



# EYFS 2022-23

## Curriculum

Eastfield Primary School





## Personal, Social and Emotional Development

Personal, Social & Emotional Development	Autumn	Spring	Summer
Self- Regulation	<ul style="list-style-type: none"> <li>-Expresses a range of emotions and feelings in their interactions with others and through their play</li> <li>-Notices their own and other’s emotions with adult help</li> <li>- Starts to talk about and name familiar emotions</li> <li>- Starts to talk about how others might be feeling and start to respond to the other person’s needs and wants</li>   <li>- Becomes familiar with classroom routines and expectations.</li> <li>- Learns to share and take turns.</li> <li>- Learns expectations for behaviour in school including the Golden rules, ready, respectful, and safe.</li> <li>-Responds to reminders, redirections and microscript</li> <li>- Starts to learn strategies to self-regulate their behaviour (Zones of Regulation).</li>   <li>-Start to understand restorative principles such as the importance of telling the truth and being responsible for one’s own actions.</li> </ul>	<ul style="list-style-type: none"> <li>- Shows a greater understanding of their own feelings, naming a range of emotions.</li> <li>- Shows a greater understanding of other’s feelings, offering empathy and comfort when necessary.</li>   <li>- Seeks support, emotional and practical help in new or challenging situations.</li> <li>- Seeks ways to manage conflict, for example through holding back, negotiation and compromise.</li>   <li>- Is aware of behavioural expectations and talks about consequences.</li> <li>-Understand that expectations vary depending on different situations and become more able to adapt their behaviour.</li>   <li>-Understands their own behaviour has an impact on others.</li> <li>- Uses taught strategies (based on Zones of Regulation) to regulate their own behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others and regulates their behaviour accordingly.</li> <li>- Work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> <li>- <b>Uses strategies to regulate their behaviour</b></li> <li>- <b>Engages in restorative practice</b></li> <li>- <b>Understands the difference between what is right and what is wrong.</b></li> </ul>





	<ul style="list-style-type: none"> <li>- Start to learn restorative language such as What happened? What were you thinking and feeling? Who was affected?</li> <li>- Starts to recognise the impact of their choices and actions on others and knows that some actions and words can hurt others' feelings.</li> </ul>	<ul style="list-style-type: none"> <li>- Is sensitive to ideas of justice and fairness.</li> <li>-Engages in restorative practice.</li> </ul>	
<p><b>Enabling Environments</b> <b>What we can provide...</b></p>	<ul style="list-style-type: none"> <li>• Offer a safe environment where children can explore and express themselves.</li> <li>• Create familiar, predictable routines, including opportunities to help in appropriate tasks, e.g. putting away toys.</li> <li>• Display a sequence of photographs or pictures to show the routines in the setting - link to visual timetable.</li> <li>• Set and explain clear and consistent boundaries so that children can feel safe and secure in their play and other activities.</li> <li>• Role-play, puppets, small world.</li> <li>• Plan small group circle times when children can talk about their experiences and feelings.</li> <li>• Share stories exploring familiar scenarios, experiences and feelings including for example fear of the dark.</li> <li>• Use a recognition board.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide photographs and books where emotions are being expressed.</li> <li>• Offer environments that include stimulating and challenging spaces but also calm and comfortable spaces.</li> <li>• Explain and maintain clear, and consistent boundaries.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Persona Dolls to help children consider feelings, ways to help others feel better, and ways to manage conflicting opinions, be fair and get on with each other.</li> <li>• Provide a range of music, stories, open ended materials and play opportunities, play props and resources to support young children in exploring and making sense of feelings such as fear, anxiety and anger.</li> </ul>





	<ul style="list-style-type: none"> <li>• Display the Zones of Regulation –colour coded feelings and strategies to use to help regulate behaviour.</li> </ul>		
Managing Self	<ul style="list-style-type: none"> <li>-Has an idea about what they want to do in their play and how they want to go about it.</li> <li>- Expresses their needs and asks adults for help when needed.</li> <li>- Willing to try unfamiliar activities and starts to persevere with a task (with adult encouragement).</li> <li>-Become familiar with the school’s routines and rules and follows them with adult support (reminders and redirections).</li> <li>-Starts to learn strategies to self-regulate their behaviour (Zones of Regulation).</li> <li>-Starts to engage in restorative practice.</li> <li>-Learns to manage their own basic hygiene and personal needs, including dressing, going to the toilet, cleaning teeth and washing hands (with adult support).</li> </ul>	<ul style="list-style-type: none"> <li>- Continues to try new activities and increasingly shows independence, resilience and perseverance.</li> <li>-Shows confidence in choosing resources.</li> <li>-Understands and follow the school’s routines and rules with fewer reminders and redirections.</li> <li>-Increasingly manages their own basic hygiene and personal needs, including dressing, going to the toilet, cleaning teeth and washing hands (with adult encouragement).</li> <li>-Starts to understand the difference between healthy and unhealthy foods and lifestyles.</li> <li>-Shows confidence in speaking to others, in a familiar group, about their own needs, wants, interests and opinions.</li> </ul>	<ul style="list-style-type: none"> <li>- Confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>- Explains the reasons for our school rules (<b>ready, respectful &amp; safe</b>) and behaves accordingly.</li> <li>-Engages in restorative practice.</li> <li>- Manages their own basic hygiene and personal needs, including dressing, going to the toilet, <b>cleaning teeth</b> and understanding the importance of healthy food choices.</li> <li>-Understands the difference between healthy and unhealthy foods and lifestyles.</li> </ul>
Enabling Environments <u>What we can provide...</u>	<ul style="list-style-type: none"> <li>• Plan regular opportunities for children to talk to their small group about something they are interested in or have done (weekend news).</li> </ul>	<ul style="list-style-type: none"> <li>• Give time for children to pursue their play and learning without interruption, to complete activities such as role play, construction, building dens and painting to</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a role-play area resourced with materials reflecting children’s family lives and communities.</li> <li>• Provide books, stories, songs, music and other</li> </ul>





