

Early Years Foundation Stage - Overview

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes NB: These themes may be adapted at various points to allow for children’s interests	All About Me!	Seasons and Celebrations	Once Upon a time	Superheroes The Farm/Growing	All creatures great and small	Under the Sea
RE - RECD	Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and Encounter
RHE	Created and Loved by God Developing an understanding of valuing themselves		Created to love others Relationships with family and friends Online safety		Created to live in community Service in the wider community Goals and ambitions for life	
	Harry and the Dinosaurs go to School Elmer (series) My Mum Best of Friends My Dad All about me The Colour Monster The Invisible String	Percy the Park Keeper (series) Little Teddy Left Behind Can’t You Sleep Little Bear? Funny Bones Owl Babies We’re Going on a Bear Hunt Is That What Friends Do? Kipper’s Birthday The Christmas Story Jesus’ Christmas Party	Goldilocks and the Three Bears The Gingerbread Man Chicken Licken The Three Little Pigs Jack and the Beanstalk The Three Billy Goats Gruff The Little Red Hen Little Red Riding Hood A stich in rhyme Clever Sticks	Supertato (series) Zog Zog and the Flying Doctors Real Superheroes Once there were Giants Growing Good Oliver’s vegetables When I grow Up My Bean Diary	The Very Hungry Caterpillar The Angry Ladybird Insect Body Parts Caterpillar Diary Superworm The Gruffalo The Gruffalo’s Child Amazing Animals Animal Babies What Can You See? Tyrannosaurus Drip	The Rainbow Fish Tiddler Sharing a Shell The Snail and the Whale Goodnight Pirate Who Swallowed Stanley A home for a Pirate
	Wow’ moments / Enrichment	St Cecelia Feast Day Diwali Bonfire Night Remembrance Day Nativity Production Anti- Bullying Week Visit to church- Baptism	Chinese New Year Fairy tale workshop. Dual language books – parents invited in to read Making Bread/biscuits	Mother’s Day World Book Day 3rd March Easter Bonnet Easter Egg hunt	Minibeast visit Caterpillars and stick insects	Father’s Day Pirate Day
	Online safety & Oral Health	Chicken Clicking	Dentist role play area	Smartie The Penguin Healthy Food & Cinderella’s smile	Digiduck	The Selfish Crocodile
COEL Characteristics of Effective Learning	Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning					
	Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.					
	Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
Over Arching Principles	Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured.					
	Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.					
	Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.					
	Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.					
<i>We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli, and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals, and solve problems. Children learn by leading their own play and by taking part in play which is quided by adults.</i>						

Diversity Texts to be read throughout the year during story time session								
BAME main characters		Cultural diversity		Neurodiversity		Physical disabilities		Different families
So much Shine Astro Girl Lulu's first day Baby goes to market Mommy saying Full, full full of love Maisie's Scrapbook Jabari jumps		The big book of families Maisie's scrapbook Hats of faith The Jasmine Sneeze Golden domes and silver lanterns We are all Welcome. Shu Lin's Grandpa Hats of Faith		Through the eyes of me Loud A Friend for Henry We're all wonders Incredible you I see things differently Because What makes me a me?		Amazing Susan Laughs What happened to you? Its ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears		Two Homes Love makes a family We are family More people to love me Our class is a family Love makes a family
Fair Values	Faith	Appreciate	Articulate	Independence	Individuality	Respect	Resilience	

British values	Mutual respect	Mutual Tolerance	Rule of law	Individual liberty	Democracy	British Values
	Where this might be seen in EYFS: Sharing outside area; School rules; Just different; Faith Weeks; Visitors to talk to children such as a Hindu or Sikh; Festivals and celebrations such as Diwali and Chinese New Year; Links to our Core Values; supporting charities such as Bee-lieve					
		Where this might be seen in EYFS: In addition to previous: Anti-bullying week; Faith week; Celebrations from all cultures; Children in Need;	Where this might be seen in EYFS: In addition to previous: School rules; Class rules; Encouraging cooperation; Nursery and Reception working as one unit; People who Help Us; stranger danger; safeguarding; Team games in PE or outside	Where this might be seen in EYFS: In addition to previous: Teaching in our RE and Journey in Love; Exploring our differences; How we are all unique;	Where this might be seen in EYFS: In addition to previous: Collective worship; speaking and listening at circle times; developing social skills	Where this might be seen in EYFS: In addition to previous: Our World- RE topic;

