


Shire Oak Primary School Reception Class Long Term Planning 2024-2025

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Communication and Language</p>  <p>C&L is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, Talk 4 Writing sessions and speech and language interventions. We also have at least one daily story time.</p>	<p>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.</p> <p>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.</p>					
	<p>Welcome to Reception Class:</p> <ul style="list-style-type: none"> Settling in activities. Making friends Time for children to share their ‘5 things about me bags’. Following instructions in the classroom. Modelling what makes a good listener and behavioural expectations. Introduce songs to help with classroom routines. Regular sessions to learn songs, rhymes and poems. 	<ul style="list-style-type: none"> Beginning to retell a story, using Talk 4 Writing. Introducing language of story. Introducing the vocabulary of ‘character’ and ‘setting’ in relation to stories. Choosing books that develop their vocabulary. Listening and responding to stories. Following simple instructions. Understand how to listen carefully and why listening is important. Regular sessions to learn songs, rhymes and poems. Introduce ‘Discussion Time’, modelling talking partners, with ‘Would You Rather’ story. 	<ul style="list-style-type: none"> Learning to ask ‘how’ and ‘why’ questions appropriately. Retelling a story with story language that has been introduced, such as time adverbials. Introduce story language of ‘problem’ and ‘solution’ in relation to our class text. Remembering key points from a story. Answering questions to show their understanding of what has been read or said to them. Introducing what a ‘noun’ is and exploring different nouns. Continue to learn and rhymes, poems and songs. Continue with ‘Discussion Time’, modelling answering questions in full sentences. 	<ul style="list-style-type: none"> Able to recite poems and songs that have been learnt throughout the year. Can retell a story. Able to order and describe a lifecycle. Listening to and engaging in non-fiction books. Being able to articulate ideas and thoughts into well-formed sentences. Think of and ask relevant questions to find out more. Continue with ‘Discussion Time’, modelling answering questions in full sentences. Introduce ‘Discussion Hats’ and questions on the snack table. 	<ul style="list-style-type: none"> Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Beginning to use language to reason. Using learned vocabulary in different contexts. D:side come in to do a workshop on emotions and being healthy. Continue with ‘Discussion Time’, introduce story ideas such as the picture of the day on Pobble. 	<ul style="list-style-type: none"> Listen and respond with relevant questions, comments, or actions. Make comments and clarify thinking with questions. Can retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Can use past, present, and future tenses in conversation with peers and adults and can use conjunctions to extend and articulate their ideas. Continue with ‘Discussion Time’, introduce story ideas such as the picture of the day on Pobble.
	<p>Development Matters: 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. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • 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. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>ELG: Listening, Attention and Understanding: • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>Speaking: • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					
<p>Personal, Social and Emotional Development Self-regulation</p>	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					



As a whole school we use 'Zones of Regulation', which is introduced in the first few weeks and developed and referred to throughout the year. Adults continue to offer a warm and consistent presence, by spending time playing with the children and modelling key skills of empathy, negotiation, compromise and positive assertion.

PSED is also covered during RE sessions.

- Home visits allow staff to talk to parents and child about family, culture, their likes and dislikes.
- Introduce Shire Oak behaviour system and school rules through social stories.
- Encourage children to name their feelings, using 'Colour Monster' book and introducing 'Zones of Regulation'.
- Children have the opportunity to share their likes and what is important to them with their '5 things about me' bag.
- Adults to continue to observe children and address and issues in small groups or as a whole class.
- Introduce class value of 'sharing'.
- Refer to 'Zones of Regulation' and refer to them when talking about characters in stories.
- Introduce how to get independently changed for PE.

- Understanding behavioural expectations of the setting.
- Teaching children to identify kindness in others.
- Helping children to share and take turns independently.
- Introducing a growth mindset approach and that its okay to make a mistake.
- Begin to be more independent in changing for PE.
- Modelling how to keep play going by co-operating, listening, speaking, and explaining.
- Beginning to reflect on the work of others and self-evaluate their own work.
- Teaching children to identify and moderate their own feelings socially and emotionally and to consider the feelings of others.

- Modelling and encouraging children to talk about their own abilities positively and be confident to try new activities.
- To maintain focus during extended whole class teaching
- Teaching children to understand the importance of healthy food choices and good personal hygiene (including toothbrushing).
- Learning how to cross the road safely.
- Now completely independently changing for PE.
- Transition activities.

