

Levens School EYFS curriculum map 2023-24 (cycle A)

Themes, texts, learning opportunities and experiences are not fixed, there is flexibility built into the curriculum in order to allow learning opportunities which follow children's interests. British Values and Characteristics of Effective Learning are interwoven through all aspects of our teaching, interactions, the curriculum, provision and the school's Christian Values.

	Autumn Super me!	Spring Wake up world!	Summer What do people do all day?
Themes	Feelings, relationships, settling in, I am a superhero, how am I special? Diwali, Harvest, Remembrance Day, Bonfire Night, Christmas, Colour mixing, National Nursery Rhyme Week, Autumn - how does the weather change? Polar regions - how do animals keep warm in winter? Rothko/Pollock	Chinese New Year, Dinosaurs, changes in spring, cooking, World Book Day, Internet Safety Day, Easter, Mother's Day, growing and planting, Kandinsky, beach school	People and their jobs in society, maps, Africa, the emergency services, life cycle of a butterfly, toys past and present
Key texts (not limited to)	The Colour Monster, Supertato, The Gruffalo, The Leaf Man, One Snowy Night, Lost and Found, The Story of Diwali, Non-fiction texts related to the polar regions	Peppa Pig's Chinese New Year, Jasper's Beanstalk, Dinosaur Bones, Goldilocks and the Three Bears, A Squash and a Squeeze, non-fiction growing books	What the ladybird heard, Elmer and the butterfly, The Ugly Five, What do people do all day? Rumble in the Jungle Non-fiction books about Africa, maps, atlases, books about planting, growing and butterflies
Experiences	Harvest service in church, National Nursery Rhyme week, Christmas play, Remembrance service, cooking, Autumn treasure, loose parts play workshop	Chinese banquet, digging for dinosaur bones, growing a beanstalk, Easter service in church, cooking, beach school	Caterpillar life cycle, African music, a visit from the Police, cooking, outdoor education experience day, a trip to the butterfly house

Area of learning	What does the learning look like? What will the children do/learn?	What does the learning look like? What will the children do/learn?	What does the learning look like? What will the children do/learn?
Communication and Language	<p style="text-align: center;">Nursery</p> <p>Enjoying listening to stories Paying attention to more than one thing at a time Using a wider range of vocabulary linked to our main themes and experiences Understand two-part questions/instructions Understand and answer 'why' questions Using talk to organise their play</p> <p style="text-align: center;">Reception</p> <p>Use new vocabulary through the day Articulate their ideas through well-formed sentences Describe events in some detail Listen to and talk about stories Use new vocabulary in different contexts Listen carefully to rhymes and songs Sing songs Perform rhymes Engage in settling in activities Beginning to speak in longer sentences Talk about experiences that are familiar Following instructions (settling in, tidying up), saying 'good morning' Engage in storytimes</p>	<p style="text-align: center;">Nursery</p> <p>Enjoying listening to stories Paying attention to more than one thing at a time Using and exploring a wider range of vocabulary linked to our main themes and experiences Understand two-part questions/instructions Understand and answer 'why' questions Using talk to organise their play Sing a large repertoire of songs Know an increasing number of rhymes Enjoy listening to longer stories Start a conversation with an adult or friend</p> <p style="text-align: center;">Reception</p> <p>Understand how to listen carefully Tell longer stories - Talk4Writing Engage in storytimes Develop communication and pronunciation Use longer sentences of four to six words Learn and use new vocabulary - word aware Using language well Ask how/why questions Retelling a story using story language</p>	<p style="text-align: center;">Nursery</p> <p>Enjoying listening to stories Paying attention to more than one thing at a time Using and exploring a wider range of vocabulary Understand two-part questions/instructions Understand and answer 'why' questions Using talk to organise their play Sing a large repertoire of songs Know an increasing number of rhymes Tell longer stories - Talk4Writing Develop communication and pronunciation Use longer sentences of four to six words</p> <p>Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions Start a conversation with an adult or a friend and continue it for many turns Use talk to organise themselves and their play</p> <p style="text-align: center;">Reception</p> <p>Develop vocabulary - word aware Using language well</p>

