



Eden Seedlings and Little Acorns Long Term Curriculum Plan 2024 - 2025

	Autumn:		Spring:		Summer:	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personalised learning	All children in Eden have a 'Pupil Passport' and a Personalised Learning Plan and this will include the objectives and themes within this long term plan. We constantly strive to engage children in a broad and balanced curriculum, whilst prioritising the aims of the individual targets on their EHCPs. We aim to base learning around quality texts and provide learning experiences that are pitched to their individual needs and interests. Every child is unique and so too their curriculum should be.					
Communication and Language	<u>Listening, Attention and Understanding</u> <u>Speaking</u> Getting to know you activities. Practise good sitting and listening skills. Listen to a range of stories.	<u>Listening, Attention and Understanding</u> <u>Speaking</u> Settling in activities. Listen carefully Carpet time: sit for longer periods of time. Learn and use new vocabulary.	<u>Listening, Attention and Understanding</u> <u>Speaking</u> Listen to and follow instructions. Ask 'how' and 'why' questions to find out more and check they understand what	<u>Listening, Attention and Understanding</u> <u>Speaking</u> Listen to stories without props or pictures. Listen to a range of non-fiction books.	<u>Listening, Attention and Understanding</u> <u>Speaking</u> Follow complex instructions. Listen to and comment on non-fiction books.	<u>Listening, Attention and Understanding</u> <u>Speaking</u> Articulate ideas and thoughts in well-formed sentences. Offer explanations for why things might happen, using recently

	<p>Circle time/Narrative Therapy - Sharing familiar experiences.</p> <p>Share Dojo posts.</p> <p>Understand and answer why questions.</p> <p>Sing songs and nursery rhymes.</p> <p>Speak in full sentences.</p> <p>Share opinions - I like/dislike.</p>	<p>Story time: listen and respond.</p> <p>Speak in full sentences.</p> <p>Understand and respond to questions.</p> <p>Learn songs and nursery rhymes.</p> <p>Share opinions(food tasting in snack)</p>	<p>has been said to them.</p> <p>Learn and use new vocabulary.</p> <p>Retell stories.</p> <p>Describe events in detail.</p> <p>Expand sentences with connectives.</p> <p>Learn song, poems and nursery rhymes.</p>	<p>Retell an event using time connectives.</p> <p>Use talk to explain thinking and make predictions.</p> <p>Learn and use new vocabulary Use different tenses.</p>	<p>Continue to learn and use new vocabulary.</p> <p>Form and express opinions based on what has been read to them - relating it to their own lives.</p>	<p>introduced vocabulary.</p> <p>Use new vocabulary in different contexts.</p>
<p>ELG (End of Year)</p>	<p>ELG: <u>Listening, Attention and Understanding</u>: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG: <u>Speaking</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					

<p>Physical Development</p>	<p><u>Gross Motor Skills</u> Zipping up coats. Experimenting with different ways of moving: climbing, jumping, crawling, hopping, skipping (obstacle courses - focus on core strength). Parachute games. Using equipment safely. Moving around safely (lining up and queuing). Fine Motor Skills. Dough gym. Weekly activities for fine motor skills (threading, cutting, weaving, playdough, lego, mobilo etc.) Mark making using gross motor skills (lines and circles). Using and knife and fork.</p>	<p><u>Gross Motor Skills</u> Throwing and catching ball skills. Using apparatus and equipment safely - rules. Outdoor large construction - climbing. Balancing games. Copy me activities. Moving in time to music. Using equipment safely. Changing for PE (shoes and socks) Fine Motor Skills. Dough gym. Weekly activities for fine motor skills (threading, cutting, weaving, playdough. Lego, mobilo etc.) Show preference for dominant hand. Develop small motor skills: beginning to apply more pressure on paper to print.