

Wheatfields Primary School

Early Years (Reception Class) Curriculum & Progression of Skills

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Texts	Colour Monster The Invisible String Beegu The Owl Babies The Little Red Hen	Stick Man Jesus Christmas Party The Night Before Christmas	<i>Looking After Ourselves:</i> Charlie & Lola visits the dentist. Peppa Pig – Dentist trip Aliens love underpants Supertato The Kings Pants	<i>Easter:</i> The Easter story The Rhyming rabbit We're going on an Egg Hunt Sowing and Growing: Vincent Van Gough – Sunflowers Katie and the Sunflowers Eco Girl From Seed to Sunflower (non-fiction)	<i>Mini-Beasts:</i> Mad About Minibeasts. The hungry Caterpillar The Bee Book Superworm Bug Hotel	<i>Celebrate Summer:</i> Oi, Get off our train Summer Poems Sharing a Shell
Characteristics of Effective Teaching and Learning	<p>Playing and exploring – children investigate and experience things, and ‘have a go’.</p> <p>Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p> <p>Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>					
Communication and Language:	Listening: Listen to others 1:1, in small groups and whole class. Enjoy listening to stories and can remember what happens. Listen carefully to rhymes and songs, paying attention to how they sound.	Listening: Listen in familiar and new situations. Engage in stories that are familiar and new with interest and enjoyment.	Listening: Listen attentively in a range of situations and know how to listen carefully e.g. understand they need to look at who is talking to them and think about what they are saying.	Listening: Understand why listening is important.	Listening: Listen to and understand instructions about what they are doing, whilst busy with another task	Listening: Listen attentively and respond to what they hear with relevant questions, comments, or actions.
Listening	Attention: Maintain attention in whole class and small group contexts for a short time. May find it difficult to pay attention to more than one thing at a time.	Attention: Maintain attention in new situations e.g. whole school assembly or PE sessions in the hall. Shift attention when required e.g. when given a clear prompt - ‘name’.	Attention: Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.	Attention: Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar.	Attention: Listen and continue with an activity for a short time.	Attention: Attend to others in play, play co-operatively and can pretend to be someone else talking. Games can be quite elaborate and detailed.
Attention						

Respond	<p>Respond: Engage in story times. Join in with repeated refrains and anticipate key events and phases in stories or rhymes. Respond appropriately when asked e.g. 'chime = freeze & show me 5'</p>	<p>Respond: Make relevant comments when listening to a story and can answer 'why' questions. Link events in a story to their own experiences. Ask questions to find out more and to check they understand what has been said to them. Respond to others appropriately in play. Engage in story times. Engage in non-fiction book.</p>	<p>Respond: Make predictions about what might happen next or story endings in response to texts read. Engage in non-fiction books. Link events in a story to their own experiences. Introduce a storyline into their play.</p>	<p>Respond: Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Respond: Keep play going in response to the ideas of others and engage in conversation relevant to play theme. Ask and answer 'what', 'where', 'when', and 'what could we do next' questions.</p>	<p>Respond: Make comments about what they have heard and ask questions to clarify thinking. Respond by asking if unsure and uses words specifically to make meaning clear E.g. "I didn't want my yellow gloves; I wanted the spotty ones that match my hat".</p>
Understanding	<p>Understanding: Follow 1 step instructions e.g. put bookbag in drawer. Understand 'why' questions.</p>	<p>Understanding: Follow instructions with 2 parts in familiar situations.</p>	<p>Understanding: Consider the listener and takes turns to listen and speak in different contexts.</p>	<p>Understanding: Ask questions to clarify understanding of a text or task. Ask questions to find out more and check understanding. Retell a story with exact repetition (T4W).</p>	<p>Understanding: Carry out a series of 3 directions. Show familiarity with selected nonfiction by using new knowledge and vocab in conversation and play. Understand 'how', 'why' and 'where' questions.</p>	<p>Understanding: Retell a story with some exact repetition and in their own words. Understand that words can be put into groups or categories, and give examples from each category E.g. Animals, transport, food, etc. Understand a range of words to describe the idea of time, shape, texture, size and know in which context to use them E.g. Soon, early, and late; square, triangle and circle; soft, hard, and smooth. Name objects, characters, and animals from a description E.g. "It lives in the jungle and is fierce with big teeth and is stripy."</p>
Speaking	<p>Speaking: Use sentences of 4- 6 words. Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. Begin to use social phrases e.g. 'Good Morning!' Use talk to</p>	<p>Speaking: Use intonation to make meaning clear to others. Start a conversation with peers and familiar adults and continue it for many turns. Use simple conjunctions in talk to link thoughts 'and' 'because'.</p>	<p>Speaking: Use talk to pretend objects stand for something else in play. Demonstrate use of past tense verbs, such as "ran" or "fell" but may still get confused. Offer explanations for why things</p>	<p>Speaking: Use talk to clarify thinking, connect ideas and share thinking with others. Articulate their ideas and thoughts in well-formed sentences. Retell/create own stories for teacher scribing. Use simple</p>	<p>Speaking: Recount an event in the correct order and some detail. Give details that they know are important and will influence the listener E.g. "Ahmed fell over that stone, Javid didn't push him". Express</p>	<p>Speaking: Articulate and create an imaginary story of their own in play or in writing. Speak clearly in well-formed sentences of 8 words or more in length with some detail. E.g. "I made a big round pizza with tomato, cheese and ham</p>