Prime Area – Personal, Social and Emotional Development

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>PSED</p> <p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p> <p>Children develop their personal, social and emotional skills throughout the year through by listening and discussing stories, circle time and high quality interactions .</p>	<p>Being Me in My World Learning about myself and similarities and differences with others. Chatterboxes - show and tell celebrating what makes me special. Learning about my new school/class and my place in the world.</p> <p>Self-Regulation Children will be able to follow one step instructions and follow our daily routine using our visual timetable.</p> <p>Children will recognise different emotions through stories, songs and circle times about our family and starting school.</p> <p>Children will focus during short whole class activities during carpet time and when working with an adult during baseline activities.</p> <p>Managing Self Children will learn to wash their hands and access the toilets and snack area independently as part of our daily routine and supported by adults when needed.</p> <p>Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults throughout free flow learning and through ‘getting to know you’ circle times and carpet activities.</p>	<p>Celebrating difference Learning how different families celebrate different festivals at this time.</p> <p>Self-Regulation Children will talk about how they are feeling and to consider others feelings when discussing how different families celebrate and their customs.</p> <p>Managing Self Children will understand the need to have rules when taking part in daily collective worship and discussing the school’s rules and values. Celebration collective worship celebrates those trying hard and highlights the importance of following the rules.</p> <p>Building Relationships Children will begin to develop friendships through free flow play and with the introduction of more small group, collaborative work, alongside an adult.</p>	<p>Healthy Me Learning about how to keep ourselves healthy using traditional tales to explore different foods.</p> <p>Learning about Oral health with the very selfish crocodile and free flow and carpet activities to support.</p> <p>Learning about good and bad choices and the consequences of our choices on others.</p> <p>Self-Regulation Children will be able to focus during longer whole class lessons using a range of strategies and with support from staff.</p> <p>Managing Self Children will begin to show resilience and perseverance in the face of a challenge as the directed tasks during the day increase and children are set daily challenges during their independent learning.</p> <p>Building Relationships Children will be able to use taught strategies to support in turn taking and in dealing with friendship issues by using different strategies to help (e.g find a friend or peer mediator, ask an adult, using phrases to communicate wants ‘Please stop, I don’t like that’.</p>	<p>Dreams and goals Learning to talk about what I would like to be when I grow up through our super heroes and people who help us learning, talking about real life heroes and the different jobs that people do.</p> <p>Self-Regulation Children will identify and moderate their own feelings socially and emotionally as they gain more independence dealing with friendships.</p> <p>Managing Self Children will develop independence when dressing and undressing to prepare for PE in Year 1.</p> <p>Building Relationships Children will listen to the ideas of other children and agree on a solution and compromise. This will be modelled by our peer mediators and staff at first to build confidence and then independence.</p>	<p>Relationships As the children move through the summer term they will begin to learn how to cooperate with each other and solve problems with less adult support. This is modelled in free flow learning and discussed as part of circle time. They will begin to build more relationships with others around school as they take part in more whole school activities, including with their Year 5 buddies and start to take part in transition activities to prepare them for Year 1 and meeting their new teacher and LSA.</p> <p>Self-Regulation Children will be able to control their emotions using a range of techniques. Children will be able to follow instructions of three steps or more as they adapt to the changes in timetable in summer term and prepare for Year 1.</p> <p>Managing Self Children will manage their own basic needs independently. Children will show a ‘can do’ attitude towards their learning and their friends.</p> <p>Children will learn to dress themselves independently and how to look after themselves in the hot weather, e.g. wearing a sunhat and suncream.</p> <p>Building Relationships Children will learn to work as a group. Children will have the confidence to communicate with adults around the school.</p>	

NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the Reception year

Early learning Goals

Self-Regulation: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self: Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships: Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others’ needs.

Prime Area – Communication and Language

The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Listening, Attention and Understanding	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Speaking Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions	Listening, Attention and Understanding Children will be able to understand how to listen carefully and demonstrate ‘good listening’ during carpet time. Speaking Children will talk in front of small groups and their teacher offering their own ideas, when the topic of discussion interests them.	Listening, Attention and Understanding Children will begin to understand how and why questions and be able to answer them with support when with familiar adults and their peers. Speaking Children will begin to be aware of new vocabulary learnt during topic lessons and begin to use it independently.	Listening, Attention and Understanding Children will learn to ask questions to find out more. Speaking Children will talk in sentences using conjunctions, e.g. and, because.	Listening, Attention and Understanding Children will retell a familiar story using some vocabulary from the story and be able to follow a story without pictures or props. Speaking Children will engage in non-fiction books and to use new vocabulary in different contexts.	Listening, Attention and Understanding Children will be able to understand a question such as who, what, where, when, why and how and be able to demonstrate that understanding in their answer, or actions. Speaking Children will use talk to organise, sequence and clarify thinking, ideas, feelings and events and be able to respond to what their peers say with comments or questions of their own during carpet discussions and circle time.	

