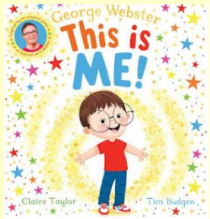









St Mawes Nursery and Reception Rolling Programme



	Autumn	Spring	Summer	Autumn	Spring	Summer
KS1 topic	Who am I?	Dress to Impress	Circle of Life	Home and Away	The Big Build	All Aboard
Main EYFS Theme	Nice to Meet You! 	Do You Remember When...? 	Ready Steady Grow 	Big Adventures with Little Feet 	How Big is Big? 	I Wonder What's at the Seaside? 
Characteristics of effective teaching and learning (CoETL)	<p>Playing and exploring: <i>Finding out and exploring, playing with what they know, being willing to 'have a go'.</i></p> <ul style="list-style-type: none"> ➤ First-hand experiences of changes in seasons i.e. to feel drizzle, the snowflakes falling, the wind and experience natural changes in light and temperature etc. ➤ Chances to explore natural materials, a range of textures, smells, sounds etc. through hands on real experiences. ➤ Rich, stimulating and irresistible environments with open ended resources. <p>Active Learning: <i>Being involved and concentrating, keep on trying, enjoying achieving what they set out to do.</i></p> <ul style="list-style-type: none"> ➤ Stimulating, inventive, imaginative, varied, open-ended resources which are freely available and related to the children's interests. ➤ Encourage children to work together and learn from each other to create a 'learning community'. ➤ Use photographs of previous learning readily available to discuss with children. <p>Creating and Thinking Critically: <i>Having their own ideas, making links, choosing ways to do things.</i></p> <ul style="list-style-type: none"> ➤ Use visual prompts for the routine so that children are able to accurately predict and make connections with previous experiences. ➤ Challenge children's thinking through providing new and inspiring resources and giving children opportunities to explore these freely and make connections. ➤ Ensure there are rich opportunities for children to engage in imaginative play. 					
Possible Lines of Enquiry (These mini-ideas within the themes may change or be)	Starting school / My new class / Welcome to our setting (rules, routines, and boundaries/	Birthdays, what we wore when we were babies, Our World – Climate / Weather Seasons and weather	Plants & flowers, eggs, ourselves, What lives in our pond? Life cycles, The great outdoors, Planting beans / seeds,	Where do we live in the UK / world? Travel and transport, Animals / Minibeasts and their habitats, Comparing places	Buildings, Space, A Starry Night (Van Gogh) Arts & Design focus: illustration	On the water / under the water, pirates, beach safety, holidays, where in the world shall we go?

replaced depending on child interest or fascination)	New Beginnings / All About Me - What am I good at? / My family / Our homes / Our community PSED focus: relationships / feelings Art focus: colours - feelings / emotions	Clothes for different seasons	Make a sculpture (Andy Goldsworthy) Reduce, Reuse & Recycle Fun Science / Materials Healthy Eating			Send me a postcard! Marine life, Fossils, Seasides in the past Compare now and then! Seaside art
Enrichment	Autumn Trail – local area walk. Cooking vegetable soup / bread Visit from key workers: Nurse / police officer / vet / soldier. National Poetry Day: October	Spring walk - signs of spring Tadpoles Mother's Day World Book Day: March Weather experiments Weather forecast videos.	Exploring food (healthy food choices) Regrowing vegetables Drawing plants and flowers - Growing plants / flowers / food from seed, bulb and plug plant including sunflower competition	Caterpillars to butterflies (Observation of growth) Building and investigating a bug hotel Forest school Where do we live? Map of the United Kingdom Creating Maps – World	Valentine's Day National Storytelling week 30 th Jan-6 th Feb Winter / ice - walk Winter weather changes, Studying frost, snow, ice Ice experiment: How can we make ice? How can we melt ice the quickest? Space Art exhibition Launching rockets, Chinese New Year	Under the Sea Singing songs and sea shanties Pirate day Map work: Find the Treasure Father's Day Ice-cream at the park End of year family picnic Making a healthy lunch
Trips and Visit	Going on a Bear Hunt Wildlife Garden	Truro Museum – Old Toys	Newquay Zoo visit - minibeasts	Eden / Heligan	Local visit	Beach Trip Rockpool visit
Language and Communication	Communication and Language is developed throughout the year through high quality interactions through daily group discussions, circle times, stories, singing and nursery rhymes. It is closely linked with our reading and phonics.					
Reading / Phonics (3 and 4)	Listening and attending: tuning into sounds and	Rhythm and rhyme	I can engage in extended conversations about	Listening and attending: tuning into sounds and auditory discrimination.	Rhythm and rhyme	I can engage in extended conversations about