	organise themselves and their play.	Retell a past simple event e.g. how scratched knee' Recognise words that rhyme or sound similar E.g. "Cat and hat Develop social phrases – "Good morning, how are you?"	happen. Recount events that happen in their day.	conjunctions 'and', 'because'. Use talk to help work out problems and organise thinking and activities.	ideas about feelings and experiences. Articulate their ideas in well-formed sentences. Show that they can use language to reason and persuade E.g. "Can I go outside because it's stopped raining?"	on top" Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas, join phrases with words such as 'if', 'because', 'so', 'could' E.g. "I can have a biscuit if I eat all my dinner"
Personal, Social and Emotional Development Self-regulation Express Feelings Manage Behaviour Managing Self Self-awareness Independence Collaboration Social Skills	Express feelings: Aware of own feelings, can talk about feelings using words like 'happy', 'sad', 'angry'. Begin to understand how others might be feeling. Know they can rely on their teachers, friends, and 'buddy' for support if they are worried. Manage behaviour: Can inhibit own actions, welcome distractions when upset. Understand behavioural expectations of the setting. Increasingly follow rules understanding why they are important. Self-awareness: Know what they like and do not like. Understands there are rules in the classroom to follow and expectations for behaviour. Independence:	Express feelings: Can show concern for others and show awareness of how their actions may impact on others. Talk with others to solve conflicts. Can identify how they are feeling on the zone of regulation board. Beginning to express their feelings and consider the perspectives of others. Manage behaviour: Begin to take turns and share resources. Can usually tolerate delay when needs are not immediately met. Self-awareness: Can talk about what they are doing and why. Independence:	Express feelings: Can show pride in achievements by showing work to others. Understand how to use the 'take 5' breathing exercise to help with big feelings. Manage behaviour: Understand behavioural expectations of the setting. Self-awareness: Take pride in themselves, work, and achievements. Can explain right from wrong and try to behave accordingly. Independence:	Express feelings: Can make choices and communicate what they need. Can name people in school they can turn to if they help or are worried. Manage behaviour: Understand why listening is important and attend to other people both familiar and unfamiliar. Self-awareness: Happy to stand up in assembly or in front of the class and share achievements with others. Independence:	Express feelings: Initiate an apology where appropriate. Beginning to know that children think and respond in different ways to them. Manage behaviour: Can follow instructions, requests, and ideas in a range of situations Self-awareness: Can talk about their own abilities positively. Independence:	Express feelings: Can deal with anger and frustration. Able to identify and moderate own feelings. Can negotiate with others to solve problems and take steps to resolve conflict and think about the perspectives of others. Manage behaviour: Engage in challenges and take responsibility for their own learning. Plan, adapt, persist, and review own progress. Self-awareness: See themselves as a unique and valued individual, talk about self, abilities, and interests in positive terms. Independence:

