



Our overarching goals for attainment by the end of the EYFS

Communication and Language

To grow confident speakers in a range of situations, able to use language effectively to communicate knowledge, ideas, and questions using an extensive vocabulary enabling them to flourish in our complex and diverse world.

Personal social and Emotional

To be rooted and grounded through positive relationship with themselves and others, that enable them to work collaboratively and independently. To understand the positive impact nutrition, exercise and mindfulness can have on our well-being enabling us to flourish.

Physical Development

To have experienced fun and challenge through a wide range of physical activities and to demonstrate good coordination and balance. To be able to use fine motor skills to successfully mark make and cut.

Literacy

To nurture a passion for books and a lifelong love of reading. To engage with a variety of texts - poetry, rhyme, fiction and non-fiction. To know the six specific texts in depth and to be able to use phonics to successfully decode text and to meaningfully mark make, writing for a reason in a range of contexts.

Maths

To grow confident and keen mathematicians who have an excellent understanding of number to 10 and can recognise and repeat mathematical patterns and relationships. To be able to compare and use mathematical language when exploring shape, space and measure.

Understanding of the World

To have a deep-rooted sense of appreciation of the world around us, the awe and wonder of the seasons and a sound knowledge of six specific plants and trees. To know that there are similarities and differences geographically, religiously, socially and historically and to be rooted and grounded in respect, tolerance and curiosity for the wonders of the diverse world in which we live.

Expressive Arts and Design

To have an enriched arts experience through engaging with the work of artists and to develop and grow skills in a wide variety of painting, sculpting, drawing and printing experiences. To confidently create and participate in planned and unplanned performances to an audience using song, dance and musical instruments.



Our curriculum objectives broken down into progressive steps

Communication and language

To grow confident speakers in a range of situations, able to use language effectively to communicate knowledge, ideas, and questions using an extensive vocabulary enabling them to flourish in our complex and diverse world.

<i>Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories, singing, speech and language interventions and Helicopter Stories.</i>						
	Step one	Step two	Step three	Step four	Step five	Step six
Nursery Listening and attention	To follow simple instructions To enjoy listening to stories To understand a question or instruction	To pay attention to one task To understand a wider range of vocabulary	To enjoy listening to longer stories and remember much of what's happened To show understanding of prepositions such as under, on top, behind by carrying out an action or selecting correct picture	To understand a wider range of vocabulary To understand a two-part question or instruction	To pay attention to more than one thing at a time To understand a why question	To understand and use a wide range of vocabulary To talk about stories that I enjoy.
Nursery Speaking	To start a conversation with an adult or friend To join in with rhymes and songs To retell a simple past event in correct order (e.g. went down slide, hurt finger)		To know some songs and rhymes To begin to use more complex sentences to link thoughts (e.g. using and, because) To use talk to organise themselves and their friends in their play		To sing a large repertoire of songs To know many rhymes, be able to talk about familiar books, and be able to tell a longer story	

			To use talk in pretending that objects stand for something else		To use longer sentences containing four to six words To join sentences using words like, 'because', 'or', 'and' To use future and past tense	
Reception Listening and attention	To understand how to listen carefully and why listening is important To be able to follow directions Retell a story once they have developed a deep familiarity with a text	To begin to understand how and why questions To respond to instructions with more than one step	To ask questions to find out more To listen carefully to rhymes, poems and songs paying attention to how they sound. To begin to understand humour	To understand a range of complex sentence structure	To understand questions such as who, what, where, when, why and how (relating it to growth)	To have conversations with adults and peers with back and forth exchanges
Reception Speaking	To talk in front of a small group To talk to class teacher and friends To learn new vocabulary	To answer questions in front of whole class To use new vocabulary throughout the day and articulate their ideas in well thought out sentences	To develop the confidence to talk to other adults they see on a daily basis To talk in sentences using conjunctions e.g. and, because	To share their work to the class- standing up at the front To use new vocabulary in different contexts	To link statements and stick to a main theme To use talk to organise, sequence and clarify thinking, ideas, feelings and events	To talk to different adults around the school To talk about why things happen To talk in sentences using a range of tenses

