

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme Cornerstones	Why do you love me so much?	Why do leaves go crispy?	Do dragons exist?	Can I have a dog?	How many colours in a rainbow?	How high can I jump?
Possible ideas, mini themes (These may be changed or adapted depending on cohort and children's interests.)	<p>Starting school/new beginnings Rules and routines All about me, my body, families, homes Feelings and emotions Celebrations, parties</p> <p>Bonfire Night, Remembrance Day Harvest, Diwali, Hannukah Advent, Christmas Seasonal changes - Autumn/Winter Conkers Bonkers activities Mud kitchen- Autumn recipe book & provocations Exploring natural objects in our play and learning, frozen objects, seasonal fruits and cooking opportunities, autumnal collages and pattern making</p> <p>PREPARE & PERFORM A CHRISTMAS SHOW!</p>	<p>Using tools and materials to construct and create.</p> <p>Exploring different homes & cultures Exploring fantasy settings Learning the Knight's Code. Exploring different occupations & ways of life.</p> <p>Treasure hunting Animal care & habitats RP vet surgery Hairy McClairy adventure course Pet show & tell Seasonal changes - Winter/Spring Outdoor kitchen provocations for winter soups & stews, bread making, Mud Easter Egg shells MAKE A DRAGON EGG!</p>	<p>Colour mixing with a range of media, tools & our bodies- e.g. foot painting & mixing with powder paint Exploring light & colour with torches & coloured materials Multi coloured mark making Exploring rainbows & links to weather/Sing a rainbow Colour hunt Making jellyfish, rainbow rice, smoothies</p> <p>Adventure playground/soft play Ball games/exploring sports equipment Active nursery rhymes & songs Healthy/non healthy foods- links with healthy teeth! The Hare & the Tortoise Sports Challenge School transition activities CREATE A HANDPRINT RAINBOW</p>			
Talk 4 Writing	See T4W LTP	See T4W LTP	See T4W LTP	See T4W LTP	See T4W LTP	See T4W LTP
Key vocabulary (including but not limited to)	Love, respect, unique, emotions, celebrate, parade, gift, feast, decorate, festive		Knight, castle, sword, dragon, egg, moat, drawbridge, flag, tower, treasure, turret, King, Queen, prince, princess, animal, kennel, pet, lead, collar, claw, paw, feed, puppy, whisker, fur, hairy		Art, paint, pattern, rainbow, mix, colourful Adventure, leap, balance, hop, jump, skip, run, roll, health, catch	
	Autumn term		Spring Term		Summer Term	
Possible enhancements & experiences- not exhaustive list	Autumn walk/baby visit/baby & family photos/Harvest/Crumble making/Bonfire Night- toasted marshmallows/sparkler sticks/Fire service visit?/Remembrance Day//Diwali/Hanukah/Advent/Christmas/Nativity/CIN/Anti bullying/Curiosity Cube		Winter walk/CNY/Internet Safety day/PCSO?/WBD/Traditional tale dress up/Mother's Day/Comic Relief/Sport Relief/Spring Walkk/Easter/Egg Hunt/Easter Nests/Chicks?/Zoo/Farm/visiting petting zoo?/Curiosity cube		Summer walk/Crazy colour day/football game/Planting seeds/Dentist visit?/Fruit kebabs/Food tasting session/Ramadan/Eid/Beach day/Sports Day/Adventure playground/soft play/Curiosity cube	
Harrier Values TBC						

Communication and Language

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Why do you love me so much?	Why do leaves go crispy?	Do dragons exist?	Can I have a dog?	How many colours in a rainbow?	How high can I jump?
Educational Programme	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.					
Curriculum Goal	To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.					
Potential Term focus & provision (subject to CI)	Initial WELLCOMM assessmt. Sharing stories & texts supporting 'All about me', feelings & emotions. Developing vocab to express self effectively & appropriately, communicate needs & ask for help. Following simple instructions to complete tasks and engage with & talk about rhymes, songs and stories.	Ongoing WELLCOMM support as appropriate. Building on developing language & vocabulary which reflects children's personal experiences & activities encountered, supported through small world & role play opportunities. Developing conversation skills & engagement with more complex forms of language through effective modelling & use of high quality texts.		Ongoing WELLCOMM support as appropriate. Developing use of language to question & investigate, debate & organise, adult support to engage in sustained shared thinking. Reflecting on a large repertoire of songs, stories & experiences, using language & vocab to retell & relive, as well as look forward to new experiences. Developing conversational skills, using a range of tenses & connectives.		
Ongoing provision	Circle Time/snack & chat/T4W	Listen attentively to others, speak clearly to explain ideas, thoughts and feelings. Develop social phrases, engage in two-way conversation with a friend, listen and respond to ideas, speak clearly to feedback				
	Ongoing CP	Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own. Adults alongside modelling & extending language as appropriate. Visuals to support as needed.				
	Story/song time	Daily story time sessions/song of the week/T4W sessions daily				

