



St. Chad's Reception
Long Term Planning Overview
2023 - 2024



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Theme | Marvellous Me! | What do we celebrate? | Who lives in a house like this? | Come Outside! | Animals of the World | On our Way |
| General Themes NB: These themes may be adapted at various points to allow for children's interests to flow through the provision | Starting Reception, my new class and new beginnings. Sense of belonging. Routines and relationships. Personal attributes. Being kind and staying safe. Harvest Black History Month | Halloween Bonfire night The Nativity Father Christmas visits Christmas Lists Letters to Father Christmas Diwali Eid Christmas | Chinese New Year Valentine's Day World Book Day | The great outdoors Mother's Day Shrove Tuesday Lent Easter | New life Life cycles Farm animals Zoo animals Ramadan Eid | Father's Day |
| Core texts & Favourite Five Rhymes | Squirrels Who Squabbled We're Going on a Bear Hunt Owl Babies Rosie's Walk | The Nativity Story The Best Christmas Present Ever | The Three Little Pigs The Magic of Clay A Place Called Home | Jack and the Beanstalk Lola Plants a Garden My Bean Diary Worms | Dear Zoo The Tiger Who Came for Tea. Oi Frog! | The Naughty Bus Violet the Pilot Emma Jane's Aeroplanes The Train Ride |

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| <p>Communication and Language</p> | <p>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.</p> | | | | | |
| <p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions including WellComm. Daily story time using high quality texts.</p> | <p>Settling in activities, making friends. I can respond to my name and change my activity when encouraged. I can use everyday words to talk about people I know. I can follow simple instructions. I can listen and respond to adults / peers. Wellcomm screening Key vocabulary in Reception areas. Rules and routines.</p> | <p>I can tell you a story – re-telling. Story language. I can listen and respond to stories. I can follow two-step simple instructions. I can take part in discussions. I understand how to listen carefully and why listening is important. Wellcomm interventions. Key vocabulary: celebrations, Christmas, festivals. Use new vocabulary throughout the day. Choose books that will develop vocabulary.</p> | <p>I can ask why and how questions. Discovering interests Retell a story with story language. I can ask questions to find out more and to check I understand what is being said to me. I can describe events in detail. I can listen to and talk about stories to build familiarity and understanding. I can learn rhymes, poems, and songs. Wellcomm interventions. Key vocabulary linked to current theme. Construct, building, material, family, home.</p> | <p>I can describe events in detail – time connectives. Discovering interests. I understand how to listen carefully and why listening is important. I use picture cue cards to talk about an object. I can ask questions – what colour is it? Where would you find it? I can sustain focus when listening to a story. Wellcomm interventions. Key vocabulary: Words linked to current theme. Flowers, daffodil, growing, blossom, rain, duckling.</p> | <p>In a variety of settings e.g. carpet time, assemblies etc., I can start to respond with relevant comments and questions. I can develop social interactions with others, listening and responding to what they say. I can discover passions by re-reading some books so I can learn language necessary to talk about what is happening in each illustration and relate to it. Wellcomm interventions. Key vocabulary: Words linked to animals and habitats.</p> | <p>I can read aloud books to extend my knowledge of the world and illustrate a current topic. I can select books containing photographs and pictures, for example, places in different weather conditions and seasons. Wellcomm interventions. Key vocabulary: Words linked to vehicles, journeys, and positional language. 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.</p> |

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| | | | | | Nocturnal, the zoo, minibeasts, ocean, life cycle. | |
| Speaking | Can use newly taught vocabulary introduced in the setting with support. Beginning to use talk to work through problems and challenges on a day to day basis. Listen carefully to new rhymes and songs, paying attention to how they sound and repeating with adult support. | | Can use a range of vocabulary (familiar and newly introduced) within context and a variety of situations (e.g in independent play) Can connect one idea with another using a range of connectives e.g. 'and' and 'because'. | | 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; | |