Rooted &
Grounded
in love

Experiences

	<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring two</u>	<u>Summer One</u>	<u>Summer two</u>
<u>Nursery</u>		Nursery Rhyme Week	Poetry Basket National Story Telling Week	World Book Day Bucks Communication week		Show and Tell
<u>Reception</u>	Talking with adults, peers, friends, Visitors to share favourite stories – e.g parents	Partner work Speech and language link assessment Nursery rhyme week	Poetry Basket National Story telling week	Bucks communication week World book day	Visit from a local librarian As part of the Sunflower Challenge – sunflower presentations	“Expert” Presentation on appropriate topic as decided by cohort. – police/dentist etc Children to make their own presentations

Personal social and emotional

To be rooted and grounded through positive relationship with themselves and others, that enable them to work collaboratively and independently.
To understand the positive impact nutrition, exercise and mindfulness can have on our well-being enabling us to flourish.

	Step one	Step two	Step three	Step four	Step five	Step six
Nursery People around me	To be confident to select and use resources in the nursery environment	To be aware of being part of a group and participating in some shared activities.	To become more outgoing with unfamiliar people in a safe context.	Increasingly following rules and understanding why they are important	To play with one or more children, extending and elaborating ideas	To talk with others to solve conflict

Nursery Feelings	To be able to separate from carer	To be aware of how I am feeling and able to use words to describe it, e.g. happy, sad, angry	To be able to understand what makes me feel happy, sad, angry	To begin to be able to regulate emotions without support	To develop appropriate ways of being assertive	I am beginning to recognise how others might be feeling
Nursery Manage Self	To wash their hands independently using soap	To be increasingly independent as they get dressed and undressed, e.g. putting on and taking off their coat, pulling their zip up	To be increasingly independent in meeting their own needs, e.g. washing their hands and drying them thoroughly	To get changed after Forest School with little support	To be increasingly independent in meeting their own needs, e.g. using the toilet independently	To make healthy choices about food and drink
Reception People around me	To seek support of new adults when needed To gain confidence to speak to peers and adults	To play with children who are playing with the same activity To begin to develop new friendships To talk about how they are feeling To begin to consider the feelings of others	To begin to work as a group with support To identify and moderate their own feelings socially and emotionally	To listen to the ideas of other children and agree on a solution and compromise	To work as a group To begin to develop relationships with other adults around the school	To have confidence to communicate with adults around the school To have strong friendships To control their emotions using a range of techniques
Feelings	To be able to recognise different emotions and how people show them	To have a sense of responsibility and feeling of	To consider the feelings of others and adapt my	To have strong positive relationships with	To be able to work as part of a group	To feel positive about myself and know my strengths

	and how I feel myself To have a good sense of self-worth and know thoughts and feelings are valued	membership to school communities To know feelings are Ok and have acceptable strategies to express and manage them	behaviour to a range of situations To know how to be a good friend To show resilience and perseverance in the face of challenge	peers and familiar adults. To begin to work as part of a group, presenting my ideas. listening to the ideas of others and agreeing on a solution and compromise	To be able to consider a range of perspectives	To know we are all different and face different challenges, have different ideas and thoughts and that is good
Reception Managing self	To put socks and shoes on independently To explore different areas within the Year R environment To use the toilet independently	To develop class rules and understand the need to have rules To have confidence to try new activities	To practise doing buttons To practise doing up buckles	To be independent when dressing and undressing for activities such as P.E and Forest School	To manage own basic needs independently	To understand the importance of healthy food choices To show resilience and perseverance in the face of challenge To show a 'can do' attitude

Experiences

	<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring two</u>	<u>Summer One</u>	<u>Summer two</u>
<u>Nursery</u>	Rooted and grounded day	Yoga	Yoga	Yoga	Yoga	Yoga
<u>Reception</u>	Rooted and grounded day Dots scheme Spacemakers	Dots scheme Spacemakers Yoga	Dots scheme spacemakers	Dots scheme spacemakers	Dots scheme spacemakers	Dots scheme spacemakers