Personal, Social and Emotional Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Why do you love me so much?	Why do leaves go crispy?	Do dragons exist?	Can I have a dog?	How many colours in a rainbow?	How high can I jump?
Educational Programme	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.					
Curriculum Goal	To become an Independent Individual who can follow the Golden Rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering others' ideas and feelings.					
Potential Term focus & provision (subject to CI)	<p>Circle Time- Relationships Developing sense of community/sense of responsibility- monitors for small tasks. Selecting & using resources with developing independence, asking for support when needed. Families and friendships - different types of families, similarities and differences between ourselves and others Safe relationships - NSPCC PANTS Respecting ourselves and others - following the Nursery Rules, understanding feelings and emotions. Firework safety.</p>		<p><u>Circle Time - Living in the wider world</u> Different cultures, occupations, homes and habitats. Digital resilience using tech to research topic work. Sharing work & experiences with trusted visitors (dog visit?) and starting to explore the wider environment with increasing confidence- local nature walks/Eco tasks. Ops to extend & elaborate play ideas through provision of provocations & prompts- e.g. cardboard box castle, dragon eggs.</p>		<p><u>Circle Time - Health and wellbeing</u> Being increasingly able to talk about & manage feelings & emotions, respect feelings of others- using colours for a purpose to express emotion, work alongside others to explore & create with colour in a variety of ways. Sharing & taking turns using ICT to support learning. Healthy eating focus- importance of healthy diet & physical activity on health & wellbeing, linked to oral healthcare- tooth cleaning & dental professional visit TBC School transition support with Reception Class</p>	
Ongoing CP	Daily routines	Self-registration, book voting, 'choose it, use it, put it away' when using resources, putting on coats/boots/aprons independently for outdoor/messy play, turning clothes the right way round, use toilets independently, snack time (whole class or free-flow during CP), lunchtimes, getting ready for home, Monitor roles for simple tasks				
	Ongoing CP	Build relationships with others, see themselves as a valued individual, set simple challenges, show resilience and perseverance, manage feelings and behaviour appropriately, play co-operatively, take turns and share, show sensitivity to others				
	Story time	Experience, explore and talk about positive relationships, feelings and emotions, diversity.				

Physical Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Why do you love me so much?	Why do leaves go crispy?	Do dragons exist?	Can I have a dog?	How many colours in a rainbow?	How high can I jump?
Educational Programme	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.					
Curriculum Goals	To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.					
Potential Term focus & provision (subject to CI)	<u>PE - hall session</u> Moving in different ways (floor work and apparatus) Dance - Autumn Days, Fireworks/Christmas show Ball skills - dribbling (hands and feet) Ball skills - dribbling (bats/racquets) Sweeping/brushing leaves Collaging & crafting with Autumn/natural resources Threading Screwing/unscrewing Using tools (tweezers, knife and fork - loading, scissors - holding/carrying correctly, snipping)		<u>PE - hall session</u> Moving in a range of ways, moving freely and with confidence, making changes to body shape, position and pace of movement while successful negotiating space- yoga, team games, animal movements/obstacle course Dance - Dragon Dance CNY, If animals danced Ball skills - throwing and catching Constructing on a large/small scale Using tools (scissors - curved lines and regular shapes) Using tools kitchen provocations/crafting & creating (enhance and consolidate previous skills as needed following assessment from Autumn)		<u>PE - hall session/field</u> Moving in a range of ways, moving freely and with confidence, making changes to body shape, position and pace of movement while successful negotiating space-Games/Athletics/obstacle course Dance - ballet, dancing with ribbons and scarves Ball skills - aiming at a target Using large equipment- adventure playground/soft play. Whole body art Handling tools, objects, construction and malleable materials safely and with increasing control and intention- sewing? Using tools (scissors - irregular shapes) Using tools (enhance and consolidate previous skills as needed following assessment)	
Ongoing provision throughout the year	Funky Fingers etc	Daily movement to music activity to help develop all the children's pivot points - shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing, different routine each term				
	Lunch time	Hold and use a knife and fork correctly, understand about healthy eating				
	Through ongoing CP	Revise/ refine fundamental movement skills, develop strength, balance, agility and co-ordination, refine and develop fine motor skills, use a range of tools competently and safely, combine movements, develop ball skills. Establishing a consistent, daily pattern in relation to eating, rehydration, toileting, sleeping, and hygiene, and understanding why these are important				
	Yoga	Develop strength, balance and co-ordination/cross midline				

