



## EYFS Curriculum

### Ashfield Primary School

**The EYFS curriculum at Ashfield Primary School is underpinned by the following three basic principles:**

- Brain development
- Executive function and self-regulation
- Movement and cognition

These principles are founded in educational research and underpin our pedagogical at Ashfield Primary school.

#### **Basic principles: brain development**

The basic architecture of the brain is constructed through an ongoing process that begins before birth and continues throughout life into adulthood. In the first few years of life, more than 1 million new neural connections form every second. One of the key windows of opportunity to maximise the development of the brain is between three and five years.

The Early Years are the most active period for establishing neural connections, but new connections can form throughout life and unused connections are pruned. Early connections provide either a strong or weak foundation for those that form later.

The interactions of genes and experience shape the developing brain. Although genes provide the blueprint for the formation of brain circuits, experiences reinforce them. A vital ingredient in this process is the interaction between children and their parents or carers. In the absence of responsive caregiving, the brain's architecture does not form as expected, which can lead to difficulties in learning and behaviour. Thousands of hours of play are also required for successful brain development

## **Basic principles: Executive function and self-regulation**

The ability to focus, to hold and work with information in the mind, to filter distractions and switch gears is comparable to managing multiple arrivals and departures on many runways at a busy airport. In the brain, this air traffic control mechanism is referred to as executive function and self-regulation. Contrary to popular opinion, executive function and self-regulation do not develop automatically as children mature. Many children have a tough time developing the capacities of planning, ignoring distractions and adjusting to new situations. For some children, executive function and self-regulation are harder to learn than English and maths. Early interventions aimed at improving these abilities can have a beneficial impact across a variety of important outcomes.

We can help children develop these skills in a number of ways:

- Imaginary play
- Developing rules to guide their actions
- Holding ideas and managing distraction
- Selective attention and understanding the need to plan
- Resilience
- Working with others to develop social competency and self-regulation

The opportunity for children to test themselves physically is vital in the development of executive function. This can be achieved by giving them access to materials such as climbing structures, balance beams, seesaws, etc. Fun challenges, such as obstacle courses and games that encourage complex motions (skipping, balancing, etc.), enable them to further develop executive function. This is because when children are trying new and difficult activities, they need to focus attention, monitor and adjust their actions, and persist in order to achieve a goal.

Encouraging attention control through quieter activities, such as those that involve yoga, slow breathing and balance beams, is also vital for the development of executive function. Such activities require children to reduce stimulation and focus attention

## **Basic principles: Movement and cognition**

From before they are born, children interact with the world through movement. They find out how long they are by stretching out their legs; how wide they are by stretching out their arms. Early movement is the foundation on which the higher abilities of reading, writing and maths are built. At birth, the connections to more complex brain circuits are only tenuously made; the movement experience a child has will play a crucial part in shaping their character, emotional development and achievements, both in an academic and physical arena.

By providing a wide range of opportunities for movement we can ensure that children develop the stability they need to sit up, crawl, cruise around furniture and eventually walk. This provides a strong base on which to build other forms of locomotion, such as running, hopping, jumping, skipping and climbing. Once children have mastered stability, they free up their hands to investigate objects, initially swiping at them until they develop the ability to approach the object with accuracy and control. Object control allows them to throw, catch, kick, carry an object, hold a pencil or a knife and fork. The skills of stability, locomotion and object control need practice and are essential ingredients of every child's play.

The fine tuning of these skills is a work in progress, which will last until at least seven years old; with some children it will take longer. The more a child moves, the more stimulated their brain becomes. The more the brain is stimulated, the more movement is required to go and get more stimulation. The more children move, the more controlled their movements become. The feeling of control over the body provides children with a feeling of confidence, increases the motivation to move and builds self-esteem. The ability to control their bodies without thinking means that children can free up their working memory to concentrate on learning. If they are concentrating on keeping upright they find it difficult to listen and learn.

It is a common misconception that children will develop fundamental motor skills naturally. However, unless countless movement opportunities are provided, many will not develop the skills needed to take part successfully in physical activity. The development of these skills needs to be planned for carefully and plenty of time should be dedicated to practising them. Movement development in the Early Years happens step by step, building one competency onto another. Every child is unique, with their own intricate weave of developmental engineering. Increasing levels of physical inactivity in children means that many come to school without the body automaticity they need.

