







St Mawes Nursery and Reception Rolling Programme



	Autumn	Spring	Summer	Autumn	Spring	Summer
KS1 theme	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. 					

<p>Possible Lines of Enquiry (These mini-ideas within the themes may change or be replaced depending on child interest or fascination)</p>	<p>Starting school My new class Welcome to our setting (rules, routines, and boundaries) New Beginnings All About Me - What am I good at? My family Our homes/Our community PSED focus: relationships / feelings</p>	<p>Birthdays, what we wore when we were babies, Our World –Seasons and weather Clothes for different seasons</p>	<p>Plants & flowers Ourselves, What lives in our pond? Life cycles, The great outdoors, -planting beans and other seeds, Make a sculpture linked with Andy Goldsworthy Reduce, Reuse & Recycle Materials Healthy Eating</p>	<p>Where do we live in the UK / world? Travel and transport, Animals including minibeasts, and their habitats, Comparing habitats in our local environment</p>	<p>Buildings, Space-A Starry Night(Van Gogh) Arts & Design focus: illustration</p>	<p>On the water / under the water, pirates, beach safety, holidays, Where in the world shall we go? Send me a postcard! Marine life, Seaside in the past Compare now and then. Seaside art</p>
<p>Enrichment</p>	<p>Autumn Trail – local area walk. Cooking vegetable soup / bread Visit from key workers: nurse / police officer / vet / soldier. National Poetry Day: October</p>	<p>Spring walk - signs of spring Tadpoles Mother's Day World Book Day: March Weather experiments Weather forecast videos.</p>	<p>Exploring food (healthy food choices) Regrowing vegetables Drawing plants and flowers Growing plants / flowers / food from seed, bulb and plug plant including sunflower competition</p>	<p>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</p>	<p>Valentine's Day National Storytelling week 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</p>	<p>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</p>
<p>Trips and Visit</p>	<p>Going on a Bear Hunt in Wildlife Garden</p>	<p>Truro Museum – Old Toys</p>	<p>Newquay Zoo visit - minibeasts</p>	<p>Eden</p>	<p>Local visit</p>	<p>Beach Trip Heligan</p>

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.					
Nursery Rhymes	1,2,3,4,5, Once I Caught a Fish Alive A Sailor Went to Sea Baa, Baa, Black Sheep Down at the Station Pat-a-cake Row, Row, Row Your Boat Twinkle, Twinkle Little Star	Hey, Diddle, Diddle Hickory, Dickory, Dock Humpty Dumpty Incy Wincy Spider Ring-a-ring-a-roses The Grand Old Duke of York Wind the Bobbin Up	Jack and Jill Mary, Mary, Quite Contrary Miss Molly Had a Dolly One, Two, Buckle My Shoe Round and Round the Garden The Wheels on the Bus	1,2,3,4,5, Once I Caught a Fish Alive A Sailor Went to Sea Baa, Baa, Black Sheep Down at the Station Pat-a-cake Row, Row, Row Your Boat Twinkle, Twinkle Little Star	Hey, Diddle, Diddle Hickory, Dickory, Dock Humpty Dumpty Incy Wincy Spider Ring-a-ring-a-roses The Grand Old Duke of York Wind the Bobbin Up	Jack and Jill Mary, Mary, Quite Contrary Miss Molly Had a Dolly One, Two, Buckle My Shoe Round and Round the Garden The Wheels on the Bus
Reading / Phonics (3 and 4)						

	<p>Listening and attending: tuning into sounds and 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>Rhythm and rhyme</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: -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>	<p>I can engage in extended conversations about 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>Listening and attending: tuning into sounds and 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>Rhythm and rhyme</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: -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>	<p>I can engage in extended conversations about 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>Reception Reading/ Phonics</p>	<p>Reading Texts (and Writing Stimulus):</p>	<p>Reading Texts (and Writing Stimulus):</p>	<p>Reading Texts (and Writing Stimulus):</p>	<p>Reading Texts (and Writing Stimulus): After the Storm The Leaf Thief</p>	<p>Reading Texts (and Writing Stimulus):</p>	<p>Reading Texts (and Writing Stimulus):</p>

