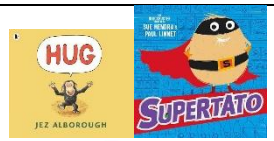
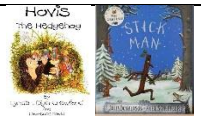
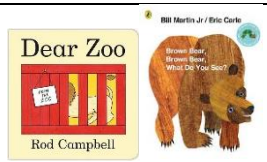
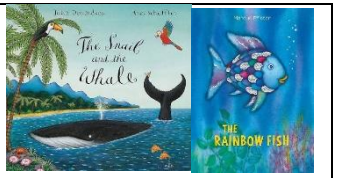


EYFS: Pre-school

Long Term Plan

Year A

EYFS	Autumn 1 **Mirror Mirror!**	Autumn 2 **Let's celebrate!**	Spring 1 **Ticket to ride!**	Spring 2 **A wonderful World!**	Summer 1 **Come outside!**	Summer 2 **Fun at the Seaside!**
Enquiry Question Significant person/s *General themes NB: These themes may be adapted at various point to allow for children's interests to flow through provision.*	**Who do you think you are?** Starting Pre-school Emotions/feelings What am I good at? Families People who help us/careers Where do I live? My Hobbies Autmn Harvest Halloween Cornerstones – Me and my Community/Exploring Autumn	**How do we celebrate?** EYFS people and community Bonfire night Remembrance Day Diwali Hannukah Black history month Nativity Christmas Hibernation Nocturnal animals Cornerstones – Sparkle and Shine	**How long will it take to get there?** Transport Local area/world Winter Chinese New Year Valentine Day How do I get to school? Design your own transport. Space Cornerstones – Big Wide World/Marvelous Machines	**What makes our world wonderful?** Life cycles Weather/climate Antarctica Animals around the world Habitats Minibeasts Safari Seasons Cornerstones – Animal Safari/Puddles and rainbows/Sings of spring	**How do I stay healthy?** Growing – Healthy eating Plants/flowers On the farm Materials Traditional tales Weather/Seasons The great outdoors Cornerstones – Ready, Steady Grow/Sunshine and Flowers/Move it	**Are coastlines important?** Under the sea Off on Holiday/clothes Send me a postcard! Marine life Fossils Seaside's Seaside art Reduce, reuse and recycle. Cornerstones – On the beach/ Moving on/Splash
Trip/Hook	Nurse/firefighter/ dentist visit Birthdays Favourite songs Halloween What do I want to be when I grow up?	Autumn walk Guy Fawkes/Bonfire Night Christmas Time/Nativity Road safety Stories by the Fireside Children in need Rudolph Run Anti-Bullying Week	Post a letter Food tasting – different cultures Let's Fly – Role play Story Telling Week LENT Eid Changes in Weather Internet Safety Day	Zoo visit Random Act of Kindness week Animal Art Week Let's Go on safari – An animal day! Start of Ramadan Mother's Day Science Week Weather experiments Weather forecast Videos Nature scavenger hunt Easter time	Mucky monsters Walk to the park/picnic Planting seeds Vincent Van Gogh Study May Day	Plymouth Aquarium visit Under the sea – sing songs and sea shanties Healthy eating week World environment day Anniversary of the NHS Pirate day Ice -Cream at the park