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| Personal, Social and Emotional Development | PSED is not specifically planned for across the year, however PSED Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. 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. |
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| <p>Managing Self Self-regulation Making relationships</p> | <p>Me and relationships - all about me and what makes me special? Who can help me? (self-regulation) Me and my feelings (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques) Know that some actions and words can hurt other's feelings.</p> | <p>Valuing Difference I'm special you're special Same and different Same and different families. Same and different homes. I am caring, kind and caring. I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on. I can begin to make my own healthy choices. I can try new activities independently, or with peers.</p> | <p>Keeping myself safe. What's safe to go in my body? Keeping myself safe Safe indoors and outdoors. Listening to my feelings and begin to describe them e.g. happy, sad, angry. People who help to keep me safe I can bounce back quicker after upsets and with more independence.</p> | <p>Rights and responsibilities Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom. Caring for our world. Looking after money. I can put on/ take off my coat independently. I can explain and follow most basic classroom rules.</p> | <p>Being my best Bouncing back when things go wrong: resilience Yes, I can: confidence and resilience. Healthy eating Move your body. A good night's sleep Importance of exercise Being kind to living creatures. Taking care of animals (frogs/butterflies) I can dress and undress for PE independently. I can begin to speak with others effectively e.g. please don't do that. I can wait with increased patience e.g. waiting for a turn on the computer. I can begin to work on short tasks more independently. I can sort healthy foods from less nutritional ones. I can begin to try new activities with perseverance when something is challenging.</p> | <p>Growing and changing Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Where do babies come from? Getting bigger Me and my body, girls, and boys Transition into Year 1 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</p> |
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| | <p>Oral hygiene: teeth cleaning linked to the dental nurse.</p> <p>Can use the toilet independently and wash hands well, knowing why this is important.</p> <p>Learns Reception rules – behavioural expectations in the class/boundaries set.</p> <p>I can separate from my main carer with support.</p> <p>I can distract myself when I am upset.</p> <p>I know about oral hygiene.</p> | | | | | |
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| <p>Building relationships</p> | <p>Joins in with a group of children who are playing, including new peers. Forms some closer friendships and seeks them out to initiate play. Speaks to peers within a game or activity. Take turns, with adult support, e.g. when playing a board game. With adult support beginning to understand different perspectives and alter behaviour accordingly.</p> | <p>Holds back & forth conversations, listening to their peers' ideas and responding appropriately. Shows understanding of another child's perspective in discussion, e.g. explaining what motivated someone to behave in a particular way. Shows empathy in simple ways, e.g. finding an adult for a child who is hurt. Takes turns with a little support from an adult or with the systems in place, e.g. sand timers</p> | <p>Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and others' needs.</p> |
| <p>Physical Development Fine motor Continuously check the process of children's</p> | <p>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.</p> | | |

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| <p>handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>Daily opportunities for Fine Motor Activities</p> | <p>I can use a comfortable grip with good control when holding pens and pencils – consolidate tripod grip.</p> <p>Continue to develop small motor skills so that I can use a range of tools competently, safely, and confidently.</p> <p>Ensure regular engagement and develop confidence in use of tools (grip, steady, snip, twist, curve, straight).</p> | | <p>Develop small motor skills so that I can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons.</p> <p>Begin to develop the foundations of handwriting style, which is fast, accurate and efficient.</p> <p>Effective pencil grip and correct letter formation.</p> | | <p>I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. I can use a range of tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> |
| | <p>Revise and refine the fundamental movement skills I have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing.</p> <p>Engage in and develop confidence in actions.</p> <p>Begin to develop overall body strength, balance, co-ordination, and agility.</p> | <p>Begin to use core muscle strength to achieve a good posture when sitting at a table or on the floor.</p> <p>Begin to combine different movements with ease and fluency and change movements / directions quickly.</p> <p>Begin to further develop the skills needed to manage the school day successfully.</p> | <p>Continue to refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing.</p> <p>Begin to progress towards a more fluent style of moving, with developing control and grace.</p> <p>Continue to develop overall body strength, balance, co-ordination, and agility.</p> | <p>Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>To further develop and refine a range of ball skills including passing, batting, and aiming.</p> | <p>Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance, and co-ordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p> <p>Sports Day</p> |
| <p>Gross motor</p> | | | | | |

CONTINUOUS PROVISION: Cooperation games i.e., parachute games, climbing – outdoor equipment., Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and wheelbarrows, prams and carts are all good options From Development Matters 2020': 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) | | | | | |
| Literacy Comprehension - Developing a passion for reading Word Reading - We will follow Read, Write Inc Phonics Scheme | <u>Reading Comprehension</u> I can show a preference for a book, song or rhyme. <u>Reading Word</u> I can handle books correctly and follow print left to right, top to bottom. I can locate the title. I can segment and blend words orally. I can recognise words that rhyme Phonics – s a t p i n m d g o c k c k e u r h b f l | <u>Reading Comprehension</u> I can talk about events and characters in a story read to me. I can join in with rhymes and stories. I can fill in missing words from well-known rhymes. <u>Reading Word</u> I can link most sounds to letters. I am beginning to blend and segment to read cvc and cvc words. I am beginning to match spoken word to written word (1 to 1 cor) across 2- | <u>Reading Comprehension</u> I can show interest and answer simple questions about the text. I use words that I know to check my reading makes sense. <u>Reading Word</u> I can locate and recall the title. I can read with 1-1 correspondence. I can read some common irregular words. I can solve simple words by blending sounds and | <u>Reading Comprehension</u> I can demonstrate understanding when talking about what I have read. I can repeat words or phrases to check my reading. <u>Reading Word</u> I can read and understand simple sentences. I can use phonic knowledge to read and decode regular words. Phonics – Review Phase | <u>Reading Comprehension</u> I am noticing if my reading makes sense and looks right. I think about what I already know to help me with my reading I can say rhymes by heart I can sometimes notice errors I know that illustrations can help me make sense of my reading. <u>Reading Word</u> I can say a sound for each letter in the | <u>Reading comprehension</u> I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play (ELG) <u>Reading Word</u> Phonics- Phase 3 long vowel grapheme's with adjacent |