	<p>The Colour Monster Elmer Only One You Hair Love Super Duper You What Makes Me A Me? Giraffe is Left Out Little Red Riding Hood Bonfire night celebrations The Nativity</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 join in with rhymes and stories.</p>	<p>The Smartest Giant in Town Rama and Sita The Emperor's New Clothes Aliens Love Underpants Rosie's Hat Does a Bear Wear Boots? Animal Pants Dogger Lost in the Toy Museum</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 can repeat words or phrases to check my reading.</p>	<p>The Little Red Hen 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</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 demonstrate understanding of what has been read to me by retelling stories and narratives using my own words</p>	<p>Leaf Man Hello, Autumn Handa's Surprise You Can't Take an Elephant on a Bus One Day in our Blue Planet... in the Savannah Lost and Found Room on the Broom</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 join in with rhymes and stories.</p>	<p>Big Bear, Little Bear A Dinosaur Called Tiny Big Bear, Little Brother The Boy Who Built the Boat The Little Storm Cloud Giant Tess The Gruffalo Dinosaur Bones Stomp Dinosaur Stomp How Many Mice Make an Elephant?</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 can repeat words or phrases to check my</p>	<p>Sharing a Shell The Lighthouse Keeper's Lunch The Snail and the Whale Billy's Bucket Lucy and Tom at the Seaside The Pirates Next Door A First Book of the Sea There's a Beach in my Pants Changing Tides</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 demonstrate understanding of what has been read to me by retelling stories</p>
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		<p>I am beginning to notice if my reading makes sense and looks right.</p>	<p>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>reading.</p> <p>I am beginning to notice if my reading makes sense and looks right.</p>	<p>and narratives using my own words and recently introduced vocabulary</p> <p>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</p>
<p>Writing (3 and 4)</p>	<p>I can use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>I can use a comfortable grip with good control when holding pens and pencils.</p> <p>I can write some or all of my name.</p>	<p>I can use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>I am beginning to show a preference for a dominant hand.</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 write some letters accurately</p> <p>I can use some of my print and letter knowledge in my early writing. For example:</p>	<p>I can use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>I can use a comfortable grip with good control when holding pens and pencils.</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 draw with increasing complexity and detail, such as representing a face with a circle and including details.</p> <p>I can write some letters accurately</p> <p>I can use some of my print and letter knowledge</p>

			I can write a pretend shopping list that starts at the top of the page.			in my early writing. For example: I can write a pretend shopping list that starts at the top of the page.
Reception Writing	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Christmas Lists Letters to Santa Name writing Shopping lists Writing initial sounds and simple captions. Use initial sounds to label characters and images. Names labels. Writing for a purpose in role play	Name writing, labelling Retelling stories, Letter writing Recounts Writing tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.	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	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 and images. Names labels. Writing for a purpose in role play	Name writing, labelling Retelling stories, Letter writing Recounts Writing tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.	Creating own story maps, writing captions and labels Writing simple sentences. Writing short sentences to accompany story maps. Labels and captions – sea creatures Character descriptions
Maths (3 and 4)	I am developing fast recognition of up to 3 objects, without having to count	I know that the last number reached when counting a small set of objects tells you how many	I can experiment with my own symbols and marks as well as numerals.	I am developing fast recognition of up to 3 objects, without having to count them	I know that the last number reached when counting a small set of objects tells you how many	I can experiment with my own symbols and marks as well as numerals.

