

Early Years Pedagogy and Curriculum Mapping

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Children develop and learn in different ways and at different rates.

Principles into Practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning.
- Promote equality of opportunity and diversity. We provide early intervention for those children who require additional support.
- Work in partnership with parents and within the wider context.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult.
- Have a key person approach to develop close relationships with individual children.
- Provide a secure and safe learning environment indoors and out.

Foundation Stage Curriculum

Throughout their time in the EYFS our children partake in an ambitious curriculum which is designed in a sequential way to ensure progress towards the end of reception goals. These goals are defined as Early Learning Goals (ELGs).

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All the seven areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas are the **prime** areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The curriculum is delivered using a play-based approach as outlined by the EYFS, where our early years practitioners interact to stretch and challenge children further.

New themes are introduced to the children and they are encouraged to share what their current understanding of the theme is and what they would like to find out more about. It is also an opportunity for the children to consider ways in which they would like to go about their learning suggesting activity ideas and possible lines of enquiry.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are adult led across both the indoor and outdoor provision. We also use 'in the moment' planning, where practitioners can respond to the children's imagination. Children have whole group times and times for a daily session including a phonics session using 'Little Wandle', teaching aspects of Mathematics and Literacy and shared reading and writing.

Characteristics of effective teaching and learning: On-going		
<p>Playing and exploring</p> <p><i>Realise that their actions have an effect on the world, so they want to keep repeating them.</i></p> <p><i>Plan and think ahead about how they will explore or play with objects.</i></p> <p><i>Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next."</i></p> <p><i>Make independent choices.</i></p> <p><i>Bring their own interests and fascinations into early years settings. This helps them to develop their learning.</i></p> <p><i>Respond to new experiences that you bring to their attention.</i></p>	<p>Active learning</p> <p><i>Participate in routines, such as going to their cot or mat when they want to sleep. Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens.</i></p> <p><i>Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object.</i></p> <p><i>Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit.</i></p> <p><i>Keep on trying when things are difficult.</i></p>	<p>Creating and thinking critically</p> <p><i>Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets.</i></p> <p><i>Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries.</i></p> <p><i>Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce."</i></p> <p><i>Know more, so feel confident about coming up with their own ideas. Make more links between those ideas</i></p> <p><i>Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.</i></p>

Early Years Long Term Curriculum Mapping:

EYFS Theme Cycle A	We love the weather! <i>Question: Can we have a pet penguin at North Clifton?</i>	Superheroes/People who help us <i>Question: Are Superheroes real people?</i>	Where do we live? <i>Question: Do all children around the world live the same life?</i>
EYFS Theme Cycle B	All About Me/ Emergency! Emergency! <i>Enquiry: Learn about who I am!</i>	5, 4, 3, 2, 1, Take off to Space! <i>Question: Can we fly to the moon?</i>	We're all going on a summer holiday! <i>Question: How will we get to the Seaside?</i>
Cultural Capital/Enrichment opportunities	Golden assemblies performance Community Stay and Play singing Home Corner-Harvest time Igloo role play area (Cycle A) Fire Station role play area (Cycle B) Fire Engine Visit (Cycle B) Tour of Church Christenings and new beginnings Making Soup and Bread for Harvest Home corner Bonfire Night Trip to the post box experience. Christmas and Diwali cookery activities Nativity performance at the Church Gardening-Secret Garden Community celebrations Pantomime visit Library loans Grandparent's day lunch British Values	Golden assemblies performance Community Stay and Play singing Home corner- Chinese kitchen Hospital role play area (Cycle A) Space themed role play (Cycle B) Chinese New Year celebration / cookery Pancake Day –Cooking Easter activities: Easter egg hunt Baking Easter Treats World Book Day Den making Gardening – Secret Garden Community celebrations Mother's Day Lunch British Values	Golden assemblies performance Community Stay and Play singing Home corner Travel themed role play area (Cycle A) Seaside Café role play (Cycle B) Visit to The Deep (Cycle B) Invite new-born baby into Class Bring your teddy Bear to School Day- Teddy Bear's Picnic Baking Gardening- Secret Garden Live Butterfly experience Community celebrations- Arts festival Father's Day lunch British Values
Protected Characteristics Story Spine:	That's not my Name We are Neighbours	You Choose Blue Chameleon	Elmer The Odd Egg

Phonics and early reading: At North Clifton Primary School, we believe that all our children can become fluent readers and writers. This is why we teach reading through *Little Wandle Letters and Sounds Revised*, which is a systematic and synthetic phonics programme. We start teaching phonics in Nursery and Reception and follow the *Little Wandle Letters and Sounds Revised* progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. (For further information, please see our Phonics and Early Reading Policy)

Phonics Nursery	Autumn 1:	Autumn 2:	Spring1:	Spring 2:	Summer 1:	Summer 2: RECEPTION READINESS
Nursery: Little Wandle Foundations for Phonics <i>Direct teach to F1 children</i> 3-4 intakes are September, January and April. Children from each intake will begin building on skills from the first strand.	No sounds in Autumn 1 Focus on Rhyme time and settling children into routines.	s, a, t, p, i, m, n What's in the Box? Rhyme Time	d, g, o, c, k, e What's in the Box? Rhyme Time	u, r, h, b, f, l What's in the Box? Rhyme Time	J, v, w, y, z, q, c What's in the Box? Rhyme Time	n, f, s, t, r, p What's in the Box? Rhyme Time
Little Wandle Rhyme Time Cycle A <i>Direct teach to F1 children</i>	Ring A Ring A Roses Round and Round the Garden One Two Buckle my Shoe		Humpty Dumpty Sat on a Wall Miss Molly had a Dolly Jack and Jill		Baa Ba Black Sheep Incy Wincy Spider Mary Mary Quite Contrary	
Little Wandle Rhyme Time Cycle B <i>Direct teach to F1 children</i>	The Grand Old Duke of York Hickory Dickory Dock Wind the Bobbin Up		Twinkle Twinkle Little Star Hey Diddle Diddle Pat-a-Cake, Pat-a-Cake		A Sailor Went to Sea, Sea, Sea The Wheels on the Bus Down at the Station Once I Caught a Fish Alive Row, Row, Row Your Boat	