		<p>Remembering key points from a story</p> <p>Describe events in detail</p> <p>Develop social phrases</p> <p>Listening and talking about stories</p> <p>Reciting poems and songs</p> <p>Listen to and engage in and talk about selected non-fiction</p> <p>Articulate ideas and thoughts into well-formed sentences</p> <p>Connect one idea or action to another using a range of connectives</p>	<p>Ask how/why questions</p> <p>Retelling a story using story language</p> <p>Remembering key points from a story</p> <p>Describing events in greater detail</p> <p>Listening and talking about stories</p> <p>Reciting poems and songs</p> <p>Listen to and engage in and talk about selected non-fiction</p> <p>Articulate ideas and thoughts into well-formed sentences</p> <p>Ask questions to find out more</p> <p>Understand how to listen carefully and why listening is important</p> <p>Use new vocabulary through the day</p> <p>Articulate ideas and thoughts in well-formed sentences</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p> <p>Develop social phrases</p> <p>Engage in storytimes</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell a story, once they have developed a deep familiarity with a text, some as exact repetition and some in their own words</p> <p>Engage in non-fiction books</p>
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			<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Articulate a life cycle using technical vocabulary</p>
<p>Personal, Social & Emotional Development</p>	<p>Nursery</p> <p>Developing confidence in a new setting</p> <p>Become more outgoing with new people</p> <p>Develop a sense of responsibility and membership of a community</p> <p>Select and use activities and resources</p> <p>Making friends - demonstrating friendly behaviour, playing with one or more other children</p> <p>Recognise that we are unique</p> <p>Describe different feelings and use this to manage relationships</p> <p>Understand that every family is different and love and care for one another</p> <p>Begin to become more independent in meeting basic care needs such as hand washing</p> <p>Learn about making some healthy food choices and the importance of toothbrushing</p> <p>Recognise that there are differences and similarities between themselves</p>	<p>Nursery</p> <p>Develop a sense of responsibility and membership of a community</p> <p>Select and use activities and resources</p> <p>Play with one or more other children, extending and elaborating on play ideas</p> <p>Making friends - demonstrating friendly behaviour, playing with one or more other children</p> <p>Remembering to follow rules more consistently without being reminded</p> <p>Recognise potential dangers and how to stay safe, inside and outside</p> <p>Explain what they should do if they feel unsafe</p> <p>Learn the importance of keeping safe around medicines and unknown products</p> <p>Learn about taking some responsibility for their own health</p> <p>Describe ways in which they can help others and why they would do so</p> <p>Take care of their home, their learning environment and the natural environment</p> <p>Reception</p>	<p>Nursery</p> <p>Develop a sense of responsibility and membership of a community</p> <p>Select and use activities and resources</p> <p>Play with one or more other children, extending and elaborating on play ideas</p> <p>Making friends - demonstrating friendly behaviour, playing with one or more other children</p> <p>Remembering to follow rules more consistently without being reminded</p> <p>Knowing some self-care techniques - using the toilet independently, handwashing</p> <p>Develop appropriate ways of being assertive</p> <p>Talk with others to solve conflicts</p> <p>Understand gradually how others might be feeling</p> <p>Find solutions to conflicts and rivalries</p> <p>Increasingly follow rules, understanding why they are important</p> <p>Talk about healthy choices and activities</p>