	<p>them individually ('subitising').</p> <p>I can show 'finger numbers' up to 5.</p> <p>I can talk about and identify the patterns around me. For example, stripes on clothes, designs on rugs and wallpaper.</p> <p>I can use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>I can make comparisons between objects relating to size, length, weight and capacity.</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</p>	<p>there are in total ('cardinal principle').</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 understand position through words alone – for example, "The bag is under the 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 compare quantities using language: 'more than', 'fewer than'</p> <p>I can recite numbers past 5</p>	<p>I can solve real world mathematical problems with numbers up to 5.</p> <p>I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</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>	<p>individually ('subitising').</p> <p>I can show 'finger numbers' up to 5.</p> <p>I can talk about and identify the patterns around me. For example, stripes on clothes, designs on rugs and wallpaper.</p> <p>I can use informal language like 'pointy', 'spotty', 'blobs', etc.</p> <p>I can make comparisons between objects relating to size, length, weight and capacity.</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>there are in total ('cardinal principle').</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 understand position through words alone – for example, "The bag is under the 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 compare quantities using language: 'more than', 'fewer than'</p> <p>I can recite numbers past 5</p>	<p>I can solve real world mathematical problems with numbers up to 5.</p> <p>I can talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners', 'straight', 'flat', 'round'.</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>
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	ones – an arch, a bigger triangle, etc.	I can say one number for each item in order: 1,2,3,4,5.			I can say one number for each item in order: 1,2,3,4,5.	I am beginning to describe a sequence of events, real or fictional, using words such as 'first', 'then...'
Reception Maths	Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot 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	Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot be 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.	Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot be 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 30 and back from 20. Compare Numbers—	Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot 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	Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot be 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	Count Objects, Actions and Sounds—Counting songs and rhymes, count objects of different arrangements (some that cannot be 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 30 and back from 20. Compare Numbers—

	<p>to count (differing sizes) Use vocabulary: more than, less than Understand 1 More/1 Less— One more, one less nursery rhymes and songs.</p> <p>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>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.</p> <p>Automatic Recall of number bonds to 10—sustained focus on number to 10 (working wall display) Compare Length Weight and Capacity Continue, Copy and Create Repeated Patterns—ABB Shape - Name 2D shapes and their properties.</p>	<p>Distribute items evenly (sharing) Odds, evens and doubles.</p> <p>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.</p> <p>Automatic Recall of number bonds to 10— sustained focus on number to 15 (working wall display) different conceptual variation (e.g. tens frames, PPW, numicon etc) Compare Length Weight and Capacity Continue, Copy and Create Repeated Patterns—ABBC Shape – Compose and decompose shapes so that children recognise a shape can other</p>	<p>to count (differing sizes) Use vocabulary: more than, less than Understand 1 More/1 Less— One more, one less nursery rhymes and songs.</p> <p>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>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.</p> <p>Automatic Recall of number bonds to 10—sustained focus on number to 10 (working wall display) Compare Length Weight and Capacity Continue, Copy and Create Repeated Patterns—ABB Shape - Name 2D shapes and their properties.</p>	<p>Compare Numbers— Distribute items evenly (sharing) Odds, evens and doubles.</p> <p>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.</p> <p>Automatic Recall of number bonds to 10— sustained focus on number to 15 (working wall display) different conceptual variation (e.g. tens frames, PPW, numicon etc) Compare Length Weight and Capacity Continue, Copy and Create</p>
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			<p>shapes within it (just as numbers can) Explore how shapes can be combined to make new shapes, e.g. 2 triangles make a square. Notice 2D shapes in 3D Shapes.</p>			<p>Repeated Patterns—ABBC Shape – Compose and decompose shapes so that children recognise a shape can other shapes within it (just as numbers can) Explore how shapes can be combined to make new shapes, e.g. 2 triangles make a square. Notice 2D shapes in 3D Shapes.</p>
PSED Nursery (Jigsaw)	<p>Jigsaw: Being Me in My World/Celebrating Difference Who... Me?! How am I Feeling Today? Being at Nursery Gentle Hands Our Rights Our Responsibilities Class Rules: Behavioural</p>	<p>Jigsaw: Dreams and Goals/Healthy Me 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</p>	<p>Jigsaw: Relationships/ Changing Me Everybody's Body We like to move it, move it! Food Glorious Food Sweet Dreams Keeping Clean Stranger Danger Transition into Reception and School Readiness</p>	<p>Jigsaw: Being Me in My World/Celebrating Difference Who... Me?! How am I Feeling Today? Being at Nursery Gentle Hands Our Rights Our Responsibilities Class Rules: Behavioural</p>	<p>Jigsaw: Dreams and Goals/Healthy Me 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</p>	<p>Jigsaw: Relationships/ Changing Me Everybody's Body We like to move it, move it! Food Glorious Food Sweet Dreams Keeping Clean Stranger Danger</p>