## **Curriculum Breadth within our school context**

On entry to the Early Years at Ashfield, many children are in the beginning stages of communication, self-regulation and self-care. Therefore there is a high emphasis on developing these areas to provide a solid foundation for their future learning.

We develop these areas in a number of ways, including:

### **Communication**

- Drawing club
- Read Write Inc
- Message Station
- Story structure and oral retelling
- Individual Speech and Language programmes through our private therapist
- Cultural Capital development – providing opportunities and experiences
- Regular modelled language (whole class, small group and 1:1)
- A high focus on vocabulary with the development of everyday, expressive and subject specific language.

### **Self-Regulation**



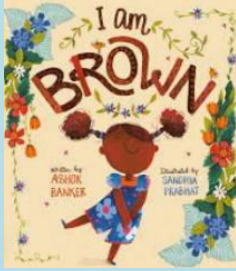


- Selection of quality texts to support the children's awareness and understanding of key emotions and feelings. E.g  
The Worry Monster and Ruby's Worry
- Daily emotion check-ins
- Individual modelling to support each child's specific need
- Individual support plans for targeted pupils to support emotional regulation (in conjunction with the SENCO)

### **Self-Care**

Children are supported to manage their own needs through:

- Providing regular opportunities for children to develop dressing skills, working in partnerships with parents
- Developing health eating skills and awareness through discussions, quality texts (Oliver's Vegetables, Handa's Surprise) and experiences including visits by healthcare professionals.
- Supporting individual children with toileting needs in partnership with parents.

# EYFS Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/Topic	Marvellous Me	Celebrations <i>(including Seasons)</i>	Our Community	Fantasy Worlds <i>(including Seasons)</i>	New Life <i>(Inc Trip to the Farm)</i>	The Garden <i>(including Seasons)</i>
Key texts to promote cultural capital	<p><b>Resistant Text</b> The reader has to assemble meaning around nuances, hints and clues.</p> <p><b>The Colour Monster</b></p> 	<p><b>Non Linear Sequences</b> Non-linear sequences have narratives that leap around and double back on themselves.</p> <p><b>When the Rain Comes</b></p> 	<p><b>Reflecting Realities: Ethnicity</b></p> <p><b>I am Brown</b></p> 	<p><b>Reflecting Realities: Gender</b></p> <p><b>Dogs Don't do Ballet!</b></p> 	<p><b>Reflecting Realities: LGBT+</b></p> <p><b>And Tango Makes Three</b></p> 	<p><b>Symbolic Text</b> Valuable in helping children to understand morals and developing important values.</p> <p><b>Grandad's Island</b></p> 
Supporting Texts	<ul style="list-style-type: none"> <li>• Titch</li> <li>• Owl Babies</li> <li>• You Choose Funnybones</li> </ul>	<ul style="list-style-type: none"> <li>• Pumpkin Soup</li> <li>• Percy the Park Keeper</li> <li>• Non Fiction Texts about Diwali and Christmas</li> <li>• Dream Snow</li> <li>• Room on the Broom</li> </ul>	<ul style="list-style-type: none"> <li>• On my Way Home</li> <li>• What the Ladybird Heard</li> <li>• Busy People Series (Police Office, Firefighter etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Meg and Mog</li> <li>• Pirate Pete</li> <li>• Aliens Love Underpants</li> <li>• Whatever Next</li> </ul>	<ul style="list-style-type: none"> <li>• Baby Bear Baby Bear</li> <li>• The Very Hungry Caterpillar, Growing Frogs</li> <li>• The Odd Egg</li> <li>• We're Going on an Egg Hunt</li> </ul>	<ul style="list-style-type: none"> <li>• The Tiny Seed</li> <li>• Jasper's Beanstalk</li> <li>• Oliver's Vegetables</li> <li>• Oliver's Fruit Salad</li> </ul>
Additional Texts	<ul style="list-style-type: none"> <li>• We're Going on a Bear Hunt</li> <li>• Ruby's Worry</li> <li>• Perfectly Norman</li> </ul>	<ul style="list-style-type: none"> <li>• Poppies C Beebies Animation</li> <li>• How to Catch a Star</li> </ul>	<ul style="list-style-type: none"> <li>• Rosie's Walk</li> <li>• Proudest Blue</li> <li>• What We'll Build</li> </ul>	<ul style="list-style-type: none"> <li>• The Rainbow Fish</li> <li>• Where the Wild Things Are</li> <li>• Pigs Might Fly</li> </ul>	<ul style="list-style-type: none"> <li>• Katie and the Sunflowers</li> <li>• Penguins (National Geographic)</li> </ul>	<ul style="list-style-type: none"> <li>• Handa's Surprise</li> <li>• Jack and the Jellybean Stalk</li> <li>• I Wanna Iguana</li> </ul>