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| <p>Aut 1 – on track 1B Aut 2 – on track 1C Spr 1 – on track Ditty Spr 2 – on track Red Sum 1 – on track Green Sum 2 – on track Green / Purple</p> | <p>Tricky words – is I the</p> | <p>3 lines of print Phonics – ff ll ss j v w x y z zz qu ch sh th ng nk Words with - s/s/added at the end (hats sits) Words ending - s/z/(his) and with - s/z/ added at the end (bags) Tricky words – put pull full as and has his her go no to into push he of we me be.</p> | <p>I check what I read makes sense and sounds right. Phonics – ai ee igh oo oo oar or ur ow oi ear air er Words with double letters Longer words Tricky words – was you they my by all are sure pure</p> | <p>3 Longer words, including those with double letters. Words with -s/z/ in the middle. Words with -es/z/ at the end. Words with - s/s/and/z/ at the end. Review all tricky words taught so far</p> | <p>alphabet and at least 10 digraphs (ELG). I can read words consistent with my phonic knowledge by sound blending (ELG) I can re-read books showing increased accuracy and fluency Phonics – Short vowels with adjacent consonants CVCC CCVC CCVCC CCCVC CCCVCC Longer words and compound words. Words ending in suffixes: -ing, -ed/t/, -ed/id/-est Tricky words – said so have like some come love do were here little says there when what one out today</p> | <p>consonants CVCC CCVC CCCVC CCV CCVCC Words ending in suffixes: -ing, -ed/t/, - ed/id/d/-er, -est Longer words and compound words Review all tricky words taught so far. End of year assessments</p> |
| <p>Writing</p> | <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels.</p> | <p>Recount, Name writing, labelling, talk for writing, story scribing. Retelling stories, letter writing. Writing tricky words such as I, me, my, like, to, the. Writing CVC words, labels using CVC, CVCC, CCVC words. PHASE WORDS</p> | <p>Exciting adjectives ‘Wow words’ Rhyming words/sentences Instructions Captions Writing recipes, lists. PHASE WORDS</p> | <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions – life cycles Character descriptions. Order the Easter story PHASE WORDS</p> | <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Recount – A trip to the farm Acrostic poems</p> | <p>Non-fiction Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description –sea creatures</p> |

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| | Writing for a purpose in role play. PHASE WORDS | | | | | |
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| Maths We will follow the White Rose scheme and Mastering the Curriculum | 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. | | | | | |
| | Baseline/getting to know you. Matching Sorting Comparing amounts Compare size/mass/capacity Exploring patterns. | Representing and comparing 1,2,3 Composition of 1,2,3 Circles and triangles & Spatial awareness The number 4/ The number 5 One more one less Comparing shape Night and day (routines/time) | Zero and comparing numbers to 5 Composition of 4 and 5 Mass and capacity Learning about 6,7 and 8 Pairs and combining groups to 10. Length and height | 9 and 10 comparing numbers to 10 Number bonds to 10 (2 weeks) 3D shape Consolidation (respond to what they need more support with) | Building numbers beyond 10 Counting patterns/spatial reasoning Adding more Taking away | Doubles Sharing and grouping Odd and Even Spatial reasoning Deepening understanding weeks Patterns Consolidation |

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| Understanding of 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. | | | | | |
| | <u>People, Culture, and communities</u> What did I wear when I was a baby? <u>The Natural World</u> | <u>Past and Present</u> Understanding the past through story telling | <u>Past and Present</u> To show a clear understanding of the 'past' and 'present' and to | <u>Past and Present</u> To show a clear understanding of the 'past' and 'present' and | <u>Past and Present</u> Continue to make sense of my own life-story and family's history. | <u>Past and Present</u> Continue to make sense of my own life-story and family's history. |