	<ul style="list-style-type: none"> <li>• Include mirrors and photographs of the children and their families and friends in the environment.</li> <li>• Classroom responsibilities e.g. give out fruit, collect number fans etc. – link to stars of the week.</li> <li>• Involve parents in their children’s learning and learn about each child’s home culture from them – link to tapestry.</li> <li>• Ensure books and toys represent diversity both culturally and physically.</li> </ul>	<p>their satisfaction, and to return to their activities if they wish.</p> <ul style="list-style-type: none"> <li>• Provide experiences and activities that are challenging but achievable.</li> <li>• Involve children in drawing or taking photographs of favourite activities or places, to help them describe their individual preferences and opinions – e.g. circle-time, favourite games.</li> </ul>	<p>cultural artefacts that are drawn from a wide range of traditions and styles.</p> <ul style="list-style-type: none"> <li>• Reflect children’s socio-cultural and ethnic backgrounds and those of the wider community in the environment, play opportunities and resources.</li> </ul>
Building Relationships	<ul style="list-style-type: none"> <li>- Seeks out companionship with adults and other children, sharing experiences and play ideas.</li> <li>-Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others’ play.</li> <li>-Expresses their needs and asks adults for help.</li> <li>- Starts to show consideration of other people’s needs.</li> <li>-Learns to share and take turns.</li> <li>- Practices skills of compromise and looks to a supportive adult for help in resolving conflict with peers.</li> <li>- Is becoming aware of the similarities and differences between themselves and others, and among families, communities and traditions, respecting diversity.</li> </ul>	<ul style="list-style-type: none"> <li>- Develops friendships with other children.</li> <li>-Shows confidence speaking in a familiar group about their own needs, wants, interests and opinions.</li> <li>- Is increasingly flexible and cooperative as they are more able to understand other people’s needs, wants, point of view and behaviours.</li> <li>- Practices skills of assertion, negotiation and compromise.</li> <li>- Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise; sometimes by themselves, sometimes with support (link to restorative practice).</li> </ul>	<ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others.</li> <li>- Form positive attachments to adults and friendships with peers.</li> <li>- Children understand the importance of families and friends and how we can care for each other.</li> <li>- Show sensitivity to their own and to others’ needs.</li> <li>-Children can identify different relationships and express some feelings about the relationships.</li> <li>-Engages in restorative practice.</li> </ul>
Enabling Environments	<ul style="list-style-type: none"> <li>• Provide stability in staffing, key person relationships and in grouping of the children.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose books, puppets, and dolls and small world play that help children explore their ideas about</li> </ul>	<ul style="list-style-type: none"> <li>• Provide play activities that encourage cooperation and collaboration, such as parachute activities and</li> </ul>





**What we can provide...**

- Plan opportunities for children to spend time with their key person, individually and in small groups.
- Create opportunities for children to get to know everyone in the group.
- Plan the environment to create spaces for children to play alone, alongside or with others as they choose.

- friends and friendship and to talk about feelings, e.g. someone saying, "You can't play".
- For young children who are finding it hard to make relationships in the group, develop other situations such as a forest school activity or a creative arts project that may be more encouraging.
  - Role-play activities
  - Social stories / scenarios

- ring games.
- Provide time, space and open-ended materials for children to collaborate with one another in different ways, for example, in block play.

## Communication and Language

Communication and Language	Autumn	Spring	Summer
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<p>Listening, Attention and Understanding</p>	<ul style="list-style-type: none"> <li>- Listens to others in one-to-one or small groups and joins in when conversation or topic interests them.</li> <li>- Listens to familiar stories with increasing attention and recall.</li> <li>- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>- Focusing attention – can still listen or do, but can change their own focus of attention.</li> <li>- Is able to follow directions (if not intently focused) e.g. Simon says.</li> <li>-- Shows understanding of prepositions such as <i>under, on top, behind</i> by carrying out an action or selecting correct picture.</li> <li>- Responds to instructions with more elements, e.g. <i>Give the big ball to me; collect up all the blocks and put them in the box.</i></li> <li>- Beginning to understand <i>why</i> and <i>how</i> questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Listens more attentively and responds to ideas expressed by others in conversation or discussion.</li> <li>- May show some variability in listening behaviour; for example, move around and fiddling but still be listening.</li> <li>- May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span.</li> <li>- Understands a range of more complex sentence structures including negatives, plurals and different tenses.</li> <li>- Beginning to understand humour, e.g. nonsense rhymes, jokes.</li> <li>- Able to follow a story without pictures or props</li> <li>- Understands questions such as <i>who; why; when; where</i> and <i>how</i>.</li> <li>- Understands an increasing range of vocabulary.</li> <li>- Understands that different families express themselves and use different languages due to their religion/culture.</li> </ul>	<ul style="list-style-type: none"> <li>- Listens attentively and responds to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>- Makes comments about what they have heard and ask questions to clarify their understanding.</li> <li>- Holds conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul>
<p><u>Enabling Environments</u> <u>What we can provide...</u></p>	<ul style="list-style-type: none"> <li>• Set up shared experiences that children can reflect upon, e.g. visits, cooking, or stories that can be re-enacted.</li> <li>• Help children to predict and order events coherently, by providing props and materials that encourage children to re-enact, using talk and action.</li> </ul>	<ul style="list-style-type: none"> <li>• Set up displays that are interactive so children can touch, pick up etc and talk about/reflect on their experiences.</li> <li>• Provide for, initiate and join in imaginative play and role-play or real-life storytelling encouraging children to talk about what is happening and to act out the scenarios in character.</li> </ul>	





