



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
- The Write Stuff
- 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



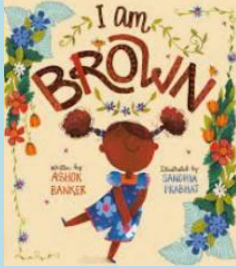

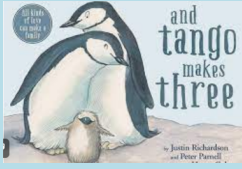
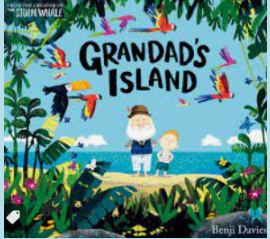
- Selection of quality texts to support the children's awareness and understanding of key emotions and feelings. E.g The Worry Monster and Ruby's Worry
- Daily emotion check-ins
- Individual modelling to support each child's specific need
- Individual support plans for targeted pupils to support emotional 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.
- 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 Trip to the Farm	The Garden <i>(including Seasons)</i>
Key texts to promote cultural capital	<p>Resistant Text The reader has to assemble meaning around nuances, hints and clues.</p> <p>The Colour Monster</p> 	<p>Non Linear Sequences Non-linear sequences have narratives that leap around and double back on themselves.</p> <p>When the Rain Comes</p> 	<p>Reflecting Realities: Ethnicity</p> <p>I am Brown</p> 	<p>Reflecting Realities: Gender</p> <p>Dogs Don't do Ballet!</p> 	<p>Reflecting Realities: LGBT+</p> <p>And Tango Makes Three</p> 	<p>Symbolic Text Valuable in helping children to understand morals and developing important values.</p> <p>Grandad's Island</p> 
Supporting Texts	Titch Owl Babies You Choose Funnybones	Pumpkin Soup Percy the Park Keeper Non Fiction Texts about Diwali and Christmas Dream Snow Room on the Broom	On my Way Home What the Ladybird Heard Busy People Series (Police Office, Firefighter etc)	Meg and Mog Pirate Pete Aliens Love Underpants	Baby Bear Baby Bear The Very Hungry Caterpillar, Growing Frogs The Odd Egg We're Going on an Egg Hunt	The Tiny Seed, Jasper's Beanstalk, Oliver's Vegetables, Oliver's Fruit Salad
The Write Stuff	We're Going on a Bear Hunt Ruby's Worry Perfectly Norman	Poppies C Beebies Animation How to Catch a Star Chocolate Mug Cake Michael Rosen	Rosie's Walk Proudest Blue What We'll Build	The Rainbow Fish Where the Wild Things Are Pigs Might Fly	Katie and the Sunflowers Penguins (National Geographic)	Handa's Surprise Jack and the Jellybean Stalk I Wanna Iguana

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Communication and Language Literacy ELG Listening Attention and Understanding Comprehension Word Reading Writing	Nursery 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.	Nursery 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.	Nursery 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	Nursery 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	Nursery 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	Nursery 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
	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

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Mathematics	Nursery Number Songs Colours Matching Sorting	Nursery Number Songs Compare amounts Compare size, mass and capacity Simple patterns	Nursery Number Songs Number 1 Weight Number 2	Nursery Number Songs Number 3 Length and Height Number 4	Nursery Number Songs Number 5 1 more/ less Shape	Nursery Number Songs My day Capacity Positional Language
ELG						
Number						
Numerical Patterns	Reception Baseline 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	Reception 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	Reception 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	Reception 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 Consolidation	Reception 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 Making new shapes – Squares Grandpa’s Quilt Tangrams Pattern Blocks	Reception 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 Staircase Bean bag game – Composition of number and number bonds Patterns Making maps Journey to school Obstacle course X marks the spot Designing mazes

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Personal, Social and Emotional Development	Nursery Separating from familiar adult	Nursery Be increasingly able to talk about and manage their emotions	Nursery Be increasingly able to talk about and manage their emotions	Nursery Select and use activities and resources	Nursery Continuing to develop skills learnt and developing independence	Nursery 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						
	Reception Class rules, turn taking games and activities.	Reception Class rules. Developing confidence.	Reception Continuing to develop skills learnt and developing independence	Reception Continuing to develop skills learnt and developing independence	Reception Talking about feelings and how these can be expressed. Further development of independent learning skills.	Reception 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 – group activities and one to one with adults/peers	Developing self-confidence through sharing news, experiences and stories	Developing self-confidence through sharing news, experiences and stories	Showing sensitivity to the needs of others	
	Building friendships and making relationships – group activities and one to one with adults/peers		Who helps us to stay healthy? Role of dentist, doctors,			

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	Becoming independent with managing clothing, shoes, toileting. Importance of taking care of our bodies including oral health.		nurses, paramedics, opticians.			
Physical Development ELG Gross Motor Skills Fine Motor Skills	Nursery 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.	Nursery 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 managing clothing, shoes, toileting. Importance of taking care of our bodies including oral health.	Nursery 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.	Nursery 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. Start to cut with scissors.	Nursery 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	Nursery 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.