	expectations in the classroom	visit from Brighter Smiles		expectations in the classroom	visit from Brighter Smiles	Transition into Reception and School Readiness
PSED Reception (Jigsaw)	Jigsaw: Being Me in My World/Celebrating Difference Who...me? How am I feeling today? Being at School Gentle Hands Our Rights Our Responsibilities Class rules: Behavioural expectations in the class/boundaries set Class rules	Jigsaw: Dreams and Goals/Healthy Me What I am good at? I'm special, I'm me! Families Houses and Homes 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	Jigsaw: Relationships/ Changing Me <u>We like to move it, move it!</u> <u>Food Glorious Food</u> <u>Sweet Dreams</u> <u>Keeping Clean</u> <u>Stranger Danger</u> <u>Healthy eating:</u> Year 1 readiness	Jigsaw: Being Me in My World/Celebrating Difference Who...me? How am I feeling today? Being at School Gentle Hands Our Rights Our Responsibilities Class rules: Behavioural expectations in the class/boundaries set Class rules	Jigsaw: Dreams and Goals/Healthy Me What I am good at? I'm special, I'm me! Families Houses and Homes 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	Jigsaw: Relationships/ Changing Me <u>We like to move it, move it!</u> <u>Food Glorious Food</u> <u>Sweet Dreams</u> <u>Keeping Clean</u> <u>Stranger Danger</u> <u>Healthy eating:</u> 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	Pop the Bubbles Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor	Hide and Seek Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor	Choo Choo Wiggle, Weave and Watch Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects,	Pop the Bubbles Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using gross and fine motor Pencil grip	Hide and Seek Walking, running, jumping, climbing, balancing, kicking, catching, threading, cutting, weaving, playdough, manipulating objects, using

	objects, using gross and fine motor Pencil grip Dressing / undressing independently	Pencil grip Dressing / undressing independently	Pencil grip Dressing / undressing independently	using gross and fine motor Pencil grip Dressing / undressing independently	Dressing / undressing independently	gross and fine motor Pencil grip Dressing / undressing independently
ReceptionPD- Get Set 4 P.E	Threading, cutting, weaving, playdough Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond wholehand grasp Pencil Grip Use one hand consistently for fine motor tasks	Threading, cutting, weaving, playdough Fine Motor activities. Manipulate objects with good fine motor skills Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Draw lines and circles using gross motor movements Develop pencil grip and letter	Threading, cutting, weaving, playdough Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw Cut along a straight line with scissors Hold pencil effectively with comfortable grip Use one hand consistently for fine motor tasks Use one hand consistently for fine motor tasks	Threading, cutting, weaving, playdough Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond wholehand grasp Pencil Grip Use one hand consistently for fine motor tasks	Threading, cutting, weaving, playdough Fine Motor activities. Manipulate objects with good fine motor skills Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Draw lines and circles using gross motor movements Develop pencil grip and letter	Threading, cutting, weaving, playdough Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw Cut along a straight line with scissors Hold pencil effectively with comfortable grip Use one hand consistently for fine motor tasks

		formation continually			formation continually	
Expressive Arts and Design (3 and 4)	<p>I can explore colour and colour mixing. I can take part in simple pretend play, using an object to represent something else even though they are not similar. I can explore different materials freely, to develop my ideas about how to use them and what to make. I can respond to what I have heard, expressing my thoughts and feelings. I can listen with increased attention to sounds.</p> <p>Creating self-portraits Creating collages Making All about Me boxes Make masks</p>	<p>I am beginning to develop complex stories using small world equipment like 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. I am developing my own ideas and deciding which materials to use to express them. I can join different materials and explore different textures. I can play instruments with increasing control to express my feelings and ideas.</p>	<p>I can create closed shapes with continuous lines, and begin to use these shapes to represent objects. I can draw with increasing complexity and detail, such as representing a face with a circle and including details. I can use drawing to represent ideas like movement or loud noises. I can show different emotions in my drawings and paintings, like happiness, sadness, fear, etc. I can remember and sing entire songs. I can sing the pitch of a tone sung by another person ('pitch match').</p>	<p>I can explore colour and colour mixing. I can take part in simple pretend play, using an object to represent something else even though they are not similar. I can explore different materials freely, to develop my ideas about how to use them and what to make. I can respond to what I have heard, expressing my thoughts and feelings. I can listen with increased attention to sounds.</p> <p>Dancing to music from different cultures Drawing maps Painting still-life sunflowers Planting seeds</p>	<p>I am beginning to develop complex stories using small world equipment like 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. I am developing my own ideas and deciding which materials to use to express them. I can join different materials and explore different textures. I can play instruments with increasing control to express my feelings and ideas.</p>	<p>I can create closed shapes with continuous lines, and begin to use these shapes to represent objects. I can draw with increasing complexity and detail, such as representing a face with a circle and including details. I can use drawing to represent ideas like movement or loud noises. I can show different emotions in my drawings and paintings, like happiness, sadness, fear, etc.</p>