	<p>auditory discrimination.</p> <p>I can listen with increased attention to sounds.</p> <p>I enjoy listening to longer stories and can remember much of what happens.</p>	<p>I can sing a large repertoire of songs.</p> <p>I can remember and sing entire songs.</p> <p>I know many rhymes. I can talk about familiar books and I can tell a long story.</p> <p>I can understand the 5 key concepts about print:</p> <ul style="list-style-type: none"> -print has meaning -print can have different purposes -we read English text from left to right and top to bottom -the names of the different parts of a book -page sequencing. 	<p>stories, learning new vocabulary.</p> <p>I am developing my phonological awareness so that I can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound, such as money and mother.</p>	<p>I can listen with increased attention to sounds.</p> <p>I enjoy listening to longer stories and can remember much of what happens.</p>	<p>I can sing a large repertoire of songs.</p> <p>I can remember and sing entire songs.</p> <p>I know many rhymes. I can talk about familiar books and I can tell a long story.</p> <p>I can understand the 5 key concepts about print:</p> <ul style="list-style-type: none"> -print has meaning -print can have different purposes -we read English text from left to right and top to bottom -the names of the different parts of a book -page sequencing. 	<p>stories, learning new vocabulary.</p> <p>I am developing my phonological awareness so that I can:</p> <ul style="list-style-type: none"> -spot and suggest rhymes -count or clap syllables in a word -recognise words with the same initial sound, such as money and mother.
Reception Reading/Phonics	<p>I can show a preference for a book, song or rhyme.</p> <p>I can talk about events and characters in a</p>	<p>I can fill in missing words from well-known rhymes.</p> <p>I can say rhymes by heart I can sometimes notice errors.</p>	<p>I use words that I know to check my reading makes sense.</p> <p>I can show interest and answer simple questions about the text</p>	<p>I can show a preference for a book, song or rhyme.</p> <p>I can talk about events and characters in a story read to me.</p>	<p>I can fill in missing words from well-known rhymes.</p> <p>I can say rhymes by heart I can sometimes notice errors.</p>	<p>I use words that I know to check my reading makes sense.</p> <p>I can show interest and answer simple questions about the text</p>

	<p>story read to me.</p> <p>I can join in with rhymes and stories.</p>	<p>I can repeat words or phrases to check my reading.</p> <p>I am beginning to notice if my reading makes sense and looks right.</p>	<p>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)</p> <p>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p>	<p>I can join in with rhymes and stories.</p>	<p>I can repeat words or phrases to check my reading.</p> <p>I am beginning to notice if my reading makes sense and looks right.</p>	<p>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)</p> <p>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p>
Writing (3 and 4)	<p>I can use large-muscle movements to wave flags and streamers, paint and make marks.</p>	<p>I can use one-handed tools and equipment, for example, making snips in paper with scissors.</p>	<p>I can draw with increasing complexity and detail, such as representing a face with a circle and including details.</p>	<p>I can use some of my print and letter knowledge in my early writing. For example: I can write a pretend shopping list that starts at the top of the page; I can write 'm' for mummy.</p> <p>I can write some or all of my name.</p>	<p>I can use a comfortable grip with good control when holding pens and pencils.</p> <p>I am beginning to show a preference for a dominant hand.</p>	<p>I can write some letters accurately.</p>