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| | <p>Autumn. positional language to follow clues to find objects from the Scarecrows wedding. Explore the local area and discuss features of the natural environment.</p> <p>Understanding the past through story telling Festivals and traditions including bonfire night and Christmas.</p> <p>children to talk about seasonal changes from summer to autumn.</p> <p>Children to talk about their body parts (head, shoulders, torso, knees, feet)</p> | <p>Festivals and traditions including bonfire night and Christmas. To be able to confidently use and understand the words 'old' and 'new' and categorise objects/items appropriately. <u>People, Culture, and communities</u> Notice differences between people. <u>The Natural World</u> To observe the changes that occur during autumn. To learn about different types of trees such as oak trees, beach trees, horse chestnut trees. To explore changes to leaves and collect leaves to create a leaf man collage linked to the key text 'Leaf man' by Lois Ehlert.</p> | <p>be able to categorise objects and/or images. To talk about images from the past. To ask questions about the past. <u>People, Culture, and communities</u> Continue developing positive attitudes about the differences between people.</p> <p>Children will begin their learning about some important people in their lives and society e.g., mothers, grandmothers.</p> <p><u>The Natural World</u> To think about different types of houses. To identify different types of houses on a local area walk. To follow a simple map of our school to locate the missing three little pigs. To explore 'My Maps' book and make and label maps.</p> | <p>to be able to categorise objects and/or images. To talk about images from the past. To ask questions about the past. <u>People, Culture, and communities</u> Continue developing positive attitudes about the differences between people. <u>The Natural World</u> To explore differences in weather relating to the season Winter. To talk about and discuss how we dress for winter. To compare what has happened to the leaves on the trees since Autumn. Later in the Spring term to explore and look for signs of spring in our school grounds. To explore life and culture in Manchester and look closely at landmarks in Manchester.</p> | <p><u>People, Culture, and communities</u> My family: different generations Family / Immediate / Extended / Royal family / Famous families. What makes me special? Special times in my life and in the life of my friend Family traditions/celebrations e.g., birthdays etc. <u>The Natural World</u> To discuss changes in the seasons from Spring to Summer. To learn about sun safety and how to dress in warmer weather compared to colder climates. To compare animals in our country such as farm animals to animals in Africa. To look at and find out about jungle animals and their habitats.</p> | <p><u>People, Culture, and communities</u> My family: different generations Family / Immediate / Extended / Royal family / Famous families. What makes me special? Special times in my life and in the life of my friend Family traditions/celebrations e.g., birthdays etc. <u>The Natural World</u> To talk about special countries that are important to me. To identify where the countries are on a world map. Identify Oceans and Seas on a large map as the blue area To compare life in another country to life in Manchester and discuss the differences in culture. To discuss and compare landmarks.</p> |
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| <p>Expressive Arts and Design</p> | <p>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.</p> | | |
| <p>Painting, messy play, collage, cutting, drama, role play, threading, moving to music, following music patterns with instruments, singing songs.</p> <p>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.</p> | <p style="text-align: center;"><u>Art – Painting and mixed media</u> Paint my world!</p> <p>Explore paint and painting techniques through nature, music, and collaborative work. The focus will be on finger painting, creating own paint brushes using outdoor natural objects and using paint to represent sound.</p> <p>Next, we will be looking at the artist Megan Coyle and creating their own collages inspired by Megan’s work.</p> <p style="text-align: center;"><u>Design and Technology</u></p> <p>Introduce a range of tools including scissors, hole punch, rolling pins and how to use these effectively.</p> <p style="text-align: center;"><u>Music</u></p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> | <p style="text-align: center;"><u>Art – Sculpture and 3D</u></p> <p>Explore malleable materials. To develop fine motor skills. To use tools and joining techniques, designing and making clay animal sculptures.</p> <p style="text-align: center;"><u>Design and Technology</u></p> <p>To plan, design, assemble a house strong enough to withstand the wolfs puff. To test and evaluate what went well and what could be improved.</p> <p style="text-align: center;"><u>Music</u></p> <p>Watch and talk about dance and performance art, expressing feelings and responses.</p> | <p style="text-align: center;"><u>Art – Craft and Design</u></p> <p>To develop cutting, threading, joining and folding skills through fun, creative craft projects such as paper snakes and tissue paper flowers.</p> <p style="text-align: center;"><u>Design and Technology</u></p> <p>To focus on a story, predict, plan and record results within groups and draw up conclusions.</p> <p style="text-align: center;"><u>Music</u></p> <p>Sing in a group increasingly matching the pitch and following the melody.</p> |

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| Educational Visits / Enhancements | Autumn walk around school looking for leaves, pinecones, acorns and conkers. | Pantomime Walk to post box to post letter to Father Christmas. | World Book Day activities. | Gardening with the children. | Visit to a farm – Smithills Farm. | Walk around local area. I spy (vehicles). Visit to the bus museum. Sport's Day Transition morning. |
| Parental engagement | Home visits Wow moments on Seesaw. Parents evening | Stay and Play sessions. Parents Evening Wow moments on Seesaw. Nativity performance | Wow moments on Seesaw. Parents Evening Parents workshops | Wow moments on Seesaw. Parents Evening Stay and Play sessions. | Wow moments on Seesaw. Parent's Evening Stay and Play sessions. | Wow moments on Seesaw. End of Year Reports. |