Literacy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Why do you love me so much?	Why do leaves go crispy?	Do dragons exist?	Can I have a dog?	How many colours in a rainbow?	How high can I jump?
Educational Programme	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).					
Curriculum Goals	To become a Brilliant Bookworm who can show a love for books, stories and rhymes, use new vocabulary to talk about what they have read or has been read to them and use their growing vocabulary to represent stories and rhymes in their play. To become a Wow Writer who can make purposeful marks with a range of media and materials in order to represent their ideas, thoughts and experiences					
Potential Term focus & provision (subject to CI)	Exploring a range of books and written media in play provision both with adult support & independently- topic themed texts, related texts in CP such as Autumn recipes in Mud kitchen. Learn about different parts of a book. Where does the writing start? Which way does it go? Difference between pictures & words- supported through interactions with practitioners & T4W activity. Notice some print, such as the first letter	Opportunities to engage in extended conversations about stories, learning new vocabulary (celebrations/Nativity/seasonal etc) *Enjoy drawing freely.*Add some marks to their drawings, which they give meaning to. For example: "That says mummy." (Christmas cards, using marks to represent recipes etc)* Make marks on their picture to stand for their name.* Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. (Christmas performance/seasonal songs & rhymes). Phase 1 Letters & Sounds- see T4W planning	Developing understanding about the five key concepts about print: - print has meaning (we can learn about characters/stories/places/story plots etc) - print can have different purposes- Stories or non fiction/print for labelling - we read English text from left to right and from top to bottom (developing our familiarity with and use of story maps to recount & retell) - the names of the different parts of a book (beginning to make our own books in provision) Labelling parts during construction activities/designing	Continue to develop understanding of the five key concepts about print. * Develop their phonological awareness, so that they can: - spot and suggest rhymes (e.g.Hairy McClary) *Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Vet RP mark making ops *Describing & labelling a pet	Uses some print and letter knowledge in early writing. For example: representing the initial letter of their name on a painting *Says what the marks, shapes, letters and pictures that they make mean *Developing skills to be able to 'map' out a familiar story/rhyme through drawing (developing T4W skills with increasing independence/dialogic book talk activity with mark making props to support).	To write some or all of my name To write some letters accurately (on a large/small scale). To talk about the places and people in stories and the important things that are happening To have an understanding of a word, to know that when writing and reading it is different letters all placed together that make up a word. Exploring action words during physical activity. Action/cvc word games.

	<p>of their name, a bus or door number, or a familiar logo. (Recognises important prints to me)- literacy walks/shared reading Sing songs and say rhymes independently, for example, singing whilst playing-modelled by practitioners through CP. Repeat words and phrases from familiar stories- T4W activity/shared reading Make marks on their picture to stand for their name (recognise important prints to me)- modelled & supported by practitioner during activities Phase 1 Letters & Sounds See T4W planning</p>		<p>construction ideas Phase 1 Letters & Sounds- see T4W planning</p>	<p>Phase 1 Letters & Sounds- see T4W planning</p>	<p>**Able to make up own stories, with characters, a beginning, middle and an end/Knows that stories have beginnings and endings and sometimes guess how the story will end (Developing our T4W innovation skills) *Has conversations about stories and learn new vocabulary Read, Write, Inc Teach set 1 sounds Reading groups Letter formation Links to Hear and says the first sound in a word when you say the word and be able to sign the letter *Recognise words with the same initial sound orally *Writes some letter sounds accurately Phase 1 ongoing support as needed</p>	<p>To understand that different words and print have different purposes- reflecting on T4W fiction & non fiction tasks/developing awareness of environmental print & using marks with meaning & purpose Able to say lots of words that rhyme with a word like 'cat' To begin to be able to orally segment and blend CVC words To use some of their letter sound knowledge in their early writing. Read, Write, Inc Teach set 1 sounds Reading groups Letter formation Phase 1 ongoing support as needed</p>
<p>Ongoing through CP</p>	<p>Book corner/Nursery library- weekly keyworker shared reading time. Print/provocations in all areas of learning. Ops for mark making in all areas of learning- graph paper in construction/chdn supported to label own work. Instrument corner with simple pictorial cues/rhyme provocations. Passing & 'writing' messages to peers & adults</p>					
<p>Phonological awareness</p>	<p>Working through Phase 1, developing ability to discriminate between sounds, develop an understanding of R&R, alliteration & simple oral blending & segmenting, ready to progress to RWI phonics where appropriate in Summer term.</p>					
<p>Story/song time</p>	<p>Learn new vocabulary, engage in and talk about books, anticipate key events, learn rhymes, poems and songs Use marks & actions to represent & retell stories & rhymes, as well as using these skills to share facts- lists, instructions etc through T4W work.</p>					