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	<p>Reception 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 beyond whole hand grasp Writing under tables on paper to develop arm strength Hanging from rope in outside area</p>	<p>Reception Dedicated movement area in continuous provision.</p> <p>Real PE</p> <p>Ball skills- throwing and catching.</p> <p>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>Engage children in structured activities: Guide them in what to draw, write or copy. Teach and model</p>	<p>Reception Dedicated movement area in continuous provision.</p> <p>Real PE</p> <p>Ball skills- aiming, dribbling, pushing, throwing & 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 malleable materials with increasing control Encourage children to draw freely. Holding small Items /</p>	<p>Reception 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, playdough, Fine Motor activities. Continue to develop pencil grip and letter formation continually Use one hand consistently</p>	<p>Reception 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>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square</p>	<p>Reception 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> <p>Build things with smaller linking blocks, such as Lego adding in further detail</p> <p>Holding small Items /</p>

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	Jumpstart Johnny	correct letter formation. Draw a circle and cross	fasten zips and buttons on clothing /cutting with scissors	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	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	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
Understanding the World ELG Past and Present People, Cultures and Communities The Natural World	Nursery Home and family Comparing baby photos to how they look now. Pets Likes and Dislikes Similarities and differences Naming parts of our body	Nursery Celebrating and learning about Diwali, Christmas, Halloween, Bonfire Night	Nursery 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 (eg for a firefighter) Visit places within our local community such as the library	Nursery 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 Eid	Nursery Match adult animals to their babies. Look at life cycles of butterflies/chicks/frogs. Learn about the seasons focussing on Spring . Learn about Easter.	Nursery Minibeast hunt Building a minibeast Hotel Gardening and weeding Growing plants and vegetables.

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	<p>Reception</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>Reception</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>Reception</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 Tescos, Ashfield School</p>	<p>Reception</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>Reception</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>Reception</p> <p>Minibeast hunt Building a minibeast Hotel Gardening and weeding Growing plants and vegetables Bird Watching</p>

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Expressive Arts and Design	Nursery	Nursery	Nursery	Nursery	Nursery	Nursery
Vocab	Art Makes accidental representations (creates a form and then decides it is like something).	Show children Kandinsky's Sign With Accompaniment painting. Ask them about the shapes and the colours they can see.	Role play ideas: Police station, dentist - People who help us	Set up fantasy settings in the small world area and role play areas (fairy village, under the sea etc).	Spring art: Making spring pictures	Developing moving in different ways.
• artist	Identifies artworks that appeal to them.	Provide card strips, art straws, twigs, etc. to make straight-line compositions.	Provide noise-making materials, such as instruments, timers, metronomes and wind-up clocks. Encourage children to make and describe the sounds.	Character paintings, drawings and model making (including playdough)	Making collages using petals and leaves collected on a Spring walk.	Printing minibeast patterns.
• collage	Enjoys experimenting with colour in a variety of ways.	Provide large pieces of paper, large brushes and paints for children to make their own large painting.	Play listening games with children. Say, 'I wonder what we will hear if we are quiet.'	Acting and performing Role play ideas:	Spring photography using ipads.	Printing with fruit and vegetables
• colour	Read The Noisy Paint Box: The Colors and Sounds of Kandinsky's Abstract Art by Barb Rosenstock.	Reception	Sing lots of songs with children. Use songs that change from quiet to loud.	Giant's Castle / beanstalk, Mermaid's Cave, Dragon's Lair, Potion Kitchen, Pirate Island	Roleplay ideas: Vets, farm, flower shop, pet shop	Roleplay ideas: Garden centre, minibeast discovery centre
• comment	Show children some of Wassily Kandinsky's paintings and discuss what they notice.	Art Likes art that is realistic and relates to their experience.	The website, Minute of Listening, provides a variety of different sounds for children to listen to.	Reception	Is beginning to experiment with moving in different ways.	Reception
• draw	Provide paper plates, coloured paper cut into squares, a variety of media, paint, crayons, oil pastels, etc. Encourage children to make their own pictures.	Can sort art by its medium.	(www.minuteoflistening.org)	Set up fantasy settings in the small world area and role play areas (fairy village, under the sea etc).	Moves in response to accompaniment.	Printing minibeast patterns. Matisse: The Snail
• feelings		Encourage children to look at the natural world and try		Character paintings, drawings and model	Can say which dances they like.	Making seed packets
• materials					Expresses emotions through facial expressions.	Printing with fruit and vegetables
• mixing					Explores moving to music from a range of cultures that is intended for dancing.	Roleplay: Garden centre, minibeast discovery centre
• observe						Read Through Georgia's Eyes by Rachel Victoria Rodriguez. Explore the colours in the book and discuss children's ideas.
• paint						Show children some of Georgia O'Keefe's paintings and ask them what they notice.
• print						Provide large, brightly coloured, cardboard flowers to
• sculpt						
• technique						
• tools						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/Topic	Marvellous Me	Celebrations (including Seasons)	Our Community	Fantasy Worlds (including Seasons)	New Life Trip to the Farm	The Garden (including Seasons)
	<p>Music</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>Reception</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</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>Music</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>Reception</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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Theme/Topic	Marvellous Me	Celebrations <i>(including Seasons)</i>	Our Community	Fantasy Worlds <i>(including Seasons)</i>	New Life Trip to the Farm	The Garden <i>(including Seasons)</i>
	<p>Reception</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>Music</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>Music</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>is and create a class 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.</p> <p>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>	