

Woodside EYFS Long Term Plan

Golden Threads: Vocabulary Lead Curriculum, Expanding Knowledge of the World (Cultural Capital), Promoting Diversity

Area of Learning	Aspect of learning Subject Specific	Key Learning (Skills, knowledge and concepts)	Support for Key Learning	Autumn 1 Marvellous Me	Autumn 2 Shine Bright (Colour and Light)	Spring 1 Weather	Spring 2 Growth and Farming	Summer 1 Traditional Tales	Summer 2 Journeys	CoEL
Personal, Social and Emotional Development	Self-regulation	Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.	NELI Com friendly spaces Taking responsibility. Cont. Provision	New Beginnings See themselves as a valuable individual. Being me in my world. Setting Rules and Routines. Rights and Responsibilities. Supporting children to build relationships. Healthy me. Dreams and Goals	Getting on and falling out. How to deal with emotions. Self - Confidence. Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Good to be me. Feelings. Learning about our qualities and differences. Celebrating differences. Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios. Being a good friend.	Relationships. What makes a good friend? Random acts of Kindness. Looking after pets. Looking After our Planet - litter/ocean/climate change. Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.	Looking after others. Friendships. Dreams and Goals. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, and tidy up after ourselves and so on. Looking After our Planet - pollution.	Taking part in sports day - Winning and losing. Changing me. Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, naming what was kind and considerate about the behaviour. Looking After our Planet - plastic.	Playing and Exploring- Finding out and Exploring, Playing with what they know, Being willing to have a go Active Learning- Being involved and concentrating, Keeping on trying, Enjoying achieving, Creating and Thinking Critically- Having their own ideas, Making links, Choosing ways of doing things.
	Managing Self	Adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.	Times to talk. Routines Books and stories. Cont. Prov. Visits /visitor	Express their feelings- share and show how they feel. Manage - adapt behaviour to new routine. Provide regular reminders about thorough handwashing and toileting.	Communication - recall experiences. Understand how others feel- share experiences similar and different.	Communication - own needs and listen to others.	Express feelings - pride in achievements.	Manage - work with and negotiate with others. Understand how others feels empathy.	Manage - adapt behaviour for new transition situation. Understand feelings about transition.	
	Building Relationships	Supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. Communication Friendly Spaces.	Rules/ routine. Working together. Talking tubs. Stories Puppets /role play.	Build new friendships. Work together - understand simple rules.	Working together collaboration tasks (focus on sharing and turn taking).	Social skills and positive interactions with others-visitors.	Use language in play. Communication - explain own knowledge and understanding.	Work together collaboration and being considerate to the needs of others.	Work together - take on other's ideas. Use language - planning play.	
	PSHE SCARF: Safety, Caring, Achievement, Resilience and Friendship. Promotes positive behaviour, mental health, wellbeing, resilience and achievement	Me and my relationships.	Keeping myself safe	Valuing Difference	Being my best	Growing and changing	Rights and Responsibilities			
Research/ Why?	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.									

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Communication and Language	Listening and Attention	Listen Attention Respond Communication	Daily routine Times to talk Story times Games Cont. Prov.	Learning routines / transition signals. Communication Engage in conversation. Making Friends.	Communication about familiar people and events. Following instructions. LFT Listening to others. Talk partners.	Maintain attention with visitors. Responds appropriately LFT	Two channelled attention. Respond to others with relevant comments.	Listen to stories with enjoyment and respond. Communicate about characters in stories.	Listen in new situations and in larger groups	Playing and Exploring- Finding out and Exploring, Playing with what they know, Being willing to have a go Active Learning- Being involved and concentrating, Keeping on trying, Enjoying, achieving, Creating and Thinking Critically- Having their own ideas, Making links, Choosing ways of doing things.
	Understanding	Respond to Follow Respond to and answer questions	Communication Friendly Spaces High quality adult interactions DAILY STORY TIME.	Respond to 'where', 'how', 'why' questions about self. Follow instructions Feelings, friendships	Respond to events and provocations. Following instructions LFT.	Respond to and ask questions- visits and visitors. Respond to and interact with others in role play. No Tooting.	Follow complex instructions in planting.	Respond to and answer 'how' and 'why' questions in response to stories. Ask and answer how and why questions about the wider world in which they live	Respond to and answer questions in response to ideas and events	
	Speaking	Speaking Questioning Vocabulary Communication Uses Tenses Reasoning Clarify Thinking Narrative Rhyming Alliteration Oral story telling Nursery Rhymes	Answering questions. Speaking in sentences about me and my life at home Modelling talk: Good Morning how are you? Learn rhymes and stories.	Vocabulary-cultural events/ celebrations. Communication- take turns to listen and speak in performance. Tell me a story- oral story telling.	Vocabulary – occupations. Asking questions to unfamiliar people. Narrative – focus on role play storylines Ask How and Why questions. Oral story telling. Describing in detail.	Vocabulary- growth. Uses tenses in conversations. Reasoning-why things happen.	Narrative-use language of traditional tales to imagine and recreate ideas. Speaking in sentences with many details. Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives Develop Vocab	Vocabulary- facts and information. Clarify thinking through talk to connect ideas. Future tense- Transition. Develop Vocab		
Why/ Research?	The development of children's communication and language is woven through all areas of learning (golden thread) and underpins all development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.									