	<ul style="list-style-type: none"> <li>• Find out from parents how children make themselves understood at home; confirm which their preferred language / other modes of communication are.</li> <li>• Tune into children's preferred modes of communication.</li> </ul>		
Speaking	<ul style="list-style-type: none"> <li>- Starts to participate in small group, class and one-to-one discussions.</li> <li>- Uses language they hear around them in their community and culture.</li> <li>- Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</li> <li>- Uses talk to explain what is happening and anticipate what might happen next.</li> <li>- Questions why things happen and gives explanations. Asks e.g. <i>who, what, when, how</i></li> <li>- Beginning to use a range of tenses (e.g. <i>play, playing, will play, played</i>).</li> <li>- Beginning to use more complex sentences to link thoughts (e.g. using <i>and, because</i>).</li> <li>- May make some errors in language (e.g. <i>runned</i>).</li> </ul>	<ul style="list-style-type: none"> <li>- Participates in small group, class and one-to-one discussions, offering their own ideas.</li> <li>- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>- Uses language to imagine and recreate roles and experiences in play situations.</li> <li>- Links statements and sticks to a main theme or intention.</li> <li>- Introduces a storyline or narrative into their play.</li> </ul>	<ul style="list-style-type: none"> <li>- Participates in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>- Offers explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>- Expresses 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.</li> </ul>
Enabling Environments <u>What we can provide...</u>	<ul style="list-style-type: none"> <li>• Ensure that all practitioners make opportunities to use words in a range of contexts such as songs, stories, games, activities and natural conversations.</li> </ul>	<ul style="list-style-type: none"> <li>• Give time and make spaces for children to initiate discussions from shared experiences and have conversations with peers and adults.</li> <li>• Give thinking time for children to decide what they want to say and how they will say it.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan collaborative activities. Help children to think and talk about how they will begin, what parts each will play and what materials they will need. Review activities with children and encourage them to think about and discuss the strategies</li> </ul>







	<p>Plan regular opportunities for children to speak e.g. take turns having a toy animal at home, and then telling about the visit.</p> <ul style="list-style-type: none"> <li>• Set up collaborative tasks, e.g. construction, food activities or story-making through role-play.</li> <li>• Provide small world toys or puppets for children to act out familiar stories in their play.</li> </ul> <p>Introduce and model use of new vocabulary</p> <ul style="list-style-type: none"> <li>• Circle time</li> <li>• Check-in / Check-out</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage language play, e.g. through stories such as Goldilocks and the Three Bears and action songs that require intonation.</li> <li>• Decide on the key vocabulary linked to activities, and ensure that all practitioners make opportunities to use the words in a range of contexts such as songs, stories, games, activities and natural conversations.</li> </ul>	<p>they used.</p> <ul style="list-style-type: none"> <li>• Provide opportunities for talking for a wide range of purposes, e.g. to present ideas to others as descriptions, explanations, instructions or justifications, and to discuss and plan individual or shared activities.</li> <li>• Provide opportunities for children to participate in meaningful speaking and listening activities. For example, children can take models that they have made to show children in another group or class and explain how they were made.</li> </ul>
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## Physical Development

Physical Development	Autumn	Spring	Summer
Gross Motor Skills	- Shows an awareness of space for themselves.	- Shows an awareness of space for themselves and others.	- Negotiates space and obstacles safely, with consideration for themselves and others.





	<ul style="list-style-type: none"> <li>- Enjoys exploring different ways of movement imitating animals, characters, numbers/letters etc.</li> <li>- Able to hold each animal position from Kinetic Letters for at least 5 seconds (lizard, meerkat, penguin, gorilla and lion.)</li> <li>- Uses their own strength to pull themselves up onto the climbing frame.</li> </ul>	<ul style="list-style-type: none"> <li>- Enjoys exploring different levels of movement e.g. high, low.</li> <li>- Enjoys exploring different speeds of movement e.g. fast, slow, medium.</li> <li>- Able to balance on different areas of the climbing frame showing strength, balance and coordination.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates strength, balance and coordination when playing.</li> <li>- Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
<p><b>Enabling Environments</b> <b>What we can provide...</b></p>	<ul style="list-style-type: none"> <li>• Plan opportunities for children to tackle a range of levels and surfaces including flat and hilly ground, grass, pebbles, asphalt, smooth floors and carpets.</li> <li>• Provide a range of large play equipment that can be used in different ways, such as boxes, ladders, A-frames and barrels.</li> <li>• Explain the importance of being outdoors and providing challenge in a safe environment to parents.</li> <li>• Provide real and role-play opportunities for children to create pathways, e.g. road layouts, or going on a picnic.</li> <li>• Use action rhymes, songs and games like “follow my leader” to encourage all children to be active (wake up, shake up / cool kids).</li> </ul>	<ul style="list-style-type: none"> <li>• Provide time and space to enjoy energetic play outdoors daily.</li> <li>• Provide large portable equipment that children can move about safely and cooperatively to create their own structures, such as milk crates, tyres, large cardboard tubes.</li> <li>• Practise movement skills through games with beanbags, cones, balls and hoops.</li> <li>• Provide sufficient equipment for children to share, so that waiting to take turns does not spoil enjoyment.</li> <li>• Provide opportunities for children to hang upside down, balance, swing backwards and forwards, roll down slopes, and spin round and round, allowing children to help understand their sense of space and self.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan activities where children can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching</li> </ul>
<p><b>Outdoor learning opportunities</b></p>	<p>-PSED – Forest school boundaries – know and respect the boundaries set for outdoor learning. Give boundary</p>	<p>-GMS – Moving around forest school offers opportunities for different levels of movement on</p>	<p>-Managing self – the forest school area is a new area to explore and carry out activities and reinforces rules.</p>