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		<ul style="list-style-type: none"> <li>Chocolate Mug Cake Michael Rosen</li> </ul>				
<b>Communication and Language</b>  <b>Literacy</b>  ELG  Listening Attention and Understanding  Comprehension  Word Reading  Writing	<b>Nursery</b> Speaking and Listening in small groups  Develop listening skills by daily use of circle and small group times.  Sharing a wide range of stories with children.  Encourage children to join in with repetitive text from familiar stories.  Mark making.  Daily nursery rhymes  Name writing and pre writing marks for children demonstrating readiness.	<b>Nursery</b> Speaking and listening in small groups  Understand simple questions about 'who', 'what', and 'where'  Use speech to share experiences, feelings and thoughts.  Enjoy listening to and joining in with repeated refrains and anticipating key events.  Mark making  Daily nursery rhymes  Name writing and pre writing marks for children demonstrating readiness.	<b>Nursery</b> Speaking and listening in small groups and whole class  Understand a question or instruction that has two parts, such as: 'get your coat and wait at the door.' –  Develop further children's ability to listen attentively and recall with accuracy, by using ring games, story time and news talk time.  Enjoy listening to longer stories .  Look at books independently.  Handle books carefully. Mark making Daily nursery rhymes	<b>Nursery</b> Speaking and listening in small groups and whole class.  Talk about familiar books  Begin to recognise familiar words and signs such as own name and Nursery signs.  Mark making.  Daily nursery rhymes	<b>Nursery</b> Speaking and listening in small groups and whole class. Use a wider range of vocabulary .  Use talk to organise their play.  Can remember what has happened from a longer story.  Mark making.  Attempt to write own name .  Daily nursery rhymes	<b>Nursery</b> Speaking and listening in small groups and whole class.  Use a wider range of vocabulary.  Use talk to organise their play.  Can remember what has happened from a longer story.  Mark making.  Attempt to write own name .  Daily nursery rhymes

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	Phonics – General Sound Discrimination (Environmental Sounds)	Phonics – General Sound Discrimination (Instrumental Sounds)	Phonics – Tuning into Sounds	Phonics – Rhythm and Rhyme	Phonics – Alliteration	Phonics – Voice Sounds
	<p><b>Reception</b> Speaking and listening in small groups and whole class</p> <p>Extending language and increasing vocabulary</p> <p>Writing names and significant words/letters</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Shopping lists Writing initial sounds and simple captions.</p> <p>Use initial sounds to label images. Silly soup. Names Labels. Captions Lists Message Centres</p>	<p><b>Reception</b> Speaking and listening in small groups and whole class</p> <p>Extending language and increasing vocabulary</p> <p>Writing names, letters/sounds and begin to write for a range of purposes</p> <p>Name writing, labelling using initial sounds, story scribing, writing instructions</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Use initial sounds to label images. Silly soup. Names Labels. Captions Lists</p>	<p><b>Reception</b> Speaking and listening in small groups and whole class</p> <p>Extending language and increasing vocabulary</p> <p>Write Stuff Story structure, characters, settings, plot.</p> <p>Hot seating, role on the wall.</p> <p>Story mapping.</p> <p>Acting out stories.</p> <p>Comparing and contrasting stories.</p> <p>Writing names, letters/sounds and begin to write for a range of purposes Writing to recall stories learnt</p>	<p><b>Reception</b> Writing Red Words.</p> <p>Writing CVC words, labels</p> <p>Writing sentences with increased independence</p> <p>Guided writing based around developing short sentences in a meaningful context.</p>	<p><b>Reception</b> Speaking and listening in small groups and whole class.</p> <p>Extending language and increasing vocabulary.</p> <p>Writing names, letters/sounds and begin to write for a range of purposes .</p> <p>Writing tickets, maps, timetables.</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</p> <p>Form lower-case and capital letters correctly.</p> <p>Guided writing based around developing</p>	<p><b>Reception</b> Speaking and listening in small groups and whole class.</p> <p>Extending language and increasing vocabulary</p> <p>The Write Stuff</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts.</p> <p>Using familiar texts as a model for writing own stories, writing fact files</p>