</p>	<p><u>Gross Motor Skills</u> Experiment moving in different ways on equipment. Balancing skills. Move confidently, mount and dismount equipment safely (jump and land safely). Travel with skill under, over, through and around equipment. Dance related activities - moving to music (linked to topic) Fine Motor Skills weekly activities for fine motor skills (threading, cutting, weaving, playdough, lego, mobilo etc.) Handle tools, objects,</p>	<p><u>Gross Motor Skills</u> Negotiate space successfully, adjusting speed and changing direction to avoid obstacles - Planets dance Show increasing control over an object: throwing, catching, kicking, passing, batting, aiming Fine Motor Skills Funky fingers weekly activities for fine motor skills (threading, cutting, weaving, playdough, lego. mobilo etc.) Hold a pencil effectively with a comfortable grip and form recognisable letters and numbers (most correctly formed) Follow a line when cutting and have increase control over the scissors</p>	<p><u>Gross Motor Skills</u> Use equipment safely. Develop over-all body strength, co-ordination, balance and agility and apply in a range of activities. Begin to safely use games equipment (hockey sticks and bats). Start to develop hand-eye co-ordination. Begin to participate in turn taking games (eg. Duck duck goose) Fine Motor Skills weekly activities for fine motor skills (threading, cutting, weaving, playdough, lego, mobilo etc.) Continue to develop pencil grip and letter formation.</p>	<p><u>Gross Motor Skills</u> Use core muscle strength to achieve good posture required for sitting at a table to write. Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically and competently when running, jumping, dancing, hopping, skipping and climbing Sports Day Fine Motor Skills, weekly activities for fine motor skills (threading, cutting, weaving, playdough, lego, mobilo etc.) Form letters correctly (lower case and some</p>
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		Use paintbrushes. Use pencils for writing and drawing. Teach letter formation.	construction and malleable materials with increasing control. Use scissors Use an effective pencil grip.		Increased accuracy when drawing. Cut along a straight line with scissors. Have increasing control when cutting along a curved line.	capital letters). Draw pictures that are recognisable. Begin to colour inside the lines of a picture.
ELG (End of Year)	<p>ELG: <u>Gross Motor Skills</u> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: <u>Fine Motor Skills</u> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.</p>					
Personal, Social and Emotional Development.	<u>Self-Regulation</u> <u>Managing Self</u> <u>Building</u> <u>Relationships</u> Support children to develop good personal hygiene incl. Oral hygiene. Healthy Eating - snack time. Support children to understand what their bodies need to stay healthy (food,	<u>Self-Regulation</u> <u>Managing Self</u> <u>Building</u> <u>Relationships</u> Support children to develop good personal hygiene incl. Oral hygiene. Healthy Eating - snack time. Support children to understand what their bodies need to stay healthy (food,	<u>Self-Regulation</u> <u>Managing Self</u> <u>Building</u> <u>Relationships</u> Support children to develop good personal hygiene incl. Oral hygiene. Healthy Eating - snack time Support children to understand what their bodies need to stay	<u>Self-Regulation</u> <u>Managing Self</u> <u>Building</u> <u>Relationships</u> Support children to develop good personal hygiene incl. Oral hygiene. Healthy Eating - snack time Support children to understand what their bodies need to stay healthy (food, water, rest,	<u>Self-Regulation</u> <u>Managing Self</u> <u>Building</u> <u>Relationships</u> Support children to develop good personal hygiene incl. Oral hygiene. Healthy Eating - snack time Support children to understand what their bodies need to stay healthy (food, water, rest,	<u>Self-Regulation</u> <u>Managing Self</u> <u>Building</u> <u>Relationships</u> Support children to develop good personal hygiene incl. Oral hygiene. Healthy Eating - snack time Support children to understand what their bodies need to stay healthy (food, water, rest,

	<p>water, rest, appropriate clothing). New Beginnings. Settling in Sense of belonging. Managing feelings. Understanding the feelings of others. Social skills (sharing/turn taking/kindness) Class rules and routines.</p>	<p>water, rest, appropriate clothing). Getting on and Falling Out. Building relationships. Making friends. Managing Feelings. Resolving conflict.</p>	<p>healthy (food, water, rest, appropriate clothing) Good to Be Me Understanding feelings Self-awareness and self confidence Celebrating differences Developing resilience.</p>	<p>appropriate clothing) Going for Goals Self-confidence and self-awareness Setting and planning to reach a goal Understanding strengths and areas for development Perseverance Resilience.</p>	<p>appropriate clothing) Use resources to explain the importance of the different aspects of a healthy lifestyle, how minibeasts help to make our food grow Relationships Building relationships Understanding feelings and the feelings of others Managing feelings/staying calm Making choices and working co-operatively with others Perseverance Resilience</p>	<p>appropriate clothing) Use resources to explain the importance of sun and water safety Changes Transition Managing feelings associated with change Self-awareness and confidence-reflecting on how far we have come Resolving disagreements Perseverance Resilience</p>