Phonics: Reception	<p>Reception Autumn 1</p> <table border="1"> <thead> <tr> <th></th><th>Phase 2 graphemes</th><th>New tricky words</th></tr> </thead> <tbody> <tr> <td>Week 1</td><td>s a t p</td><td></td></tr> <tr> <td>Week 2</td><td>i n m d</td><td></td></tr> <tr> <td>Week 3</td><td>g o c k</td><td>is</td></tr> <tr> <td>Week 4</td><td>ck e u r</td><td>I</td></tr> <tr> <td>Week 5</td><td>h b f l</td><td>the</td></tr> </tbody> </table>		Phase 2 graphemes	New tricky words	Week 1	s a t p		Week 2	i n m d		Week 3	g o c k	is	Week 4	ck e u r	I	Week 5	h b f l	the	
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	<p>Reception Autumn 2</p> <table border="1"> <thead> <tr> <th></th><th>Phase 2 graphemes</th><th>New tricky words</th></tr> </thead> <tbody> <tr> <td>Week 1</td><td>ff ll ss j</td><td>put* pull* full* as</td></tr> <tr> <td>Week 2</td><td>v w x y</td><td>and has his her</td></tr> <tr> <td>Week 3</td><td>z zz qu words with s /s/ added at the end (hats sits) ch</td><td>go no to into</td></tr> <tr> <td>Week 4</td><td>sh th ng nk</td><td>she push* he of</td></tr> <tr> <td>Week 5</td><td> <ul style="list-style-type: none"> words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) </td><td>we me be</td></tr> </tbody> </table> <p>*The tricky words: 'put', 'pull', 'full' and 'push' may not be tricky in some regional pronunciations; in which case, they should not be treated as such.</p>		Phase 2 graphemes	New tricky words	Week 1	ff ll ss j	put* pull* full* as	Week 2	v w x y	and has his her	Week 3	z zz qu words with s /s/ added at the end (hats sits) ch	go no to into	Week 4	sh th ng nk	she push* he of	Week 5	<ul style="list-style-type: none"> words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags) 	we me be	
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Reception Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	

Reception Summer 1

	Phase 4	New tricky words
Week 1	short vowels CVCC	said so have like
Week 2	short vowels CVCC CCVC	some come love do
Week 3	short vowels CCVCC CCCVC CCCVCC longer words	were here little says
Week 4	longer words compound words	there when what one
Week 5	root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est	out today

	Reception Summer 2	
		Phase 4 graphemes
	Week 1	long vowel sounds CVCC CCVC
	Week 2	long vowel sounds CCVC CCCVC CCV CCVCC
	Week 3	Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words
	Week 4	root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/
	Week 5	Phase 4 words ending in: –s /s/, –s /z/, –es longer words
		No new tricky words
		Review all taught so far Secure spelling

Prime Areas

Communication and Language	<p>We provide a rich balance of child-led and adult-led experiences for all children that meet the curriculum expectations for ‘Communication and Language’ and ‘Literacy’. These include</p> <ul style="list-style-type: none"> -high quality back and forth interactions -daily group discussions -whole class sharing -sharing high-quality stories and poems -learning a range of nursery rhymes and action rhymes and singing -activities that develop focused listening and attention, including oral blending -attention to high-quality language -Speech and language interventions -EYFS Performances 					
Communication and Language: Nursery	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2: Reception readiness
	Daily story time Songs Rhymes Small World Role Play <u>Listening and attention</u> Sitting on the carpet and listening to peers	Daily story time Songs Rhymes Small World Role Play <u>Listening and attention</u> Respond to simple questions with	Daily story time Songs Rhymes Small World Role Play <u>Listening and attention</u> Follow one step instructions.	Daily story time Songs Rhymes Small World Role Play <u>Listening and attention</u>	Daily story time Songs Rhymes Small World Role Play <u>Listening and attention</u> Enjoy longer stories and can remember	Daily story time Songs Rhymes Small World Role Play <u>Listening and attention</u> Begin answering simple ‘why’ questions