Mathematics

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Why do you love me so much?	Why do leaves go crispy?	Do dragons exist?	Can I have a dog?	How many colours in a rainbow?	How high can I jump?
Educational Programme	<p>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.</p>					
Curriculum Goal	<p>To become a Master of Maths who can show a growing understanding of number including linking quantities to numerals, comparing numbers and developing subitising skills. Also understanding and using positional language and developing awareness of shapes and patterns.</p>					
Potential Term focus & provision (subject to CI)	See Maths LTP	See Maths LTP	See Maths LTP	See Maths LTP	See Maths LTP	See Maths LTP
	Daily routines	Calendar, visual timetable, book voting with blocks, counting register & lines for transitions. Today up time- "Please pick up 4..." Number songs				
	Ongoing through CP	<p>Practise taught skills, use and apply taught skills in real-life situations, labelled resources (5 pen pot/3 car spaces) to reinforce links between numerals & amounts, complete puzzles, reference to number lines/tracks to support independent recording /construction & sensory play to support shape & capacity/use of positional language modelled when moving around environment or referring to resources or people/using topic related resources to support pattern exploration & noticing natural patterns/reinforcing language around sequences through T4W connectives/lists etc. Ongoing interactions when supporting play- "What can you see, how do you see it?"</p>				
	Story/song time	Practise taught skills, "What do you notice?", "What can you see, how do you see it?"				

Understanding the World						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Why do you love me so much?	Why do leaves go crispy?	Do dragons exist?	Can I have a dog?	How many colours in a rainbow?	How high can I jump?
Educational Programme	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.					
Curriculum Goals	To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, show interest in how and why things happen, understand some differences between times and places. To become a Compassionate Citizen who can help to look after their community, care for the environment and have an awareness of other people's cultures and beliefs					
Potential Term focus & provision (subject to CI)	<p>Me, my family and my school. Making connections between the features of their family and other families</p> <p>Respecting diverse ways of life/celebrations around the world</p> <p>Harvest</p> <p>Using cameras to take our own photos & record learning & special events.</p> <p>Looking at change & different materials when cooking & creating.</p> <p>Sensory exploration- sand/water/rice etc</p>	<p>Respecting diverse ways of life/celebrations around the world-</p> <p>Talks about people and times that are special to them and their family and friends, like "remember the party when we had fireworks and big bangs</p> <p>Bonfire Night, Remembrance Day</p> <p>Diwali/Hanukkah Advent/Christmas</p> <p>Exploring & caring for the natural environment- being aware of seasonal changes</p> <p>- Autumn Walk</p> <p>Exploring properties of</p>	<p>Respecting diverse ways of life/celebrations around the world-</p> <p>Chinese New Year</p> <p>Where I live- different types of homes/ways of live</p> <p>Olden days- looking at differences in houses, clothes, transport, toys</p> <p>Different occupations- jobs in the castle- Each peach, pear, plum</p> <p>WBD- traditional tales dress up- taking on a role</p> <p>Forces- water wheels/choosing appropriate materials for a purpose when constructing e.g. a castle</p> <p>How things work- drawbridge/portcullis/water</p>	<p>Respecting diverse ways of life/celebrations around the world-</p> <p>Mothering Sunday</p> <p>Easter</p> <p>Talking about pets in our families & wider experiences with animals e.g., at the zoo/safari park</p> <p>T4W Dear Zoo</p> <p>Zoo trip?</p> <p>How to care for an animals & plants- remember not to pick the flowers or to stroke animals gently</p> <p>*Talks about plants and animals that interest them, like next door's dog that barks and the really tall tree in the</p>	<p>Respecting diverse ways of life/celebrations around the world-</p> <p>Knows that their friends might do things differently to them, like eating different foods at home, or we might have different times that are special with our families such as Eid, Diwali, Easter, Passover, or Chinese New Year</p> <p>Ramadan/Eid-al-Fitr</p> <p>Brown Bear T4W- hibernation/bear life</p> <p>Exploring colour- how we can change it- how is a rainbow formed?</p> <p>Exploring light & shadows</p>	<p>Respecting diverse ways of life/celebrations around the world-</p> <p>Seasonal changes</p> <p>- Summer</p> <p>Talking about our holiday past & future</p> <p>Talking about our different strengths & abilities- celebrating them via Sports Day - including making signs, medals, keeping score etc.</p> <p>Explore materials and textures (recycling)</p> <p>Hairy McClary- T4W- Respect & care for animals</p>