	<p>Can independently organise themselves in the morning e.g., bookbag in tray, coat on peg, water bottle on trolley, name card on board. Can manage their own personal hygiene e.g., toileting. Can follow 1 step instructions.</p> <p>Collaboration: Interested in others play and starting to join in. Knows we work together to keep the class rules and earn positive rewards.</p> <p>Social skills: Build constructive and respectful relationships. Engage in positive interactions with adults and peers. Play with one or more children, extending and elaborating play ideas.</p>	<p>Can independently choose areas they would like to play in or resources they would like to use. Can say when they help. With some support can get dressed and undressed for PE sessions. Can follow instructions with 2 parts.</p> <p>Collaboration: Begin to share and take turns.</p> <p>Social skills: Continue to build constructive and respectful relationships. Seek familiar adults and peers to engage in conversations and ask for help.</p>	<p>Can independently manage their own needs; eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry, tired, using the toilet. Can talk about healthy and unhealthy foods.</p> <p>Collaboration: Consider the listener and takes turns to listen and speak in different contexts. Can identify kindness and considerate behaviour of others.</p> <p>Social skills: Seek others to share activities and experiences.</p>	<p>Can get dressed and undressed for PE sessions. Begin to show persistence when faced with challenges.</p> <p>Collaboration: Knows it is important to work together to look after our classroom resources and our school grounds. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.</p> <p>Social skills: Use language to negotiate, play and organise.</p>	<p>Confident to try new activities and say why they like some activities more than others. Show resilience and perseverance, a belief that with more effort or with a different approach success will occur. Understands rules linked to road safety. Can follow directions with 3 parts.</p> <p>Collaboration: Know it is important for all of us to keep safe when using and transporting tools, equipment, and resources.</p> <p>Social skills: Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration.</p>	<p>Can seek out a challenge and enjoy the process. Understands what it means to keep healthy, has knowledge of food groups including healthy foods and knows exercise keeps the body healthy.</p> <p>Collaboration: Can take account of the ideas of others about how to organise and activity. Can show sensitivity to others' needs and feelings.</p> <p>Social skills: Can resolve conflict and able to compromise. Take responsibility for their own actions. Show awareness of how their actions may impact on others, know that other children think and respond in different ways to them.</p>
<p>Physical Development</p> <p>Gross Motor Skills</p>	<p>Gross Motor Skills:</p> <p>Move safely in a space. Stop safely. Follow a path and take turns. Work cooperatively with a partner.</p>	<p>Gross Motor Skills:</p> <p>Children will explore different ways to travel using equipment.</p> <p>Children will begin to use core muscle strength to achieve a good posture when sitting at a table or on the floor.</p>	<p>Gross Motor Skills:</p> <p>Children will be able to control a ball in different ways.</p> <p>Children will balance on a variety of equipment and climb.</p>	<p>Gross Motor Skills:</p> <p>Children will jump and land safely from a height.</p> <p>Children will progress towards a more fluent style of moving with developing control and grace.</p>	<p>Gross Motor Skills:</p> <p>Children will move safely with confidence and imagination, communicating ideas through movement.</p>	<p>Gross Motor Skills:</p> <p>Children will be able to play by the rules and develop coordination.</p>

Fine Motor Skills	Fine Motor Skills: To use a dominant hand. Mark make using different shapes. Begin to use a tripod grip when using mark making tools. Use tweezers to transfer objects. Thread large beads. Use large pegs Begin to copy letters Hold scissors correctly Make snips in paper. Hold a folk and spoon correctly	Fine Motor Skills: Children will accurately draw lines, circles and shapes to draw pictures.	Fine Motor Skills: Children will handle scissors, pencil and glue effectively.	Fine Motor Skills: Children will use cutlery appropriately.	Fine Motor Skills: Children will hold scissors correctly and cut out small shapes. Children will develop the foundations of a handwriting style which is fast, accurate and efficient.	Fine Motor Skills: Children will form letters correctly using a tripod grip.
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ELGs - 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.

ELGs - 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.