Possible texts	  Hug (N) Here We Are (Belong Value) The Colour Monster Supertato The Smartest Giant Dear Zoo Little Red Hen People who help us	  Hovis the Hedgehog Christmas Story/Nativity Rama and Sita Stick man How to Catch Santa Pumpkin Soup The Gingerbread Man Stickman Cookbook Brown Brown Bear What do you see? Whatever Next	 The Train Ride (N) Mrs Armitage on Wheels (R) Mr Grumpy's Outing (R) The Naughty Bus (**Babcock)** The Jolly Postman Bob, The Man on the Moon The Smeds and the Smoos Oi! Get off my train Beegu Three Little Pigs National Geographic Dinosaurs Owl Babies How To Catch a Star	 Dear Zoo (N) The Very Hungry Caterpillar (N) Brown Bear, Brown Bear, What Do You See? (N) Bear Hunt (N) Gruffalo (R) Goldilocks Augustus and his Smile Tiger Who Came for Tea The Cave Tadpole to frog Goldilocks Lost and Found	 Jasper's Beanstalk (N) Farmer Duck (R) Six Dinner Sid (R) On The Way Home (R) Handa's Surprise (R) Jack and the Beanstalk The Tiny Seed Superworm Non-fiction plant and animal books Bears don't eat egg sandwiches Sam plants a sunflower	 The Snail and The Whale The Rainbow fish Lighthouse Keeper's Lunch The hare and the tortoise World Atlases Tiddler Sharing a shell Message in a Bottle Michael Recycle The ugly vegetables Lighthouse Keepers Lunch The Big Book of Bugs
C of ETL	**Characteristics of Effective Teaching & 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. **Unique Child**					

Over-arching principles **Play**	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. **Play** ***'Fostering Curiosity in Young Minds'*** In Bearnes Early Years Foundation Unit, the children are encouraged to learn through play and exploration, through being active, creative and thinking critically. The staff aim for all children to be inspired by their experiences; motivated by stimulating environments and equipment; fully engaged in their learning and, ultimately, to be empowered to continue to explore and learn themselves, independently. This is managed through carefully planned lessons and activities and opportunities for adult-led and adult- directed sessions as well as ample opportunity for child-initiated learning.
Bearnes School Values Assemblies, circle time, teaching, learning and school community	**C**ourage **C**ommunity **C**uriosity Bearnes prides itself on being a nurturing community where children's voices are heard. Our staff, pupils and families are supportive of one another and are integral to our success. We celebrate successes of all sizes for all of our pupils individually - allowing them to shine. Our curriculum is, broad, varied, relevant and engaging. We ensure that we inspire our children to develop a love of school and learning. While the National Curriculum is at the core of our provision, we make learning experiences come alive, hooking the children's imaginations with a wide range of hands-on experiences and inspiring visits and visitors. We value each child as an individual through our nurturing approach. The children at Bearnes will;

Assessment opportunities **Parental Involvement**	• Develop knowledge and skills through an exciting and creative curriculum which fosters a lasting enjoyment of learning allowing them to follow their aspirations. • Show respect and empathy towards others, enabling them to make positive relationships with a wide range of people • Appreciate the natural world as a source of wonder and inspiration, and play their part in maintaining and improving their environment. **Tapestry** **Formative assessment** **Active learn phonics** **Maths Master the curriculum** **Parents as partners**					
EYFS	Autumn 1 **Mirror Mirror!**	Autumn 2 **Let's celebrate!**	Spring 1 **Ticket to ride!**	Spring 2 **A wonderful World!**	Summer 1 **Come outside!**	Summer 2 **Fun at the Seaside!**
Communication and Language	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, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
	Welcome to Acorns Settling in activities Making friends	**Tell me a story!** Settling in activities	**Tell me why!** Understand a question or instruction that has two	**Talk it through!** Know many rhymes, be able to talk about familiar books	**What happened?** Starts a conversation with adults and friends. Enjoy listening to longer stories	**Time to share!** Join in at group time by putting up hand and waiting their turn to talk.