		different natural materials- using magnets/metal detectors etc. Sensory exploration Life cycle- The Very Hungry Caterpillar T4W	wheel Sensory exploration	park Different occupations- vet- who else helps us?	Seasonal changes - Spring Life cycle recap- caterpillar to butterfly real life	Dog visit? Guide/listening dog?
	Ongoing through CP	Learn and practise new vocabulary, create small world environments, read and draw simple maps, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear and feel when outside, explore different scientific concepts				
	Story/song time	Experience, explore and talk about different people and occupations, comment on images from the past or different cultures/countries				

Expressive Arts and Design

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Why do you love me so much?	Why do leaves go crispy?	Do dragons exist?	Can I have a dog?	How many colours in a rainbow?	How high can I jump?
Educational Programme	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.					
Curriculum Goals	To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it. To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.					
Potential Term focus & provision (subject to CI)	<p>Enjoy and take part in related action songs, such as 'Head, shoulders, knees & toes'. Drawing our faces & making marks for facial features</p> <p>Beginning to show different emotions in their drawings and paintings, like happiness, sadness, fear etc.</p> <p>Practitioners supporting chdn to talk about how they feel referring to their face picture & supporting thinking aloud around that.</p> <p>Ops to develop pretend play-home corner representing own experiences from home. Provision of</p>	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make- Christmas crafts/exploring natural seasonal materials & using them to craft & create.</p> <p>Exploring instruments to accompany songs & stories/learning some seasonal songs & rhymes/Christmas performance.</p> <p>*Remember and sing whole songs. Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Continue to develop</p>	<p>Join different materials and explore different textures - experimenting with different ways & media to join things together- building castles & similar constructions. Making a model of our home/homes around the world/dragon eggs</p> <p>*Create closed shapes with continuous lines, and begin to use these shapes to represent objects- supporting chdn to plan & create their designs & constructions</p> <p>Developing control & coordination to use a widening range of tools with safety.</p>	<p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Ops to support & develop through dialogic book play-provide main character with some alternative provocations- e.g. dogs and other animals and scenarios so chdn can develop their own take on Hairy McClary.</p> <p>*Begin to make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park- again linking to different scenarios for</p>	<p>Sings the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>*Plays instruments with increasing control to express feelings and ideas.</p> <p>*Remember and sing whole songs.</p> <p>*Mix paints together to make new colours, name the colours and begin to talk about the different shades such as light and dark</p>	<p>Safely uses and explores lots of different tools such as hammers, scissors and saws</p> <p>*Makes up stories when playing, like superheroes rescuing people from a building</p> <p>*Chooses the things they want to use to make something. If their ideas don't work, they can choose something else or change the way they do something.</p> <p>*Can use different things like scissors, masking tape, sticky tape, hole punches and string to join and fix things together.</p> <p>*Draws for a purpose using detail such as a drawing a circle for a face and making marks</p>

	<p>provocations- pretending that one object represents another- for example, a child holds a wooden block to her ear and pretends it's a phone.</p> <p>Becoming familiar with small world resources.</p> <p>Use their imagination as they consider what they can do with different materials engaging with new/unfamiliar materials such as dough/mud/gloop etc</p> <p>Making simple models which express their ideas- junk model homes</p>	<p>engagement with small world resources, linking to learned experiences/relevant provocations- e.g adding Christmas props to dolls house play</p>		<p>HM/pet worlds/vet RP resources/animal dens...</p>		<p>for facial features</p> <p>*Beginning to show different emotions in their drawings and paintings, like happiness, sadness, fear etc</p>
Ongoing through CP	Ongoing through CP	Learn and practise new vocabulary, sing, dance, make music and perform on their own and in a group, practise and use a range of artistic techniques and skills, use a range of tools, create collaboratively, develop storylines in pretend play, use imagination, role-play				
	Story/song time	Sing a range of songs/nursery rhymes, understand the structure of stories/recognition & appreciation of R&R				