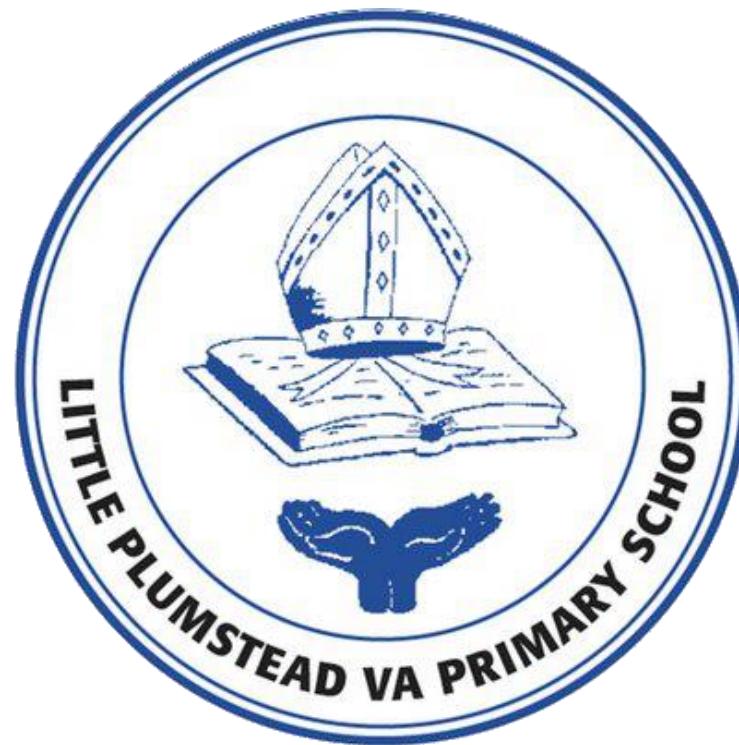


Foundation Stage Two Curriculum

2022-2023

Little Plumstead Church of England
Primary School



Little Plumstead Church of England Primary School
EYFS Long Term Plan
2022-2023



Overarching Principles	<p>Unique Child: Every child is unique, who is constantly learning and can be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community.</p> <p>Enabling Environments: Children learn and develop well in enabling environments that are safe and secure with teaching and support from adults. Routines are established and adults respond to individual needs and passions and help children to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>					
	Characteristics of Effective Learning		Playing and Exploring Children investigate and experience things, and have a go.		Active Learning Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.	
Themes to drive the curriculum alongside children's passions and interests	<u>Autumn 1</u> This is Me / People Who Help 	<u>Autumn 2</u> Let's Celebrate 	<u>Spring 1</u> Superhero School 	<u>Spring 2</u> Down on the Farm 	<u>Summer 1</u> Once upon a time 	<u>Summer 2</u> Creatures Great and Small
Fab 40 Key Texts These form the base of learning but not restricted to. Non-fiction texts, poems and song are also embedded throughout the curriculum.	 	 	 	 	 	

	<u>Autumn 1</u> This is Me / People Who Help	<u>Autumn 2</u> Let's Celebrate	<u>Spring 1</u> Superhero School	<u>Spring 2</u> Down on the Farm	<u>Summer 1</u> Once upon a time	<u>Summer 2</u> Creatures Great and Small
Communication and Language						
<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. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>						
Listening, Attention and Understanding	<ul style="list-style-type: none"> Know and understand how to listen carefully and why listening is important. Know and talk about the school rules and how they help us to keep happy and safe. Engage in story times 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. 	<ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them. Developing social phrases and engage in story times. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back and forth exchanges with their teachers and peers. Use the new vocabulary taught in topic in discussions and play. To know vocabulary related to different celebrations and understand the different ways people celebrate. 	<ul style="list-style-type: none"> Articulate ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary regarding different places around the world. Express ideas and feelings about experiences using full sentences and being to use past, present and future tense with increasing accuracy. 	<ul style="list-style-type: none"> Describe events in some detail. Use talk to help work out problems and organize thinking and activities. Use talk to explain how things work and why they might happen. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Use the new vocabulary taught in topic in discussions and play. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. 	<ul style="list-style-type: none"> Describe events in some detail and talk about what they observe in the natural world and growing observations. Use talk to help work out problems and organize thinking and activities. Explain how things work and why they might happen regarding the environment. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Use the new vocabulary taught in Topic in discussions and play. 	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Engage in fiction and non-fiction books and talk about what they have read and what has been read to them. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge. 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.
Speaking						