	<p>and adults- beginning to pay attention. Choosing familiar stories, they enjoy. Listen to songs. Compare sounds playing lotto games, making shakes and hiding/replacing instruments</p> <p>Raise children's awareness of sounds around them using different items and instruments</p> <p><u>Speaking</u> Speaking in short sentences stringing more than two words together, with some possible problems with irregular tenses. Sharing names with peers and adults.</p>	<p>adequate processing time. Respond appropriately when sat on the carpet. Show an understanding of action words and joins in when listening to songs. Responding to familiar Instructions. Compare and match sounds</p> <p>Playing instruments alongside stories and rhymes</p> <p><u>Speaking</u> Show an awareness of new vocabulary during carpet time.</p> <p>Sing songs and action rhymes related to a theme or topic</p>	<p>Attempts to join in with songs, remembering key words.</p> <p><u>Speaking</u> Begin to use irregular tenses and plurals when exploring stories Use longer sentences of at least four words. Express unique thoughts and feelings.</p> <p>Start a conversation with an adult or friend.</p> <p>Develop experiences of rhythm and rhyme in speech and through stories, songs and rhymes</p> <p>Play rhyming bingo</p> <p>Clap out syllables</p>	<p>Able to follow longer stories with interest and concentration. Able to follow rhymes and join in. Begin matching objects which begin with the same sound</p> <p><u>Speaking</u> Introduce conjunctions in speech such as because, or, and</p> <p>Show an awareness of future and past tense in speech Responding to non-verbal signals</p> <p>Play I Spy games</p>	<p>much of what has happened. Builds upon knowledge of rhymes. Selecting items related to voice sounds</p> <p><u>Speaking</u> Ask questions about newly acquired Information. Show curiosity about new characters and plots in stories</p> <p>Recall limited Information.</p> <p>Use longer sentences of at least 6 words Develop awareness of voice sounds using oral blending and segmenting in appropriate stories</p>	<p>Show an ability to shift attention to new stimuli by using names. Understanding multi-instruction sentences. Able to sing a repertoire of songs. Knows many rhymes.</p> <p><u>Speaking</u> Use a wider range of vocabulary Making simple predictions about what might happen next Able to recall the story line of a familiar book</p> <p>Uses talk to organise their play. Be able to express a point of view.</p> <p>Use a sentence of 4-6 words</p>
Communication and Language: Reception	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2: Y1 Readiness
	<p>Daily story time Songs Rhymes Small World Role Play</p>	<p>Daily story time Songs Rhymes Small World Role Play</p>	<p>Daily story time Songs Rhymes Small World Role Play</p>	<p>Daily story time Songs Rhymes Small World Role Play</p>	<p>Daily story time Songs Rhymes, Poems Small World Role Play</p>	<p>Daily story time Songs Rhymes, Poems Small World Role Play</p>

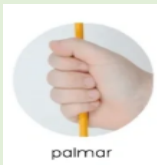



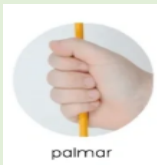



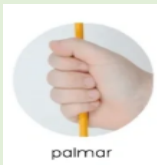



	<u>Listening and attention</u> Show good sitting and listening, knowing that listening is important. rhymes and stories. Listen carefully to rhymes and songs <u>Speaking</u> Talk about stories, using vocabulary from the text. Learn new vocabulary. Learn rhymes, poems and songs.	<u>Listening and attention</u> Listen to rhymes and stories and build familiarity. <u>Speaking</u> Retain and demonstrate new vocabulary in play activities Use language and images to recreate role play Communicate needs, news, feelings, ideas Learn rhymes, poems and songs.	<u>Listening and attention</u> Listen to rhymes and songs, paying attention to how they sound. Engage in non-fiction books. <u>Speaking</u> Articulate ideas and thoughts well in well-formed sentences. Begin to use connectives in sentences. Learn rhymes, poems and songs.	<u>Listening and attention</u> Listen to and talk about a range of fiction and non-fiction books, developing new knowledge and vocabulary. <u>Speaking</u> Begin to retell stories, once they have developed familiarity with a text. Learn rhymes, poems and songs. Ask questions Begin to link statements	<u>Listening and attention</u> Listen to and talk about a range of fiction and non-fiction books, developing new knowledge and vocabulary. <u>Speaking</u> Ask questions to find out more about what is being said to them, checking their understanding. Describe events in detail.	<u>Listening and attention</u> Listen to and talk about a range of fiction and non-fiction books, developing new knowledge and vocabulary. <u>Speaking</u> Use new vocabulary in different contexts. Participate in group or class discussions. Express ideas using full sentences
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Personal, Social and Emotional Development Nursery and Reception	At North Clifton Primary we use the SCARF program, which builds our children's knowledge of Safety, Caring, Achievement, Resilience and Friendship. The SCARF Early Years program is designed to support the functional growth of young children. It focuses on fostering self-awareness, managing emotions, building social skills, and developing positive relationships. By engaging in interactive activities, stories, and play, children can explore their feelings, learn to cooperate with peers, and gain confidence in social settings, developing their emotional resilience and social competence, laying the groundwork for lifelong personal and social success. Safeguarding in the curriculum: At North Clifton Primary we use the NSPCC PANTS activities, books and songs to help children understand that their body belongs to them, and they should tell a safe adult they trust if anything makes them feel upset or worried. Information is sent to parents prior to these lessons, with options to view the resources.					
	Health and well-being		Relationships		Living in the Wider World	
	SCARF: Me and my relationships All about me	SCARF: Valuing difference I'm special, you're special	SCARF: Keeping safe What's safe to go on my body?	SCARF: Rights and respect Looking after my special people	SCARF: Being my Best Bouncing back when things go wrong Yes! I can	SCARF: Growing and changing Seasons

