about the differences seen in people, countries and communities.
FS1 The Natural World	Explores natural and man- made materials.	Talks about natural materials using a wide vocabulary linked to all senses.	Shows care for environment and plant and care for plants.	Talks about the key features of life cycles using key vocabulary. Talks about the world around us observing animals and plants.
FS2 Past and Present	Talks in detail about family, identifies relationships within the family and recognises the difference between self now and as a baby.	Understands the difference between past and present and is building up knowledge of key historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance Day.	Talks about significant historical events and how things were different in the past.	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
FS2 People, Culture and Communities	Talks about the world around and the people are places that are familiar.	Listens carefully to stories about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries. Knows about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Advent, Diwali.	Has a wider understanding of the wider world and draws comparisons between own local environment and other places. Looks at, and makes maps, of local environment. Describes a journey within the local environment. Talks about some features of a Christian Church.	Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Know some similarities between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country

				and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
FS2 The Natural World	Explores the natural world and talk about out the things that are noticed. Recognises change and can describe what is happening.	Describes some features of plants and animals and identifies when things are the same and different. Notices, observes and talks about seasonal changes.	Has a good general knowledge about living things and the natural world and can describe features of different plants and animals recognising when they are the same and different. Understands and uses some language related to animals, e.g. camouflage, predator, nocturnal, diurnal.	Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Ongoing Provision Throughout The Year				
Muddy Monday / Footprint Friday	Develop a deep understanding of the world around us through hands-on learning in Dyscarr Wood and the school allotment.			
Drawing Club	Draw and talk about characters and settings, draw simple maps.			
Continuous Provision	Learn and practise new vocabulary, create small world environments, read and draw simple maps, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear and feel when outside, explore different scientific concepts.			
Story Time	Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries.			
Sticky Knowledge Basket	Recap vocabulary, engage in and talk about words, use vocabulary focussing on familiar experiences.			
Science	Autumn – FS1 Biology 4- Understand Evolution And Inheritance: New children share All About Me Bags- Looking at photos of them as babies, talking about how they have changed and commenting on what they can do now but couldn't do as a baby. FS1 Chemistry- Investigate Materials: Collecting natural materials in the woods. Baking, combining different ingredients, and then cooling or heating/cooking them. Sorting and comparing materials to make a house for the pigs in the Three Little Pigs story. FS1 Physics 2- Understand Light And Seeing: Twinkle Twinkle Little Star. Talking about what we see in the sky in the day and night. FS1 Biology 2- Understand Animals And Humans: Talk about different types of eggs when focusing on Humpty Dumpty. Making a hedgehog home in the woods. FS1 Biology 1- Understand Plants: Talking about what we see in the woods. FS1 Physics 1- Understanding Movement, Forces And Magnets: Playing with magnets, exploring their characteristics. FS2 Biology 4- Understand Evolution And Inheritance: Look at photographs and talk about the changes such as how we have changed growing up. FS2 Physics 3- Investigate Sound And Hearing: Listen to and identify sounds in the environment. FS2 Physics 4- Understand Electrical Circuits- MakeY STEM wand making activity. FS2 Physics 1- Understand Movement, Forces And Magnets & Work Scientifically: Offering explanations for why things might happen. Sort and classify magnetic and non-magnetic. Spring – FS1 Biology 2- Understand Animals And Humans: Identifying and naming pets and animals from different locations, finding locations on maps and discussing the features animals have which enable them to live certain in habitats. Identifying and naming pets and animals from different locations. Matching animals to their babies and beginning to learn their names. Life Cycle of a Duck. FS1 Physics 5- Understand The Earth's Movement In Space: Looking at and describing the weather changes. FS1 Working Scientifically- Using magnifying glasses to look at 'space rocks' and talking about what we can see. FS1 Physics 2- Understand Light And Seeing: Exploring and playing with shadows. FS1 Chemistry- Investigate Materials: Exploring melting ice during small world play with artic animals. Baking, combining different ingredients, and then cooling or heating/cooking them. FS1 Physics 1- Understand Movement, Forces And Magnets: Discussions about gravity when focusing on astronauts and walking on the moon. Exploring magnets in provision. Playing with cars and ramps outside. FS1 Biology 1- Understand Plants: Use senses to explore, observe and talk about new plant growth in the woods. Grow beans and sunflowers; take them home to care for them. Planting in the nursery garden. Share photos of observations on plants growing at home. Watch time-lapse videos of growing plants. FS2 Chemistry- Investigate Materials: Melting Ice. Melting chocolate eggs. FS2 Physics 2- Understand Light And Seeing: Exploring and playing with shadows. Explore the difference between dark and light. Dark den and torches. FS2 Biology 2- Understand Animals And Humans- Identify and name animals of a range of animals that live in contrasting environments. FS2 Physics 1- Understand Movement, Forces And Magnets: Discussions about gravity when focusing on astronauts and walking on the moon. Playing with cars and ramps outside. FS2 – Biology 1- Understand Plants: Plant seeds and observe them growing into plants. Look after plants in the garden developing an understanding of what they need to thrive. FS2 Physics 5- Understand The Earth's Movement In Space: Record what happens when the seasons change. Look at the outside environment – what is the same and what is different? Summer – FS1 Biology 3- Investigate Living Things: Exploring and talking about mini-beasts in the nursery garden. Identifying common mini-beasts. Acting out and making marks about the lifecycle of a butterfly. Live caterpillars and egg hatching. FS1 Chemistry- Investigate Materials: Exploring how different materials sink and float when making a magnetic boat for Incy Wincey Spider. Melting ice-creams /ice in the sun. FS1 Physics 1- Understand Movement, Forces And Magnets: Exploring magnetic attraction and repulsion when making a magnetic boat for Incy Wincey Spider. FS1 Physics 4- Understand Electrical Circuits: Making a simple circuit to make a playdough bug glow. FS1 Biology 3- Investigate Living Things: Drawing/Painting: Representations of mini-beasts and eggs. FS1 Working Scientifically- Using magnifying glasses to investigate different shells and pebbles from the beach. Children to use books and the internet to find out about sea creatures. FS2 Biology 1- Understand Plants- Making observations and drawing pictures the plants life around them. FS2 Biology 2- Understand Animals And Humans- Match animals to their animal babies and be able to name some. FS2 Biology 3- Investigate Living Things: Identify common mini- beasts such as butterflies, spiders, snails etc. Acting out and making marks about the lifecycle of a butterfly. Live caterpillars and egg hatching. Identify and classify mini-beast between those that crawl and those that fly. FS2 Physics 5- Understand The Earth's Movement In Space: Talking about weather and seasonal changes. FS2 Physics 2- Understand Light And Seeing: Identify sources that give light. Making a simple circuit to make a playdough bug glow. FS2 Physics 3- Investigate Sound And Hearing: Recording ourselves singing song and reading facts. FS2 Chemistry- Investigating Materials: Understanding the difference between natural and man-made materials. FS2 Physics 4- Understand Electrical Circuits: Identifying the use of electricity in school, the local environment and in the home.			