	<p>point as fixed points such as the goal posts and the circle of logs. Each activity can also have its own boundaries as needed, e.g for collecting activities.</p> <p>-GMS – When going to forest school different animal actions can be used to travel there.</p>	<p>different terrain. Activities can be done by running to location where safe to. E.g. running to collect leaves, walking when carrying sticks.</p>	<p>Always wash hands after forest school activities.</p> <p>-CL – small group interactions – activities such as nest building, den making, mud painting.</p>
Fine Motor Skills	<ul style="list-style-type: none"> <li>- Able to pick up small objects e.g. beads, rice, pebbles with tweezers using one hand.</li> <li>- Begins to show a preference for their dominant hand.</li> <li>- Explores a range of small tools, including scissors, paint brushes and cutlery not necessarily holding them correctly.</li> <li>- Begins to make marks, and form letters and numbers.</li> </ul>	<ul style="list-style-type: none"> <li>- Able to thread different sized beads, buttons and picture cards.</li> <li>- Using their dominant hand, uses tools comfortably for themselves.</li> <li>- Makes more meaningful marks that can be recognised by others.</li> <li>- Talk about the marks they have made.</li> <li>-More able to form recognisable letters and numbers.</li> </ul>	<ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>- Begin to show accuracy and care when drawing.</li> </ul>
<p><b>Enabling Environments</b> <u>What we can provide...</u></p>	<ul style="list-style-type: none"> <li>• Provide play resources including small-world toys, construction sets, threading and posting toys, dolls' clothes and material for collage.</li> <li>• Teach children skills of how to use tools and materials effectively and safely and give them opportunities to practise them.</li> <li>• Provide a range of left-handed tools, especially left-handed scissors, as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Support children with physical difficulties with nonslip mats, small trays for equipment, and triangular or thicker writing tools.</li> <li>• Provide a range of construction toys of different sizes, made of wood, rubber or plastic, that fix together in a variety of ways, e.g. by twisting, pushing, slotting or magnetism.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide activities that give children the opportunity and motivation to practise manipulative skills, e.g. cooking, painting, clay and playing instruments.</li> </ul>
<p><b>Outdoor learning opportunities</b></p>	<p>-FMS – collection activities – find a stick the size of your finger, pick 5 daisies, collect X pebbles, leaves etc.</p>	<p>-Leaf Kebabs – using a stick, thread leaves down onto it in a pattern.</p>	





## Literacy

Literacy	Autumn	Spring	Summer
Comprehension	<ul style="list-style-type: none"> <li>- Sequences the main events of a story and use the pictures to retell what has happened.</li> <li>-Starts to talk about characters in a story.</li> <li>-Shows an awareness of story structure and suggest an alternative ending.</li> <li>- Able to point to and identify the title of a well-known story and begin to identify the author.</li> <li>- Joins in with nursery rhymes and repeated refrains in stories.</li> <li>- Enjoys an increasing range of books.</li> </ul>	<ul style="list-style-type: none"> <li>- Talks about the main characters within a story discussing likes, dislikes, appearance and behaviour.</li> <li>- Talks about the title, author and discusses the blurb for a well- known story.</li> <li>- Begins to experiment with the language introduced in stories, rhymes and poems during role-play.</li> <li>- Understands that information can be gathered from books and technology.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>- <b>Recall stories linked to religious beliefs/festivals.</b></li> <li>- Anticipates – where appropriate – key events in stories.</li> <li>- Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>
<b>Enabling Environments</b> <u>What we can provide...</u>	<ul style="list-style-type: none"> <li>• Find quality time every day to tell and read stories to children, using puppets, soft toys, or real objects as props.</li> <li>• Provide stories, pictures and puppets which allow children to experience and talk about how characters feel.</li> <li>• Provide books containing photographs that children can share with adults, peers and read on their own.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide some simple poetry, song, fiction and non-fiction books, both paper copies and digital.</li> <li>• Provide fact and fiction books and possibly eBooks that children can access independently in all areas, e.g. construction area as well as the book area.</li> <li>• Ensure children can see written text, e.g. use big books, and model the language of print, such as <i>letter, word, page, beginning, end, first, last, middle.</i></li> <li>• Provide a range of resources in play areas, such as empty cereal packets, labels and signs that children become familiar with and include in their play.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide multimodal texts (that blend alphabetic print, images and symbols) that reflect the literacy practices that children encounter in their home and community spaces, enabling children to connect and draw on different aspects of their emerging literacy experiences.</li> <li>• Make story books with children in print and/or digital formats to make personalised and meaningful books and eBooks to read with children, and that children can read themselves.</li> <li>• Make a classroom book of children's own stories,</li> </ul>





		<ul style="list-style-type: none"> <li>• Introduce children to books and other materials that provide information or instructions. Carry out activities using instructions, such as reading a recipe to make a cake or following safety procedures.</li> <li>• When reading stories, talk with children about the author and illustrator, to help children identify with these roles. For example, ask children why they think the author wrote the story, if the author knew the people in the story, or why the illustrator chose to draw a particular moment in the story. Ask children if they would like to be an author and/or illustrator.</li> </ul>	<p>scribed by an adult and/or drawn by children.</p> <ul style="list-style-type: none"> <li>• Ensure children have access to a wide range of literature that represents diversity in the local and global community, ensuring every child has the opportunity to find a character they can relate to.</li> </ul>
<b>Outdoor learning opportunities</b>	-Making characters using natural materials – make a story about their character- use clay and natural materials such as leaves and sticks to make a character, an animal for example and make up a story of what they are doing.	-Collaborate with a small group to roll play a story with characters made.	
Reading	<ul style="list-style-type: none"> <li>- Experiences a wealth of listening activities, including songs, stories and rhymes.</li> <li>- Engages with books and understands print conveys meaning.</li> <li>- Able to discern between different sounds in the environment.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognises taught letter sounds.</li> <li>- Blends sounds in simple words to read.</li> <li>- Reads taught high frequency words.</li> <li>- Identifies letters and numbers with similarities and differences e.g., b/d, m/n, i/j, v/w, s/2/5, p/q.</li> <li>- Reads captions and sentences.</li> <li>- Recognises words that rhyme.</li> </ul>	<ul style="list-style-type: none"> <li>- Says a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>- Reads words consistent with their phonic knowledge by sound-blending.</li> <li>- Reads aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>





	<ul style="list-style-type: none"> <li>- Distinguishes between spoken sounds, hearing and saying sounds in words.</li> <li>- Blends and segments orally.</li> <li>- Understands that graphemes (letters) represent phonemes (sounds).</li> <li>- Recognises taught letter sounds.</li> <li>- Reads some high frequency words (phase 2).</li> <li>- Starts to recognise spoken words that rhyme.</li> <li>- Starts to sing the alphabet song saying each letter name.</li> </ul>	<ul style="list-style-type: none"> <li>- Continues a rhyming string.</li> <li>- Able to sing the alphabet song saying each letter name.</li> </ul>	
<p><b>Enabling Environments</b> <b>What we can provide...</b></p>	<ul style="list-style-type: none"> <li>• Create frequent opportunities for singing, rhymes and music sessions.</li> <li>• Provide a range of simple musical and percussion instruments, such as tambourines, shakers or xylophones.</li> <li>• 'Sound talk' words within instructions where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate using phonics as a strategy to decode words while children can see the text, e.g. using big books or an interactive whiteboard.</li> <li>• Begin to introduce playful systematic phonics sessions in fun ways that capture children's interest, sustain motivation and reinforce learning and success.</li> <li>• Plan enjoyable activities and games that help children create rhyming strings of real and imaginary words, e.g., <i>Maddie, daddy, baddie, laddie.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Provide varied texts, including decodable texts, and encourage children to use all their skills including their phonic knowledge to practise reading with the skills and knowledge they have, so they experience success.</li> </ul>
<p><b>Outdoor learning opportunities</b></p>	<p>-Listening spots – within forest school, select spots to stop and listen at. What can they identify?</p>	<p>-Hunt the letter – hide letters around forest school for the children to find – combine similar letters in collections.</p>	