ReceptionWriting	<p>Texts as a Stimulus: The Colour Monster Elmer Only One You Hair Love Super Duper You What Makes Me A Me?</p> <p>The Growing Story Giraffe is left out 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. Writing for a purpose in role play PHASE WORDS</p>	<p>Texts as a Stimulus: The Little Red Hen Tree Room on the Broom Gruffalo Diwali – Rama and Sita Percy the Park Keeper Bonfire night celebrations The Nativity Christmas Lists Letters to Father Christmas Recount, Name writing, labelling, talk for writing block, story scribing. Retelling stories, letter writing (Stick Man, to Santa)</p> <p>Writing tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. PHASE WORDS</p>	<p>Texts as a Stimulus: Jack and the Beanstalk The Very Hungry Caterpillar Lola Plants a Garden Ten Seeds Supertato The Runaway Pea The Extraordinary Gardener Non-fiction books on Lifecycles 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</p>	<p>Texts as a Stimulus: Handa's Surprise What the Ladybird Heard Rumble in the jungle I am a Tiger You can't take an Elephant on a Bus One Day in our Blue Planet... in the Savannah 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. Writing for a purpose in role play PHASE WORDS.</p>	<p>Texts as a Stimulus: Smartest Giant in Town Dinosaur Bones Stomp Dinosaur Stomp Storm Little Cloud How to catch a star Recount, Name writing, labelling, talk for writing block, story scribing. Retelling stories, letter writing (Stick Man, to Santa)</p> <p>Writing tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. PHASE WORDS</p>	<p>Texts as a Stimulus: Sharing a Shell The Lighthouse Keepers Lunch Snail and the Whale Billy's Bucket 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>
Maths (3 and 4)	I am developing fast recognition of up to 3 objects, without having to count them	I can experiment with my own symbols and marks as well as numerals.	I can understand position through words alone – for example, "The bag is under the	I can make comparisons between objects relating to size, length, weight and capacity.	I can talk about and explore 2D and 3D shapes (for example, circles, rectangles,	I can talk about and identify the patterns around me. For example, stripes on

	<p>individually ('subitising').</p> <p>I can recite numbers past 5.</p> <p>I can say one number for each item in order: 1,2,3,4,5.</p> <p>I know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</p> <p>I can show 'finger numbers' up to 5.</p> <p>I can link numerals and amounts: for example, I can show the right number of objects to match the numeral, up to 5.</p>	<p>I can solve real world mathematical problems with numbers up to 5.</p> <p>I can compare quantities using language: 'more than', 'fewer than'.</p>	<p>table," - with no pointing.</p> <p>I can describe a familiar route.</p> <p>I can discuss routes and locations, using words like 'in front of' and 'behind'.</p>	<p>I can select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc.</p> <p>I can combine shapes to make new ones – an arch, a bigger triangle, etc.</p>	<p>triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</p>	<p>clothes, designs on rugs and wallpaper. I can use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>I can extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>I can notice and correct an error in a repeating pattern.</p> <p>I am beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p>
ReceptionMaths	Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot	Count Objects, Actions and Sounds—Counting songs andrhymes, count objects of different arrangements (some that cannot be	Count Objects, Actions and Sounds—Counting songs and rhymes, countobjects of different arrangements (some thatcannot be moved	Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot be moved or seen) Subitise	Count Objects, Actions and Sounds—Counting songs and rhymes, countobjects of different arrangements (some thatcannot be	Count Objects, Actions and Sounds—Countingsongs and rhymes, count objects of different arrangements