Expressive Arts and Design

Educational Programme

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.

Curriculum Goals

To become a **Proud Performer** who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.

To become a **Dynamic Designer** who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.

	Baseline	End of Autumn Term	End of Spring Term	End of Summer Term
FS1 Creating with Materials	Make marks intentionally. Explore paint using fingers and other parts of their bodies as well as brushes and other tools. Explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Make simple models which express their ideas.	Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures.	Create closed shapes with continuous lines, and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises.	Explore colour and colour-mixing. Listen with increased attention to sounds. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. Respond to what they have heard, expressing their thoughts and feelings. Enjoy mark-making opportunities. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Use blocks/construction toys to build "small worlds" e.g. a pen on a farm.
FS1 Being Imaginative and Expressive	Join in with songs and rhymes, making some sounds. Explores a range of instruments and play them in different ways. Use objects as representations in pretend play, e.g. a child holds a wooden block to their ear and pretends it is a telephone.	Remember and sing entire songs. Take part in simple, pretend play often based on familiar experiences, e.g. making dinner. Take part in simple pretend play, using an object to represent something else even though they are not similar.	Develop storylines through small-world or role-play. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.	Know and join in with some nursery rhymes or favourite songs and poems. Request a favourite song/rhyme. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Respond to music with movement.
FS2 Creating with Materials	Uses a range of different techniques and variety of materials, e.g. paint, collage.	Makes some independent choices about the resources needed and talks about creations.	Uses different techniques and materials to achieve the desired effect and can talk about what has been created.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