<p>Writing</p>	<ul style="list-style-type: none"> <li>- Confident making marks of different shapes and sizes, sometimes giving meaning to them.</li> <li>- Attempts to make marks that look like letters.</li> <li>- Starts to write recognisable letters.</li> <li>- Writes their name correctly with a capital letter.</li> <li>- Sits in a good writing position. (Kinetic letters)</li> <li>- Understands that letters make up a word.</li> <li>- Orally segments words into sounds to spell.</li> <li>- Writes some sounds in the correct sequence to spell simple words.</li> <li>- Begins to show an awareness for writing, attempting lists, labels and captions.</li> </ul>	<ul style="list-style-type: none"> <li>-Writes recognisable letters, some of which are correctly formed.</li> <li>-Spells simple words consistent with their phonic knowledge.</li> <li>- Understands that words can make up a sentence.</li> <li>- Writes lists, labels, captions and simple phrases and sentences.</li> </ul>	<ul style="list-style-type: none"> <li>- Writes recognisable letters, most of which are correctly formed.</li> <li>- Spells words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>- Writes simple phrases and sentences that can be read by others.</li> </ul>
<p><b>Enabling Environments</b> <b>What we can provide...</b></p>	<ul style="list-style-type: none"> <li>• Draw attention to marks, signs and symbols in the environment and talk about what they represent. Ensure this involves recognition of English, other languages and scripts.</li> <li>• Provide materials which reflect cultural diversity, so children see symbols and marks with which they are familiar, and learn that there are many different script systems e.g. Arabic, Chinese, Greek and Braille.</li> <li>• Ensure children see you writing for a purpose, e.g. a shopping list, message for parents, labels in children's play areas or reminders for ourselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Set up environments of offices, dens in the garden, library, shop, home corner with greetings cards, etc., so that children engage in literacy events in which they spontaneously participate.</li> <li>• Provide a range of accessible materials and tools for writing as part of everyday play activity, including role play, both indoors and outdoors.</li> <li>• Write poems and short stories together with the children, writing down ideas they suggest.</li> <li>• Scribe children's stories and re-read and enact their stories in small group activities.</li> <li>• Involve children when you make lists or write notes and messages.</li> <li>• Think out loud and talk through what you are</li> </ul>	<ul style="list-style-type: none"> <li>• Provide word banks, notebooks, clipboards, post its and other writing resources for both indoor and outdoor play.</li> <li>• Ensure resources enable children to draw on their out-of-school practices and personal interests, such as children's popular culture or sports teams.</li> <li>• Include oral stories and explore ways for both adults and children to develop oral storytelling skills.</li> <li>• Provide a range of opportunities to write for different purposes about things that interest children.</li> <li>• Resource role-play areas with listening and writing equipment, and ensure that role-play areas</li> </ul>







		<p>doing when writing on typing on screen.</p> <ul style="list-style-type: none"> <li>• Break down your flow of speech into individual words, exemplifying the correspondence between the spoken and written word.</li> <li>• Provide activities during which children can experiment with writing, for example, leaving a message.</li> <li>• Encourage children to use their phonic knowledge when writing, and model this in your own writing.</li> </ul>	<p>encourage writing of signs with a real purpose, e.g. a pet shop.</p> <ul style="list-style-type: none"> <li>• Support children to understand that the letter shapes they write (graphemes) link to units of sound (phonemes).</li> <li>• Provide regular playful multi-sensory systematic phonics activities that help children to represent phonemes in their writing.</li> </ul>
<p><b>Outdoor learning opportunities</b></p>	<p>-Mud painting – using sticks to stir mud to use for mark making – paint on trees or a sheet. Try to write initials or make a face. Use a paint brush or stick.</p> <p>-Using the natural environment as an inspiration for writing e.g. simple autumn poems</p>	<p>-Make a letter using sticks or leaves.</p>	