Development Matters: • 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. - Personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian.

ELG: Self-Regulation: • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas. **Managing Self:** • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **Building Relationships:** • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.

Religious Education



This is taught through regular whole class sessions. The scheme has links to Communication and Language, PSED and The World. The order of teaching may change depending upon when festivals occur in the year.

Key Questions F1:

- Where do we live?
- What is special to me?

Key Question F2:

- How are special times celebrated?
- Autumn and Winter Festivals

Key question F3:

- Which places are special and why?

Key Question F4:

- How are special times celebrated? Spring and summer Festivals.

Key question F5:

- What makes a good helper?

Key Question F6:

- What do religious believers believe about who created the world?

Physical Development



Our classroom and outdoor environment provide opportunities for children to develop their physical development. The children also have a PE lesson each week from the imoves scheme.

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Children have continual access to the outdoor area and appropriate resources during area time, so are able to develop their gross motor skills and fine motor skills. Children are supported during area time and lunch times to use tools such as pencils, paintbrushes, scissors and cutlery correctly. During phonics sessions children are taught to hold a pen correctly and correctly form their letters and during the weekly adult focussed literacy activity, children are encouraged to use the correct posture to support their handwriting.

PE Sessions: iexercise Animal Explorers

- Core strength and balance.

PE Sessions: imove Off to the Zoo

- Locomotion, travel and agility.

PE Sessions: ipractise Pirate Adventure

- Coordination and dynamic balance.

PE Sessions: icomunicate Fun at the Circus

- Agility, object control, core strength and balance.

PE Sessions: ithink Dinomovers

- Object control.

PE Sessions: icreate Spacecadets

- Locomotion and object control.
- Preparing for Sports Day.

Development Matters: • 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. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • 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. • 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. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully, such as: lining up and queuing, mealtimes and personal hygiene.

ELG: Gross Motor Skills: • Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **Fine Motor Skills:** • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

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).

Literacy



Book Focus

Each half term the children are immersed in a text. They are taught to recite the story, the story structure and elements and how to innovate the story.

- Book Focus: Dear Zoo
- Introducing the concept of a story map.
- Children are read a wide range of books.
- They are taught to hold a book correctly, handle with care.
- Model that a book has a beginning and an end.
- Model that the text in English is read top to bottom and left to right.
- Show the difference between text and illustrations.
- Children encouraged to recognise some familiar words in print, e.g., own name or advertising logos.
- Encourage the children to join in with rhyme, songs and poems.
- Teach the children to complete a repeated refrain in a familiar rhyme, story or poem being read aloud.

Book Focus: The Little Red Hen.

- Introducing language of storytelling such as ‘Once upon a time’.
- Introduction of time adverbials.
- Introduction of story vocabulary: setting and character.
- Innovation: Trip to Pizza Express to encourage innovation of setting.

Book Focus: The Gingerbread Man

- Continuing to use language of storytelling and time adverbials.
- Introduce adverbs ‘fortunately’ and ‘unfortunately’
- Introduction of vocabulary of problem and solution.
- Innovation: the character of the Ninjabread Girl.
- Using adverbs to describe the Ninjabread Girl.
- Making our own Gingerbread people.
- Introducing children to what a noun is.

Book Focus: The Somethingosaur

- Confidently using language of storytelling previously taught.
- Innovation: children to come up with ideas of how to innovate the ending and class to take a vote.
- Introduction to Information/non fiction texts.
- Children to write instructions on how to look after a dinosaur.
- Poetry: children learn and then perform a poem. As a class the poem is then changed and then performed (in assembly).

Book Focus: Jack and the Beanstalk

- Continuing to use previously taught language of storytelling, time adverbials and adverbs.
- Confidently using vocabulary of setting, character, problem and solution.
- Focus on adjectives for character description.
- Innovation: children to come up with ideas of how to innovate the story and class to take a vote.
- Continuing to look at the difference between different types of texts (fiction, nonfiction, poetry).
- Non-fiction texts, focusing on lifecycles and writing instructions to plant a bean (Green Week).