	Children talking about experiences that are familiar to them Understand and use simple questions Listen to simple stories and understand what is happening Sharing facts about me! All about me! Language linked to daily routines Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Listen to Longer stories and remember much of what happens. Story language Listening and responding to stories Use a wider range of vocabulary, e.g. Diwali, samosa, festival. Etc. Following instructions Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.	parts. E.g. "Get your coat and wait at the door." Ask's why question. Discovering Passions Uses a wiser vocabulary and longer sentences of 4-6 words. Ask questions to find out more and to check they understand what has been said to them. Describe events Listen to and talk about stories to build familiarity and understanding. Continues to develop and sing a repertoire of songs	and be able to tell a long story Discovering Passions Understand how to listen carefully and why listening is important. Learn lots of new words and use them in their play. Sustained focus when listening to a story	and can remember what happens in them. Re-read some books so children learn the vocab to be able to talk about the text Understand a question with two parts. Talk about what they see, hear, feel. Use talk to organise play e.g. "let's go on a bus…you sit there…I'll be the driver" Focus on a chosen activity for at least ten minutes	Ne able to talk about their thoughts even when they disagree and can discuss using words and actions. Use longer sentences of four to six words when talking. Understands when asked questions like "Why do pirates need a ship?" and "How can we mop up the juice" Sits quietly and listen for longer periods of time. Able to move away from distractions when concentrating. Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. How to keep our planet safe and healthy. How to look after ourselves.
EYFS	Autumn 1 **Mirror Mirror!**	Autumn 2 **Let's celebrate!**	Spring 1 **Ticket to ride!**	Spring 2 **A wonderful World!**	Summer 1 **Come outside!**	Summer 2 **Fun at the Seaside!**
PSED Managing Self	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 9 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					
	Play with increasing confidence on their own and with other children- because they know their key person is nearby and available. Increasingly begin to follow rules, understanding why they are important. Develop friendships with other children.	Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Safely explore emotions beyond their normal range through play and stories.	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas.	Do not always need an adult to remind them of a rule. Develop appropriate ways of being assertive. Talk with others to solve conflicts. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Begin to understand how others might be feeling.	To be able to play in a group with friends and make up ideas of things to do and games to play. To begin to manage feelings and talk about emotions. To understand how others might be feeling. Develop their sense of responsibility and membership of a community. Feel strong enough to express a range of emotions.	To be ready for new experiences like starting school. To learn how to be assertive. To be able to follow rules and know why they are important. To begin to find solutions to quarrels and rivalries. To be able to follow the rules without an adult reminding me.
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Physical Development	Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives7. 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					
Fine Motor Skills	Dough Disco To be able to hold tools and objects using a palmer grasp comfortably	Threading, cutting, weaving, playdough, Fine Motor activities.	Use one handed tools and equipment, for example, making snips in paper with scissors.	Increasing independence with putting own coats on.	Is independent in meeting my own care needs	Threading, cutting, weaving, playdough, Fine Motor activities.

Physical development **Fine motor** **Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality).** **Provide extra help and guidance when needed.** **Daily opportunities for Fine Motor Activities**	May be beginning to show preference for dominant hand and/or leg/foot	Choose the right resources to carry out their own plans. Use tools to effect changes to materials Use a comfortable grip with good control when holding pens and pencils	Threading, cutting, weaving, playdough, Fine Motor activities. Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Begin to be increasingly independent in meeting their own needs. Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and dominant hand for fine motor tasks Cut along a straight line with scissors	Develop fine motor skills so that they can use a range of tools safely and build confidence. Children to be confident at manipulating playdough Start to colour inside the lines of a picture Start to draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego Continue to show preference for dominant hand Beginning to write letters or make marks that can be recognised by others.
Gross Motor Skills **PE x2 per week** **Daily DPA's**	Continue to develop their movement through: - Balancing - Riding - Ball skills Beginning to match their developing physical skills to tasks and activities in the stetting. For example, they decide whether to: - Crawl - Walk - Run	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes	Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm With support collaborate with others to manage large items, such as moving a long plank safley, carrying large hollow blocks.		Goes up steps and stairs, or climb up apparatus, using alternate feet. Uses large muscle movements to wave flags and streamers, paint and make marks.	