	<p>Celebrate their friends and include them Understand people have different cultures and religions</p> <p>Reception</p> <p>Family routines and special occasions What makes you special? Our class rules, behavioural expectations in the class/boundaries set Build constructive and respectful relationships Our feelings and the feelings of others Friendships All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings -naming different feelings, thinking about how to deal with 'not so good feelings', Knowing some self-care techniques - using the toilet independently, handwashing and healthy eating and toothbrushing Begin to consider the perspective others' Knowing that some actions and words can hurt others' feelings. Finding solutions to conflicts Firework safety Talk about similarities and differences Name special people in their lives Describe different feelings Identify who can help if they are sad, worried or scared.</p>	<p>Knowing some self-care techniques - using the toilet independently, handwashing</p> <p>Express their feelings and consider the feelings of others, Think about the perspectives of others, Manage their own personal hygiene needs Begin to show resilience in the face of challenge</p> <p>See themselves as a valuable individual Continue to build constructive and respectful relationships Talk about how to keep their bodies healthy and safe Name ways to stay safe around medicines Know how to stay safe in their home, classroom and outside Know age-appropriate ways to stay safe online Name adults in their lives and those in their community who keep them safe Understand that they can make a difference Identify how they can care for their home, school and special people Talk about how they can make an impact on the natural world Talk about similarities and differences between themselves Demonstrate building relationships with friends.</p>	<p>Develop resilience and persistence in their learning Working cooperatively with others when faced with a challenge Talk about change in the environment Describe the changes in babies, animals and plants as they grow Broaden their expectations beyond potential stereotypes of what girls and boys like, do or look like</p> <p>Reception</p> <p>Express their feelings and consider the feelings of others, Think about the perspectives of others, Identify and moderate their own feelings Manage their own personal hygiene needs Make healthy choices about food, drink, activity and toothbrushing Build constructive and respectful relationships See themselves as a valuable individual Show resilience and perseverance in the face of challenge Identify and moderate their own feelings socially and emotionally Know and talk about the different factors that support their overall health and well-being Feel resilient and confident in their learning.</p>
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	<p>Identify ways to help themselves or others if they are sad or worried</p> <p>Be sensitive towards others and celebrate what makes each person unique</p> <p>Recognise that we can have things in common with others</p> <p>Use speaking and listening skills to learn about the lives of their peers</p> <p>Know the importance of showing care and kindness towards others</p> <p>Demonstrate skills in building friendships and cooperation.</p>		<p>Name and discuss different types of feelings and emotions</p> <p>Learn and use strategies or skills in approaching challenges</p> <p>Understand that they can make healthy choices</p> <p>Name and recognise how healthy choices can keep us well</p> <p>Understand that there are changes in nature and humans</p> <p>Name the different stages in childhood and growing up</p> <p>Understand that babies are made by a man and a woman</p> <p>Use the correct vocabulary when naming the different parts of the body</p> <p>Know how to keep themselves safe</p> <p>Showing an interest in the lives of other people</p>
<p>Physical Development</p>	<p>Nursery</p> <p>Continue to develop movement and balance skills riding trikes, balance bikes and scooters</p> <p>Skip, hop and stand on one leg</p> <p>Use large scale muscle movements (squiggle)</p> <p>Becoming increasingly independent in putting on/taking off coats/doing up zips</p> <p>Dough disco</p> <p>Yoga</p> <p>Reception</p>	<p>Nursery</p> <p>Continue to develop movement and balance skills riding trikes, balance bikes and scooters</p> <p>Skip, hop and stand on one leg</p> <p>Use large scale muscle movements (squiggle)</p> <p>Becoming increasingly independent in putting on/taking off coats/doing up zips</p> <p>Collaborate with others to manage large items.</p>	<p>Nursery</p> <p>Continue to develop movement and balance skills riding trikes, balance bikes and scooters</p> <p>Practise climbing stairs and steps using alternate feet</p> <p>Skip, hop and stand on one leg</p> <p>Use large scale muscle movements (squiggle)</p> <p>Becoming increasingly independent in putting on/taking off coats/doing up zips</p>