	<p>Exploring musical Instruments Exploring paint to make firework pictures Making Diva lamps Singing Christmas songs Nativity / Christmas Performance Making Christmas pictures /cards / decorations</p>	<p>Exploring the weather Printing patterns on fabrics Designing clothes for dolls Mother's Day crafts Easter crafts</p>	<p>I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. I can create my own songs or improvise song around one I know. Listening to music as a stimulus for art.</p> <p>Create a jungle display Sing animal songs and rhymes Using puppets to act out stories,</p>	<p>Exploring plants and flowers Exploring paint to make firework pictures Making Diva lamps Singing Christmas songs</p>	<p>Junk model houses and vehicles Large scale role play outside Build bug hotels Easter crafts Mother's Day crafts</p>	<p>I can remember and sing entire songs. I can sing the pitch of a tone sung by another person ('pitch match'). I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. I can create my own songs or improvise song around one I know.</p> <p>Create an under the sea display Sand painting Exploring patterns on shells and pebbles Junk-modelling lighthouses and boats</p>
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<p>Reception Expressive Arts and Design</p>	<p>Join in with songs Beginning to mix colours Build stories around toys (small world) use available props to support role 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 To draw a self-portrait (enclosing lines): draw definite features Feelings: taking photos of children acting out emotions Self portraits</p>	<p>Invent, design and create a new toy Listen to music and make their own dances in response. Watch performances ballet, musical, orchestra The use of story maps, props, puppets & story bags to retell, invent and adapt stories. Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue Making lanterns, Chinese writing, puppet making, Chinese music and composition Easter crafts printing, patterns on Easter eggs Design clothes for dolls</p>	<p>Produce a piece of artwork using an artists style as a stimulus can explore how colour can be changed I can talk about a famous artist. I can recognise, create and describe pattern. I can combine media to make a collage Provide children with a range of materials for children to construct with Create collaboratively: making 3d ladybird shells: papier mâché: working in pairs Artwork themed observation drawings of plants, flowers, fruit and veg. Growing plants and exploring seeds. Printing with fruit and vegetables. Flower tile- clay</p>	<p>Join in with songs Beginning to mix colours Build stories around toys (small world) use available props to support role 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 To draw a self-portrait (enclosing lines): draw definite features Feelings: taking photos of children acting out emotions. Use different textures and materials to</p>	<p>Junk modelling, houses, bridges boats and transport. Make different textures; make patterns using different colours Children explore ways to protect the growing of plants by designing scarecrows. Mother's Day crafts Making fruit kebabs Encourage children to create their own music. Chinese writing, puppet making, Chinese music and composition Easter crafts printing, patterns on Easter eggs</p>	<p>Building rockets - choosing 3D recycling shapes / different methods of attachment. Water pictures, collage, shading by adding black or white, colour mixing for beach 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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	Use different textures and materials to make firework pictures Role Play of The Nativity Music: Christmas Songs Christmas decorations, Christmas cards, Divas, Christmas songs /poems	Explore patterns and textures of fabrics	Rubbings of leaves /plants Andy Goldsworthy natural art Drama conventions through literacy	make firework pictures Role Play of The Nativity Music: Christmas Songs Christmas decorations, Christmas cards, Divas, Christmas songs /poems Build transport using large scale construction for role playing travel.		
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