NUTRITION	To recognise that we all need to eat to grow and be healthy Know the importance of brushing teeth twice a day. To notice how doing exercise makes my mind and body feel.	To be introduced to different foods and know foods they like and dislike and know these are not the same for all people. To understand the importance of sleep and relaxation.	Be aware that we need to eat more of some foods and less of others and why some foods are only eaten on special occasions.	Be aware of the need to eat 5 a day and how they might do this. – Eat a rainbow	Be aware of the role of different food groups. Recognise the importance of drinking water and knowing about other healthy drink options To know about how to brush teeth well and the importance of looking after my teeth.	To make good food choices and understand why this is important for my health and well-being. I have a range of strategies to support my well-being.
<u>Cooking skills</u> (Taken from Cooking matters – Islington)	Know which plants and animals food comes from. Know that foods can be grown Measure using a spoon Mix stir and combine foods Observe how hot food is cooked safely.	Recognise familiar ingredients Understand that recipes provide instruction on how to make food Measure, mix, stir and combine ingredients Begin to use a rolling pin Use biscuit cutters to cut shapes	Count the quantity of food needed using whole numbers Peel fruit Understand that some food needs to be washed before it is safe to eat Use the bridge hold to cut soft foods with a table knife Begin to think about presentation of food	Count the quantity of food needed using whole numbers Peel and prepare food Wash food using colander Use the bridge hold to cut soft foods with a table knife Think and plan ahead considering presentation of food		Know that some foods can be grown and relate the food to our garden Describe the taste of ingredients Possibly introducing some new flavours and foods here.
	Make Porridge Try pumpkin soup	Make gingerbread men Try chapati	Make Traffic light salad	Make Rainbow kebabs	Make Milkshakes/smoothies	Make spinach and potato pakora

Physical Development

To have experienced fun and challenge through a wide range of physical activities and to demonstrate good coordination and balance.

To be able to use fine motor skills to successfully mark make and cut.

Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, mud kitchen, bikes, climbing...

	Step one	Step two	Step three	Step four	Step five	Step six
Nursery Gross Motor	To roll a ball To move on a scooter To walk smoothly turning corners	To pedal a tricycle To run with control To transition into different positions e.g. sitting all fours lying on tummy	To climb on equipment and ladders To change direction with control	To climb down from equipment with little support	To walk on tiptoes To kick a ball To jump off a low object with both feet together	To walk in a variety of ways Able to partake in a short series of movements Start taking part in group activities that they make up for themselves or in teams
Reception Gross Motor Skills	Different ways of moving Travelling with confidence Refining fundamental skills Following the rules of a game.	Movement Development Different ways of moving - high, low, over and under Building confidence using balancing equipment	Gym Developing balance, agility and co-ordination Working with a partner Making patterns of movement and jumps	Dance Moving in sequence Creating own movements Creating simple sequences Watching others perform Listening to music Responding to music in movement	Throwing and catching (see scheme of work)	Fun and games (see scheme of work)

Fine Motor Skills (Nursery)	To snip with loop scissors Finger to palm translation Palm to finger translation To use tweezers with increasing control		To have a dominant hand To draw lines and circles To snip a straight line using look scissors		To use a range of small tools competently – pencils, scissors, knives, forks To use a tripod grip To use spring loaded / small scissors	
Fine Motor Skills Reception	To use a dominant hand To mark make using different shapes To use a tripod grip when using mark making tools To hold scissors correctly	To begin to sue anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along a straight and zigzagged lines To use a tripod grp when using mark making tools To accurately draw lines, circles and shapes to draw pictures To begin to write taught letters using the correct formation To use a knife and fork independently	To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line	To hold scissors correctly and cut out shapes To write letters using the correct letter formation and begin to control the size of letters	To hold scissors correctly and cut out small shapes To paint using thinner paintbrushes	To hold scissors correctly and cut various materials To create drawing with details To independently use a knife, fork and spoon to eat a range of meals