<p>ELG (End of year)</p>	<p>ELG: <u>Self-Regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: <u>Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food</p>					

	<p>choices. ELG: Building Relationships Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.</p>					
<p style="text-align: center;">Literacy</p>	<p>Listen to and join in with nursery rhymes and phrases from familiar stories.</p> <p>Experience and use new vocabulary</p> <p>Understand print carries meaning and how to handle and read books.</p> <p>Discuss books we have read and talk about our ideas (including wordless books)</p> <p>Talk about characters and events in a story (focus texts and story time)</p> <p>Give meaning to marks Use talk to link ideas, clarify thinking and feelings. Understand that thoughts and</p>	<p>Listen to a story and make predictions. Talk about features of a story - characters, setting, events and make links to own life experiences.</p> <p>Respond to 'who, where, what and when' questions linked to text Learn about story sequencing - beginning, middle, end</p> <p>Talk for Writing - using actions to sequence and retell a story.</p> <p>Story mapping Word Reading Shared reading individual reading (when ready)</p>	<p>Discuss key events and characters in a story and make predictions using text, illustrations and title.</p> <p>Retell a story using actions and story mapping. Using adjectives to describe a character or setting.</p> <p>Understand the structure of a non-fiction book is different to a fiction book</p> <p>Word Reading Shared reading Individual reading Guided reading (when ready) Begin to identify and understand punctuation (exclamation and punctuation marks)</p>	<p>Talk about our ideas Describe events, characters, settings in a story.</p> <p>Retell stories in the correct sequence Say how we feel about stories and poems, what parts of the story we liked or disliked; identify favourite characters, events, or settings and say why.</p> <p>Independently access the features of a non-fiction book.</p> <p>Develop own narratives and explanations by connecting ideas and events</p> <p>Word Reading Shared Reading Individual Reading Guided Reading Using a reading finger to track</p>	<p>Correctly sequence a story or event using pictures and/or captions.</p> <p>Predict or respond to questions about 'how' and 'why' something is happening in a text.</p> <p>Begin to understand the difference between different types of texts (fiction, nonfiction, poetry)</p> <p>Word Reading Shared Reading Individual Reading Guided Reading Using a reading finger to track</p> <p>Decode words made up of known letter-sound correspondences to read simple captions and sentences</p> <p>Writing sentences and stories linked to focus books, writing - capital letter, finger spaces, writing on the line, full stop, read back to</p>	<p>Retell the main events of a text in the correct sequence, using own words and include new vocabulary.</p> <p>Answer questions about a text Identify features of a book and their purpose: front cover, title, back cover, blurb, illustration, illustrator, author.</p> <p>Listen to stories, accurately anticipating key events and respond to what is heard with relevant comments, questions and reactions</p> <p>Word Reading Shared Reading Individual Reading Guided Reading Using a reading finger to track.</p>

	<p>stories can be written down.</p> <p>Name writing, writing initial sounds, drawing and labelling family and favourite toys, labelling body parts (own symbols/initial sounds/sounds learnt so far), writing lists, labels and captions, letter formation (linked to Topic - me and my family and focus books)</p>	<p>Understand phoneme/grapheme relationship.</p> <p>Use some recognisable letters and own symbols</p> <p>Write letters and strings, sometimes in clusters like words.</p> <p>Orally compose a sentence and hold it in memory before attempting to write it.</p> <p>Write labels, captions and simple sentences using our senses (Bonfire Night)</p> <p>Writing labels, captions and simple sentences - Class Elf on the Shelf Lists, labels, captions and simple sentences (linked</p>	<p>Write from left to right and top to bottom.