	<p>What makes me special? Me and my special people Who can help me? My feelings</p> <p>Personal Hygiene e-Bug resources- -Horrid Hands -Super sneezes</p> <p>Circle Times</p>	<p>Same and different Same and different families Same and different homes I am caring I am a friend</p> <p>Anti-Bullying Week</p> <p>Keeping ourselves safe Bonfire Night Safety</p> <p>Circle Times</p>	<p>Keeping myself safe (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe on line People who help to keep me safe</p> <p>NSPCC PANTS</p> <p>E- safety</p> <p>Circle Times</p>	<p>Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money</p> <p>Keeping Healthy Oral Hygiene</p> <p>Circle Times</p>	<p>Healthy eating My healthy mind Move your body A good night's sleep</p> <p>Financial Capability Spending habits and budgets</p> <p>Circle Times</p>	<p>Life stages- plants, animals, humans Where do babies come from Getting bigger Me and my body- girls and boys</p> <p>Keeping ourselves safe Water safety</p> <p>Circle Times</p>
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Physical Development: Fine Motor Skills	Before teaching children correct pencil grips and posture for writing, staff will check that children have developed their upper arm and shoulder strength sufficiently that they can rotate their lower arms and wrists independently. (Development Matters guidance)					
	<p>Finger Gym</p> <p>Dough Disco</p> <p>OT Closet</p> <p>Paper tearing.</p> <p>Malleable materials - making bread Copying bread shapes using playdough. Practicing different fastening when dressing up in disguise</p> <p>Holding paint brush</p>	<p>Finger Gym</p> <p>Dough Disco</p> <p>OT Closet</p> <p>Using string, pipe cleaners, elastic bands to join sticks to make characters.</p> <p>Manipulate malleable materials making diva lamps and salt dough Christmas shapes.</p>	<p>Finger Gym</p> <p>Dough Disco</p> <p>OT Closet</p> <p>Using tongs/ chopsticks with different items in messy tray.</p> <p>Scissor skills- cutting paper to make lanterns for CNY.</p> <p>Folding paper to make fans, dragons, fish for CNY.</p>	<p>Finger Gym</p> <p>Dough Disco</p> <p>OT Closet</p> <p>Sticky flakes- potato flakes in tuff tray, add glitter, foil, water,</p> <p>Small world activities-linked to Cycle's text</p> <p>A range of puzzles</p> <p>Using peg boards</p>	<p>Finger Gym</p> <p>Dough Disco</p> <p>Threading activities, hole punches, ribbons.</p> <p>Sensory tuff Tray activities, using tweezers, squeezezy tweezers, handy scoopers.</p> <p>Small world activities-- linked to Cycle's text</p>	<p>Finger Gym</p> <p>Dough Disco</p> <p>OT Closet</p> <p>Moulding with clay to make under water shells and fossils.</p> <p>Playdough jungle, lollipop sticks, stones, animal habitats, feathers.</p> <p>Wrapping up parcels for the Three Little Pigs</p>

	<p>Building towers- Duplo</p> <p>Small world activities-linked to Cycle's text</p> <p>A range of puzzles</p>	<p>Threading pasta and tissue to make Diwali Garlands.</p> <p>Small world activities-linked to Cycle's text</p> <p>A range of puzzles</p>	<p>Using tools to chop vegetables CNY cooking</p> <p>Easter playdough challenge, making and decorating eggs, exploring different tools + materials, scissors, rollers, sequins etc.</p> <p>Manipulate playdough to Easter Bunny and Easter Eggs threading Activity.</p> <p>Small world activities-linked to Cycle's text</p>	<p>Sand/water activities</p> <p>Writing shed activities</p>	<p>A range of puzzles</p> <p>Sand/water activities</p> <p>Writing shed activities</p> <p>Programmable toys (Beebots)</p>	<p>Gluing lolly sticks to build the Three Little Pigs House</p> <p>Building – Three Little Pigs House- Lego</p> <p>Small world activities-linked to Cycle's text</p> <p>A range of puzzles</p>
	<p>Autumn term 1 Nursery</p> <p>May demonstrate digital pronate grip</p> <p>Copy horizontal, vertical and circular lines</p>	<p>Autumn term 2 Nursery</p> <p>Pencil movements may come from wrist.</p> <p>Can draw zigzag lines, crossed lines and simple people.</p> <p>Make marks to represent my name</p>	<p>Spring 1 Nursery</p> <p>Pencil movements come from wrist.</p> <p>Can copy triangles, circles and squares</p> <p>Develop control when making marks on paper</p>	<p>Spring 2 Nursery</p> <p>Developing Static Tripod Grip</p> <p>Pencil movements begin to come from the fingers</p> <p>Attempts to form the shape of letters</p> <p>Copy some of the letters in my name</p>	<p>Summer 1 Nursery</p> <p>Beginning to form letters in own name.</p>	<p>Summer 2 Nursery</p> <p>Beginning to form an increasing number of letters</p> <p>Write all of my first name</p>
	<p>Reception</p> <p>Beginning to develop dynamic tripod grip-sitting pencil between thumb, index finger and middle finger.</p>	<p>Reception</p> <p>Beginning to develop dynamic tripod grip-sitting pencil between thumb, index finger and middle finger.</p>	<p>Reception</p> <p>Comfortably and naturally using dynamic tripod grip.</p> <p>Able to sit correctly at a table, feet and chair legs</p>	<p>Reception</p> <p>Beginning to sit writing on the line and forming letters in the correct direction, using ascenders and</p>	<p>Reception</p> <p>Able to sit writing on the line and forming letters in the correct direction, using ascenders and descenders</p>	<p>Y1 readiness</p> <p>Form letters correctly. Copy a square. Begin to draw diagonal lines, like in a triangle.</p>