Personal, Social and Emotional Development

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.

Self-Regulation Managing Self 	<ul style="list-style-type: none"> ● Know the school rules and be able to talk about how they help to keep them happy and safe. ● Talk about how to stay safe. ● See themselves as a valuable individual. ● Build constructive and respectful relationships. ● To know how to be a good friend ● To know what to do if they are feeling worried about something. ● Express feelings and consider the feelings of others and regulate behaviour accordingly. ● Work and play cooperatively and take turns with others ● Give focused attention to what their peers and the teachers say. 	<ul style="list-style-type: none"> ● Show resilience and perseverance in the face of a challenge ● Identify and moderate own feelings socially and emotionally. ● Display confidence to try new activities ● Manage own basic hygiene and personal needs. 	<ul style="list-style-type: none"> ● Show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. ● Set and work towards simple goals. ● Display confidence to try new activities. ● Explain the reasons for rules and know right from wrong. ● Manage own behaviour. ● Talk about what is fair and what is not fair. 	<ul style="list-style-type: none"> ● Think about the perspectives of others. ● Manage their own needs. ● Show understanding of own feelings and those of others and begin to regulate own behaviour accordingly. ● To set and work towards simple goals. ● Try new activities and be able to explore different ways of doing things. ● Explain the reasons for rules and know right from wrong. ● Manage own basic hygiene and personal needs. 	<ul style="list-style-type: none"> ● Show sensitivity to own and to others' feelings. ● Display confidence to try new activities and show independence, resilience and perseverance in the faces of challenge ● Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Building Relationships 					

Physical Development

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 control and confidence.