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Physical Development	Gross Motor Skills	Fundamental movement skills Gross motor skills Spatial Awareness Safety Aware FMS, manipulation and hand eye coordination Apparatus Language of Movement	Gross Motor Skills and Movement Safety Awareness Apparatus FMS, manipulation and hand eye coordination Hand writing	Moving in range of ways, negotiating, space Emergent construction kit Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Yoga /outdoors Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Pedal bikes, scooters, skateboards, wheelbarrows.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music Crates play- climbing. Skipping ropes in outside area dance related activities	Language and dynamics in movement inc. dance Variety of malleable materials Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking. Ensure that spaces are accessible to children with varying confidence levels, skills and needs.	Language and dynamics in movement inc. dance Variety of malleable materials Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.	Jumping Use of tools Interacting with small apparatus to roll, throw, catch, kick Ball skills- throwing and catching.	Balancing and climbing equipment High level construction kits Responsibility for carrying equipment safely. Races / team games involving gross motor movements dance related activities	Playing and Exploring- Finding out and Exploring, Playing with what they know, Being willing to have a go Active Learning- Being involved and concentrating, Keeping on trying, Enjoying achieving, Creating and Thinking Critically- Having their own ideas, Making links, Choosing ways of doing things.
	Fine Motor Skills	Handwriting Development Movement of body parts. Strength Pencil Grip. Control of Writing tools and equipment Letter formation		Upper body strength activities Continuous provision malleable play, range of tools. Letter formation Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using fine motor movements Hold pencil/paint brush beyond whole hand grasp/tripod Pencil Grip – develop pencil grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use a range of tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Mark making /letter formation	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Hold pencil correctly. Handle tools, objects, construction and malleable materials with increasing control. Pouring, sieving, filling and emptying using a range of utensils Encourage children to draw freely. Holding Small Items / Button Clothing	Threading, cutting, weaving, playdough, folding Fine Motor activities. Hold pencil effectively with comfortable grip Mark making Forms recognisable letters most correctly formed Cut along a straight line with scissors / Construction – develop precision	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross Construction - develop precision Forming capital letters	Size and position of letter Threading, cutting, weaving, playdough, Fine Motor activities. Mark making /Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Mobilo	
Why/Research?	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Gross Motor development and control in time influences and supports Fine motor control. Repeated and varied opportunities to explore and play with small world activities, construction toys, puzzles, malleable materials and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence, this in turn impacts on mark making and writing skills.									

