

Year Group	FS	Teacher(s)	D Corcoran & J Timmins
------------	----	------------	------------------------

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
----------	----------	----------	----------	----------	----------

	Nursery Rhymes / Harvest	Celebrations / All About Me	Traditional Tales	Growing in the Garden	Dinosaurs	Into the Woods
Weekly Themes	1. Settling In 2. Settling In 3. Incy Wincy Spider [○] 4. The Grand Old Duke of York [○] 5. Hickory Dickory Dock [○] 6. Oats and Beans and Barley Grow [○] 7. Dingle Dangle Scarecrow [○]	1. Diwali* 2. Halloween* 3. Bonfire Night* 4. My Body (Grow Strong*) 5. My Family 6. My Senses 7. The Christmas Story* 8. Christmas Celebrations	1. Little Red Riding Hood ⁺ 2. Goldilocks ⁺ 3. Rapunzel ⁺ 4. Snow White ⁺ 5. The Snow Queen ⁺ 6. Hansel and Gretel ⁺	1. What are Seasons? * 2. How to Grow a Sunflower* 3. Oliver's Vegetables / Oliver's Fruit Salad* 4. The Ugly Duckling ⁺ 5. The Little Red Hen ⁺	1. What Do Dinosaurs Look Like? What Do Dinosaurs Have? * 2. What Do Dinosaurs Do? What Do Dinosaurs Eat? * 3. Dinosaurs in School* 4. If the Dinosaurs Came Back* 5. The Little Green Dinosaur ⁺ 6. Tyrannosaurus Drip*	1. The Gruffalo* 2. We're Going on a Bear Hunt* 3. Sports Week 4. Owl Babies* 5. Transition Activities 6. Transition Activities
			Rhymes / Songs [○] Books* Talk for Writing Texts ⁺			
Communication and Language Listening, Attention and Understanding Speaking	<ul style="list-style-type: none"> Communication Cookbook Activities Daily C&L topic-based sessions Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> Daily C&L topic-based sessions Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> Daily C&L topic-based sessions Learn new vocabulary. Use new vocabulary through the day. Connect one idea or action to another using a range of connectives. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> Daily C&L topic-based sessions Learn new vocabulary. Use new vocabulary through the day. Connect one idea or action to another using a range of connectives. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> Daily C&L topic-based sessions Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> Daily C&L topic-based sessions Learn new vocabulary. Use new vocabulary through the day. Connect one idea or action to another using a range of connectives. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.