	<p>Threading, cutting, playdough, fine motor activities (dough disco and funky fingers area)</p> <p>Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements (Squiggle)</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p>Pencil Grip</p> <p>Taking shoes off and putting them on</p> <p>Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to effect changes to materials</p> <p>Show preference for dominant hand</p> <p>Engage in structured activities: what to draw, write or copy. Teach and model correct letter formation</p> <p>Balance</p> <p>Different ways of moving</p> <p>Negotiating space</p> <p>Travelling with confidence</p> <p>Refining fundamental skills</p> <p>Ball skills: throwing, catching, kicking</p> <p>Using different sized balls</p> <p>Follow the rules of a game</p> <p>Dough disco</p> <p>Negotiating spaces safely</p> <p>Changing direction</p> <p>Fundamental movement skills - jumping and landing appropriately, hopping, underarm</p>	<p>Use one-handed tools and equipment such as scissors, paintbrushes and pencils with increasing accuracy</p> <p>Dough disco</p> <p>Yoga</p> <p>Dance/gymnastics</p> <p>Reception</p> <p>Threading, cutting, weaving, playdough, fine motor activities (dough disco and funky fingers area)</p> <p>Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely</p> <p>Draw arches and spirals using gross motor movements (Squiggle)</p> <p>Holding small items</p> <p>Button clothing /zips</p> <p>Cutting with scissors</p> <p>Beginning to use cutlery with increasing accuracy</p> <p>Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters most correctly formed</p> <p>Dough disco</p> <p>Dance/Gymnastics</p> <p>Move energetically</p> <p>Copy basic actions</p> <p>Move to music</p> <p>Negotiate space</p>	<p>Collaborate with others to manage large items</p> <p>Start taking part in some group activities which they make up for themselves, or in teams</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Match their developing physical skills to tasks and activities in the setting</p> <p>Choose the right resources to carry out their own plan</p> <p>Use one handed tools and equipment</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Show a preference for a dominant hand</p> <p>Be increasingly independent when getting dressed/undressed</p> <p>Dough disco</p> <p>Yoga</p> <p>Games</p> <p>Reception</p> <p>Threading, cutting, weaving, playdough, Fine Motor activities</p> <p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors / Start to cut along a curved line, like a circle</p>
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	<p>and overarm throws, catching with increasing accuracy</p>	<p>Perform teacher led warm-ups Balance Core muscle strength Jumping and landing Awareness of space Revise fundamental movement skills such as rolling, crawling, walking, jumping, running, hopping, skipping, climbing Progress towards a more fluent style of moving</p>	<p>Draw zigzags through gross motor movements (Squiggle) Dough disco Revise and refine the fundamental skills they have already acquired Progress towards a more fluent style of moving, with developing control and grace Continue to develop body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and physical disciplines Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Combine different movements with ease and fluency Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group Develop overall body-strength, balance, co-ordination and agility Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming Develop confidence, competence, precision and accuracy when engaging in activities which involve a ball Develop the foundations of a handwriting style which is fast, accurate and efficient</p>
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			<p>Cut a shape out using scissors</p> <p>Begin to draw diagonal lines, like in a triangle / start to colour inside the lines of a picture</p> <p>Draw pictures that are recognisable</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p>