	Go up steps and stairs or climb up apparatus.	without stabilisers, skateboards, wheelbarrows, prams and carts are all good options	Start taking part in some group activities which they make up for themselves, or in teams. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.			
	From Development Matters 20': Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					
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Literacy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	Phonics: Phase 1	**Phonic Sounds:** Phase 1 Engage in extended conversations about	**Phonic Sounds:** Phase 1 Begin to understand the five key concepts about print:	**Phonic Sounds:** Phase 1 Develop their phonological awareness so that they can:	**Phonic Sounds:** Phase 1 Start to use some print and letter knowledge in early	**Phonic Sounds:** Phase 1

	Notice some print, such as the first letter of their name, or a familiar logo. Sing songs and say rhymes independently, for example, singing whilst playing. Repeat words and phrases from familiar texts/stories Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. Make marks on their picture to stand for their names (recognise important prints to me)	stories, learning new vocabulary. Enjoy drawing freely. Add some marks to their drawings which they give meaning to. For example: "That says mummy" Make marks on their picture to stand for their name. Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.	- Print has meaning - Print can have different purposes - We read English texts from left to right and from top to bottom, - The names of the different parts of a book - Page sequencing	- Spot and suggest rhymes. Add some marks to their drawings, which they give meaning to. For example: "That says cow" Clap out syllables in a word. Able to 'map' out a familiar story with drawing and pictures. E.g. drawing simple animals in tadpole to frog.	writing. For example: writing a pretend shopping list that starts at the tip of the page; write a for apple. Says what marks, shapes, letters and pictures that they make mean. Has conversations about stories and lean new vocabulary. Begin to hear and say the first sound in a word when you say the word. Recognise words with the same initial sound orally.	To begin writing some of my name with support (Letters formed correctly) Begun to write some letters accurately with support. To have an understanding of a word, to know that when writing and reading it, it is different letters all placed together that makes up a word. Able to say lots of words that rhyme with a word like 'cat'
EYFS	Autumn 1 **Mirror Mirror!**	Autumn 2 **Let's celebrate!**	Spring 1 **Ticket to ride!**	Spring 2 **A wonderful World!**	Summer 1 **Come outside!**	Summer 2 **Fun at the Seaside!**
Mathematics	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Opportunities for settling in, introducing the areas of provision and getting to know the children. **Key times of the day, class routines. Exploring the continuous provision inside and outside. Where things belong and positional language.**		**Show me 1, 2, 3** - Copy fingers to show 1 - Copy fingers to show 3 - Show 2 or 3 finger when seeing 2 or 3 in stories or hearing it in rhymes/songs		**Lead on Own Repeats** - Join in fully with sequences and songs - Lead sequences and songs - Copy art-based simple patterns - Sing rhymes independently	

	More than, fewer than, same - Collect object to compare amounts - Make simple comparisons of amounts - Look for collections of large and small amounts - Compare and talk about large and small amounts - Make large and small collections - Make collections the same **Explore and build with shapes and objects** - Explore and play with shapes - Show interest in simple differences between shapes - Put shapes and blocks into position - Select shapes for a reason - Begin to explore and describe natural shapes and objects - Find and collect objects for a purpose **Explore repeats** - Listen to repeats in songs and stories - Start to join songs with repeats - Start to join in with repeats form stories - Clap along to songs - Make line pattens with own sequences - Chose block to build roads and towers **Hear and say number names** - Hear some number names - Join in saying some number names - Model saying number names in order - Practise saying number names in order - Join in stable order counting forwards - Join in stable order counting backwards **Begin to order number names** - Model saying 1, 2 and 3 in play	- Copy finges to show 2 - Show 1 finger when seeing 1 item in stories or hearing it in rhymes/songs - **Move and label 1, 2, 3** - Make actions when saying counting words - Count out up to 3 object from rhymes - Label amounts as 1 and not 1 - Move fingers when saying counting words - Notice number symbols as labels **Explore position and routes** - Explore shape resources - Talk about simple positions - Move through positions - Explore more complex inset jigsaws - Move into simple positions **Explore own first pattens** - Explain simple pattern arrangements - Choose blocks to copy simple creations - Make simple patten arrangements - Make roads and bridges with intent - Make simple line patterns with objects **Take and Give 1, 2, 3** - Choose a group to count - Take out 3 from a group - Give others 3 items - Take 2 from a group - Give others 2 items - Count 3 objects with one-to-one correspondence **Match, talk, push and pull** - Match simple shapes - Make simple arrangements - Follow simple routes outside	- Read on in familiar repeating stories **Start to Puzzle** - complete shape-match puzzles - Match objects to pictures - Explore objects and small world from different positions - Complete simple jigsaws - Match objects to shadows - Make simple routes in small world with lines and curves **Making Patterns Together** - Sing their own songs independently - Make and talk about movements pattens - Copy AB pattens with support - Clap in time to a beat - Talk about objects in pattens and arrangements **Make Games and actions** - Match dot pattens - Plau subitising games - Listen to and represent sounds with fingers - Be introduced to subitising games - Copy sets of sounds **Show me 5** - Ding rhymes to 5 and join in with movemehts - Move props back from 5 - Begin to count 5 objects with one-to-one correspondence - Move props to 5 - Show fingers to 5 - Match numerals to quantities when acting out songs **My own pattern** - Continue AB patterns