	Pencil movement comes from finger tips	Teach and model correct letter formation	on the floor, chair tucked in. Begin to form letters correctly	descenders. Most letters correctly formed.	Uses one hand consistently for fine motor skills. Cut along a straight line with scissors. Start to cut along a curved line like a circle.	Start to colour inside the lines of a picture. Draw pictures that are recognisable.												
	<p><u>Pencil Grip development:</u></p> <table><tr><td><u>Palmer grip</u></td><td><u>Digital Pronate Grip</u></td><td><u>Static Tripod Grip</u></td><td><u>Dynamic Tripod Grip</u></td></tr><tr><td>Typically seen in age 1-1.5 years</td><td>Typically seen in age 2-3 years</td><td>(Quadropod Grasp if adding 4th finger)</td><td>Typically seen in age 4-5 Years:</td></tr><tr><td> palmar</td><td> digital pronate</td><td>Typically seen in age 3-4 Years: </td><td></td></tr></table>						<u>Palmer grip</u>	<u>Digital Pronate Grip</u>	<u>Static Tripod Grip</u>	<u>Dynamic Tripod Grip</u>	Typically seen in age 1-1.5 years	Typically seen in age 2-3 years	(Quadropod Grasp if adding 4 th finger)	Typically seen in age 4-5 Years:	 palmar	 digital pronate	Typically seen in age 3-4 Years: 	
<u>Palmer grip</u>	<u>Digital Pronate Grip</u>	<u>Static Tripod Grip</u>	<u>Dynamic Tripod Grip</u>															
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 palmar	 digital pronate	Typically seen in age 3-4 Years: 																

Gross Motor Skills EYFS framework: Activities to develop: Core strength Stability Balance Spatial awareness Co-ordination Agility Childdevelopment.com	Outdoors: Opportunities to feel, move, balance Wheeled resources- scooter, tricycles, bikes, prams, carts Indoor- regular access to floor space for indoor movement activities, with opportunities to practice movements alone and with others. Obstacle courses Speed and direction activities Secret garden- gardening	Nursery will be learning to: <ul style="list-style-type: none"> Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Start taking part in some group activities which they make up for themselves, or in teams. 	Reception will be learning to: <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired: rolling crawling, walking, jumping, running, hopping, skipping, climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
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	<p>Adventurous climbing and swinging</p> <p>Fixed climbing equipment</p> <p>Natural features in the school grounds</p> <p>Trim trail</p> <p>Join in with dancing, music and rhythm</p> <p>Playing with blocks</p> <p>Playground activities</p> <p>Throwing and catching different size balls</p> <p>Activities to bat, pat and hit a ball</p> <p>Outdoor stage activities</p> <p>Outdoor blackboard- water painting, chalk activities</p> <p>Action songs</p> <p>Large motor activities e.g. waving flags, streamers</p> <p>Water tray activities- fishing with a net</p> <p>Large scale water play</p> <p>Piping, large tubes and connective materials</p> <p>Sweeping brushes and large rollers</p> <p>Activities to bat, pat and hit a ball</p>	<ul style="list-style-type: none"> • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils. • Start eating independently and learning how to use a knife and fork. • Show a preference for a dominant hand • Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. • Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, activity and tooth brushing 	<ul style="list-style-type: none"> • 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. • Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian • Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene
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Specific Areas

Literacy	Comprehension- Developing a passion for reading -We choose texts that reflect the children's starting points and their development of Tier 1 and Tier 2 Vocabulary, building their cultural capital. -Provide children with a rich language environment (implicit approaches) as well as directly extending children's vocabulary (explicit approaches); Incorporating carefully select high-frequency words for explicit teaching matched to the needs of the children; - We ensure provide multiple opportunities to hear and use new vocabulary (EEF Guidance), developing the number of words children know (breadth) and their understanding of relationships between words and the contexts in which words can be used (depth); -Children will also be exposed to our Reading Spine books, fiction and non-fiction books on a daily basis.		
Potential Texts (n.b. these will be cohort specific)	Cycle A: The Three Billy Goats Gruff Lost and Found- Oliver Jeffers Meet the Weather- Caryl Hart Penguins- National Geographic Bear Shaped- Dawn Coulter Cycle B: The Gingerbread Man Fireman Small- Wong Herbert Yee Owl Babies-Martin Waddell The Snail and the Whale- Julia Donaldson We're Going on a Bear Hunt- Michael Rosen Poppies- CBeebies All Aboard the London Bus-Patricia Toht The Tiger who Came to Tea; A selection of non-fiction books, rhymes and poems	Cycle A: Little Red Riding Hood Where the Wild Things Are- Maurice Sendack The Proudest Blue -Ibtihaj Mumammad Everybody Counts- Kristin Roskifte Elmer Cycle B: Goldilocks and the Three Bears Back to earth with a bump Stardust -Jeanne Willis How to catch a Star - Oliver Jeffers Aliens Love Underpants - Claire Freedman Space Tortoise- Ross Montgomery A selection of non-fiction books, rhymes and poems	Cycle A: The Three Little Pigs Rosie's walk- Pat Hutchins Pigs Might Fly- Jonathon Emmett I Wanna Iguana- Karen Kaufman Orloff Hairy McClary-Julia Donaldson The Hungry Caterpillar- Eric Carle. Cycle B: Jack and the Beanstalk Rainbow Fish - Marcus Pfister If Sharks Disappear – Lily Williams The Lighthouse Keeper's Lunch Night Pirates-Peter Harris Jack and the jellybean Stalk -Rachael Mortimer Bugs- Yuval Zomme A selection of non-fiction books, rhymes and poems