	<p>be moved or seen) Subitise (Explore the composition of numbers to 10)—0-3 building to 0-5 Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers Count Beyond 10—Count up 20 and back from 10. Compare Numbers—Collections of objects to count (differing sizes) Use vocabulary: more than, less than Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—sustained focus on number to 5 (working wall display) Continue, Copy and Create Repeated Patterns—AB Shape - Name 2D shapes and their properties.</p>	<p>moved or seen) Subitise (Explore the composition of numbers to 10)—0-5 and then linked to addition Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers Count Beyond 10—Count up 20 and back from 10. Compare Numbers—Collections of objects to count (differing sizes) Use vocabulary: more than, less than, fewer, the same as, greater, equal to Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—sustained focus on number to 10 (working wall display) Compare Length Weight and Capacity</p>	<p>or seen) Subitise (Explore the composition of numbers to 10)—0-5 and then linked to addition Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers Count Beyond 10—Count up 30 and back from 20. Compare Numbers—Collections of objects to count (differing sizes) Use vocabulary: more than, less than, fewer, the same as, greater, equal to Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—sustained focus on number to 15 (working wall display) Compare Length</p>	<p>(Explore the composition of numbers to 10)—0-5 and then linked to addition Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers Count Beyond 10—Count up 30 and back from 20. Compare Numbers—Distribute items evenly (sharing) Use vocabulary: more than, less than, fewer, the same as, greater, equal to, share, fair Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—sustained focus on number to 20 (working wall display) different conceptual</p>	<p>moved or seen) Subitise (Explore the composition of numbers to 10)—0-5 and then linked to addition Link Number Symbol (Numeral) with Cardinal Number Value—Linked to subitise. Ordering and counting numbers Count Beyond 10—Count up 50 and back from 20. Compare Numbers—Distribute items evenly (sharing), odds, evens and doubles. Use vocabulary: more than, less than, fewer, the same as, greater, equal to, share, fair Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—different conceptual variation (e.g. tens frames, PPW, numicon etc) Compare Length Weight and Capacity</p>	<p>(some that cannot be moved or seen) Subitise (Explore the composition of numbers to 10)—0-3 building 0-5 and then linked to addition Link Number Symbol (Numeral) with Cardinal Number Value— Linked to subitise. Ordering and counting numbers Count Beyond 10—Count up 50 and back from 20. Compare Numbers—Distribute items evenly (sharing) Use vocabulary: more than, less than, fewer, the same as, greater, equal to, share, fair Understand 1 More/1 Less— One more, one less nursery rhymes and songs. Automatic Recall of number bonds to 10—different conceptual variation (e.g. tens frames,</p>
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		Continue, Copy and Create Repeated Patterns—ABB Shape - Name 2D shapes and their properties. Link to CP objective.	Weightand Capacity Continue, Copy andCreate Repeated Patterns—ABBC <i>Shape - Compose and decompose shapes so that children recognise a shape can other shapes within it (just as numbers can)</i>	variation (e.g. tens frames, PPW, numicon etc) Compare Length Weight and Capacity <i>Shape - Explore how shapes can becombined to makenew shapes, e.g. 2 triangles make a square. Notice 2D shapes in 3D Shapes.</i>	Shape - Explore how shapes can be combined to make new shapes, e.g. 2 triangles make a square. Notice 2D shapes in 3D Shapes.	PPW, numicon etc) Oral—quick recall and Numbots Compare Length Weight and Capacity Continue, Copy and Create Repeated Patterns Shape - Explore how shapes can be combined to make new shapes, e.g. 2 triangles make a square. Notice 2D shapes in 3D Shapes.
PSED Nursery (Jigsaw)	Jigsaw: Being Me in My World Who... Me?! How am I Feeling Today? Being at Nursery Gentle Hands Our Rights Our Responsibilities Class Rules: Behavioural expectations in the classroom	Jigsaw: Celebrating Difference What am I good at? I'm Special, I'm Me! Families Houses and Homes Making Friends Standing Up For Yourself Oral Hygiene: teeth cleaning linked to visit from Brighter Smiles	Jigsaw: Healthy Me Everybody's Body We like to move it, move it! Food Glorious Food Sweet Dreams Keeping Clean Stranger Danger	Jigsaw: Relationships My Family and Me! Make friends, make friends, never ever break friends Part 1 Make friends, make friends, never ever break friends Part 2 Falling Out and Bullying Part 1 Falling Out and Bullying Part 2 Being the best friends we can be	Jigsaw: Dreams and Goals Challenge Never Giving Up Setting a Goal Obstacles and Support Flight to the Future Award Ceremony	Jigsaw: Changing Me My Body Respecting My Body Growing Up Growth and Change Fun and Fears Celebration Transition into Reception Class and School Readiness
PSED Reception (Jigsaw)	<u>Jigsaw:Being Me inMy World</u> Who...me? How am I feeling today? Being at	<u>Jigsaw: Celebrating Difference</u> What I am good at? I'm special, I'm me! Families Houses and Homes	<u>Jigsaw:Healthy Me</u> We like to move it, moveit! Food GloriousFood Sweet Dreams	<u>Jigsaw: Relationships</u> My Family and Me! Make Friends, Make Friends, Never Break Friends	<u>Jigsaw: Dreams and Goals</u> Challenge Never Giving Up Setting a Goal Obstacles and Support	<u>Jigsaw: ChangingMe</u> My Body Repspecting My Body Growing Up Fun and