## Mathematics

Mathematics	Autumn	Spring	Summer
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<p>Number</p>	<ul style="list-style-type: none"> <li>- Recites number names to 5.</li> <li>-Has a deep understanding of number to 3, including the composition of each number and able to write numerals correctly.</li> <li>- Subitises (recognise quantities without counting) up to 3.</li> <li>- Enjoys taking part in games using a dice and counting the spots on there.</li> <li>-Enjoys taking part and joining in with number rhymes, using some number names accurately.</li> <li>- Recognises and names simple 2D shapes by recognising how many sides they have.             <ul style="list-style-type: none"> <li>- Know one more and one less of numbers to 5.</li> </ul> </li> <li>- Matches numeral to quantity up to 5.</li> </ul>	<ul style="list-style-type: none"> <li>- Understand zero.</li> <li>-Has a deep understanding of number to 10, including the composition of each number and able to write numerals correctly.</li> <li>- Subitises, on familiar objects such as dominoes and dice, up to 8.</li> <li>- Begins to understand and use language effectively when taking part in number rhymes.</li> <li>- Recognises and names simple 3D shapes by recognising how many faces they have.</li> <li>- Combines 2 groups of objects and finds the total.</li> <li>- Make comparisons between numbers to 10.</li> <li>- Matches numeral to quantity up to 10.</li> <li><b>-Have an understanding of mass, capacity, length and time.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Has a deep understanding of number to 10, including the composition of each number.</li> <li>- Subitises (recognise quantities without counting) up to 10.</li> <li>-Understands that doubling is repeated addition.</li> <li>- Automatically recalls (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.</li> <li><b>- Takes away objects from a larger quantity and counts how many are left.</b></li> </ul>
<p><b>Enabling Environments</b> <u>What we can provide...</u></p>	<ul style="list-style-type: none"> <li>• Provide a variety of mathematical picture books and share them as part of “warm and cuddly” maths times.</li> <li>• Provide numerals that children can pick up and use within all aspects of their play.</li> <li>• Model using objects to illustrate counting songs, rhymes and number stories, sometimes using pictures and numerals, to enable children to use those resources independently.</li> <li>• Provide resources for shape play including unit</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a numeral rich environment, e.g. in roleplay areas, mud-kitchen recipes, numbers on trikes and toilet doors.</li> <li>• Provide resources indoors and outside for children to explore and talk about higher numbers.</li> <li>• Play with either dot or numeral dice. Discuss that six on the dice is worth more than four.</li> <li>• Provide spaces to display children’s ongoing mathematical thinking, e.g. their own ways of representing their thinking, and scribing children’s</li> </ul>	<ul style="list-style-type: none"> <li>• Subitise with children, talking about how they see numbers of things made up in a variety of arrangements (e.g. recognising odd and even numbers).</li> <li>• Pose everyday estimation problems and establish mental estimation benchmarks, e.g. more or less than 10.</li> <li>• Set up an estimation station where everyone records guesses; later count and order the guesses.</li> <li>• Build counting and ways of representing numbers into everyday routines.</li> </ul>





	<p>blocks, pattern blocks, mosaic tiles and jigsaw puzzles with different levels of challenge.</p> <ul style="list-style-type: none"> <li>• Teach strategies for solving shape and jigsaw puzzles, describing shape properties and modelling the mathematical vocabulary such as <i>straight, corner, edges</i>.</li> <li>• EMU.</li> </ul>	<p>words.</p> <ul style="list-style-type: none"> <li>• Play games focussing on the properties of shapes, such as hiding and partially revealing a shape, asking children to say what different shapes it could be or not, and why.</li> </ul>	<ul style="list-style-type: none"> <li>• Play subitising games which involve quickly revealing and hiding numbers of objects, perhaps showing numeral cards and fingers.</li> <li>• Drop marbles into a tin and ask the children to listen (without looking) to count how many there are.</li> </ul>
<p><b>Outdoor learning opportunities</b></p>	<p>-Collection activities- select an appropriate number/objects to collect from around forest school.</p> <p>-Ladybird spots – if real ladybirds are present look at them and counting their spots, if not then use the ladybird resources.</p> <p>-Collect 5 sticks – then take away a number, count how many are left.</p> <p>-Make a shape – can use prompts or own ideas to create shapes using sticks or leaves</p>	<p>-Counting the group, count the logs, count the new trees</p> <p>- lots of opportunities to count.</p>	
<p>Numerical Patterns</p>	<ul style="list-style-type: none"> <li>- Says number names in order up to 5.</li> <li>- Touch counts objects up to 5.</li> <li>- Recognises quantities of more and less.</li> <li>- Able to say 1 more and 1 less for numbers up to 5.</li> <li>- Able to talk about patterns in the environment and continue or create a repeated 2 step pattern.</li> </ul>	<ul style="list-style-type: none"> <li>- Says number names in order up to 10.</li> <li>- Touch counts objects up to 10.</li> <li>- Recognises quantities of more, less and equal.</li> <li>- Able to say 1 more and 1 less for numbers up to 10.</li> <li>- Describe, continue and copy patterns.</li> </ul>	<ul style="list-style-type: none"> <li>- Verbally counts beyond 20, recognising the pattern of the counting system.</li> <li>- Compares quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> </ul>





	<ul style="list-style-type: none"> <li>- Able to sort objects by colour, size, shape etc.</li> <li>- Recognises Numicon shapes and use the number name correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- Able to sort objects by their own criteria and compare quantities of each set.</li> <li>- Recognises Numicon shapes and use the number name correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- Explores and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> <li>- <b>Recognises and sort Numicon shapes into odd and even pieces.</b></li> </ul>
<p><b>Enabling Environments</b> <b>What we can provide...</b></p>	<ul style="list-style-type: none"> <li>• Model counting items rhythmically, including objects into a container, claps or drumbeats.</li> <li>• Support children to choose how to arrange collections of two, three and four objects in different ways.</li> <li>• Provide opportunities for children to explore position themselves <i>inside, behind, on top</i> and so on.</li> <li>• Provide picture books to stimulate discussion about position and direction.</li> <li>• Encourage children to join in with body patterns or repeating sections of songs.</li> <li>• Emphasise the repeating pattern when turn taking.</li> <li>• Provide patterned resources including those representing a range of cultures, such as clothing, fabrics or wrapping paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide spaces to display children's ongoing mathematical thinking, e.g. their own ways of representing their thinking and scribing children's words.</li> <li>• Explore different arrangements of the same number, e.g. partitioning five in different ways; hiding one group and "guessing" the hidden number.</li> <li>• Provide differently shaped resources to handle, carry, move and explore.</li> <li>• Provide large and small blocks and boxes for construction both indoors and outdoors.</li> <li>• Provide a range of items for free exploration of patterning indoors and outdoors including natural materials, pattern blocks, loose parts, mats, trays and strips.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide resources to make "staircase" patterns which show that the next counting number includes the previous number plus one.</li> <li>• Display children's mathematical representations, including explanations of the children's meaning making.</li> <li>• Provide numeral cards for children to order on a washing line.</li> </ul>
<p><b>Outdoor learning opportunities</b></p>	<ul style="list-style-type: none"> <li>-Hide and seek – small group counting to 10 and beyond if able.</li> <li>-Sticky strips – using natural materials (leaves and petals) create a pattern on the sticky tape.</li> </ul>	<ul style="list-style-type: none"> <li>-Look at leaves and trees, look for patterns in the shapes of the leaves, look at how the veins on the leaf branch out.</li> <li>-Make patterns using leaves and twigs.</li> </ul>	<ul style="list-style-type: none"> <li>-Hide and seek counting</li> <li>-Arrange items collected into groups, make a pile of ___</li> </ul>