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			Guided writing based around developing short sentences in a meaningful context.		short sentences in a meaningful context.	
	Phonics – Read Write Inc	Phonics – Read Write Inc	Phonics – Read Write Inc	Phonics – Read Write Inc	Phonics – Read Write Inc	Phonics – Read Write Inc
<b>Mathematics</b>	<b>Nursery</b> Number Songs Colours Matching Sorting	<b>Nursery</b> Number Songs Compare amounts Compare size, mass and capacity Simple patterns	<b>Nursery</b> Number Songs Number 1 Weight Number 2	<b>Nursery</b> Number Songs Number 3 Length and Height Number 4	<b>Nursery</b> Number Songs Number 5 1 more/ less Shape	<b>Nursery</b> Number Songs My day Capacity Positional Language
ELG						
Number						
Numerical Patterns	<b>Reception</b>  <b>Baseline</b> Matching Sorting Comparing sizes, length, capacity AB Patterns Repeating Patterns Numbers 1,2,3 1 more, 1 less Composition of 3 Matching numerals Sorting shapes Triangles, Circles Positional language	<b>Reception</b>  Number 4 Number 5 Composition of 4 Composition of 5 Cube shapes Finding 1 more Finding 1 less Sorting rectangles and squares Shape hunt Rectangles and squares Day and night Sequencing events	<b>Reception</b>  One Less Zero Composition of 5 and 6 Equal and unequal groups Composition of numbers How many altogether? 3 groups (how many are hiding?) Balance scales Full and empty Measuring capacity Measuring ingredients Representing 6 Making 7 Making 8 Matching 6,7,8. One more and one less Comparing height Comparing length Days of the week Measuring height Measuring time	<b>Reception</b>  Representing 9 and 10 Sorting 9 and 10 in different ways Order numbers to 10 Composition of 9 and 10 Bingo – Numbers to 10 Counting backwards from 10 Comparing within 10 Comparing numbers within 10 Making 10 Building 9 and 10 Matching 3D Shapes Real life objects Making 3D Prints Patterns Movement Patterns  <b>Consolidation</b>	<b>Reception</b>  Number Patterns Matching Pictures to numerals Ten frame fill Estimating Ten frame subtraction Missing Numbers Ordering Numerals to 20 Race to 20 Bingo Which holds the most? Find my match – shapes Find my match – models Match and fill Replicate my shape Tangrams Counting On Adding More Adding Unknown Then Adding Unknown First Take Away with Pebbles Take Away Pass it on Making new shapes – Triangles	<b>Reception</b>  Doubles Doubling Double Dice game Double Barrier Game Double Dominoes Sharing Picnic – Sharing More people! Grouping Even and Odd One Odd Day Even and Odd (2) Match – Barrier Game How Many Cubes Harry and his bucketful of dinosaurs – adding and subtracting Mr Gumpy’s Outing – Composition of number How many Legs? Problem solving Making Boats How many marbles can the boat hold? Building Bridges – Which bridge is the longest? Cuisenaire Rods – Comparing lengths