	School Gentle Hands Our Rights Our Responsibilities Class rules: Behavioural expectations in the class/boundaries set Class rules	Making Friends Standing Up for Yourself I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on	Keeping Clean Stranger Danger Healthy eating: Fruit kebabs/making a fruit smoothie	Falling Out and Bullying Being the Best Friend We Can Be Importance of exercise Being kind to living creatures Taking care of animals (frogs/butterflies)	Flight to the Future Footprint Awards Oral hygiene: teeth cleaning linked to the dental nurse Handwashing	Fears Celebration Transition into Year 1 Year 1 readiness
PD Nursery	Choo Choo Wiggle, Weave and Watch Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently	Pop the Bubbles Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently	Hide and Seek Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently	Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently	Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently	Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip Dressing / undressing independently
ReceptionPD-Get Set 4 P.E	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate	Threading, cutting, weaving, playdough Fine Motor activities. Form	Threading, cutting, weaving, playdough, Fine Motor activities. Form	Threading, cutting, weaving, playdough Fine Motor activities.	Threading, cutting, weaving, playdough, Fine Motor

	<p>objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p>	<p>objects with good fine motor skills</p> <p>Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to effect changes to materials</p> <p>Show preference for dominant hand</p> <p>Draw lines and circles using gross motor movements</p> <p>Develop pencil grip and letter formation continually</p>	<p>letters correctly</p> <p>Cut a shape out using scissors</p> <p>Begin to draw</p> <p>Cut along a straight line with scissors / Hold pencil effectively with comfortable grip</p> <p>Use one hand consistently for fine motor tasks</p>	<p>letters correctly</p> <p>Cut a shape out using scissors</p> <p>Begin to draw</p> <p>Cut along a straight line with scissors / Hold pencil effectively with comfortable grip</p> <p>Use one hand consistently for fine motor tasks</p>	<p>Manipulate objects with good fine motor skills</p> <p>Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to effect changes to materials</p> <p>Show preference for dominant hand</p> <p>Draw lines and circles using gross motor movements</p> <p>Develop pencil grip and letter formation continually</p>	<p>activities. Form letters correctly</p> <p>Cut a shape out using scissors</p> <p>Begin to draw</p> <p>Cut along a straight line with scissors / Hold pencil effectively with comfortable grip</p> <p>Use one hand consistently for fine motor tasks</p>
Expressive Arts and Design (3 and 4)	<p>I can explore colour and colour mixing.</p> <p>I can take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>I am beginning to develop complex stories using small world equipment like</p>	<p>I can explore different materials freely, to develop my ideas about how to use them and what to make.</p> <p>I am developing my own ideas and deciding which materials to use to express them.</p> <p>I can join different materials</p>	<p>I can create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <p>I can draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>I can use drawing to represent ideas like movement or loud noises.</p> <p>I can show different</p>	<p>I can explore colour and colour mixing.</p> <p>I can listen with increased attention to sounds.</p> <p>I can respond to what I have heard, expressing my thoughts and feelings.</p> <p>Easter crafts</p> <p>Planting seeds</p> <p>Exploring plants and flowers</p>	<p>I can remember and sing entire songs.</p> <p>I can sing the pitch of a tone sung by another person ('pitch match').</p> <p>I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>I can create my own songs or improvise a song around one I know.</p>	<p>I can play instruments with increasing control to express my feelings and ideas. Create an under the sea display</p> <p>Sand painting</p> <p>Exploring patterns on shells and pebbles</p> <p>Junk-modelling</p> <p>lighthouses and boats</p>