Gross Motor Skills	Gymnastics	Gymnastics	Dance	Ball Skills	Outdoor games	
PE	<ul style="list-style-type: none"> To move safely and sensibly in a space considering others. To develop moving safely and stop with control. To use equipment safely and responsibly. To use different travelling actions whilst following a path. To work with other co-operatively and play as a group. To follow, copy and lead a partner. To develop balancing whilst stationary and on the move. To develop running and stopping. 	<ul style="list-style-type: none"> To explore different ways to travel. To develop changing direction. To develop hopping and landing with control. To copy and create shapes with your body. To create shapes whilst on apparatus. To develop balancing and taking weight on different body parts. To develop jumping and landing safely. To copy and create short sequences linking actions together. 	<ul style="list-style-type: none"> To explore different body parts and how they move. To remember to repeat actions. To express and communicate ideas through movement exploring directions and levels. To copy and repeat actions showing confidence and imagination. To move with control and coordination. To use counts to move to a beat 	<ul style="list-style-type: none"> To develop rolling a ball to a target. To develop stopping a rolling ball. To develop accuracy when throwing to a target. To develop bouncing and catching a ball. To develop dribbling a ball with your feet. To develop kicking a ball. 	<ul style="list-style-type: none"> To work safely and develop running and stopping. To develop throwing and learn how to keep score. To be able to play games showing an understanding of the different roles within it. To follow instructions and move safely when playing tagging games. To work co-operatively and learn to take turns. To work with others to play team games. 	
Fine Motor Provision continuously has opportunities to develop fine motor skills	<ul style="list-style-type: none"> Use a dominant hand to be able to mark make using different shapes Use a tripod grip when using mark making tools. Begin to copy letters Hold scissors and make snips. Hold a fork and spoon with increasing control. 	<ul style="list-style-type: none"> Use anticlockwise movement and retrace vertical lines. Hold scissors correctly and cut along a straight and zigzagged lines. Use a tripod grip when using mark making tools. Draw lines, circles and shapes to draw pictures. Write taught letters using correct formation. Begin to hold a knife correctly and use to cut 	<ul style="list-style-type: none"> Use a tripod grip when mark making tools. Hold scissors correctly and cut along a curved line Write taught letters using correct formation 	<ul style="list-style-type: none"> Hold scissors correctly and cut out large shapes. Write letters using the correct letter formation and control the size of letters. 	<ul style="list-style-type: none"> Hold scissors correctly and cut out small shapes. Write letters in line with the school handwriting policy. Paint using thinner paintbrushes. 	<ul style="list-style-type: none"> Hold scissors correctly and cut our various materials. Write letters in line with the school's handwriting policy. Create drawings with details. Independently use a knife, fork and spoon to eat a range of meals.
Self-care / Health	<ul style="list-style-type: none"> Use the toilet independently and manage own personal hygiene. Wash hands independently with prompts when this needs to be done. 	<ul style="list-style-type: none"> Understand that some foods are healthier for us and some are less so. Talk about how the body feels after exercise and know that this activity is positive for our health. 	<ul style="list-style-type: none"> Understand why and when we wash our hands and do so without reminders (eg after using the toilet) 	<ul style="list-style-type: none"> Discuss why it is so important to brush our teeth, in simple terms, and know some foods which may be harmful to our teeth. Discuss the effects of tiredness or lack of sleep. Discuss simple healthy food choices. 	<ul style="list-style-type: none"> Discusses the effect exercise/activity has on their body. Knows some healthy choices we can make with regard to physical activity, food, sleep and hygiene (including oral hygiene) 	<ul style="list-style-type: none"> Begin to recognise why some foods are healthier. Begin to describe the effects of poor oral hygiene (e.g. cavities), lack of sleep (eg. Poor concentration and mood) and unhealthy food choices in more depth.

Literacy

It is crucial for children to develop a lifelong 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 the 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 speed 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).