# Understanding

# the World

Understanding the World	Autumn	Spring	Summer
<p><b>Understanding the World</b> Past and Present</p>	<ul style="list-style-type: none"> <li>- Talks about why things happen and how things work.</li> <li>- Develops an understanding of growth, decay and changes over time.</li> <li>- Able to say what they enjoyed in Nursery and what they are looking forward to in Reception.</li> <li>- Talks about and discuss how jobs have changed and what roles and responsibilities people have now - linked to people who help us topic.</li> </ul>	<ul style="list-style-type: none"> <li>- Talks about how they have changed over time and how they will continue to change e.g. from a baby, toddler, child, teenager, adult, elderly etc.</li> <li>- Talks about how things have changed overtime (linked to dinosaur topic) e.g. extinct.</li> <li>- Has an awareness of life cycles and changes over time.</li> </ul>	<ul style="list-style-type: none"> <li>- Talks about the lives of the people around them and their roles in society.</li> <li>- Knows some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>- Understands the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>
<p><b>Enabling Environments</b> <u>What we can provide...</u></p>	<ul style="list-style-type: none"> <li>• Plan extra time for helping children in transition, such as when they move from one setting to another or between different groups in the same setting.</li> <li>• Allow time to discuss and explore changes outside across the year linked to seasons, as well as clothing for each season.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan to have caterpillars/butterflies to explore life cycle.</li> <li>• Allow time to discuss and explore changes outside across the year linked to seasons, as well as clothing for each season.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow time to discuss and explore changes outside across the year linked to seasons, as well as clothing for each season.</li> </ul>
<p><b>Outdoor learning opportunities</b></p>	<ul style="list-style-type: none"> <li>- Look at seasonal changes across the year whilst learning outside.</li> </ul>	<ul style="list-style-type: none"> <li>- Look at seasonal changes across the year whilst learning outside. e.g. plant / animal life cycle</li> </ul>	<ul style="list-style-type: none"> <li>- Look at seasonal changes across the year whilst learning outside.</li> </ul>
<p>People Culture and Communities</p>	<ul style="list-style-type: none"> <li>- Shows interest in the lives of people who are familiar to them.</li> <li>- Enjoys joining in with family customs and routines.</li> </ul>	<ul style="list-style-type: none"> <li>- Recognises that they belong to different communities and social groups and communicates freely about own home and community.</li> </ul>	<ul style="list-style-type: none"> <li>- Describes their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> </ul>





	<ul style="list-style-type: none"> <li>- Remembers and talks about significant events in their own experience.</li> <li>- Recognises and describes special times or events for family or friends.</li> <li>- Shows interest in different occupations and ways of life indoors and outdoors.</li> <li>- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</li> </ul>	<ul style="list-style-type: none"> <li>- Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination.</li> <li>- Children can identify different relationships and express some feelings about the relationships.</li> <li>- Enjoys joining in with family customs and routines.</li> <li>- Talks about past and present events in their own life and in the lives of family members.</li> <li>- Knows that other children do not always enjoy the same things, and is sensitive to this.</li> <li>- Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>- Knows some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>- Explains 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.</li> </ul>
<p><b>Enabling Environments</b> <u>What we can provide...</u></p>	<ul style="list-style-type: none"> <li>• Plan extra time for helping children in transition, such as when they move from one setting to another or between different groups in the same setting.</li> <li>• Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other.</li> <li>• Provide ways of preserving memories of special events, e.g. making a book, collecting photographs, sound or video recording, drawing and writing.</li> <li>• Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including</li> </ul>	<ul style="list-style-type: none"> <li>• Help children to learn positive attitudes and challenge negative attitudes and stereotypes, e.g. using puppets, Persona Dolls, stories and books showing black heroes or disabled kings or queens or families with same sex parents, having a visit from a male midwife or female fire fighter.</li> <li>• Provide role-play areas with a variety of resources reflecting diversity.</li> <li>• Make a display with the children, showing all the people who make up the community of the setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Share stories that reflect the diversity of children's experiences.</li> <li>• Invite people from a range of cultural backgrounds to talk about aspects of their lives or the things they do in their work, such as a volunteer who helps people become familiar with the local area.</li> <li>• Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café.</li> </ul>





	<p>those from family members living in different areas of the UK and abroad.</p> <ul style="list-style-type: none"> <li>• Ensure the use of up-to-date, appropriate photographs of parts of the world that are commonly stereotyped and misrepresented.</li> </ul>		
<b>Outdoor learning opportunities</b>	<p>-Getting out and about in the community</p> <p>-Jobs / Careers working outdoors e.g. gardener, park ranger.</p>		<p>-Look at the forest school area and the school area. Compare them, use a basic map to identify the common features that they know.</p> <p>-Look at the area throughout the year – spot changes.</p>
The Natural World	<p>- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>- Shows care and concern for living things and the environment.</p> <p>- Begins to understand the effect their behaviour can have on the environment.</p>	<p>- Looks closely at similarities, differences, patterns and change in nature.</p> <p>- Knows about similarities and differences in relation to places, objects, materials and living Things.</p> <p>- Talks about the features of their own immediate environment and how environments might vary from one another.</p> <p>- Makes observations of animals and plants and explains why some things occur, and talks about changes.</p>	<p>- Explores the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>- Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>- Understands some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<b>Enabling Environments</b> <u>What we can provide...</u>	<ul style="list-style-type: none"> <li>• Provide play maps and small world equipment for children to create their own environments as well as represent the familiar environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the local area for exploring both the built and the natural environment. Regularly take small groups of children on local walks, taking the time to observe what involves the children's interest.</li> <li>• Provide stories that help children to make sense of</li> </ul>	<ul style="list-style-type: none"> <li>• Teach skills and knowledge in the context of practical activities, e.g. learning about the characteristics of liquids and solids by involving children in melting chocolate or cooking eggs, or observing ice outdoors.</li> </ul>