Writing: Nursery	Throughout the year, Nursery will take part in pre-writing activities (gross and fine motor control), in our provision areas. They will also access Dough Disco, Finger Gym and OT Closet, Drawing Club					
Writing: Reception	Creative opportunities are planned for daily writing in continuous provision activities, indoors and outdoors as well as guided group writing activities. Letter formation is practiced using Little Wandle activities					
	Autumn 1 Purpose: To tell and write a story	Autumn 2 Purpose: To tell and write a story	Spring 1 Purpose: To tell and write a story	Spring 2 Purpose: To tell and write a story Poems	Summer 1 Purpose: To tell and write a friendship story	Summer 2 Purpose: To tell and write a traditional tale

	<p>Recount- All about penguins</p> <p>Name writing</p> <p>Drawing Club Grammar: Word Include tricky words: is, I, the</p> <p>Grammar: Sentence Combine words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)</p> <p>Grammar: Text Sequence spoken sentences to form short narratives orally.</p> <p>Grammar: Punctuation Letter formation Separation of words with spaces</p>	<p>Information- A poster</p> <p>Name writing</p> <p>Drawing Club Begin to write lists & captions, focusing on ...label, caption, space.</p> <p>Grammar: Word Include tricky words: put, pull full, as, and, has, his, her, go, no, into, she, push, he, of, we, me, be</p> <p>Grammar: Sentence Build on previous units focusing on: Combine words to make labels, captions, lists, phrases and short sentences (depending on developmental stage)</p> <p>Grammar: Text Build on previous units and focus on: Sequence spoken sentences to form short narratives orally.</p> <p>Grammar: Punctuation</p>	<p>Information- instructions</p> <p>Drawing Club</p> <p>Grammar: Word Include tricky words: : Was, you, they, my, by, all, are, sure, pure</p> <p>Grammar: Sentence Combine words to make labels, captions, lists, phrases and short sentences. Joining words using 'and, joining clauses using 'and'</p> <p>Grammar: Text Sequence sentences to form short narratives. Use repeated story language e.g. She ran and she ran. Begin to use time adverbials e.g. First, Then, next, Finally, Eventually, Suddenly</p> <p>Grammar: Punctuation Letter formation Separation of words with spaces Personal pronoun-'I'</p>	<p>Begin to write simple sentences. 'Say, hold and write a sentence'. Creating own story maps, writing captions and labels, writing simple sentences in provision areas</p> <p>Drawing Club</p> <p>Grammar: Word Include tricky words Include all words so far</p> <p>Grammar: Sentence Combine words to make labels, captions, lists, phrases and short sentences. Joining words using 'and, joining clauses using 'and'</p> <p>Grammar: Text Sequence sentences to form short narratives. Use repeated story language e.g. She ran and she ran. Begin to use time adverbials e.g. First, Then, next, Finally, Eventually, Suddenly</p>	<p>Instructions- leaflet -how to grow a plant</p> <p>Writing simple sentences. 'Say, hold and write a sentence'. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</p> <p>Use any new vocabulary through the day, in different contexts.</p> <p>Drawing Club</p> <p>Write 2 sentences. Ensuring mostly correct letter formation.</p> <p>Grammar: Word Include tricky words: Said, so, have, like. Some. Come, love, do, were, here, little, says, there, when, one, out, today</p> <p>Grammar: Sentence Combine words to make labels, captions, lists, phrases and short sentences. Joining words using 'and, joining clauses using 'and'</p> <p>Grammar: Text</p>	<p>Character description</p> <p>Using familiar texts as a model for writing own stories.</p> <p>Write a character description. Drawing Club</p> <p>Write three sentences with beginning, middle and end. Using correct letter formation.</p> <p>Grammar: Word Include tricky words Include all words so far</p> <p>Grammar: Sentence Combine words to make labels, captions, lists, phrases and short sentences. Joining words using 'and, joining clauses using 'and'</p> <p>Grammar: Text Sequence sentences to form short narratives. Use repeated story language e.g. She ran and she ran. Begin to use time adverbials e.g. First,</p>
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		Letter formation Separation of words with spaces Personal pronoun-‘I’	Full stops	Grammar: Punctuation Letter formation Separation of words with spaces Personal pronoun-‘I’ Full stops	Sequence sentences to form short narratives. Use repeated story language e.g. She ran and she ran. Begin to use time adverbials e.g. First, Then, next, Finally, Eventually, Suddenly Grammar: Punctuation Letter formation Separation of words with spaces Personal pronoun-‘I’ Full stops Capital letters for names	Then, next, Finally, Eventually, Suddenly Grammar: Punctuation Letter formation Separation of words with spaces Personal pronoun-‘I’ Full stops
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Maths	We ensure maths sessions are creative, practical and supported by texts and rhymes, with lots of opportunities for mathematical experiences in the continuous provision, indoors and outdoors. We. Use Nursery and Reception White Rose Maths as a resource to support our mathematical provision.				
Nursery	Autumn term Comparison-more than, fewer than, the same Shape Space and measure Pattern-explore and build shapes with objects Pattern- explore repeats Counting- Hear and say number names 1-5 Begin to order some number names Subitising 1, 2, 3	Spring term Join in with repeats Explore position and space Subitising – show me 1, 2, 3 Move and label 1, 2, 3 Explore position and routes Explore own first patterns Take and give 1, 2, 3 Shape- match, talk, push and pull	Summer term Making patterns together Make games and actions Subitising- talk about dots Compare and sort collections Lead on own repeats Start to puzzle Counting- show me 5 patterns- make own pattern Counting 1, 2, 3, 4, 5 Match, sort and compare	Links to Reception Curriculum -Subitising -Counting -Shape -Space and measure	
	Children in Nursery will be learning to: <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Show that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). 				