Book Focus: Supertato

- Continuing to use previously taught language of storytelling, time adverbials and adverbs.
- Confidently using vocabulary of setting, character, problem and solution.
- Character description: children to write wanted poster for the escaped Evil Pea.
- Innovation: children to come up with ideas of how to innovate any part of the story and class to take a vote.
- Healthy Living writing activity linked to Sports Week.
- Inventing own character and describing them.

Phonics

(see overview of FFT Phonics)

Phase One (first two weeks):
Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.
Phase Two:
s a t p i n m d g o c k c k e u r h b f f l l s s
Phase Three: j v w x y z
Red Words:
the I he she is to go of as we are you into

Phase Three:
zz qu ch sh th ng ai +nk ee igh oa oo oo or

Red Words:
be me his no so has do her my by our says they said was were all there like

Phase Three:
or ur ow oi ear air ure er
Red Words:
here where today when what come some friend school out one once your love house little

Writing

This is done each day as part of the phonics sessions and an adult guided task is completed each week.

- Encourage children to give meaning to marks they make.
- Teach children to independently write their own name.
- Children assessed on pen grip and children who need support are identified.
- Identifying and beginning to write initial sounds using graphemes that have been taught so far.
- Orally spelling and then writing VC and CVC words using graphemes taught so far.
- Independently writing name.

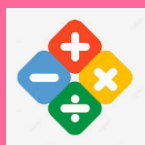
- Writing CVC words and spelling some Red Words correctly.
- Orally composing a simple sentence or caption and holding it in memory, before attempting to write it.
- Introducing capital letters, finger spaces and full stops.
- Introduce independent writing activities such as ‘What’s in the box’.

- Writing a simple sentence that includes a capital letter, finger spaces and full stop.
- Spelling words by drawing on knowledge of known grapheme correspondences.
- Make phonetically plausible attempts when writing more complex unknown words.
- Continuing to spell more Red Words correctly.
- Introduce writing letters to our class fairy Bell (independent writing) and possibly write a letter to another Reception class in Leeds.
- Write a letter to our new class teacher.

Development Matters: • 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 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. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • 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.

ELG: Comprehension: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **Word Reading:** Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **Writing:** Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others.

Maths



Children are taught a daily maths session that follows the White Rose maths Scheme. Our environment and adult modelling and interaction provides plenty of opportunities for children to develop and consolidate these skills.

<u>Match, sort and compare</u>	<u>It's me 1, 2, 3 and Circles and Triangles</u>	<u>1, 2, 3, 4, 5 and Shapes with 4 sides</u>	<u>Alive in 5 and Mass and Capacity</u>	<u>Growing 6,7, 8 and Height Length and Time</u>	<u>Building 9 & 10 and Explore 3D shapes</u>	<u>To 20 and beyond and How Many Now?</u>	<u>Manipulate, compose and decompose</u>	<u>Sharing and Grouping</u>	<u>Visualise, Build and Map and Make Connections</u>
<p><u>Talk about measure and pattern</u></p> <ul style="list-style-type: none"> Match and sort Compare amounts Compare size, mass and capacity Exploring pattern 	<ul style="list-style-type: none"> Representing 1,2,&3 Comparing 1,2 & 3. Composition of 1, 2 &3. Circles and triangles. Positional language. 	<ul style="list-style-type: none"> Representing numbers to 5. One more and less. Shapes with 4 sides 	<ul style="list-style-type: none"> Introducing zero Comparing numbers to 5. Composition of 4 & 5 Compare mass Compare capacity. 	<ul style="list-style-type: none"> 6, 7, 8 Making pairs Combining 2 groups. Length and height Time 	<ul style="list-style-type: none"> 9 & 10 Comparing numbers to 10. Bonds to 10. 3D shape. Pattern 	<ul style="list-style-type: none"> Building numbers beyond 10. Counting patterns beyond 10. First, Then and Now Adding more. Taking away 	<ul style="list-style-type: none"> Spatial reasoning. Compose and decompose, Match, rotate, manipulate. 	<ul style="list-style-type: none"> Doubling Sharing and grouping Even and odd Spatial Reasoning. Visualise and build 	<ul style="list-style-type: none"> Patterns and relationships Spatial reasoning Mapping Deepening understanding

Development Matters: • Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity.

ELG: Number: • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. **Numerical Patterns:** • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World



Children are taught some of these themes through whole class sessions. These may be incorporated in literacy sessions and through the RE scheme. This is also taught during story times and in provision time.