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					Making new shapes – Squares Grandpa’s Quilt Tangrams Pattern Blocks	Staircase Bean bag game – Composition of number and number bonds Patterns Making maps Journey to school Obstacle course X marks the spot Designing mazes
<b>Personal, Social and Emotional Development</b>	<b>Nursery</b> Separating from familiar adult	<b>Nursery</b> Be increasingly able to talk about and manage their emotions	<b>Nursery</b> Be increasingly able to talk about and manage their emotions	<b>Nursery</b> Select and use activities and resources	<b>Nursery</b> Continuing to develop skills learnt and developing independence	<b>Nursery</b> Begin to understand how others may be feeling - Remember rules without an adult to remind them
ELG	Begin to develop friendships with other children	Begin to follow rules and instructions	Begin to follow rules and instructions	Show more confidence in new social situations	Developing self-confidence through sharing news, experiences and stories	
Self regulation	Select and use activities and resources, with help when needed	Develop their sense of responsibility and membership of a community	Develop their sense of responsibility and membership of a community	Play with one or more children, extending and elaborating play ideas		
Building relationships	Importance of taking care of our bodies including oral health.		Who helps us to stay healthy? Role of dentist, doctors, nurses	Learning to respond to others’ feelings		
Managing self						
	<b>Reception</b> Class rules, turn taking games and activities.	<b>Reception</b> Class rules. Developing confidence.	<b>Reception</b> Continuing to develop skills learnt and developing independence	<b>Reception</b> Continuing to develop skills learnt and developing independence	<b>Reception</b> Talking about feelings and how these can be expressed. Further development of independent learning skills.	<b>Reception</b> Talking about feelings and how these can be expressed. Further development of independent learning skills. Showing sensitivity to the needs of others
	Getting to know you activities	Building friendships and making relationships –	Developing self-confidence			

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	Building friendships and making relationships – group activities and one to one with adults/peers  Becoming independent with managing clothing, shoes, toileting. Importance of taking care of our bodies including oral health.	group activities and one to one with adults/peers	through sharing news, experiences and stories  Who helps us to stay healthy? Role of dentist, doctors, nurses, paramedics, opticians.	Developing self-confidence through sharing news, experiences and stories	Showing sensitivity to the needs of others	
<b>Physical Development</b>  ELG Gross Motor Skills Fine Motor Skills	<b>Nursery</b> Dedicated movement area in continuous provision.  Introduction to independence: Learning to put on and take off own coat. To use or ask adult for help in using the toilet.  Threading, cutting, weaving, playdough, Fine Motor activities.	<b>Nursery</b> Dedicated movement area in continuous provision.  Increase confidence in using Nursery balancing and climbing equipment.  Learn to kick a ball. Turn pages in books.  Practise actions for Threading, cutting, weaving, playdough  Fine Motor activities.  Becoming independent with	<b>Nursery</b> Dedicated movement area in continuous provision.  Begin to recognise danger and seek support from adults.  Practise using three fingers to hold writing tools.  Develop control in using jugs to pour, tools in construction Dance / moving to music  Threading, cutting, weaving, playdough,  Fine Motor activities.	<b>Nursery</b> Dedicated movement area in continuous provision.  Increase confidence in moving in a variety of ways, such as running, slithering, jumping.  Practise throwing and catching skills.  Threading, cutting, weaving, playdough  Fine Motor activities.	<b>Nursery</b> Dedicated movement area in continuous provision.  Understanding that equipment and tools must be used safely. Increased independence in using the toilet.  Washing hands hygienically.  Encourage children to be highly active and raise heart rate several times every day.  Washing hands hygienically.  Encourage children to be highly active and raise heart rate several times every day.	<b>Nursery</b> Dedicated movement area in continuous provision.  Understanding that equipment and tools must be used safely. Increased independence in using the toilet.  Washing hands hygienically.  Encourage children to be highly active and raise heart rate several times every day.  Dance / moving to music Threading, cutting, weaving, playdough  Fine Motor activities.  Build things with smaller linking blocks, such as Duplo or Lego