</p> <p>Use talk 4 writing strategies to orally compose then write labels, captions and sentences linked to focus texts</p> <p>Create story maps Lists Using HFW</p>	<p>Decode words made up of known letter-sound correspondences to read simple captions and sentences.</p> <p>To write sentences linked to focus texts Story maps Lists (what an astronaut needs in space) Non chronological reports - Planets fact files Using-capital letter, finger spaces, writing on the line, full stop, read back to check for sense Improve sentences with adjectives</p>	<p>check for sense Non-fiction writing: mini beast report Bean planting diary</p>	<p>Decode words made up of known letter-sound correspondences to read simple captions and sentences.</p> <p>Independently Read some HFW fluently</p> <p>Independently write sentences and stories Linked to focus books</p> <p>Write different text forms for different purposes (e.g., lists, stories, instructions. Begin to discuss features of their own writing e.g., what kind of story have they written. Make phonetically plausible attempts when writing more complex unknown words.</p>
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		<p>to focus books) Letter writing Speech bubbles Wanted Poster Begin to learn about the signs of a super sentence - (including capital letter, finger spaces, full stop)</p>				
<p>ELG (End of year)</p>	<p>ELG: Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate - where appropriate - key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others</p>					
<p>Key Texts</p>	<p>Goldilocks and the three bears. Little Red Riding Hood. The 3 little pigs.</p>	<p>The owl who was afraid of the dark. Owl babies. The Jolly Christmas Postman.</p>	<p>Oliver's vegetables. SuperTato. Grandpa's Garden.</p>	<p>Jack and the beanstalk The hungry caterpillar. Beatrix and her bunnies.</p>	<p>Winnie the witch and the pirates. Pirates love underpants. The Pirates next door.</p>	<p>Leo and the magic forest.</p>

<p>Mathematics</p>	<p>Number - Numerical Patterns Match and Sort (same/different) Compare Amounts (equal symbol, equal, more than fewer than) Rote Counting through songs and rhymes Compare Size, mass and capacity Introduce 0 and 1 (circle, 1p) Explore Pattern Number formation</p>	<p>Number Numerical Patterns Representing 1,2,and 3 Comparing 1,2, and 3 Composition of 1, 2 and 3 Spatial Awareness - positional language Representing numbers to 5 One More and Less Shapes with 4 sides Time - night and day</p>	<p>Number Numerical Patterns Comparing numbers to 5 Composition of 4 and 5 (number bonds to 5) Compare Mass Compare Capacity 6,7,8 Making pairs Combining 2 groups Length and Height Time</p>	<p>Number Numerical Patterns Representing 9 and 10 Comparing numbers to 10 Number Bonds to 10 Addition and subtraction 2D and 3D Shape Pattern Capacity Measurement</p>	<p>Number Numerical Patterns Building numbers beyond 10 Counting patterns beyond 10 Compare and represent numbers within 20 Addition and subtraction within 20 Adding More Taking Away Counting in 10s Counting in 2s Doubling Spatial Reasoning Match, Rotate, manipulate</p>	<p>Number Numerical Patterns Doubling Sharing and Grouping Making equal groups Even and Odd Spatial Reasoning Patterns and Relationships Develop problem solving and critical thinking skills linked to familiar stories or real world examples Consolidation</p>
<p>ELG (End of Year)</p>	<p>ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>					
<p>Understanding the World</p>	<p><u>People, Culture and Communities</u> Identify members of their family from photos and</p>	<p><u>Past and Present</u> Listen to stories and place events in chronological order.</p>	<p><u>Past and Present</u> Understand things were different in the past to</p>	<p><u>Past and Present</u> Talk about some significant</p>	<p><u>Past and Present</u> Using stories, non-fiction texts, videos and artefacts to talk about the past.</p>	<p><u>Past and Present</u> Make observations about seaside holidays today and long ago - Magic Grandad People,</p>