Literacy	<p>Nursery</p> <p>Aspect 1 environmental sounds - general sound discrimination</p> <p>Aspect 2 - instrumental sounds - general sound discrimination</p> <p>Aspect 3 - body percussion - general sound discrimination</p> <p>Learning that print has meaning and different purposes and we read in English from left to right and top to bottom</p> <p>Names of parts of a book</p> <p>Page sequencing</p> <p>Engaging in conversations about stories</p> <p>Spotting and suggesting rhymes</p> <p>Engaging in early mark making activities, writing some or all of their name</p> <p>Reception</p> <p>Handling books correctly and following print left to right, top to bottom</p> <p>Locating the title</p> <p>Segmenting and blending words orally</p> <p>Recognising words which rhyme</p> <p>Linking most sounds to letters</p>	<p>Nursery</p> <p>Aspect 4 - rhythm and rhyme</p> <p>Aspect 5: alliteration</p> <p>Learning that print has meaning and different purposes</p> <p>We read in English from left to right and top to bottom</p> <p>Names of parts of a book</p> <p>Page sequencing</p> <p>Engaging in conversations about stories</p> <p>Spotting and suggesting rhymes</p> <p>Engaging in early mark making activities, write some or all of their name</p> <p>Reception</p> <p>Show interest and answer simple questions about the text</p> <p>Use words that they know to check their reading makes sense</p> <p>Demonstrate understanding when talking about what they have read</p> <p>Repeat words or phrases to check reading</p> <p>Locate and recall the title</p> <p>Read with 1-1 correspondence</p>	<p>Nursery</p> <p>Aspect 6: voice sounds</p> <p>Aspect 7: Oral blending and segmenting</p> <p>Learning that print has meaning and different purposes</p> <p>We read in English from left to right and top to bottom</p> <p>Names of parts of a book</p> <p>Page sequencing</p> <p>Engaging in conversations about stories</p> <p>Spotting and suggesting rhymes</p> <p>Engaging in early mark making activities, write some or all of their name</p> <p>Use some of their print and letter knowledge in their early writing</p> <p>Write some letters accurately</p> <p>Reception</p> <p>Read phase 3 words (decodable and tricky)</p> <p>Re-read books showing increased accuracy and fluency</p> <p>Writing simple captions and sentences using phonetically plausible attempts at spelling, for different purposes; non-</p>

	<p>Beginning to blend and segment in order to read vc and cvc words</p> <p>Beginning to match spoken word to written word (1 to 1 cor) across 2-3 lines of print</p> <p>Reading some phase 2 words including some tricky words</p> <p>Showing a preference for a book, song or rhyme.</p> <p>Talking about events and characters in a story read to me</p> <p>Joining in with rhymes and stories.</p> <p>Filling in missing words from well-known rhymes</p> <p>Developing a dominant hand, tripod grip, mark making, giving meaning to marks and labelling</p> <p>Name writing</p> <p>Shopping lists</p> <p>Writing initial sounds and simple captions</p> <p>Use initial sounds to label characters / images</p> <p>Silly soup</p> <p>Writing for a purpose in role play</p> <p>Tricky word spelling - phase 2</p> <p>Labelling, talk for writing, story scribing</p> <p>Retelling stories, writing letters</p> <p>Writing CVC words, labels using CVC, CVCC, CCVC words</p>	<p>Read some common irregular words (Phase2/3)</p> <p>Link all sounds to letters of the alphabet</p> <p>Read simple words by blending sounds and check it makes sense and sounds right</p> <p>Read and understand simple sentences</p> <p>Use phonic knowledge to read and decode regular words</p> <p>Read all Phase 2 words</p> <p>Read some of Phase 3 words</p> <p>Writing instructions, captions and lists</p> <p>Ordering the Easter story</p> <p>Writing simple sentences for story maps (Talk4Writing)</p> <p>Spelling common exception words</p>	<p>fiction, postcards, recounts, instructions and Talk4Writing</p> <p>Beginning to use capital letters, full stops and finger spaces</p> <p>Form capital and lowercase letters accurately</p> <p>Writing labels, captions and sentences for life cycles</p>
<p>Mathematics</p>	<p>Nursery</p> <p>- re-cap of the counting principles</p>	<p>Nursery</p> <p>- formation of numerals 0-5</p>	<p>Nursery</p> <p>Continuing and creating AB patterns</p> <p>Measurement: - length - weight - capacity - time</p> <p>Number and place value:</p>

	<p>- introduction to the language of more/less Geometry: patterned language ordering events</p> <p>Reception</p> <p>- match and sort, compare amounts Talk about measure and patterns It's me 1,2,3 Circles and triangles 1,2,3,4,5</p>	<p>- 1 more/1 less than numbers 1-5 Shape and space: - properties of shapes positional language</p> <p>Reception</p> <p>Alive in 5 Mass and capacity Growing 6,7,8 Length, height and time Building 9 and 10 Explore 3D shapes</p>	<p>- introduction of numbers 1-6 1:1 correspondence</p> <p>Reception</p> <p>To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections</p>