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		managing clothing, shoes, toileting. Importance of taking care of our bodies including oral health.		Start to cut with scissors.	Dance / moving to music Threading, cutting, weaving, playdough  Fine Motor activities.	
	<p><b>Reception</b> Dedicated movement area in continuous provision.</p> <p>Real PE</p> <p>Focus on fine motor skills: threading, cutting, weaving, playdough, simple scissors</p> <p>Develop manipulation of objects with good fine motor skills - using screwdriver in woodwork</p> <p>Begin to develop tripod pencil grip Draw lines and circles using gross motor movements Drawing Club to develop mark making</p> <p>Hold pencil/paint brush</p>	<p><b>Reception</b> Dedicated movement area in continuous provision.</p> <p>Real PE</p> <p>Ball skills- throwing and catching.  Climbing. Skipping ropes in outside area Dance activities</p> <p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Develop muscle tone to put pencil pressure on paper - woodwork Use tools to effect changes to materials - Clay work Show preference for dominant hand</p>	<p><b>Reception</b> Dedicated movement area in continuous provision.</p> <p>Real PE</p> <p>Ball skills- aiming, dribbling, pushing, throwing &amp; catching, patting, or kicking</p> <p>Balancing on beam Provide a wide range of activities to support a broad range of abilities.</p> <p>Dance / moving to music Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>Begin to form letters correctly Handle tools, objects, construction (woodworking) and</p>	<p><b>Reception</b> Dedicated movement area in continuous provision.</p> <p>Real PE</p> <p>Develop balance- children moving with confidence Dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. Threading, cutting, weaving,</p>	<p><b>Reception</b> Dedicated movement area in continuous provision.</p> <p>Real PE</p> <p>Obstacle activities children moving over, under, through and around equipment - crawling on all 4s and also snake crawl.</p> <p>Encourage children to be highly active and raise heart rate several times every day.</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Dance / moving to music</p>	<p><b>Reception</b> Dedicated movement area in continuous provision.</p> <p>Real PE</p> <p>Obstacle activities children moving over, under, through and around equipment</p> <p>Encourage children to be highly active and raise heart rate several times every day.</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Dance / moving to music with the beat</p> <p>Threading, cutting, weaving, playdough, fine Motor activities. Form letters correctly and on the line. Copy a square and rectangle. Accurately draw diagonal lines, like in a triangle / Accurately colour inside the lines of a picture Continue to draw pictures that are recognisable</p>

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	beyond whole hand grasp Writing under tables on paper to develop arm strength Hanging from rope in outside area  Jumpstart Johnny	Engage children in structured activities: Guide them in what to draw, write or copy. Teach and model correct letter formation. Draw a circle and cross	malleable materials with increasing control Encourage children to draw freely. Holding small Items / fasten zips and buttons on clothing /cutting with scissors	playdough, Fine Motor activities. Continue to develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line  Holding small Items / fasten zips and buttons on clothing /cutting with scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture accurately Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Lego  Holding small Items / fasten zips and buttons on clothing /cutting with scissors	Build things with smaller linking blocks, such as Lego adding in further detail  Holding small Items / fasten zips and buttons on clothing / cutting with scissors  Fine motor skills - selecting individual seeds. Safely use gardening equipment to plant and dig.  Sports Day
<b>Understanding the World</b>  ELG Past and Present  People, Cultures and Communities  The Natural World	<b>Nursery</b>  Home and family  Comparing baby photos to how they look now.  Pets Likes and Dislikes Similarities and differences  Naming parts of our body	<b>Nursery</b>  Celebrating and learning about Diwali, Christmas, Halloween, Bonfire Night	<b>Nursery</b>  Explore different roles within our wider community: how people help us.  Police, dentist, fire fighters, doctors/hospital, lollipop lady/man.  Look at different uniforms and vehicles	<b>Nursery</b>  To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.  Chinese New Year	<b>Nursery</b>  Match adult animals to their babies.  Look at life cycles of butterflies/chicks/frogs.  Learn about the seasons focussing on Spring . Learn about Easter.	<b>Nursery</b>  Minibeast hunt Building a minibeast Hotel Gardening and weeding Growing plants and vegetables.