	<ul style="list-style-type: none"> <li>• Provide opportunities to observe things closely through a variety of means, e.g. magnifiers and photographs, phone apps to listen to and recognise birds.</li> </ul>	<p>different environments.</p> <ul style="list-style-type: none"> <li>• Provide first-hand experiences to support children in making sense of micro-environments, the specific conditions which enable each plant or animal to live and thrive.</li> <li>• Give opportunities to design practical, attractive environments, for example, planting and taking care of flower and vegetable beds or organising equipment outdoors.</li> </ul>	<ul style="list-style-type: none"> <li>• Share stories related to pollution, climate change, habitat erosion, etc.</li> <li>• Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.</li> <li>• Make connections with places and spaces locally, such as museums, galleries, open spaces, arts centres, sports centres. Encourage parents to join you on regular outings, which can result in family visits to the same places.</li> </ul>
<p><b>Outdoor learning opportunities</b></p>	<p>-Explore different habitats outdoors, e.g. scent, colour and shape of flowers attracting bees, making a wormery, planning bird feeding on the ground and higher level.</p>		<p>-Minibeast hunting -Leaf match activity –match the leaves to the pictures Leaf prints</p>









## Expressive Arts and Design

Expressive Arts and Designs	Autumn	Spring	Summer
<p>Creating with materials</p>	<ul style="list-style-type: none"> <li>- Explores colour and how colours can be changed.</li> <li>- Develops an understanding of using lines to enclose a space and begins to use drawing to represent actions and objects based on imagination, observation and experience.</li> <li>- Uses various construction materials and junk modelling, e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.</li> <li>- Uses tools for a purpose.</li> <li>- Creates representations of both imaginary and real-life ideas, events, people and objects.</li> <li>- Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences.</li> </ul>	<ul style="list-style-type: none"> <li>- Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.</li> <li>- Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes.</li> <li>- Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.</li> <li>- Responds imaginatively to art works and objects, e.g. <i>this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</i></li> </ul>	<ul style="list-style-type: none"> <li>- Safely uses and explores a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>- Shares their creations, explaining the process they have used <b>and describe what they have made.</b></li> <li>- Makes use of props and materials when role playing characters in narratives and stories.</li> </ul>







<p><b>Enabling Environments</b> <u>What we can provide...</u></p>	<ul style="list-style-type: none"> <li>• Offer resources for mixing colours, joining things together and combining materials, supporting where appropriate.</li> <li>• Create a place where work in progress can be kept safely.</li> <li>• Share with children other artists' work that connects with their ideas, interests and experiences.</li> <li>• Offer children opportunities to use their skills and explore concepts and ideas through their representations.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer opportunities to encounter and revisit key materials, e.g. drawing media, paper, paint, Cardboard, playdough and clay in order to continue to develop expertise as tools for expression and communication.</li> <li>• Provide a range of joining materials (e.g. stapler, masking tape, glue, string, thread, split pins, treasury tags, card strips) to support children working in both 2D and 3D.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer children a wide variety of materials and resources, both inside and outside that stimulate their imagination to build, to become, to represent and experiment with their imaginative play and thinking.</li> <li>• Make materials accessible so that children are able to imagine and develop their enquiries and ideas while they are still fresh in their minds.</li> <li>• Provide children with opportunities to develop their enquiries using materials and tools over extended periods of time.</li> </ul>
<p><b>Outdoor learning opportunities</b></p>	<p>-Exploring the assorted colours and shapes of Autumn leaves -Hammer leaves on to fabric or paper to make an imprint</p> 	<p>-Making art with natural materials using Richard Shilling's work as an inspiration.</p> 	<p>-Hedgehog homes/den building -Using natural materials create a small den and then larger den, think about the shape and what materials to use. -Leaf kebabs -Sticky strips -Stick and leaf art – link to stories</p>
<p>Being imaginative and expressive</p>	<p>- Develops an understanding of how to create and use sounds intentionally.</p>	<p>- Begins to build a collection of songs and dances. - Makes music in a range of ways, e.g. plays with</p>	<p>- Invents, adapts and recounts narratives and stories with peers and their teacher.</p>





	<ul style="list-style-type: none"> <li>- Continues to explore moving in a range of ways, e.g. mirroring, creating own movement patterns.</li> <li>- Enjoys joining in with moving, dancing and ring games.</li> <li>- Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home.</li> <li>- Taps out simple repeated rhythms.</li> <li>- Engages in imaginative play based on own ideas or first-hand or peer experiences.</li> <li>- Uses available resources to create props or creates imaginary ones to support play.</li> <li>- Plays alongside other children who are engaged in the same theme.</li> </ul>	<p>sounds creatively, plays along to the beat of the song they are singing or music they are listening to.</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts.</li> </ul>	<ul style="list-style-type: none"> <li>- Sings a range of well-known nursery rhymes and songs.</li> <li>- Performs songs, rhymes, poems and stories with others, and – when appropriate tries to move in time with music.</li> </ul>
<p><b>Enabling Environments</b> <u>What we can provide...</u></p>	<ul style="list-style-type: none"> <li>• Introduce children to a wide range of music, movement, painting and sculpture.</li> <li>• Provide a range of musical instruments that are used in different ways, for children to bang, pluck, blow, strum.</li> <li>• Offer children opportunities to use their skills and explore concepts and ideas through their representations.</li> </ul>	<ul style="list-style-type: none"> <li>• Supply open-ended props and materials that can easily be transformed in play.</li> </ul>	<ul style="list-style-type: none"> <li>• Enrich the environment inside and out with materials, resources, natural objects, images, music, dance (via image, film) for children to inspire their imagination.</li> </ul>
<p><b>Outdoor learning opportunities</b></p>	<ul style="list-style-type: none"> <li>-Listening to sounds in the environment.</li> <li>-Using natural materials to create sounds/ make an instrument e.g., banging two sticks together.</li> </ul>	<ul style="list-style-type: none"> <li>-Using the outdoor space for creative dance and making music (large scale and noisy).</li> </ul>	<ul style="list-style-type: none"> <li>-Making a xylophone – use cut lengths of hazel rested on two longer sticks. Hit with another stick to make sounds, sing rhymes as they hit the xylophone.</li> </ul>





	<p>-Singing rhymes and songs related to the environment, the weather, or the seasons.</p>		
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