	animal sets, dolls and dolls houses, etc. I can make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. Creating self-portraits Painting still-life sunflowers Creating collages Junk-modelling trains Drawing maps Exploring musical instruments Making soup and baking Bread Singing Christmas songs Nativity / Christmas performance	and explore different textures. Making Christmas pictures / cards / decorations Making hot chocolate Baking biscuits	emotions in my drawings and paintings, like happiness, sadness, fear, etc. Edvard Munch 'The Scream' - stimulus for painting. Listening to music as a stimulus for art. Making lanterns, exploring Chinese text, using puppets to act out stories, Chinese dragon dancing, creating our own music	Exploring the weather Exploring paint to make firework pictures Making Diva lamps Singing Christmas songs Nativity / Christmas performance Dancing to music from different cultures	Create a jungle display Sing animal songs and rhymes Mother's Day crafts	
Reception Expressive Arts and Design	Join in with songs beginning to mix colours Build stories around toys (small world) use available props to support role	Invent, design and create a new toy Use different textures and materials to make firework	I can produce a piece of artwork using an artists style as a stimulus can explore how colour can be	Provide children with a range of materials for children to construct with Create collaboratively: making 3d ladybird	Junk modelling, houses, bridges boats and transport. Make different textures; make	Water pictures, collage, shading by adding black or white, colour mixing for beach

	<p>play Build models using construction equipment. Junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms. Play pitch matching games, humming or singing</p> <p>To draw a self-portrait (enclosing lines): draw definite features Feelings: taking photos of children acting out emotions</p>	<p>pictures</p> <p>Listen to music and make their own dances in response.</p> <p>Watch performances: ballet, musical, orchestra</p> <p>Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags</p> <p>will encourage children to retell, invent and adapt stories.</p> <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> <p>Role Play of The Nativity</p> <p>Music: Christmas Songs</p>	<p>changed</p> <p>I can talk about a famous artist.</p> <p>Artist: Jackson Pollock</p> <p>Exploring dripping, pouring and splattering to create abstract art.</p> <p>Building rockets - choosing 3D recycling shapes / different methods of attachment.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>I can recognise, create and describe pattern: fruits and veg</p> <p>. I can combine media to make a collage</p>	<p>shells: papier mache: working in pairs</p>	<p>patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Mother's Day crafts</p> <p>Artwork themed observation drawings of plants, flowers, fruit and veg.</p> <p>Making fruit kebabs</p> <p>Encourage children to create their own music.</p> <p>Easter crafts printing, patterns on Easter eggs</p> <p>Rubbings of leaves/plants</p> <p>Andy Goldsworthy natural art</p> <p>Flower tile- clay</p> <p>Drama conventions through literacy</p>	<p>huts, making passports. Colour mixing – underwater pictures. Father's Day Crafts Making boat models from recycled materials: link to keeping our sea clean Using clay to make a coil snail (link to the snail and the whale) Drama conventions through literacy</p>
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