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			(eg for a firefighter) Visit places within our local community such as the library	Eid		
	<p><b>Reception</b></p> <p>Home and family Family tree Comparing baby photos to how they look now. Pets School and friends Likes and Dislikes Culture and beliefs Learning about the similarities and differences of others in the class including adults. Our bodies</p>	<p><b>Reception</b></p> <p>Celebrating and learning about Diwali, Christmas, Halloween, Bonfire Night</p> <p>Compare Diwali with Christmas (giving of presents, family meal). What is different, what is the same?</p> <p>When do we use Fireworks where we live? When are fireworks used in other celebrations?</p>	<p><b>Reception</b></p> <p>Look at our school community. Who helps us at school? Explore different roles within our wider community: how people help us. Police, dentist, fire fighters, doctors/hospital, lollipop lady. Talk about the lives of the people around us and their roles in society. What do your adults do for a job? Visit places within our local community such as the library. Look at maps of our local environment and discover local landmarks, eg Tesco's, Ashfield School</p>	<p><b>Reception</b></p> <p>Learning about environments and key parts of story settings – compare to real life.</p> <p>Introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Chinese New Year Eid</p>	<p><b>Reception</b></p> <p>Look at lifecycles of butterflies/chicks/frogs. Look at what we looked like as babies. Look at animals and their young. Learn about the seasons focussing on Spring . Look at how the trees around school have changed over the year.</p> <p>Easter</p> <p>Spring walk</p> <p>Caterpillars to hatch</p>	<p><b>Reception</b></p> <p>Minibeast hunt Building a minibeast Hotel Gardening and weeding Growing plants and vegetables Bird Watching</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<p><b>Expressive Arts and Design</b></p> <p><b>Vocab</b></p> <ul style="list-style-type: none"> <li>• artist</li> <li>• collage</li> <li>• colour</li> <li>• comment</li> <li>• draw</li> <li>• feelings</li> <li>• materials</li> <li>• mixing</li> <li>• observe</li> <li>• paint</li> <li>• print</li> <li>• sculpt</li> <li>• technique</li> <li>• tools</li> </ul>	<p><b>Nursery</b></p> <p><b>Art</b> Makes accidental representations (creates a form and then decides it is like something).  Identifies artworks that appeal to them.  Enjoys experimenting with colour in a variety of ways.  Read The Noisy Paint Box: The Colors and Sounds of Kandinsky's Abstract Art by Barb Rosenstock.  Show children some of Wassily Kandinsky's paintings and discuss what they notice.  Provide paper plates, coloured paper cut into squares, a variety of media, paint, crayons, oil pastels, etc. Encourage children to make their own pictures.</p>	<p><b>Nursery</b></p> <p>Show children Kandinsky's Sign With Accompaniment painting. Ask them about the shapes and the colours they can see.  Provide card strips, art straws, twigs, etc. to make straight-line compositions.  Provide large pieces of paper, large brushes and paints for children to make their own large painting.</p> <p><b>Reception</b></p> <p><b>Art</b> Likes art that is realistic and relates to their experience.  Can sort art by its medium.  Encourage children to look at the natural world and try</p>	<p><b>Nursery</b></p> <p>Role play ideas: Police station, dentist - People who help us  Provide noise-making materials, such as instruments, timers, metronomes and wind-up clocks. Encourage children to make and describe the sounds.  Play listening games with children. Say, 'I wonder what we will hear if we are quiet.'  Sing lots of songs with children. Use songs that change from quiet to loud.  The website, Minute of Listening, provides a variety of different sounds for children to listen to.  (www.minuteoflistening.org)</p>	<p><b>Nursery</b></p> <p>Set up fantasy settings in the small world area and role play areas (fairy village, under the sea etc).  Character paintings, drawings and model making (including playdough)  Acting and performing Role play ideas: Giant's Castle / beanstalk, Mermaid's Cave, Dragon's Lair, Potion Kitchen, Pirate Island</p> <p><b>Reception</b></p> <p>Set up fantasy settings in the small world area and role play areas (fairy village, under the sea etc).  Character paintings, drawings and model</p>	<p><b>Nursery</b></p> <p>Spring art: Making spring pictures  Making collages using petals and leaves collected on a Spring walk.  Spring photography using ipads.  Roleplay ideas: Vets, farm, flower shop, pet shop  Is beginning to experiment with moving in different ways.  Moves in response to accompaniment.  Can say which dances they like.  Expresses emotions through facial expressions.  Explores moving to music from a range of cultures that is intended for dancing.</p>	<p><b>Nursery</b></p> <p>Developing moving in different ways.  Printing minibeast patterns.  Printing with fruit and vegetables  Roleplay ideas: Garden centre, minibeast discovery centre</p> <p><b>Reception</b></p> <p>Printing minibeast patterns. Matisse: The Snail  Making seed packets  Printing with fruit and vegetables  Roleplay: Garden centre, minibeast discovery centre  Read Through Georgia's Eyes by Rachel Victoria Rodriguez. Explore the colours in the book and discuss children's ideas.  Show children some of Georgia O'Keefe's paintings and ask them what they notice.  Provide large, brightly coloured, cardboard flowers to</p>