Experiences

	<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring two</u>	<u>Summer One</u>	<u>Summer two</u>
<u>Nursery</u>		Indian Dancing				Sports day
<u>Reception</u>		Indian Dancing	Sports festival – Gymnastics		Sports festival – Multi sports	Sports day

Literacy

To nurture a passion for books and a lifelong love of reading. To engage with a variety of texts - poetry, rhyme, fiction and non-fiction. To know the six specific texts in depth and to be able to use phonics to successfully decode text and to meaningfully mark make, writing for a reason in a range of contexts.

	Step one	Step two	Step three	Step four	Step five	Step six
Nursery Comprehension	Tunes in and pays attention to songs and rhymes Shares a book with an adult	To engage in conversations about stories Knows some words in songs and rhymes	To understand that print has different purposes Repeats words and phrases of familiar stories	To show an understanding of reading from top to bottom Asks questions about books	To know there are different parts of books To engage in extended conversations about stories Develops play around favourite stories using props	
Nursery Word Phonics	Copies finger movements and other gestures in familiar songs and rhymes	To explore environmental and instrumental sounds	To count and clap syllables in a word	To spot and suggest rhymes	To recognise words with the same initial sound	To begin to orally blend and segment
Nursery Writing	To create horizontal and vertical lines using one /both hands	To create horizontal and vertical lines using one hand	To create circles To use some of their print and letter knowledge For example: writing a pretend	To write the first letter of their name	To write some or all of their name	Write some letters accurately

			shopping list that starts at the top of the page			
Reception Comprehension	To use pictures to tell stories To sequence familiar stories To act out stories To independently look at book, holding them the correct way and turning pages	To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them	To begin to predict what may happen in the story To suggest how a story might end To retell a story To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes	To follow a story without pictures or props To talk about the characters in the books they are reading	To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books To know that information can be retrieved from books	To answer questions about what they have read To demonstrate understanding of what has been read to them by retelling narratives using their own words and recently introduced vocabulary.
Reception Phonics	To know phase one and some of phase 2 sounds. (Twinkl scheme)	To know phase 2 sounds and be able to blend and segment using them. (Twinkl scheme)	To know phase 3 sounds, taught in week 1-4 (Twinkl scheme)	To know phase 3 sounds taught in week 5-7(Twinkl scheme)	To know and use all phase 3 sounds. (Twinkl scheme)	To have an awareness of skills taught in phase 4. (Twinkl scheme)
Reception word reading	To recognise single letter sounds. To blend sounds together to read words using taught sounds	To read sentences containing tricky words	To recognise and read taught diagraphs in words	To read longer word including those with double letter sounds	To read books matching their phonics ability	To read books matching their phonics ability

		To read books matching their phonics ability	To read books matching their phonics ability			
Writing	<p>To copy their name To give meanings to the marks they make To copy taught letters</p> <p>To write initial sounds</p>	<p>To write their name To use the correct letter formation of taught letters To begin to write CVC words and taught sounds</p>	<p>To form lowercase letters correctly To begin to write sentences using finger spaces To begin to write captions using taught sounds</p>	<p>To form lowercase letters correctly and begin to form capital letters To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught tricky words correctly</p>	<p>To form lowercase and capital letters correctly To begin to write longer words which are spelt phonetically To begin to use capital letters at the start of a sentence To use finger spaces and full stops when writing a sentence To spell some taught tricky words correctly</p>	<p>To use lowercase capital letters correctly To write longer words and compound words which are spelt phonetically To read their work back and check it makes sense</p>
Ways of enjoying reading	Use book corner	Incorporate familiar story books into their play	Find fun and humour in poems and riddles	Enjoy different illustrators	Be interested in learning more from books, find books about things they want to learn about	<p>Make comparisons Find books in library to support our author work Talk about authors they like</p>