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Literacy	Reading	Phonics Word Reading	Essential Letters and Sounds Scheme??	Systematic Phonics Essential Letters and Sounds						Playing and Exploring- Finding out and Exploring, Playing with what they know, Being willing to have a go Active Learning- Being involved and concentrating, Keeping on trying, Enjoying achieving, Creating and Thinking Critically- Having their own ideas, Making Links, Choosing ways of doing things.
	Comprehension	Progression of Books Talk for Writing	Rhythmic games and recognising rhymes, handling book Read name	Make choices about story time. Features of a book, new vocabulary. Talk Through Stories	Word reading/Comp - Non-fiction texts, new vocabulary and forms of speech Reads common exception words.	Comprehension New vocabulary	Comprehension - Recall main events for retelling, character empathy.	Comprehension - Talk with others about what they have read Read simple sentences.		
	Writing	Emergent writing Composition (vocabulary, grammar, punctuation) Transcription (spelling/handwriting) Handwriting	Emergent writing Composition (vocabulary, grammar, punctuation) Transcription (spelling/handwriting) Handwriting	Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists Writing initial sounds and simple captions Illustration and caption - use initial sounds Captions- Lists Name writing Invitations	Composition – sequencing, Transcription – CVC words. Retell story and innovate/invent Write a character description Retell/Sequence the story, labelling story map using initial sounds, story scribing/sharing. Support writing process as required – prompts/sound talk/action Begin to write sentence/ Xmas Card greeting Name writing	Composition- texts for different purposes. Writing some of phase 2/3 tricky words Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Map the story, work through imitation, innovation and invention(oral) Instructions Letter	Transcription – correctly formed letters, Composition – early grammar /punctuation Creating own story maps, writing captions and labels, writing simple sentences. Order the Easter story. Labels and captions – life cycles Recount – weekend Persuasive language / create poster – reduce, reuse, recycle Easter Card greeting Name writing	Transcription – capital letters, Composition – narrative, use story language in writing Writing fact file Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poem	In addition to systematic phonics: Transcription – size and position of letters Story writing, writing sentences using a range of tricky words that are spelt correctly. Use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Create information text -	
Research/WHY?	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)									

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Mathematics	Numbers	Number Numerical Patterns Rote counting Recognition Counting objects Sense Ordinal numbers Fractions Calculating Graphics Vocabulary								Playing and Exploring- Finding out and Exploring, Playing with what they know, Being willing to have a go Active Learning- Being involved and concentrating, Keeping on trying, Enjoying achieving, Creating and Thinking Critically- Having their own ideas, Making links, Choosing ways of doing things.
	Shape, Space and Measures	Shape Space Distance Volume/ Capacity Weight Money Time								
	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small acorns and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.									

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Understanding the World	Past and Present	Historical Development Communication Observe Describe Research Chronology Vocabulary	People themselves their own family, friends and other people. Objects Events Place	Communication and vocabulary - all about me Weekly routines Observe - household items	Describe and research - how do we remember, find out about other's lives Sequence changes in environment	Observe - show interest in the lives of people around them	Chronology and vocabulary - own timeline, plant growth diary Research - baby items, toys now and then (differences)	Revisiting places and events	Describe and compare objects	Playing and Exploring- Finding out and Exploring, Playing with what they know, Being willing to have a go Active Learning- Being involved and concentrating, Keeping on trying, Enjoying achieving, Creating and Thinking Critically- Having their own ideas, Making Links, Choosing ways of doing things.
	People, Culture and Communities	Cultures and Beliefs Communication Respect Observe Describe Research Vocabulary	Diversity, People themselves, their own family, friends and other people. Objects Events Places	Communication - family and friends. Observe and describe - mini me's to identify differences Respect - themselves and special things in their lives	Observe, describe, respect and research event - Christmas, Diwali, Remembrance Day, Children in Need. Communication - differences in religion/way of life Respect - other people, their ideas, traditions & beliefs	Observe and research - community visitors and their artefacts, ask different types of questions, role of charities and ways to help the community Places - visits to see people at work Chinese New Year, Valentine's Day	Observe, describe, respect and research - Fairtrade Research - Fairtrade food production and consider similarities and differences in way of lives and living conditions of other people around the world	Research - traditional tales from other countries Observe and respect place - getting to know the local word	Transition, routines and change. Vocabulary of respect and cooperation.	
				RE; WE follow the Gloucestershire Agreed Syllabus	Special People What makes people Special?	Christmas What is Christmas?	Celebrations How do people celebrate?	Easter What is Easter?	Story time What can we learn from stories	
	The Natural World	Working Scientifically Explore/Observe Describe Record Questioning Explain Research Equipment and Measures Compare/sort/group/identify/classify Test Vocabulary	Plants Animals (humans) Animals (besides humans) Environ. Materials Light Sound Forces	Animals (humans)- Body parts, features, senses	Light- Light and dark, rainbows and bubbles, shadows. Environment colour changes in the environment. Nocturnal animals of the forest of Dean.	Animals (humans and other animals)- Animal needs, caring for animals and humans, visitors to find out about world.	Weather Plants / Animals / Environment (beyond local area)- Sorting seeds, growing plants from seeds, growth in woodland/farm animals, human timelines, baby toys	Materials- Exploring material properties, uses and changes with heat. Exploring water	Environments (local and beyond) - Minibeasts and habitats.	
				Environment- Seasonal change (natural world and weather)						
		Geographical Development Communication Mapping. Fieldwork Enquiry Use of Technology	Maps Seasons/ Weather Human Features Physical Features of other places in the wider world	Our neighbourhood Maps and human features - photos (including aerial photos) of homes, school and neighbourhood, experience and talk about map of our neighbourhood	Physical features - experience of local environment with trip to woods and post-box Seasons and weather - Autumn changes, changes in daylight. Nocturnal animals of the forest of Dean.	Human features - Local community and places of work Maps - creating map of fire safety in school using photos/symbols on school plan, use Beebot play mats directional language	Features of other places - farm, Fairtrade links to other countries and journey of banana, similarities/differences in places Seasons - spring patterns and changes	Maps - use real maps to track journey of Gingerbread man, draw journey routes with trip to woods, draw story maps, create own Beebot play mats Looking at places in the wider world	Physical features - use technology in fieldwork looking at physical features of school grounds for minibeast hunt Seasons - summer patterns and changes	
Tech	Generic skills and knowledge linked to IT Text and Digital Imagery Audio Data Handling Using Sensors Online Safety and Modelling		https://www.purplemash.com/#tab/teachers/computing_sow/computing_sow_reception Purple Mash Computing SOW is designed to be used across all areas of learning. EG Simple City can support Speaking, 2 Paint can support gross motor skills in PD.							
Research/	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them. -visiting parks, meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.									