	<ul style="list-style-type: none"> • Show 'finger numbers' up to 5. • ink numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than' • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' • Understand position through words alone – for example, • The bag is under the table," – with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind' • Make comparisons between objects relating to size, length, weight and capacity. • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof etc. • Combine shapes to make new ones - an arch, a bigger triangle etc. • Talk about and identify the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs' etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 			
Reception	Autumn term Match, sort and compare Talk about measure and patterns It's me 1, 2, 3 Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Spring term Alive in 5 Mass and Capacity Growing 6, 7, 8 Length, height and time Building 9 and 10 Explore 3D shapes	Summer term To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections	Links to Y1 Curriculum -Place Value -Addition and subtraction -Length and height -Mass and volume -Multiplication and division -Time
	Children in Reception will be learning to: <ul style="list-style-type: none"> • 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 0–10. • Select, rotate and manipulate shapes in order 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 			

Religious Education: Nottinghamshire Agreed Syllabus	Autumn 1 Harvest I am Special	Autumn 2 Christmas Diwali	Spring 1 Stories Jesus Heard	Spring 2 Easter Stories Jesus Told	Summer 1 Friendship	Summer 2 Special Places	Links to Y1 Curriculum -What makes people inspiring to others? -Christian stories
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Understanding the World: <ul style="list-style-type: none"> • Explore with senses • Family • Occupations • Technology • Forces • Materials 	Autumn 1 Past and Present Talk about people in our families and special times Begin to make sense of their own life-story and family's history in terms of their family dynamics linked to All About Me. Grandparent, older, younger etc. Begin to comment on images of familiar situations in the past, when mum was little....	Autumn 2 Past and Present Remember past Christmas', how did we celebrate? Begin to understand that some places are special to members of their community Talk about special places they go with their family... places of worship visited by children	Spring 1 Past and Present What did nurses/fire people wear, in the past? What did children at North Clifton wear in the past? (see school photographs- History displays)	Spring 2 Past and Present Comment on images of familiar situations in the past.	Summer 1 Past and Present What did transport look like in the past? How would we get to the seaside? What vehicles would we see in North Clifton in the past?	Summer 2 Past and Present Explore seaside's in the past and develop associated vocabulary Explore our school in the past- what did the buildings look like?	Links to Y1 Curriculum -Nurses and significant people -Food and farming -Our community overtime
	People, Cultures and	People, Cultures and	People, Cultures and	People, Cultures and	People, Cultures and	People, Cultures and	Links to Y1 Curriculum

	<p>Community Black History Month- October Exploring bread and fruit from different cultures Understanding harvest Describing ourselves and naming body parts Different types of families- can draw similarities and make comparisons between families</p>	<p>Community Begin to recognise that people have different beliefs and celebrate special times (see below) Develop a knowledge and awareness of other festivals ... Bonfire Night, Christmas Diwali Hanukkah</p>	<p>Community Making and tasting different flavours of porridge Chinese New Year Celebration Martin Luther King Day</p> <p>Occupations: Show an interest in different occupations- Occupations dressing up box</p>	<p>Community Easter and our family traditions Exploring different cultures and traditions Share different cultural versions of famous fairy tales</p> <p>Occupations: Understanding different ways of life, how astronauts brush their teeth, wash their hair, where they sleep etc.</p>	<p>Community St George's Day VE Day Explore the celebration of Eid Ramadan Encourage children to make comparisons between themselves and other children and families</p>	<p>Community Father's Day Muharram</p> <p>Recognise some environments that are different to the ones they live in. Know that there are similarities and differences in this country and life in other countries. Draw information on a map of our school.</p>	<p>Significant people Understanding of Diversity, Inclusion, Equality and Belonging (DIEB)</p> <p>Understanding of different occupations</p>
	<p>Natural World Exploring Autumn Autumn Walk Day and night-time Animals Secret garden</p>	<p>Natural World Light and Dark – day and night Autumn Gardening Day Explore the seasons collect autumn leaves and seeds Explore the changes in the seasons as we move into winter Secret garden</p>	<p>Natural World Exploring Spring Understand the effect of the changing seasons Secret garden</p>	<p>Natural World Looking for signs of Spring outside New Life- animals Secret garden</p> <p>Understanding how things move- push and pull, floating and sinking (water play) Earth in Space</p>	<p>Natural World Exploring summer/ investigating shadows Understanding growth and change Living eggs Caterpillar lifecycle Planting seeds + understanding of how to grow a plant Sorting parts of a flower, stem/petal/</p>	<p>Natural World Talking about our pets and how to look after them Exploring sea animals Minibeast hunt Making a wormery Explore natural and found objects, sticks, twigs, straw and stones/pebbles</p>	<p>Links to Y1 Curriculum Science: -Seasons -Materials -Plants -Forces and space -Animals (including humans) -Habitats</p>

					leaves pots Describe what they see, feel and hear Secret garden	Explore the lifecycles of animals Secret garden	
	Nursery will be learning: <ul style="list-style-type: none"> • Use all their senses in hands on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have 			Reception will be learning: <ul style="list-style-type: none"> • 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 • 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 to the one in which they live. • Understand the effect of changing seasons on the natural world around them. • Draw information from a simple map 			