Experiences

	<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring two</u>	<u>Summer One</u>	<u>Summer two</u>
<p><u>Key Text</u> Chosen to develop key skills Introduce diversity Develop vocabulary</p>	Goldilocks Pumpkin soup	The Little Red Hen Rosie's Walk	Poems Here we are Poetry –'I am the seed that grew the tree' – Rain sizes	To Catch a Star Maisie Maps it out Pesky Rat	Non fiction text Tad Handas Surprise	An author Study – chosen according to cohort
<p><u>Books to read at story time</u> Chosen for relevance seasonal/wood setting etc Development of vocabulary and story pattern</p>	Owl babies Farmer Duck Stone soup	Don't let an elephant on a bus The runaway Wok Jesus' Christmas Party Twas the night before Christmas	Mr wolfs pancakes Avocado baby	Mr Big My Village Our Street	Oi Frog Growing Story	

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Maths

To grow confident and keen mathematicians who have an excellent understanding of number to 10 and can recognise and repeat mathematical patterns and relationships. To be able to compare and use mathematical language when exploring shape, space and measure.

	Step one	Step two	Step three	Step four	Step five	Step six
Nursery	<p>Make comparisons between objects relating to size</p> <p>Complete simple inset puzzles</p> <p>Compare sizes using gestures and language: 'bigger/little/small'</p> <p>Talk about and explore 2D shapes using informal and mathematical language sides, corners, straight, flat</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').</p> <p>Say one number for each item in order: 1,2,3,4,5.</p> <p>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>Copy ABAB patterns – stick, leaf, stick, leaf.</p>	<p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising')</p> <p>Counting 1,2,3,4,5.</p> <p>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>Begin to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</p>	<p>Recite numbers past 5.</p> <p>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>Begin to link numbers to amounts</p> <p>Make comparisons between objects relating to size, length, weight and capacity.</p>	<p>Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'</p> <p>Understand position through words alone for example, "The bag is under the table," with no pointing.</p> <p>Compare quantities using language: 'more than', 'fewer than'</p> <p>Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using some informal and mathematical</p>	<p>Recites numbers to 5</p> <p>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>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5</p> <p>Solve real-world mathematical problems with numbers up to 5</p>

			Explore 2D and 3D shapes		language: 'sides', 'corners'; 'straight', 'flat', 'round'	
Reception	<p>Exploring pattern, commenting and making simple repeat patterns</p> <p>Comparing size, mass and capacity – large/small, big/little, tallest/shortest</p> <p>Sorting and matching by colour, size, shape</p> <p>Counting out rhymes songs / using fingers to represent numbers</p> <p>Using positional language</p> <p>Subitising to 3</p> <p>Composition of 3 and 4</p> <p>Comparing sets and using language of comparison, more than, fewer than</p>	<p>Exploring shapes, circles, triangles squares, rectangles and pentagons</p> <p>Measuring – night and day</p> <p>Composition of 3,4,5</p> <p>Match numerals to quantities within 10</p> <p>Exploring the concept of a 'whole' and 'part'</p> <p>Verbal counting to 20</p> <p>Practise object counting skills</p> <p>Comparison of sets by matching</p> <p>Using the language of comparison more than, few than an equal number</p>	<p>Subitising with 5 focusing on die patterns</p> <p>Matching numerals to quantities within 5</p> <p>Counting – focusing on the 'ordinality'</p> <p>Composition of 5,6, and 7</p> <p>Compare sets and use language of comparison, more than, few than, an equal to</p> <p>Exploring length, height and time</p>	<p>Focusing on the stair case pattern and ordering numbers</p> <p>Using language of less than</p> <p>Composition and focus on numbers to 7</p> <p>Exploring doubles</p> <p>Sorting numbers according to attributes, odd and even numbers</p> <p>Focus on ordering numbers</p> <p>Building, matching and printing with 2D & 3D shapes</p> <p>Making repeating patterns</p>	<p>Counting larger sets and things that cant be seen</p> <p>Subitising to 6, including in structured arrangements</p> <p>Composition of 10</p> <p>Comparison – linked to ordinality</p> <p>Match, rotate and manipulate shapes</p> <p>Playing track games</p> <p>Composing and decomposing shapes</p> <p>-exploring making their own shapes</p> <p>Making and replicating models</p>	<p>Reviewing and assessing:</p> <p>Subitising to 5</p> <p>Introducing the rekenrek</p> <p>Automatic recall of bonds to 5</p> <p>Composition of numbers to 10</p> <p>Comparison</p> <p>Number patterns</p> <p>Counting</p>