C&L Educational Programme – Overview (Statutory Framework)	<p><i>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, storytelling 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.</i></p>											
Personal, Social and Emotional Development Self-Regulation Managing Self Building Relationships	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. 	<ul style="list-style-type: none"> • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. 						
	Jigsaw PSHE – Being me in my world <ul style="list-style-type: none"> • Self-identity • Understanding feelings • Being in a classroom • Being gentle • Rights and responsibilities 	Jigsaw PSHE – Celebrating Difference <ul style="list-style-type: none"> • Identifying talents • Being special • Families • Where we live • Making friends • Standing up for yourself 	Jigsaw PSHE – Dreams and Goals <ul style="list-style-type: none"> • Challenges • Perseverance • Goal-setting • Overcoming obstacles • Seeking help • Jobs • Achieving goals 	Jigsaw PSHE – Healthy Me <ul style="list-style-type: none"> • Exercising bodies • Physical activity • Healthy food • Sleep • Keeping clean • Safety 	Jigsaw PSHE – Relationships <ul style="list-style-type: none"> • Family life • Friendships • Breaking friendships • Falling out • Dealing with bullying • Being a good friend 	Jigsaw PSHE – Changing Me <ul style="list-style-type: none"> • Bodies • Respecting my body • Growing up • Growth and change • Fun and fears • Celebrations 						
PSED Educational Programme – Overview (Statutory Framework)	<p><i>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.</i></p>											
Physical Development Gross Motor Skills Fine Motor Skills	<p style="text-align: center;">Get Set 4 PE Units</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">- Introduction to PE: Unit 1 - Fundamentals: Unit 1</td> <td style="width: 25%;">- Fundamental: Unit 2 - Gymnastics: Unit 1</td> <td style="width: 25%;">- Dance: Unit 1 - Ball Skills: Unit 1</td> <td style="width: 25%;">- Games: Unit 1 - Ball Skills: Unit 2</td> <td style="width: 25%;">- Dance: Unit 1 - Balance Bikes</td> <td style="width: 25%;">- Gymnastics: Unit 2 - Games: Unit 2</td> </tr> </table> <p>Physical Development</p> <ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing - Progress towards a more fluent style of moving, with developing control and grace. - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. - Combine different movements with ease and fluency. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. <p>Gross Motor Skills</p> <ul style="list-style-type: none"> - Develop overall body-strength, balance, co-ordination and agility. - Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <p>Fine Motor Skills</p> <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> - Watch and talk about dance and performance art, expressing their feelings and responses. - Explore and engage in music making and dance, performing solo or in groups. 						- Introduction to PE: Unit 1 - Fundamentals: Unit 1	- Fundamental: Unit 2 - Gymnastics: Unit 1	- Dance: Unit 1 - Ball Skills: Unit 1	- Games: Unit 1 - Ball Skills: Unit 2	- Dance: Unit 1 - Balance Bikes	- Gymnastics: Unit 2 - Games: Unit 2
- Introduction to PE: Unit 1 - Fundamentals: Unit 1	- Fundamental: Unit 2 - Gymnastics: Unit 1	- Dance: Unit 1 - Ball Skills: Unit 1	- Games: Unit 1 - Ball Skills: Unit 2	- Dance: Unit 1 - Balance Bikes	- Gymnastics: Unit 2 - Games: Unit 2							

PD Educational Programme – Overview (Statutory Framework)	<p><i>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</i></p>					
Literacy Comprehension Word Reading Writing	<ul style="list-style-type: none"> Pre-Phonic Skills Introduction of Reading Incentive Scheme (Flying High with the Owls) Singing, chanting, rhyming and oral patterns Begin RML Set 1 Phonics 	<ul style="list-style-type: none"> RML Set 1 Phonics RML Reading Scheme Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences Read a few common exception words matched to the school’s phonic programme. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. 	<ul style="list-style-type: none"> RML Set 2 Phonics Blend sounds into words, so that they can read short words made up of known letter-sound correspondences Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. 	<ul style="list-style-type: none"> RML Set 2 Phonics Blend sounds into words, so that they can read short words made up of known letter-sound correspondences Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. 	<ul style="list-style-type: none"> RML Set 2 Phonics Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. 	<ul style="list-style-type: none"> RML Set 2 Phonics Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
From Swallowdale Reading Curriculum Progression	<p>Word reading and Wider Decoding Skills Pupils will be taught: - that print carries meaning and, in English, is read from left to right and top to bottom - to use phonic knowledge to decode regular words and read them aloud accurately - to read some common irregular words - to read and understand simple sentences</p> <p>Comprehension Strategies and Response to Text Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding of what they have read or listened to. Children will: - listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions - begin to join in with particular words and phrases - demonstrate understanding when talking with others about what they have read - use vocabulary and forms of speech that are increasingly influenced by their experiences of books - answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events - know that information can be retrieved from books and computers</p>					
Literacy Educational Programme – Overview (Statutory Framework)	<p><i>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).</i></p>					
Mathematics Number Numerical Patterns	<p>Mastery Approach, including objectives from White Rose Maths Units:</p> <ul style="list-style-type: none"> Getting to Know You; Just Like Me It’s Me 1, 2, 3! 	<p>Mastery Approach, including objectives from White Rose Maths Units:</p> <ul style="list-style-type: none"> It’s Me 1, 2, 3! Light and Dark Alive in 5! 	<p>Mastery Approach, including objectives from White Rose Maths Units:</p> <ul style="list-style-type: none"> Alive in 5! Growing 6, 7, 8 	<p>Mastery Approach, including objectives from White Rose Maths Units:</p> <ul style="list-style-type: none"> Building 9 and 10 	<p>Mastery Approach, including objectives from White Rose Maths Units:</p> <ul style="list-style-type: none"> To 20 and Beyond First, Then, Now 	<p>Mastery Approach, including objectives from White Rose Maths Units:</p> <ul style="list-style-type: none"> First, Then, Now Find My Pattern On the Move