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	<p><b>Music</b></p> <p>Identifies sounds in the environment. Sings songs with others. Sings short phrases of a song in tune.</p> <p>Describes music as, e.g. happy, scary, calm.</p> <p>Demonstrates rhythm with body movements that might be in time to music.</p> <p>Enjoys playing a wide range of rhythm instruments. Moves in response to rhythm.</p> <p>Songs and music – what is our favourite? What songs do we like to sing? Learning a range of nursery rhymes Using instruments alongside our favourite rhymes (phase 1 phonics)</p>	<p>to see it as Georgia would.</p> <p>Use the environment to inspire their own paintings.</p> <p>Children to compare the work of each new artist you introduce with the work of ones already explored. Ask them to find similarities and differences.</p> <p>Encourage children to talk about their artworks (processes as well as product).</p> <p>Diwali Rangoli patterns</p> <p>Firework art - use different brushes and resources to create different effects</p> <p>Experiment with mixing colours - watch Colourblocks for ideas</p>	<p><b>Reception</b></p> <p>Collages of people who help us vehicles – junk modelling.</p> <p>Exploring different media – clay, plastercine, etc.</p> <p>Visit from Police / Fire brigade.</p> <p>Roleplay - Fire Station / Police Station.</p> <p>Outdoor stage with music on which children can dance and perform.</p> <p>Play a wide variety of genres of music to children. Think carefully about how we can widen children’s cultural capital by ensuring they hear music from around the world and from different eras. Start with instrumental music so children are not distracted by the language. Ask children what their favourite piece of music is and create a class</p>	<p>making (including playdough)</p> <p>Acting and performing Role play ideas: Giant’s Castle / beanstalk, Mermaid’s Cave, Dragon’s Lair, Potion Kitchen, Pirate Island</p> <p><b>Music</b></p> <p>Sing with children at different times of the day. Vary the type of song to include nursery rhymes, traditional songs and songs for special occasions. Share songs from the different cultures in your class. (Children may be surprised to hear that the tune for ‘Happy Birthday’ is used in many different languages.)</p> <p>Continue to develop music play list.</p>	<p><b>Reception</b></p> <p>Spring art: mixing colours to match colours we see during our Spring walk.</p> <p>Observational drawings of flowers such as daffodils and tulips using a range of media.</p> <p>Spring photography using ipads. Roleplay: Vets, farm, flower shop, pet shop</p> <p>Demonstrates fluency when moving in a variety of different ways.</p> <p>Explores and moves with appropriate actions in response to a stimulus.</p> <p>Creates dances with movements and gestures to express feelings and ideas.</p>	<p>act as a base for children’s own representations of flowers. Provide a variety of other materials such as card, scissors, tissue paper, glue and scrap paper in a variety of colours.</p> <p>Encourage children to create their own flower.</p> <p>Provide modelling clay for children who might want to reproduce the skulls seen in the book.</p>

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	<p><b>Reception</b></p> <p>Explores colour and colour mixing.</p> <p>Beginning to use painting and drawing to represent actions and objects.</p> <p>Beginning to use art to demonstrate feelings.</p> <p>Uses tools for a purpose.</p> <p><b>Music</b></p> <p>Matches an instrument to its sound.</p> <p>Describes the quality of a sound as, e.g. loud, quiet, long, short.</p> <p>Can sing a whole song with others.</p> <p>Begin to clap in time to a beat</p>	<p>Collages of people who help us vehicles – junk modelling. Exploring different media – clay, plasticine, etc.</p> <p>Christmas performance</p> <p><b>Music</b></p> <p>Enjoys changing words in a song.</p> <p>Developing clapping in rhythm.</p> <p>Enjoys marching, dancing, jumping, twirling, skipping and tip-toeing, etc. to music.</p> <p>Enjoys playing a wide variety of instruments.</p> <p>Can talk about how music makes them feel.</p>	<p>playlist. Bring in song / music ideas from home? What is their favourite song at home / in the car?</p>	<p>Moves in a variety of different ways.</p> <p>Moves to different musical rhythms and tempos, often as animals, e.g. lions, elephants and monkeys.</p> <p>Moves in response to different stimuli.</p> <p>Copies movements shown by the teacher.</p> <p>Demonstrates emotions through facial expressions and gestures. Responds to music from other cultures with different ways of moving.</p>	<p>Describes how dancing or watching dance makes them feel.</p> <p>Expresses emotions through facial expression, stance and gesture.</p> <p>Enjoys dancing to music from different cultures.</p>	