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Experiences

	<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring two</u>	<u>Summer One</u>	<u>Summer two</u>
<u>Nursery</u>					Sunflower Challenge	
<u>Reception</u>				Shape walks around the school and noticing them in the buildings in the local environment	Sunflower Challenge	



Understanding of the world

To have a deep-rooted sense of appreciation of the world around us, the awe and wonder of the seasons and a sound knowledge of six specific plants and trees. To know that there are similarities and differences geographically, religiously, socially and historically and to be rooted and grounded in respect, tolerance and curiosity for the wonders of the diverse world in which we live.

	Step one	Step two	Step three	Step four	Step five	Step six
Nursery The Natural World	To be able to handle gardening tools safely	To care for growing plants	To begin to know about the changing seasons	To know what plants need to survive and grow	To use senses to explore scents from plants and herbs	To observe and discuss growth of plants
Reception The Natural World	To select appropriate tools for the right purpose e.g. a rake to rake soil, fork or trowel to dig a hole.	To observe the changes to the trees and plants in Autumn time To name and identify trees from leaves and fruit	To observe and comment on the changes to trees and plants in Winter time To understand the impact the changing seasons and climate has on wildlife	To understand that certain plants should be planted at particular times during the year To observe changes that seasons have to the village (e.g. seasonal walk)	To discuss features of good growing – water/ sunlight To observe and talk about changes in themselves and other animals To name the different parts of a plant. Roots, stem, petals To recognise mint and basil	To record the progress of plant growth
Past and Present Nursery	To begin to make sense of their own story and family	To begin to understand there are people that help us	To begin to understand differences between things in the past and now		To know about some figures in the past	

Past and Present Reception	To know about my own life story To know how I have changed To talk about the lives of the people around us	To know about the past through setting, characters and events encountered in books and rhymes read in class	To know some similarities between things in the past and now, drawing on experiences and what has been read in class	To know about figures from the past	To know about the past through settings, characters and events encountered in books read in class and story telling (dinosaurs?)
People, Culture, Communities Nursery	To show an interest in occupations	To show an understanding of celebrations that are important to ourselves and others Diwali, Christmas	To show an understanding of celebrations that are important to others – Chinese New Year and Easter		To know about different countries in the world and talk about differences
Reception	To know about family structures and talk about who is part of their family To identify similarities and differences between themselves and peers To know the features of the	To talk about how people celebrate Diwali To talk about the Christmas story and how it is celebrated To know that people in the world have different religions	To talk about Chinese New Year To know that there are many countries around the world	To know that Christians celebrate Easter To know about features of the wider environment (our village compared to local towns)	To understand similarities and differences between countries and their environments (Africa and Handas surprise) Summer 1

	immediate environment				
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Experiences

	<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring two</u>	<u>Summer One</u>	<u>Summer two</u>
<u>Nursery</u>	Walk to Horse chestnut tree Harvest Festival Picking apples	Diwali	Seasons Walk	Easter service	Plant potatoes/ Follow caterpillars / tadpoles Plant sunflowers Plant potatoes	
<u>Reception</u>	Walk to Horse chestnut tree Harvest Festival Picking apples Planting bulbs	Seasons Walk Diwali Building a bug hotel	Seasons walk and sketching	Village walk – looking at important community buildings	Plant spinach and potatoes Follow caterpillars Frog spawn Plant flowers that encourage insects	Harvest spinach and potato

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Expressive Arts and Design

To have an enriched arts experience through engaging with the work of artists and to develop and grow skills in a wide variety of painting, sculpting, drawing and printing experiences. To confidently create and participate in planned and unplanned performances to an audience using song, dance and musical instruments.