Literacy Comprehension	Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a	Comprehension: Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.	Comprehension: Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).	Comprehension: Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.	Comprehension: Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or	Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.
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<p>Word Reading</p>	<p>repeated refrain in a familiar rhyme, story or poem being read aloud.</p> <p>Word Reading: Hear general sound discrimination and be able to orally blend and segment.</p>	<p>Word Reading: 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.</p>	<p>Word Reading: 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.</p>	<p>Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>rhyme from text or illustrations.</p> <p>Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.</p>
<p>Phonics – Essential Letters and Sounds (ELS)</p>	<p>Phase 2 sounds</p>	<p>Phase 3 sounds</p>	<p>Phase 3 and Phase 4 sounds</p>	<p>Phase 3 (review) and Phase 4 sounds</p>	<p>Phase 4 sounds</p>	<p>Phase 5 sounds (introduction)</p>
<p>Literacy WRITING</p> <p>Emergent writing</p> <p>Composition</p> <p>Spelling</p>	<p>Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p>Spelling: Orally segment sounds in simple words. Write their name copying it from a</p>	<p>Emergent writing: Copies adult writing behaviour e.g., writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.</p>	<p>Emergent writing: Use appropriate letters for initial sounds.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes</p>	<p>Emergent writing: Build words using letter sounds in writing.</p> <p>Composition: Use talk to organise describe events and experiences. Begin to write a simple sentence with support.</p> <p>Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3</p>	<p>Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p>Composition: Write a simple sentence with a full stop.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme</p>	<p>Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>Composition: Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences.</p>

<p>Handwriting</p>	<p>name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p>graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters.</p>	<p>correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly</p>	<p>Make phonetically plausible attempts when writing more complex unknown words e.g., using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
<p>Mathematics (Informed by NCETM and White Rose Maths)</p> <p>Number</p> <p>Numerical Patterns</p>	<p>Number: Count objects, actions, and sounds. Subitise (Numbers 1-3)</p> <p>Numerical Patterns Matching. Sorting & Comparing Comparing amounts Comparing size</p>	<p>Number: Explore the composition of numbers to 10 Subitise (Numbers 1-3) Automatic recall number bonds 0-10</p> <p>Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3 Formation of 1,2,3</p> <p>Numerical Patterns Comparing mass & capacity Exploring pattern - making simple patterns Circles and triangles Shapes with 4 sides</p>	<p>Number: Explore the composition of numbers to 10 Subitise (Numbers 1-5) Automatic recall number bonds 0-10</p> <p>Representing 4,5 Comparing 4,5 Composition of 4,5 Formation of 4,5 One more and less</p> <p>Numerical Patterns Shapes with 4 sides. Time-night and day Positional language</p>	<p>Number: Explore the composition of numbers to 10 Subitise (Numbers 1-6)</p> <p>Automatic recall number bonds 0-10</p> <p>Comparing numbers to 5 Composition of 5</p> <p>Numerical Patterns Comparing Mass Comparing Capacity Combining 2 groups Length, height. Time</p>	<p>Number: Explore the composition of numbers beyond 10. Subitise (Conceptual and Perceptual) Automatic recall number bonds 0-10</p> <p>Number 6, 7, 8 Making pairs, pairs wise, doubles</p> <p>Numbers 7, 8, 9 Making pairs. Combining groups</p> <p>Numerical Patterns Number bonds 3D shapes Pattern.</p>	<p>Number: Explore the composition of numbers beyond 10. Subitise (Conceptual and Preceptual) Automatic recall number bonds 0-10.</p> <p>Number 10 and beyond– subitising, counting, sorting, matching, comparing, ordering Composition of numbers to 10 and beyond Counting patterns to 10 and beyond Spatial reasoning.</p> <p>Numerical Patterns 3D shape Match, rotate, and manipulate Pattern – AABB, BBA Building numbers beyond 10 (10-15).</p>
<p>Understanding the World</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<p>History: Past and Present Children will know about their own life story and how they have changed.</p> <p>Geography: People, Culture and Communities Children will know about features of the immediate environment and their family.</p>	<p>History: Past and Present Children will know some similarities and differences between things in the past and now.</p> <p>Geography: People, Culture and Communities Children will know that there are many countries around the world.</p>	<p>History: Past and Present Children will talk about the lives of people around them.</p> <p>Geography: People, Culture and Communities Children will know that people around the world have different religions.</p> <p>Science: The Natural World Children will talk about</p>	<p>History: Past and Present Children will talk about past and present events in their lives and what has been read to them.</p> <p>Geography: People, Culture and Communities Children will know about people who help us within the community.</p>	<p>History: Past and Present Children will know about the past through settings and characters.</p> <p>Geography: People, Culture and Communities Children will know that people in other countries may speak different languages.</p>	<p>History: Past and Present Children will know about the past through settings, characters and events.</p> <p>Geography: People, Culture and Communities Children will know that simple symbols are used to identify features on a map.</p> <p>Science: The Natural World</p>