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Expressive Arts and Design	Creating with Materials	Art Observation Communication Aesthetic Awareness Physical Skill Art processes and Techniques Evaluation	Painting (including printing) Drawing Collage Sculpture: mouldable and other materials Self-portraits charcoal/pencil, junk modelling, take picture of children's creations and record them explaining what they did.	Drawing – early mark-making, self-portraits (look closely) Self-portraits charcoal/pencil, junk modelling, take picture of children's creations and record them explaining what they did.	Painting – colour mixing and seasons as focus. Firework pictures – hot colours, Christmas decorations, Christmas cards, Divas, Christmas songs/poems	Painting – printing Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. coil pots, making lanterns, Chinese writing, puppet making, Chinese music and composition Life cycles – tadpole/bird	Collage Children will explore ways to protect the growing of plants by designing scarecrows.	Sculpture (mouldable) – explore texture and properties of materials	Sculpture (other materials) – transient art and evaluation of work Exploration of other countries – dressing up in different costumes. Sand pictures collages Using understanding of Lighthouse design – use the coiling technique – include light	Playing and Exploring- Finding out and Exploring, Playing with what they know, Being willing to have a go Active Learning- Being involved and concentrating, Keeping on trying, Enjoying achieving, Creating and Thinking Critically- Having their own ideas, Making links, Choosing ways of doing things.
		Designing and Making Explore Design Make Evaluate Tools and Equipment Safety	Cons. kits Constructing using reclaimed materials Using resources, tools and equipment Designing, making and evaluation	Construction – follow instructions	Construction – moving models, labels and model book	Joining techniques Using resources, tools and equipment	Construction – writing instructions Pastel drawings, printing, patterns on Easter eggs, Mother's Day crafts Easter crafts Home Corner role play	Construction – collaboration (large scale, several small models for play together)	Design, making and evaluating process Constructing with reclaimed materials Design and make trains/ rockets/bus. Design and make objects they may need in space, thinking about form and function.	
	Being Imaginative and Expressive	Music Listen to Rhythm Movement Singing Making music	Singing Making Music Movement and Dance Music Outdoor	Sing call-and-response songs, so that children can echo phrases of songs you sing.	Nativity performance	Easter celebration and Spring	Spring and weather	Summer songs	Summer songs	
		Role-play and creativity Experiment Respond Represent ideas Recreate Expression Communication	Creative Role play Small World Stories Music Themes and Interests	Music – create own recordings, music makers	The Nativity – role play/performance	Role play focus – resources linked to visitors and visits	Small world focus – creating other environments	Creative - puppets Stories and story-telling – traditional tale	Puppet shows: Provide a wide range of props for play which encourage imagination. Creative – transient art Role play - deconstructed	
Research/WHY?	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>									