	- Copy fingers to represent 1, 2 and 3 - Look for collections of large and small amounts - Say number names in order - Copy the sequence of 1, 2 and 3 - Begin to count action. - Begin to recognise that anything can be counted **I see 1, 2, 3** - Notice images in books - Recognise "I see 1, 2, 3" - Point to 1, 2, 3 - Respond to "I see 1, 2, 3" - Copy "I see 1, 2, 3" **Join in with repeats** - Join in with repeated actions in songs - Sing some refrains independently - Say what happened next - Join in with repeats in songs and stories - Have a sense of daily routines **Explore position and space** - Respond to simple language of position - Select shapes for a space - Explore and describe shapes and objects - Arrange blocks in a chosen position - Recognise when 2 objects are the same shape		- Push some shapes and clocks together - Talk about arrangements **Talk about Dots** - Become familiar with dot pattens - Say when there are 2 sots - Say when there are 3 dots - Say when there is 1 dot - Recognise 1 and 2 in different arrangements **Compare and Sort collections** - Notice when two collections are the same - Make collections of large objects the same - Look for collections of large and small amounts - Make collections the same using large and small objects - Make collections of small objects the same - Recognise two collections are the same using large and small objects - Sort and talk about their own collections		- Notice an error in a pattern - Copy simple repeated constructions - Create their own AB patterns - Build constructions with simple enclosures **Stop at 1, 2, 3, 4, 5** - Count out up to 5 objects from a larger group - Verbally count to a given number - Independently show finger to 5 - Explore counting to 5 in different ways - Label objects with numerals **Match, Sort, Compare** - Compare up to 5 different objects - Make the same set by matching - Recognise attributes of objects - Compare by matching - Match by type	
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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.					
	Begin to make sense of their own life-story and family's history Use all their senses in hands on exploration of natural materials Talk about what they see, using a wide range of vocabulary.	Explore collections of materials with similar and/or different properties Talk about the differences between materials and changes they notice. Show interest in different occupations.	Explore toys with buttons, flaps and simple mechanisms and build confidence in operating them Explore how things work. Explore and talk about different forces. Discuss how they got to school and what mode of transport they used.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Understand the key features of a life cycle	Plant seeds and care for growing plants Environments Can children differentiate between land and water.	Begin to understand the need to respect and care for the natural environment and all living things.
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EAD	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.					
Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making	Listen with increased attention to sounds Remember and sing entire songs and rhymes Explore different materials freely, to develop their ideas about how to use them and what to make	Explore colour and colour mixing Respond to what they have heard, expressing their thoughts and feelings Play instruments with increasing control	Develop their own ideas an then decide which materials to use to express them. Join different materials and explore different textures Take part in simple pretend play	Make imaginative and complex small worlds with blocks and construction kits, such as a city with different buildings and a park. Show different emotions in their own drawings and paintings	Begin to make complex stories using small world equipment like animal sets, dolls and dolls houses etc. Create closed shapes with continuous lines. And begin to use these shapes to represent objects.	Draw with increasing complexity and detail such as a circle for a face – including details. Create their own songs of improvise a song around one they know.

instruments, percussion. Children to produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.						