<p>Understanding the World</p>	<p>Nursery</p> <p>Use all their senses in hands on exploration of natural materials - leaf hunt Talk about what they see using a wide vocabulary - leaf hunt, seasons Making collections of objects - autumn treasure</p> <p>Begin to make sense of their own life story and family history - all about me Talk about the differences between materials and changes they notice Continue developing positive attitudes about the differences between people - Diwali</p> <p>Begin to understand the need to respect and care for the natural environment and all living things - learning about the polar regions</p> <p>Exploring changes in materials - cooking</p> <p>Reception</p>	<p>Nursery</p> <p>Talk about what they see using a wide vocabulary - how the world changes in spring Exploring changes - cooking Plant bean seeds and care for growing plants</p> <p>Begin to understand the need to respect and care for the natural environment and all living things Understand the life cycle of a plant Continue developing positive attitudes about the differences between people - the celebration of Chinese New Year, Lent and Easter Learning about the past - dinosaurs</p> <p>Reception</p> <p>Comment on images of familiar situations in the past, compare and contrast characters from stories, including figures from the past</p>	<p>Nursery</p> <p>Begin to understand the need to respect and care for the natural environment and all living things - looking after beans, observing metamorphosis through our caterpillars Continue developing positive attitudes about the differences between people - disability awareness (learning Makaton) Know that there are different countries in the world and talk about the differences they have experiences or seen in photos - butterflies in other countries</p> <p>Show interest in different occupations A visit from the police Road safety</p> <p>Reception</p> <p>Comment on images of familiar situations in the past -toys, how are</p>

	<p>Naming and describing people who are familiar to us - immediate family</p> <p>Understand that some places are special to certain members of the community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways - Harvest, Christmas, Diwali</p> <p>Explore the natural world around us - autumn treasure</p> <p>Understand the effect of changing seasons on the natural world around us</p> <p>Develop positive attitudes about the differences between people - Diwali</p> <p>Recognise some environments that are different from the one in which they live - polar regions</p> <p>How animals keep warm in winter</p> <p>Comment on familiar scenes from the past</p> <p>Remembrance Day</p> <p>Bonfire Night</p> <p>Recognise some similarities and differences between life in this county and others - homes in cold places</p> <p>Cooking & healthy eating</p> <p>Our Christian Value - Forgiveness</p>	<p>- How do we know about dinosaurs?</p> <p>Understand that some places are special to members of their community and that people have different beliefs and celebrate special times in different ways - Chinese New Year, Lent, Easter</p> <p>Knowing what a plant needs to grow</p> <p>Plant bean seeds and care for growing plants</p> <p>Understanding the key features of the life cycle of a plant</p> <p>Describe special events (Lent/Easter/Chinese New Year)</p> <p>Understand the effects of changing seasons - what happens in spring?</p> <p>Exploring the natural world around us - beach school</p> <p>Cooking</p> <p>Our Christian Value - Thankfulness</p> <p>What makes a good friend?</p> <p>Stories Jesus told</p>	<p>they similar/different from homes today?</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Draw information from a simple map - Butterflies in other countries</p> <p>Create own maps</p> <p>Explore the natural world around them - butterfly life cycle</p> <p>Recognise that some environments are different from the one in which they live</p> <p>Learn about different occupations of the people around them</p> <p>A visit from the police</p> <p>Road safety</p> <p>Recognise some similarities and differences between life in this country and life in other countries</p> <p>Cooking</p> <p>Our Christian Value - Endurance</p> <p>What is prayer?</p> <p>Why are we all different and special?</p> <p>What makes a place holy?</p>