	Number songs, rhymes and games; Match and sort numbers; Compare amounts; Compare size and capacity; Exploring Pattern.	Composition of numbers to 5; Number bonds; Subitising; Related Shapes; One More / One Less; More than and Fewer Than; Number Stories (Manipulation); Exploring Pattern.	Composition of numbers to 8; Number bonds; Beginning addition; One More / One Less; Number Stories (Manipulation); Length and Height.	Composition of numbers to 10; Addition within 10; Comparing numbers; Recognising and decomposing shapes; 3D Shapes; Patterns.	Build numbers beyond 10; Patterns beyond 10; Addition and Taking Away; Compose and Decompose numbers and shapes; Even and Odd.	Doubling; Sharing and Grouping; Addition and Subtraction; Application of number; Patterns and Relationships; Deepening understanding.
Mathematics Educational Programme – Overview (Statutory Framework)	<i>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 ten-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.</i>					
Understanding the World Past and Present People, Culture and Communities The Natural World	<ul style="list-style-type: none"> Explore the natural world around them. Describe what they see, hear and feel whilst outside (Early phonic / sound awareness skills) Recognise some environments that are different to the one in which they live (School life and environments) Understand the effect of changing seasons on the natural world around them (signs of Autumn) <p>Curriculum Enrichment:</p> <ul style="list-style-type: none"> Autumn Walk Families in for FS Scarecrow Festival Reading Cafe 	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Understand the effect of changing seasons on the natural world around them. Learning about: <ul style="list-style-type: none"> Christmas Halloween Bonfire Night Diwali Families Our bodies Our senses <p>Curriculum Enrichment:</p> <ul style="list-style-type: none"> Halloween Dressing-Up Day Families in for My Family event Christmas Nativity Concert 	<ul style="list-style-type: none"> Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past. Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. <p>Curriculum Enrichment:</p> <ul style="list-style-type: none"> Families in for picnic, with children making the food Families in for numicon workshop Visit to Melton Library 	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. <p>Curriculum Enrichment:</p> <ul style="list-style-type: none"> Spring Walk – Wilton Park Families in for seed planting and growing activities (Link to Melton in Bloom) Visit to Manor Farm Incredible Eggs – Hatching Ducklings 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past. Recognise some environments that are different to the one in which they live. <p>Curriculum Enrichment:</p> <ul style="list-style-type: none"> Dressing-Up Day – Dinosaurs Visit to New Walk Museum Loan of fossils box from Leicestershire Museums Service Families in for dinosaur quiz 	<ul style="list-style-type: none"> Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. <p>Curriculum Enrichment:</p> <ul style="list-style-type: none"> Summer Walk – Wilton Park
Geography Curriculum	<p>Environment</p> <ul style="list-style-type: none"> Talk about where they live – England, Leicestershire, Melton Mowbray. Talk about their homes and families Begin naming features of the local environment – school, home, house, road, park 		<p>Environment</p> <ul style="list-style-type: none"> Make observations of the local environment. Explain why some things occur and talk about change in the environment. <p>Seasons</p> <ul style="list-style-type: none"> Describe what they see, hear and feel whilst outside. Identify the weather – raining, snowing, cloudy, windy, thundery, sunny etc. 		<p>Environment</p> <ul style="list-style-type: none"> Recognise some environments that are different to the one in which they live. Begin to consider how the environment & living things are influenced by human activity. <p>Maps</p> <ul style="list-style-type: none"> Make attempts to draw simple features in their familiar environment and imaginary places Make attempts at drawing a map of a familiar or imaginary place 	
History Curriculum	<ul style="list-style-type: none"> To remember and talk about significant events in their own experiences. To recognise and describe special times or events for family or friends. To know about similarities and differences between themselves and others, and among families, communities and traditions. 		<ul style="list-style-type: none"> To talk about why things happen and how things work To develop an understanding of growth, decay and changes over time. To show interest in different occupations and ways of life. To use stories to encourage children to distinguish between fact and fiction 		<ul style="list-style-type: none"> To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. To talk about the features of their own immediate environment and how environments might vary from one another. 	