	Step one	Step two	Step three	Step four	Step five	Step six
Nursery Creating with materials	Draw upright and flat crayons Explore different types of paint – ready mixed, powder, finger, water colour etc. To name primary colours	To experiment with mixing colours To use different techniques for joining materials To explore printing with different objects	Mix sawdust, sand, washing up liquid, paste etc into paint to change its consistency or texture Print on paper and fabric To make imaginative and complex small worlds with blocks and construction kits	Use a range of junk, found and natural materials to make models and structures Use natural objects to make patterns on the ground and look at the work of Andy Goldsworthy	To develop their own ideas and decide which materials to use Explore different modelling resources such as clay using different natural materials to press (making tiles) Describe how the clay feels using appropriate vocabulary	To show different emotions in drawings and paintings like happiness, sadness fear etc Describe textures
Reception	To create simple representations of people and objects (self portraits To explore different	To use colours for a purpose To share creations Explore printing with found objects – building bricks, hands,	Use a paint programme on the computer (draw a winter scene) To explore a wider range of techniques for joining Look at landscape artists	Draw from observation, memory and imagination Draw on a large and small scale and use different shapes	Know how to use clay safely Draw into clay with a range of tools Compare clay with other modelling materials such as	Experiment with a range of drawing tools and name them Draw from observation, memory and imagination

	<p>techniques for joining materials</p> <p>To role play using costumes and props</p> <p>Paint on different sizes, shapes and colours of paper</p> <p>Name and recognise colours</p> <p>Mix primary colours (red, yellow, blue) to make secondary colours (orange, purple, green)</p> <p>Explore different types of paint – ready mixed, powder, finger, water colour etc.</p>	<p>sponges, fruit and vegetables, corks</p> <p>Print sequential patterns</p> <p>Make monoprints (drawing into printing ink with different tools and making a print)</p> <p>Print on paper and fabric (wrapping paper and Christmas cards)</p> <p>Make a collection of objects made from clay and talk about them</p> <p>Make thumb pots (Diwali)</p>		<p>and colours of paper</p> <p>Draw all kinds of objects (drawing map of the local area)</p>	<p>dough, plasticine etc</p> <p>Press objects into clay</p> <p>Roll clay over fabrics with different textures (making tiles with leaf prints and other materials)</p> <p>Describe what they can see and like in artists' work</p> <p>Explain thoughts, feelings and opinions about an art work (Van Gogh Sunflowers)</p>	<p>Draw on a large and small scale and use different shapes and colours of paper</p> <p>Draw all kinds of objects (seaside drawings on large scale)</p>
<p>Being Imaginative and Expressive</p> <p>Nursery</p>	<p>To learn and perform short songs</p>	<p>To explore making sounds with instruments</p>	<p>To learn and perform a range of longer songs</p>	<p>To explore body percussion</p> <p>To sing the pitch of a tone sung by another person</p>	<p>To play instruments with increasing control</p>	<p>To remember and sing entire songs</p>

Reception	To sing and perform nursery rhymes To experiment with different instruments and their sounds	To perform songs at the Christmas play To begin to build a repertoire of songs	To create musical patterns with untuned instruments To begin to create resources to support roleplay To recite poems (poetry basket)	To associate genres of music with characters and stories?	To move in time to music To learn dance routines	Recount narrative and make their own costumes and resource to support
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	<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring two</u>	<u>Summer One</u>	<u>Summer two</u>
<u>Nursery</u>		Christmas celebration		Easter service at church		Nursery leavers
<u>Reception</u>	Talking about their families to the class Drama workshop	Christmas celebration		Easter service at Church		

Artists to study

General landscape artists

Kandinsky

Vincent Van Gogh

Andy Goldworthy

Mondrian

Picasso *

*This may change depending on childrens interests and topics covered during the academic year