<p>Expressive Arts and Design</p>	<p>Nursery</p> <p>Take part in simple pretend play</p> <p>Join different materials and explore different textures</p> <p>Develop their own ideas</p> <p>Listen with increased attention to sounds</p>	<p>Nursery</p> <p>Take part in simple pretend play</p> <p>Join different materials and explore different textures</p> <p>Develop their own ideas</p> <p>Mother's Day cards and crafts</p>	<p>Nursery</p> <p>Take part in simple pretend play</p> <p>Join different materials and explore different textures</p> <p>Begin to develop complex stories using small world equipment</p>

	<p>Create closed shapes with continuous lines and begin to use them to represent objects - self portraits</p> <p>Name some different musical instruments</p> <p>Explore how to play different instruments</p> <p>Listen and respond to music</p> <p>Remember and sing entire songs adding actions</p> <p>Christmas cards and crafts</p> <p>Opportunities linked to key texts/experiences/interests</p> <p>Explore colour and colour mixing</p> <p>Reception</p> <p>Explore and use a variety of artistic effects</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Listen attentively, move and talk about music, expressing their feelings and responses</p> <p>Sing in a group, increasingly matching the pitch and following the melody - Nativity performance</p> <p>Explore and engage in music making and dance, performing solo or in groups - Nativity performance</p> <p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p>	<p>Opportunities linked to key texts/experiences/interests</p> <p>Explore body and voice sounds</p> <p>Play instruments with increasing control to express feelings and ideas</p> <p>Easter cards and crafts</p> <p>Drawing/collaging</p> <p>Listen with increased attention to sounds</p> <p>Create closed shapes with continuous lines and begin to use them to represent objects</p> <p>Continue to explore colour and colour mixing</p> <p>Play instruments with increasing control to express feelings and ideas</p> <p>Remember and sing entire songs</p> <p>Drama conventions through literacy</p> <p>Continue to develop own ideas</p> <p>Reception</p> <p>Exploring how colours can be changed</p> <p>Drama conventions through literacy</p> <p>Mother's Day cards and craft gifts</p> <p>Easter cards and crafts</p> <p>Observational drawings of beans</p> <p>Opportunities linked to key texts/experiences/interests</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Inspiration from an artist - Kandinsky</p>	<p>Make imaginative and complex small worlds using blocks and construction kits</p> <p>Draw with increasing complexity including details</p> <p>Explore colour and colour mixing</p> <p>Explore different materials freely</p> <p>Drama conventions through literacy</p> <p>Continue to develop own ideas</p> <p>Opportunities linked to key texts/experiences/interests</p> <p>Listen with increased attention to sounds</p> <p>Respond to what they have heard, expressing thoughts and feelings</p> <p>Play instruments with increasing control to express feelings and ideas</p> <p>Explore and control voice sounds</p> <p>Create closed shapes with continuous lines and begin to use them to represent objects</p> <p>Reception</p> <p>Drama conventions through literacy</p> <p>Observational drawings of our caterpillars/butterflies</p> <p>Activities linked to learning about Africa</p> <p>Opportunities linked to key texts/experiences/interests</p> <p>Drawing /creating maps</p> <p>Listening and appraising Funk music</p> <p>Making our own old fashioned toy</p>
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	<p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p> <p>Mixing the colours they need to paint with</p> <p>Build models using construction equipment</p> <p>Junk modelling</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms</p> <p>Producing a piece of artwork using an artist's style as a stimulus - learning about the artists Rothko and Pollark</p> <p>Drama conventions through literacy</p> <p>Use different textures and materials to make firework pictures</p> <p>Christmas decorations, Christmas cards, Christmas songs</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> <p>Role Play of The Nativity</p> <p>Leaf rubbings/pictures/collages/autumn treasure</p> <p>Opportunities linked to key texts/experiences/interests</p>	<p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p> <p>Activities related to beach school</p>	<p>Embedding foundations of the interrelated dimensions of music using voices and instruments</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p> <p>Playing instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p> <p>Listen and Appraise</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p>
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