Phonics RWI 	Set 1 sounds m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, Word time 1.1 - 1.3 Orally segment and blend CVC words Read red words I, the, you, your, End of week 5 assess and group	Set 1 continued h, sh, r, j, v, y, w, th, z, ch, qu, x, ng, nk Word time 1.3 - 1.7 Can blend CVC words Read red words I, the, you, your, said, was	Word time 1.5 - 1.6 focus on special friends ch, sh, th etc Set 2 sounds ay, ee, igh, ow, oo, oo, Can read all set 1 words Can Fred talk green words Can start to read Alien words from 1.6 - 1.7 Read red words your, said, was, are, of, want	Set 2 sounds ar, or, air, ir, ou, oy Alien words Keep revisiting 1.6-1.7 word time Keep revisiting set 2 sounds Can read all set 1 words Can read nonsense words from 1.6-1.7 Can recognize first 6 sounds in set 2 and Fred talk green and alien words confidently. Read red words said, was, are, of, want, they, to	Keep revisiting set 2 sounds and special friend Alien words Set 3 sounds ea, oi, a-e, i-e, o-e, u-e, aw, are, ur, er, oq, ai, oa, ew Can recognize all set 1 and 2 sounds Can read set 2 green words using Fred talk. Can recognise first 6 set 3 sounds and Fred talk real and alien words Read red words Are, of, want, they, to, he, me, she, be, no	
Comprehension (See Fab 40 document) 	<ul style="list-style-type: none"> Join in with rhymes Show an interest in stories Understand the key concepts about print: <ul style="list-style-type: none"> Print has meaning. Print can have different purposes. We read English text from left to right and from top to bottom. The names of the different parts of a book 	<ul style="list-style-type: none"> Join in with repeated refrains To identify key vocabulary and discuss the meaning. Identify: front cover, back, cover pages and spine. Act out key parts of the story and transfer this to imaginative play using expression and intonation. Use the vocabulary author and illustrator. 	<ul style="list-style-type: none"> Identify key vocabulary and discuss the meaning. Retell parts of a story using story map to prompt. Begin making predictions about what will happen next. Identify who the author and illustrator of the story are. 	<ul style="list-style-type: none"> Make predictions using prior knowledge from stories. Begin to answer a range of questions about what has been read. Confidently identify the author, illustrator and begin to focus on the blurb and discuss the genre. Is the book fiction or non fiction? Why? 	<ul style="list-style-type: none"> Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Use vocabulary that is influenced by their experiences of books within play. Act out the stories showing expression in Pie Corbett style. 	<ul style="list-style-type: none"> Retell stories in Pie Corbett style Children to orally rehearse own stories using knowledge of stories read to them. Sort books into categories. Independently retrieve information from what is read to them. Answer questions using question stem.
Word Reading 	<ul style="list-style-type: none"> Recognise some graphemes and phonemes. (Set 1) Recognise I, the, you, your Begin to be able to blend some CVC words 	<ul style="list-style-type: none"> Read some short sentences containing CVC words 	<ul style="list-style-type: none"> Read sentences containing red words and digraphs 	<ul style="list-style-type: none"> Read sentences containing red words and digraphs matched to phonic knowledge. Read books matched to phonics level with accuracy and fluency. 	<ul style="list-style-type: none"> Read longer sentences with red words and digraphs. Read books matched to phonics level with accuracy and fluency. 	<ul style="list-style-type: none"> Read longer sentences with red words and a range of digraphs. Read books matched to phonics level with accuracy and fluency.
Writing 	<ul style="list-style-type: none"> Give meaning to marks made. Correctly form the graphemes and say the phonemes to match for sounds taught in phonics. Write initial sounds matched to phonic knowledge. 	<ul style="list-style-type: none"> Segment and write CVC words. Write some short captions, labels, and sentences with adult support. 	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Segment and spell words when writing independently. Begin to write sentences and build an awareness of capital letters, full stops and finger spaces and use when writing. 	<ul style="list-style-type: none"> Write words that are phonetically plausible within sentences. To continue to build an awareness of capital letters, full stops, finger spaces and writing on the line. 	<ul style="list-style-type: none"> Write sentences with increasing accuracy using phonics to identify sounds needed. Spell red words with increasing accuracy. Begin to write for a given audience. Consistently use capital letters, full stops, finger spaces and writing on the line. Read back own writing. 	<ul style="list-style-type: none"> Write phrases and sentences that can be read by others. Introduce narratives in their own writing and story maps. Write red words accurately matched with phonic knowledge.

Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Number Numerical Pattern White Rose Hub as a guide for sequencing with extra consolidation and number skills	<ul style="list-style-type: none"> • Match and sort, compare amounts • compare size, mass & capacity, exploring pattern • Compare numbers. • Representing, comparing, composition 1,2,3 • Circles and triangles, positional language • Subitise. • Automatically recall number bonds for numbers 0- • Explore the composition of numbers to 3. • Count objects, actions and sounds. 	<ul style="list-style-type: none"> • Represent numbers to 5 • One more or less • Shapes with 4 sides • Subitise. • Automatically recall number bonds for numbers 0-3 • Explore the composition of numbers to 5. • Count objects, actions and sounds. • Link the number symbol (numeral) with its cardinal number value. - Understand the 'one more than/one less than' relationship between consecutive numbers. • Is increasingly able to order and sequence events using everyday language related to time. • Compose and decompose shapes so that children recognise a shape can have other shapes within it. 	<ul style="list-style-type: none"> • Introducing 0 • Comparing numbers to 5, composition of 4&5 • Compare mass, compare capacity. • Subitise up to 5 • Making pairs, combining 2 groups • Length & height • Time • Automatically recall number bonds for numbers 0-5 • Explore the composition of numbers to 8. • Link the number symbol (numeral) with its cardinal number value. • Becomes familiar with measuring tools in everyday experiences and play Compare length, weight and capacity 	<ul style="list-style-type: none"> • Comparing numbers to 10, • number bonds to 10 • 3D shape, pattern • Have a deep understanding of number to 10, including the composition of each number • Automatically recall number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. • Link the number symbol (numeral) with its cardinal number value. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • 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. 	<ul style="list-style-type: none"> • Building numbers beyond 10 • Counting patterns beyond 10 • Spatial reasoning, math, rotate, manipulate • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Verbally count beyond 20, recognising the pattern of the counting system. • Adding more, taking away • Spatial reasoning, compose and decompose • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. • Solve problems involving number. • Give reasons for the answers and their thinking. 	<ul style="list-style-type: none"> • Doubling, sharing and grouping. • Even and odd -spatial reasoning, visualise and build. • Subitise. • Have a deep understanding of number to 10, including the composition of each number • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally • Solve problems involving number • Give reasons for the answers and their thinking. • Deepening understanding, patterns and relationships • Spatial reasoning, mapping • Subitise. • Have a deep understanding of number to 10, including the composition of each number; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally • Solve problems involving number • Give reasons for the answers and their thinking
--	---	--	--	---	---	---

Understanding the World

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.

Past and Present History 	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Talk about themselves in the past when they were younger and make sense of their family history. • Talk about family and who is older and who is younger. 	<ul style="list-style-type: none"> • Know some historical facts and stories from different religions and celebrations. • Compare and contrast characters from stories, including figures from the past. • Understand the past through settings, characters and events encountered in books read in class and storytelling. Story of Guy Fawkes. 	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare characters from stories, including figures from the past. • Be able to talk about historical figures from the past- real life superheroes! 	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • 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. 	<ul style="list-style-type: none"> • Compare past and present through the telling of traditional tales. • What is the same/different focusing on; the home and toys, 	<ul style="list-style-type: none"> • Talk about own personal life and look at the past year (link to transition) • Create a timeline of the year. • How have we changed? (Chronology). • Recognise that animals in the past no longer exist, comparing similarities and differences (dinosaurs).
People, Culture and Community Geography  RE 	<ul style="list-style-type: none"> • Know, name and describe people who are familiar to them. • Draw information from a single map of the classroom. • Talk about members of their immediate family and community. • Talk about the lives of people around them and their roles in society. 	<ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways. • Know about different celebrations that occur in Autumn (Diwali, Remembrance Day, Christmas and Black History Month) • Explore that people around the world have different religions. 	<ul style="list-style-type: none"> • Talk about Chinese New Year. • Recognise some similarities and differences between life in this country and life in other countries. • To know that there are many countries around the world. • To know where we live and celebrate our local environment. 	<ul style="list-style-type: none"> • To know that Christians celebrate Easter. • To have an understanding of the Easter story. • Recognise similarities and differences between different religions and cultures. 	<ul style="list-style-type: none"> • Create maps of the local environment, starting with the classroom, school and then the local area. • Continue to show respect and tolerance for those with different faiths and beliefs or those without beliefs. 	<ul style="list-style-type: none"> • Describe immediate environment, drawing from knowledge from observations and discussions, fiction and non-fiction. • Recognise that some countries are hotter than the country we live in and compare the similarities and differences.
The Natural World Science 	<ul style="list-style-type: none"> • Explore the natural world around them. • Make observations and draw pictures of seasonal change. • Describe what they see on seasonal walks. • Name parts of their body. 	<ul style="list-style-type: none"> • Describe what they see and hear on seasonal walks. • Autumnal change. How does this effect the weather and clothes we wear. 	<ul style="list-style-type: none"> • To be able to describe what they see, hear and feel whilst outside. • Know some similarities and differences between the natural world around them and contrasting environments. 	<ul style="list-style-type: none"> • Explore the natural world around them. • Compare the natural world in different places around the world with a focus on farming around the world. • Name some different countries and explain how to get there (links with travel). 	<ul style="list-style-type: none"> • Understand the effect of changing seasons on the natural world around them. Spring to Summer transition. • To know what a plant needs to grow (link to Jack and the beanstalk) and the lifecycle of a plant. • Explain some concepts of growth through observation of seeds growing in class. • Know some similarities and differences in relation to materials. 	<ul style="list-style-type: none"> • Explore the natural world around them making observations and drawings of animals and plants focusing on the life cycle of a butterfly. • Observe seasonal change. What happens during the summer? How does this effect the weather, what we wear and how to keep safe. • Changing states of matter: Why do things melt when it is hot? • Forces and matter: Floating and sinking. • Know some similarities and differences in relation to materials.