Expressive Art & Design	<p>At North Clifton Primary we understand that children learn best through play opportunities; we provide exciting and enriching play opportunities, both indoors and outdoors in all areas of our EYFS curriculum. The curriculum is delivered using a play-based approach as outlined by the EYFS, where early years practitioners interact to stretch and challenge children further. Role play areas link to the termly/half-termly theme.</p> <p><i>Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. Children learn by leading their own play, and by taking part in play and learning that is guided by adults. (EYFS Statutory Framework October 2024)</i></p> <p><i>Schematic Play</i> <i>Schematic play happens when babies, toddlers and young children are involved in repeated actions or certain behaviours as they explore the world around them and try to find out how things work. We call these specific actions or behaviours ‘Schemas’. They can vary from child to child and some children may never display schematic play or behaviours.</i> <i>Our planning ensures there are opportunities for children to explore the different Schemas:</i></p> <ul style="list-style-type: none"> • <i>Transporting</i> • <i>Enveloping</i> • <i>Containing</i> • <i>Trajectory</i> • <i>Rotation</i> • <i>Connection</i> • <i>Positioning</i> • <i>Transforming</i> 					
Playing and Exploring	<p>Nursery will be learning to:</p> <ul style="list-style-type: none"> • Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park <p>Role Play Cycle A & B: See enrichment opportunities above</p>		<p>Reception will be learning to:</p> <ul style="list-style-type: none"> • Develop storylines in their pretend play. • Play collaboratively • Lead their own play Take turns • Begin to make rules for games <p>Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park</p> <p>Role Play Cycle A & B: See enrichment opportunities above</p>		<p>Links to Y1 Curriculum Role Play Drama Activities Literacy Continuous Provision</p>	
Expressive Art and Design	Autumn 1 Being Imaginative and Expressive	Autumn 2 Being Imaginative and Expressive Autumn leaf pictures	Spring Being Imaginative and Expressive	Spring 2 Being Imaginative and Expressive	Summer 1 Being Imaginative and Expressive Making scarecrows	Summer 2 Being Imaginative and Expressive Sea life pictures

	<p>All about me self portraits Using different printing shapes and colours Spoon families Shapes faces</p> <p>Creating with Materials All about me poster</p> <p>Autumn materials Making owl babies by winding wool round different size bottles Designing Grandparents day cards</p>	<p>Painting, printing with pine cones Colour mixing Rangoli patterns with rice</p> <p>Creating with Materials Bonfire night collage Clay Divas Designing Christmas cards</p>	<p>Responding to CNY using dance and instruments Making animal masks of characters in the story Acting and taking on roles in CNY cafe</p> <p>Creating with Materials CNY crafts- making dragons and lanterns Explore different media and tools CNY banners</p>	<p>Easter art-baskets, chicks, eggs Mother’s Day card Use our imaginations to act out familiar stories about journeys, story props, masks, rhymes, songs Small world space, toys and vehicles Designing own pancake with a variety of toppings</p> <p>Creating with Materials Kandinsky Space pictures Paper-mâché planets Making modes of aliens-construction Building space rockets, empty boxes Creating moon and star hanging for the celebration of Ramadan</p>	<p>Outdoor art Creating with Materials Observational drawing and painting of natural beauty in our Secret Garden Comparing places on Google Earth- how are they similar/different</p> <p>Creating with Materials Andy Goldsworthy- transient art- using items from nature Design and create a garden using natural objects</p>	<p>Wave pictures- collages Water Lilies paintings (Monet) Looking at maps and globes- can we identify land and sea?</p> <p>Creating with Materials Making Pirate hats and accessories to enjoy in play Treasure chest collage</p>
	<p>Nursery will be learning to:</p> <ul style="list-style-type: none">Explore different materials freely, in order to develop their ideas about how to use them and what to make.Develop their own ideas and then decide which materials to use to express them.Join different materials and explore different textures		<p>Reception will be learning to:</p> <ul style="list-style-type: none">Explore, use and refine a variety of artistic effects to express their ideas and feelings.Return to and build on their previous learning, refining ideas and developing their ability to represent them.Create collaboratively, sharing ideas, resources and skills.		<p>Links to Y1 Curriculum</p> <p>Drawing Collage Colours liked to the environment Artists inspired by flora and fauna Print making Textiles</p>	

	<ul style="list-style-type: none"> • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, e.g. happiness, sadness, fear • Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear etc. 		Puppet making Sculptures Geography- Where are we?
Listening/singing/music/ dancing	<p>Nursery will be learning through: Nursery rhyme of the week (linked to Little Wandle) Acion songs Whole class singing (snack times) Enhanced maths provision linked to songs and counting rhymes Transition songs Dance activities Musical instruments treasure chest</p> <ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas 	<p>Reception will be learning through: Nursery rhyme of the week (linked to Little Wandle) Acion songs Whole class singing (snack times) Enhanced maths provision linked to songs and counting rhymes Transition songs Dance activities Musical instruments treasure chest</p> <ul style="list-style-type: none"> • 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 • Explore and engage in music making and dance, performing solo or in groups 	<p>Links to Y1 Curriculum -Pulse and rhythm -Pitch and tempo -British songs -Songs and music from other cultures</p>