	<p>learn how they are related.</p> <p>Name and describe people that are familiar to them.</p> <p>Talk about their families - what they do and the places they go with their family.</p> <p>Comparing families - say how they are similar and unique Lean about and comment on some of the important jobs people do in our community (eg. firefighter, farmer supermarket worker, etc)</p> <p><u>Past and Present</u> Look at baby pictures and</p>	<p>Listen to a range of stories and begin to develop an awareness of historical events: Guy Fawkes story Remembrance Day</p> <p><u>People, Culture and Communities</u> Listen to a range of stories from around the world and begin to develop an understanding of similarities and differences between communities.</p> <p>Talk about special family occasions/celebrations that</p>	<p>how they are now by listening to a range of stories and traditional tales Comment on similarities and differences between modern homes and castles.</p> <p><u>People, Culture and Communities</u> Learn about some important times and celebrations of different cultures in Britain and from around the world: Easter Chinese New Year.</p> <p><u>The Natural World</u></p>	<p>historical people and events; Neil Armstrong and the Apollo Landings and begin to understand these events happened before they were born.</p> <p><u>People, Culture and Communities</u> Where do we live on Planet Earth: locate the UK on a globe and on a map.</p> <p>Learn about the local environment - church, village hall, post office, shop, field, farm, tractor, animals etc.</p>	<p>Consider how different the world was when dinosaurs existed and understand they were alive a very long time ago.</p> <p>Comment on changes observed over time and sequence the lifecycle of a chicken and butterfly.</p> <p><u>The Natural World</u> Identify different habitats and begin to understand why different animals live in different habitats - build a minibeast hotel.</p> <p>Make observations and begin to identify the different stages of the life cycle of the chicken and the butterfly.</p>	<p>Culture and Communities</p> <p>Understand how to stay safe in the sun Understand the importance of caring for the oceans and recycling.</p> <p>Explore contrasting environments through non-fiction text and real life examples.</p> <p>Compare seaside holidays at home and abroad.</p> <p><u>The Natural World</u> Learn about underwater habitats and investigate different types of creatures that live in the seas/oceans.</p> <p>Use non-fiction text, stories and videos to explore</p>
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	<p>comment on how they have grown and changed.</p> <p>Height chart - begin and complete over the year.</p> <p>Begin to understand time has a pattern - day, week, month, year and notice changes in our environment throughout the year - use a camera to document changes (school playing field)</p> <p>Understand how life has changed over time for members of their family The</p> <p><u>Natural World</u> Learn about the</p>	<p>are important to them (birthdays, Christmas etc).</p> <p>Learn about religious communities in our country, how they are similar and unique; celebrations that are important to each: Hinduism - Diwali - Rama and Sita Christianity - Christmas - The Nativity Story</p> <p>Explore how religious celebrations are celebrated in other countries (eg. Diwali in India)</p> <p><u>The Natural World</u></p>	<p>Continue to observe and comment on changes in the environment and use a camera to document changes (seasons)</p> <p>Exploring our senses - food tasting (CNY</p> <p>Learn what a habitat is and where polar habitats are located.</p> <p>Comment on some of the different features of a polar habitat. Learn some ways that animals have adapted to be able to survive in polar habitats</p>	<p>Create a map of the local community Comment on similarities and differences to other places where people live (eg. cities and different countries).</p> <p>Learn about the important job of an astronaut</p> <p><u>The Natural World</u></p> <p>Learn about our planet and begin to understand its place in the Solar System.</p> <p>Make simple comments on some of the similarities and</p>	<p>Understand the importance of caring for animals - looking after our environment;</p>	<p>the different zones of the ocean.</p> <p>Comment on the similarities and differences of underwater habitats.</p> <p>Floating and Sinking: investigate different types of materials that float and sink</p>
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	<p>immediate environment using the 5 senses: go on a senses walk around the school grounds and comment on what they can we see, hear, smell, touch, taste (snack time) and begin to observe changes Identify the names of the main parts of the body</p> <p>Learn about the properties of some materials - investigate materials to build a house for the little pigs and a cape for Little Red Riding Hood) Harvest Festival Planting daffodils Begin to understand the importance of recycling and</p>	<p>Investigate changing states of matter by experimenting with freezing and melting.</p> <p>Understand some changes can be reversible (freezing, melting) and some irreversible (baking gingerbread men)</p> <p>Continue to observe and comment on changes in the environment and use a camera to document findings (seasons).</p> <p>Investigate and make observations</p>		<p>differences they observe between the 8 different planets in the Solar System.</p> <p>Observe changes in outdoor flowerbeds - daffodils - and make simple comments about growth cycles (what plants need to grow)</p>		