	<p>Science: The Natural World Children will understand the terms 'same' and 'different'.</p> <p>RE: People, Culture and Communities Children will know about Harvest and why it is so important.</p>	<p>Children will draw information from a simple map.</p> <p>Science: The Natural World Children will explore and ask questions about the natural world around them.</p> <p>Children will begin to understand the effect of changing seasons on the natural world around them.</p> <p>RE: People, Culture and Communities Children will know what Christians say God is like.</p> <p>Children will know why Christians perform nativity plays.</p>	<p>features of the environment they are in and learn about the different environments.</p> <p>RE: People, Culture and Communities Children will learn that different people have different religions and celebrate different events, such as Lunar New Year.</p>	<p>Science: The Natural World Children will make observations about plants discussing similarities and differences.</p> <p>RE: People, Culture and Communities Children will know why people say sorry.</p> <p>Children will know how Easter Day is different to Good Friday.</p> <p>Children will know what the church is and visit the church to find out more about celebrations of Easter.</p>	<p>Science: The Natural World Children will make observations about animals discussing similarities and differences.</p> <p>RE: People, Culture and Communities Children will know what Christians say the Holy Spirit is like.</p>	<p>Children will know some important processes and changes in the natural world, including states of matter.</p> <p>RE: People, Culture and Communities Children will know how the disciples changed when they first met Jesus.</p>
<p>Expressive Arts and Designs</p> <p>(Children will improve their EAD skills throughout the year by having access every day to musical instruments, creative materials, story telling props, enhanced provision etc.)</p> <p>Music – to use elements of the Charanga scheme for EYFS.</p>	<p>Music: Being Imaginative Children will explore and learn about different types of sounds</p> <p>Art & Design: Creating with Materials Children will experiment mixing with colours.</p>	<p>Music: Being Imaginative Children will learn songs and perform these using singing, instruments and dancing.</p> <p>Art & Design: Creating with Materials Children will experiment with different textures.</p>	<p>Music: Being Imaginative Children will come up with simple actions to well-known songs, learn how to move to a beat and express feeling and emotions through movement to music.</p> <p>Art & Design: Creating with Materials Children will safely explore different techniques for joining materials.</p>	<p>Music: Being Imaginative Children will move to music with instruction, change movements to match tempo, pitch or dynamic of the piece. Children will understand that music and instruments can be used to convey moods or represent characters.</p> <p>Art & Design: Creating with Materials Children will make props and costumes for different role play scenarios.</p>	<p>Music: Being Imaginative Children will explore how they can use their voice and bodies to make sounds and experiment with tempo and dynamic when playing instruments.</p> <p>Art & Design: Creating with Materials Children will explore and use a variety of artistic effects to express their ideas and feelings.</p>	<p>Music: Being Imaginative Children will learn about what makes an instrument, the four different groups of musical instruments, following a beat using an untuned instruments and performing a practised song to a small audience.</p> <p>Art & Design: Creating with Materials Children will share creations, talk about process and evaluate their work.</p>

<p>Cultural Capital and Enrichment in EYFS</p> <p>Throughout the year, we celebrate all of the different countries from around the world our children originate from, involving families.</p>	<p><i>Weekly Forest School sessions</i></p> <p><i>Whole Class visit to St Ives library</i></p> <p><i>Autumn Walk in the local area</i></p> <p><i>Introduce world map and celebrate the diversity within our classes.</i></p>	<p><i>Weekly Forest School sessions</i></p> <p><i>Visit to the post box – posting letters to Santa.</i></p>	<p><i>Weekly Forest School sessions</i></p> <p><i>Numberblocks Maths Day</i></p>	<p><i>Weekly Forest School sessions</i></p> <p><i>World Book Day – Dress up as a Book Character and celebrate favourite books.</i></p>	<p><i>Weekly Forest School sessions</i></p> <p><i>Whole Class Trip to Hinchingsbrooke Park</i></p>	<p><i>Weekly Forest School sessions</i></p>
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