	Can cut continuously with scissors to make lines or snips and uses a paintbrush to form lines and circles. Uses drawing materials to create pictures with a range of lines and shapes.	Uses different textures in creations and will combine media. Cuts along curved lines with scissors and uses moulding tools with malleable materials. Uses a range of shapes and colours to represent observational drawings.	Mixes colours to produce different shades and combines materials to create different textures. Is beginning to plan a design before starting. Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.	Share their creations, explaining the processes they have used. Make use of props and materials when role playing characters in narrative and stories.
FS2 Being Imaginative and Expressive	Experiments with a range of percussion instruments. Joins in with singing in a familiar group. Accesses role play and small world resources, sometimes playing with others to develop storylines.	Plays alongside others to develop storylines in role play or small world. Sings familiar songs. Rehearses for, and performs in, the nativity play. Moves in response to music.	Plays a range of percussion instruments and glockenspiel. Uses instruments to compose own music. Along with others, collects resources to develop own role play storylines.	Invent, adapt and recount narrative and stories with peers and their teachers. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
Ongoing Provision Throughout The Year				
Drawing Club	Develop drawing skills, use imagination, develop storylines			
Continuous Provision	Learn and practise new vocabulary, sing, dance, make music and perform on their own and in a group, practise and use a range of artistic techniques and skills, use a range of tools, create collaboratively, develop storylines in pretend play, use imagination, role-play.			
Story Time	Understand the structure of stories.			
Rhyme Time	Sing a range of songs/nursery rhymes.			
Choral Poetry / Dance Workshops	Perform songs, rhymes, dances, poems and stories with others.			
Music	Charanga Music, Nativity Songs, Rhyme Time, Dance, Sure Tots, Music and Movement.			
DT	Autumn – FS1 Problem: A biscuit company wants to create a new biscuit where children can design their own face on it. Design Brief: Design and make a face biscuit using different ingredients. FS1/FS2 Problem: It is almost Christmas time and we don't have any decorations for our tree! Can you help to make some for our class tree? Design Brief: Make a Christmas tree decoration for our class tree. FS2 Problem: It is almost winter time and we need shelter for farm animals at a local farm. Design Brief: Design and make a shelter for the three little pigs. Spring - FS1 Problem: During fruit time, children would like more than one fruit to eat. Design Brief: Design and make a healthy snack with a variety of fruits.			
Art	Autumn – Making Skills: Drawing. Painting Collage. Textile. Printing. Sculpture. Artists: Jackson Pollock. Andy Goldsworthy. Yayoi Kusama. Final Responses: Rainbow paint splatting. Transitional art in woods. Firework printing. Spotted pumpkins. Gruffalo Sculptures. Spring – Making Skills: Painting Printing. Sculpture. Drawing. Artists: Vincent Van Gogh. Wassily Kandinsky. Final Responses: Starry Night paintings. Colour mixing. Box model rockets. Printing with fruit and vegetable/found objects. Sunflower paintings. Summer – Making Skills: Collage. Sculpture. Painting. Printing. Drawing. Artists: Henri Matisse. Ashlie Urquhart. Jackson Pollack. Howardena Pindell. Yayoi Kusama. Final Responses: Snail collage. Bug sculptures. I Matter bee art. Representations of the sea. Clay fish.			
Science	Autumn – FS1 Physics 3- Investigate Sound And Hearing: Singing puppet children to be the puppet's singing voice, record and identify the singer. Listening to different sounds and music and talking about what we hear. FS1 Chemistry- Investigate Materials: Identifying materials to make a house for the pigs in the Three Little Pigs story FS2 Chemistry- Investigate Materials: Investigate materials use to make a house for The Three Little Pigs. Spring – FS1 Physics 2- Understand Light And Seeing: Exploring and playing with torches to create shadows.			