Expressive Arts and Design

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.

Creating with Materials Art and DT 	<ul style="list-style-type: none"> • Name colours • Experiment with mixing colours • Create simple representations of people and objects • Draw and colour with pencils and crayons. • To explore different techniques for joining materials (glue sticks) <ul style="list-style-type: none"> • Create arts and crafts from different cultures e.g Rangoli patterns, Divas, Christmas cards, Hanukah cards. • To know colours can be mixed to make a new colour. 	<ul style="list-style-type: none"> • Experiment with different mark making tools such as art pencils, pastels, chalk. • Explore different materials for joining (Glue stick, PVA, Masking Tape, Tape, Split Pins) 	<ul style="list-style-type: none"> • Share creations and talk about the process. • Explore different materials for joining (Glue stick, PVA, Masking Tape, Tape, Split Pins) • Make props and costumes for different role play scenarios. • Print using natural objects 	<ul style="list-style-type: none"> • Know which prime colours you mix together to make secondary colours. • Plan what they are going to make. • Draw more detailed pictures of people and objects. • Manipulate materials. • Create observational drawings. 	<ul style="list-style-type: none"> • Know some similarities and differences between materials. • Learn about and compare artists. • Explore, use and refine a variety of artistic effects to express their ideas and feeling. • Share creations, talk about process and evaluate their work. • Adapt work where necessary.
Being Imaginative and Expressive Music 	<ul style="list-style-type: none"> • Develop story lines in their pretend play. • Play with others during role play who are engaged in the same theme. • Listen to and enjoy music <p><u>Charanga Music</u> Me!</p> <ul style="list-style-type: none"> • Copycat rhythm games • High low games (pitch) • Singing rhymes 	<ul style="list-style-type: none"> • Invent narratives in role play. • Play with others during role play who are engaged in the same theme. • Sing and perform songs and rhymes from different celebrations. <p><u>Charanga Music</u> My Stories!</p> <ul style="list-style-type: none"> • Rhythm games pitch. • Playing instruments tuned and untuned percussion. 	<ul style="list-style-type: none"> • Use a storyline or narrative into their play. • To join in with whole school singing assemblies. • Build a repertoire of nursery rhymes and songs. • Learn dance routines. • Move to and talk about music. <p><u>Charanga Music</u> Everyone!</p> <ul style="list-style-type: none"> • Rhythm • Pitch 	<ul style="list-style-type: none"> • Perform a show or story to small groups of peers. • Build a repertoire of nursery rhymes and songs. • Listen attentively, move to and talk about music, expressing their feelings and responses. <p><u>Charanga Music</u> Our World!</p> <ul style="list-style-type: none"> • Pitch • Rhythm • Pulse • Tempo • Structure 	<ul style="list-style-type: none"> • Join in with whole school singing assemblies. • Act out well known stories with peers. <p><u>Charanga Music</u> Big Bear Funk!</p> <ul style="list-style-type: none"> • Playing instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place <p><u>Charanga Music</u> Reflect, Rewind and Reply</p> <ul style="list-style-type: none"> • Playing instruments within the song • Improvisation using voices and instruments • Riff-based composition • Share and perform the learning that has taken place