Early learning Goals

Listening, Attention and understanding:

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

Speaking:

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Prime Area – Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Gross Motor Skills	PE: Personal Best Challenges TLC Hub	PE: Multi Skills Ball Skills & Games	PE: Dance/Pilates /Yoga Games Throwing & Catching	PE: Gym Games Bat & Ball Skill	PE: Athletics OAA	PE: Striking & Fielding Games Developing Partner Work
Fine Motor Skills	Gross Motor Children will learn to move safely in a space around their new playground with their peers. Fine Motor Children will begin to use a tripod grip when using mark making tools. Developed through a range of fine motor activities such as threading and play dough.	Gross Motor Children will explore different ways to travel using our playground bikes and scooters. Fine Motor Children will accurately draw lines, circles and shapes to draw pictures during free flow choosing and as part of adult led activities.	Gross Motor Children will be able to control a ball in different ways. Children will balance on a variety of equipment and climb. Fine Motor Children will handle scissors, pencil and glue effectively.	Gross Motor Children will jump and land safely from a height. Fine Motor Children will use cutlery appropriately as they begin to build independence with cutting their own food at lunchtime.	Gross Motor Children will move safely with confidence and imagination, communicating ideas through movement. Fine Motor Children will hold scissors correctly and cut out small shapes.	Gross Motor Children will be able to play by the rules and develop coordination by taking part in team building games and preparing for sports day races. Fine Motor Children will form letters correctly using a tripod grip.
	Get Set For PE: Fundamentals 1 Get Set For PE: Introduction to PE	Get Set For PE: Dance Unit 1 Get Set For PE Gymnastics: Unit 1	Get Set For PE: Fundamentals 2 Get Set For PE: Introduction to PE 2	Get Set For PE: Gym Get Set For PE: Dance	Get Set For PE: Games 1 Get Set For PE: Ball Skills 1	Get Set For PE: Games 2 Get Set For PE: Ball Skills 2
	How? Children improve their gross and fine motor skills daily by engaging in different fine motor activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing. Weekly PE lesson. Gross motor skills developed in the outside area -moving freely-slithering, shuffling, rolling, crawling, walking, running, hopping, skipping, sliding Increasing control over an object in patting, pushing Building with various equipment. Climbing on climbing frame. Drawing using whole body movements. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Den building. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes, wheelbarrows, prams and carts.					

Early learning Goals

Gross Motor Skills:

Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills:

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.

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Comprehension
Visit school library (Tuesdays)
Daily stories
High quality interactions

Writing

Writing station, roleplay, letters to Santa, thank you letters, shopping lists, name writing. Writing during phonics. Writing challenges related to topic.

Comprehension
Children will independently look at a book, hold it the correct way and turn pages.

Writing
Children will give meanings to the marks they make.

Writing
Children will form letters correctly.

Writing
Children will write words
representing the sounds with a
letter/letters.

Writing
Children will write labels/[phrases
representing the sounds with a
letter/letters.

Writing
Children will write words which are spelt phonetically.

Writing
Children will write simple phrases and sentences using recognisable letters and sounds.

Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

mathematically. Children should

Numerical Patterns

Autumn 1

Opportunities for settling in,
introducing the areas of provision.
Key times of the day, class routines
Exploring the continuous provision
inside and out.

Where do things belong?
Positional language.
Matching and sorting
Compare amounts
Compare size

Autumn 2

- Mass and Capacity
- Exploring Pattern
- Representing 1 2 & 3
- Comparing 1 2 & 3
- Composition of 1 2 & 3
- 2D shapes
- Positional language
- Representing numbers to 5

Spring 1

- One more
- One fewer/less
- Time
- Introducing zero
- Comparing numbers to 5
- Composition of 4 & 5
- Compare mass
- Compare capacity

Spring 2

- 6 7 & 8
- Combining 2 amounts
- Making pairs
- Length and height
- Time
- Counting to 9 & 10
- Comparing numbers to 10
- Bonds to 10

Summer 1

3D Shapes
Spatial awareness
Patterns
Building numbers beyond 10
Counting patterns beyond 10
Spatial reasoning
Match, Rotate, Manipulate
Adding more

Summer 2
<p>Taking away</p> <p>Compose and decompose</p> <p>Doubling</p> <p>Sharing and grouping</p> <p>Even and odd</p> <p>Visualise and build</p> <p>Deepening understanding patterns and relationships</p> <p>Mapping</p>

Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

Specific Area – Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
People, Culture & Communities. The Natural World	History: What can I do now I am 4? Learning about personal History. Linked with Year 1 My family history - what was life like when our grandparents were children? Geography: Where we live. What rooms are inside our houses? Who do we live with? Finding our houses on google earth and using describing words for our houses. Linked with Year 1 Our local area - what is it like where we live? Science: Understanding the link between adult and baby animals. Linked with Year 1 Types of animals	History: Learning stories from the past. The Christmas story. What would it have been like for Mary and Joseph to make a journey to Bethlehem in the past vs what does Bethlehem look like now? Linked with Year 1 My family history - what was life like when our grandparents were children? Geography: What do different celebrations look like around the world. Finding out about the North Pole and watching the journey that Father Christmas would make across the world. Linked with Year 1 Our local area - what is it like where we live? Science: Looking at the features of Autumn and Winter and the changes as we move from one season to another Linked with Year 1 Changing seasons	History: Understanding that stories can come from the past and are told and retold over time, making them sometimes different and well known around the world. Linked with Year 1 The greatest explorers - who are the greatest explorers? Geography: Understanding what the different countries in our stories about Jesus look like, to help us understand the story better. What did they look like in the past, compared to now? Linked with Year 1 People and their communities - where in the world do these people live? Science: Learning about what a beanstalk needs in order to grow. Linked with Year 1 Plants	History: Sequencing events. What happened first, next. Linked with Year 1 The greatest explorers - who are the greatest explorers? Geography: Learning about the job of a farmer how food is grown and where our favourite foods come from around the world. Linked with Year 1 People and their communities - where in the world do these people live? Science: Using different materials to make our own Supertato puppets. What materials will we need to make him? Which materials are best? Linked with Year 1 Comparing materials	History: Looking at changes over time with our lifecycles investigation. Linked with Year 1 Great inventions - transport. How did the first flight change the world? Geography: Where do animals live and investigating new animals around the world at spring time. Linked with Year 1 Animals and their habitats - where do our favourite animals live? Science: Lifecycles of animals. Butterflies, frogs. Linked with Year 1 Parts of animals	History: Learning about moving to year 2 and thinking again about changes over time and what is coming next. Linked with Year 1 Great inventions - transport. How did the first flight change the world? Geography: Exploring the world across the oceans and looking at what lives beneath the sea. Linked with Year 1 Animals and their habitats - where do our favourite animals live? Science: Creating our own pirate boats out of different materials. How can we make a boat that floats, what will make it sink? Linked with Year 1 Identifying materials

Early Learning Goals:

People. Culture & Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

The Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

Specific Area – Expressive Arts and Design

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Creating with materials</p> <p>Being imaginative and Expressive</p>	<p>Music: Being Imaginative Children will sing and perform nursery rhymes.</p> <p><i>See Charanga Progression of Skills document.</i></p> <p>Charanga Songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers</p> <p>Art& DT: Exploring different ways of mark making and with different utensils.</p> <p>Linked with Year 1 Drawing - make your mark. Painting - colour splash.</p>	<p>Music: Being Imaginative Children will experiment with different instruments and their sounds.</p> <p><i>See Charanga Progression of Skills document.</i></p> <p>Charanga Songs: I’m A Little Teapot The Grand Old Duke of York Ring O’ Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p> <p>Art& DT: Exploring using junk modelling to create with a purpose in mind.</p> <p>Linked with Year 1 Structures - constructing windmills</p>	<p>Music: Being Imaginative Children will create narratives based around stories.</p> <p><i>See Charanga Progression of Skills document.</i></p> <p>Charanga Songs: Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes</p> <p>Art& DT: Building houses for the 3 pigs using a range of different materials and joining techniques.</p> <p>Linked with Year 1 Sculpture and 3D - paper play</p>	<p>Music: Being Imaginative Children will move in time to the music.</p> <p><i>See Charanga Progression of Skills document.</i></p> <p>Charanga Songs: Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey</p> <p>Art& DT: Using different materials to make our own Supertato puppets. What materials will we need to make him? Which materials are best?</p> <p>Linked with Year 1 Textiles - puppets</p>	<p>Music: Being Imaginative Children will play an instrument following a musical pattern.</p> <p><i>See Charanga Progression of Skills document.</i></p> <p>Charanga Songs: <i>Big Bear Funk</i></p> <p>Art& DT: Learning how to adapt and change our models to make them different, or even better.</p> <p>Linked with Year 1 Craft and design - embellishments</p>	<p>Music: Being Imaginative Children will invent their own narratives, stories and poems.</p> <p><i>See Charanga Progression of Skills document.</i></p> <p>Charanga Songs Reflect, Rewind & Replay: Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat</p> <p>Art& DT: Making our own healthy snacks for our Summer picnic. Making fruit kebabs.</p> <p>Linked with Year 1 Food - fruit and vegetables</p>

Early Learning Goals:

Creating with Materials:

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.