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.

<ul style="list-style-type: none"> Seasonal Changes: Going on an autumn walk around school. Learning about hibernation and the animals that hibernate. 	<ul style="list-style-type: none"> Learning about the life of Guru Nanak. How is bread made? Now and in the past. Learning about light, including light sources, reflectors and how shadows are made. Day and night and learning about nocturnal animals. Finding out about Hannukah. Looking at how Christmas is celebrated by children around the world. 	<ul style="list-style-type: none"> Seasonal changes: going on a winter walk, looking for signs of winter. How have we changed since we were babies? Learning about polar animals and where they live. Finding out about Lunar New Year and how it is celebrated. States of matter: investigating solids and liquids and freezing and melting. 	<ul style="list-style-type: none"> Sorting and investigating different types of materials. What is a dinosaur? What is a fossil? Learning about the palaeontologist 'Mary Anning'. Finding out about the festival of Holi Seasonal Changes: Going on a spring walk around school. Learning about the vocabulary of past and present, with a focus on the book 'Peepo'. Historical Artefacts: looking at telephones through time. 	<ul style="list-style-type: none"> Learning about the celebration of Eid. Finding out about the lifecycle of the butterfly (observing it in the classroom and releasing the butterflies in our nature garden). Observing and finding out about lifecycle of the frog (tadpoles visit the class for a few weeks). Introducing, naming and looking at the function of different parts of a plant. Planting a bean and learning what it needs to grow. What and how do we recycle? Introduction to looking at the world map by reading 'Dear Polar Bear'. Comparing photos of Headingley in the past and in the present. 	<ul style="list-style-type: none"> How can we be healthy? Looking at healthy teeth, diet and exercise. Investigating materials: looking at floating and sinking (making boats) and magnets. Historical artefacts: how did people listen to music in the past and how do we listen to it now? Children's television in the past and now. Focus on Floella Benjamin. Map focus in maths, looking at and making our own maps of obstacle courses, classroom and our route to school.
--	--	--	--	---	---

Development Matters: • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • 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. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different from the one in which they live. • Understand the effect of changing seasons on the natural world around them.

ELG: Past and Present: Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling; **People Culture and Communities:** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. **The Natural World:** Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design



Children always have access to a creative area with art materials, where they can experiment and create their own work. The classroom also has many role play materials, puppets and props that can be used to re-enact stories.

We follow the Charanga scheme for music, the children also have access to musical instruments in provision time.

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.

<ul style="list-style-type: none"> • Artist study: Frank Bowling – String Painting • Self Portrait. • Colour- Mixing. • Observational line drawings of pumpkins, then mixing colours to paint them. • Collages based on ‘Leaf Man’ book. • Making a ‘lift- the- flap’ page for a ‘Dear Zoo’ book. 	<ul style="list-style-type: none"> • Artist study: Jackson Pollock (collaborative work) – firework painting. • Making Christmas cards. • Preparing for the Nativity Play. 	<ul style="list-style-type: none"> • Artist Study: Henri Matisse – collage, focus on scissor skills. • Self Portrait • Making Lunar New Year Lanterns. 	<ul style="list-style-type: none"> • Artist Study: Jean Michel Basquiat (experimenting with oil pastels) <ul style="list-style-type: none"> • Holi drip paintings. 	<ul style="list-style-type: none"> • Artist Study – Yayoi Kusama (collaborative dot paintings). • Self Portrait • Observational drawings of caterpillars, butterflies and tadpoles. 	<ul style="list-style-type: none"> • Artist Study: Louise Bourgeois (Making a spider sculpture using card and/or foil). • Performance art, making a piece of performance art as a class, music, costume and film.
<p>Charanga Me! Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers</p>	<p><i>Charanga My Stories</i> I’m A Little Teapot The Grand Old Duke of York Ring O’ Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p>	<p>Charanga Everyone! Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You’re Happy and You Know It Head, Shoulders, Knees and Toes</p>	<p>Charanga Our World Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey</p>	<p><i>Charanga</i> Big Bear Funk</p>	<p><i>Charanga</i> <i>Reflect, Rewind & Replay</i> Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p>

Development Matters: • 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. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • 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. • Develop storylines in their pretend play.

ELG: Creating with Materials: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. **Being Imaginative and Expressive:** Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.