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	looking after our planet.	about the similarities and differences between nocturnal and diurnal animals				
	<p><u>ELG: Past and Present</u> Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>ELG: People, Culture and Communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p> <p><u>ELG: The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>					
Expressive Arts and Design	<u>Creating with Materials</u> Begin to experiment with and mix colours to paint. Draw self-portraits. Develop joining, cutting and sticking skills to create junk models.	<u>Creating with Materials</u> Explore using different textures and materials to create collages. Printing and splatter painting - Bonfire Night pictures.	<u>Creating with Materials</u> Chinese lanterns, writing, willow patterns. <u>Being Imaginative and Expressive</u> Role play traditional tales using props.	<u>Creating with Materials</u> Create observational drawings of Spring plants and flowers. Use different textures and materials to create collages of the	<u>Creating with Materials</u> Explore and refine a variety of artistic techniques to express ideas and feelings: Manipulate clay to create minibeast sculptures.	<u>Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Rainbow fish collage, Lighthouse designs,

	<p>Use different textures and materials to make houses for the three little pigs Create split pin puppets of characters Select the tools and techniques they need to assemble materials they are using eg. creating settings of traditional tales.</p> <p>Explore and experiment with different media.</p> <p>Develop printing skills using a variety of resources - leaves, vegetables, potato masher,</p> <p>Autumn collage Ice nature sculptures.</p> <p><u>Being Imaginative and Expressive</u> Join in with role play games and use resources available for props.</p>	<p>Christmas decorations. Christmas Cards. Divas Rangoli artwork. Remembrance Day. Poppy printing. Winter collage. Ice sculpture art using ice and salted paint water with a selection of resources.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Listen to music and make their own dances in response (music from around the world).</p> <p>Use story maps, puppets, and story bags to encourage children to retell, invent and adapt stories.</p>	<p>Experiment with different movements and rhythm to create traditional dragon and lion dances.</p> <p>Charanga music program. Cosmic Yoga</p>	<p>Planets in the Solar System.</p> <p>Design and make rockets.</p> <p>Design and make objects they may need in space, thinking about form and function.</p> <p>Split pin astronauts.</p> <p>Mother's Day Crafts.</p> <p>Easter Crafts.</p> <p><u>Being Imaginative and Expressive</u> Express different emotions through movement and rhythm to classical.</p> <p>Use a wide range of props (large cardboard boxes) to role play stories eg. Whatever Next, The Marvellous Moon Map</p> <p>Cosmic Yoga</p>	<p>Create minibeast sock puppet models.</p> <p>Caterpillar collage pictures (referencing Eric Carle).</p> <p>Butterfly symmetry pictures.</p> <p><u>Being Imaginative and Expressive</u></p> <p>Listen attentively, move to and talk about music, expressing their feelings and emotions - Charanga music.</p> <p>Cosmic Yoga.</p> <p>Develop storylines when engaged in pretend play.</p>	<p>Recyclable art work Pastel and chalk fossil and shell observational drawings. Colour mixing - underwater pictures End of year portraits <u>Being Imaginative and Expressive</u> Listen attentively, move to and talk about music, expressing their feelings and emotions - Charanga music. Cosmic Yoga.</p> <p>Develop storylines when engaged in pretend play.</p>
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	<p>Build models using construction materials.</p> <p>Join in with songs.</p> <p>Explore sounds and how they can be changed, tapping out simple rhythms.</p> <p>Charanga music.</p> <p>Cosmic Yoga.</p>	<p>Christmas songs and poems.</p> <p>The Christmas performance.</p> <p>Charanga music.</p> <p>Cosmic Yoga</p>				
<p>ELG (End of Year)</p>	<p>ELG: <u>Creating with Materials</u> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: <u>Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</p>					