	- To show interest in different occupations and ways of life.				- Use stories to encourage children to distinguish between fact and fiction	
Key vocabulary: Past, Present, Lives, Long ago, Events, Stories, Sequence, Time, Before						
<i>RE Curriculum (SACRE)</i>	FS2 Unit F1 – God/Creation Why is the word God so important to Christians?	FS2 Unit F2 – Incarnation Why do Christians perform nativity plays at Christmas?	FS2 Unit F4 – Where do We Belong?	FS2 Unit F3 – Salvation Why do Christians put a cross in an Easter Garden?	FS2 Unit F5 – Which Places are Special and Why?	FS2 Unit F6 - Which Stories are Special and Why?
<i>Computing Curriculum</i>	Technology is no longer an area of learning and development in the Revised EYFS Curriculum. There is, however, a non-statutory expectation for technology to be taught in some capacity. We make use of PurpleMash resources, with children able to access MiniMash to support their development of computing skills. The children have access to other technology within our provision, such as voice recorders, cameras, tablets and beebots. We have weekly access to the ICT suite to use the laptops to develop our topic learning from the week in line with our creative approach.					
UtW Educational Programme – Overview (Statutory Framework)	<i>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.</i>					
Expressive Arts and Design Creating with Materials Being Imaginative and Expressive	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore, use and refine a variety of artistic effects to express their ideas and feelings. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Sing in a group or on their own, increasingly matching the pitch and following the melody.
<i>Art Curriculum</i>	Drawing - I can try different pressures with my pencil. - I can try different lines. - I can draw in response to feelings, imagination, memory, and observation. - I can experiment freely with different drawing tools. - I can draw on a variety of papers and surfaces <i>Artists and Ideas</i> - L.S Lowry - Stick man crowd scenes.		Print Making - I can make simple blocks using small objects. - I can make simple mono prints. - I can add print to painting. - I can print with hands/ fingers/ vegetables. - I can use a variety of found objects to explore printing. - I can print to make images. <i>Artists and Ideas</i> - Andy Warhol- Flowers Leaf printing		Painting - I can paint from observation and imagination. - I can mix powder to different consistencies. - Use a variety of tools to apply paint. - I can mix secondary colours green, purple and orange. - I can play freely and explore paint. - I can mix primary colours and experiment with colour mixing. <i>Artists and Ideas</i> - Keith Haring - Matisse - Chris Ofili - Wayne Theibaud	
<i>Music Curriculum</i>	Controlling sounds through singing and playing (performing) - Use voices in different ways such as singing, speaking and chanting - Enjoy singing, playing, trying out and changing sounds; explore sounds and music through play. - Follow instructions on when to sing or play an instrument - Show awareness of the audience when performing Creating and developing musical ideas (composing) - Know about and experiment with different sounds (high and low, fast and slow, loud and quiet and different sound qualities) - Clap short, rhythmic patterns - Explore musical repetition - Make physical movements that represent sounds (e.g. move like a snake, grow like a tree) in response to music - Create music, and suggest symbols to represent sounds (e.g. a large foot for Daddy Bear, small foot Responding and reviewing (appraising)					

	<ul style="list-style-type: none"> - Respond to simple musical instructions and actions - Take note of others when performing <p>Listening and applying knowledge and understanding</p> <ul style="list-style-type: none"> - Listen to a short, simple piece of music and explain when they may hear it (wedding march or bedtime lullaby) - Choose sounds to represent what they can hear and see (thunder, sea)
<p>EA&D Educational Programme – Overview (Statutory Framework)</p>	<p><i>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.</i></p>