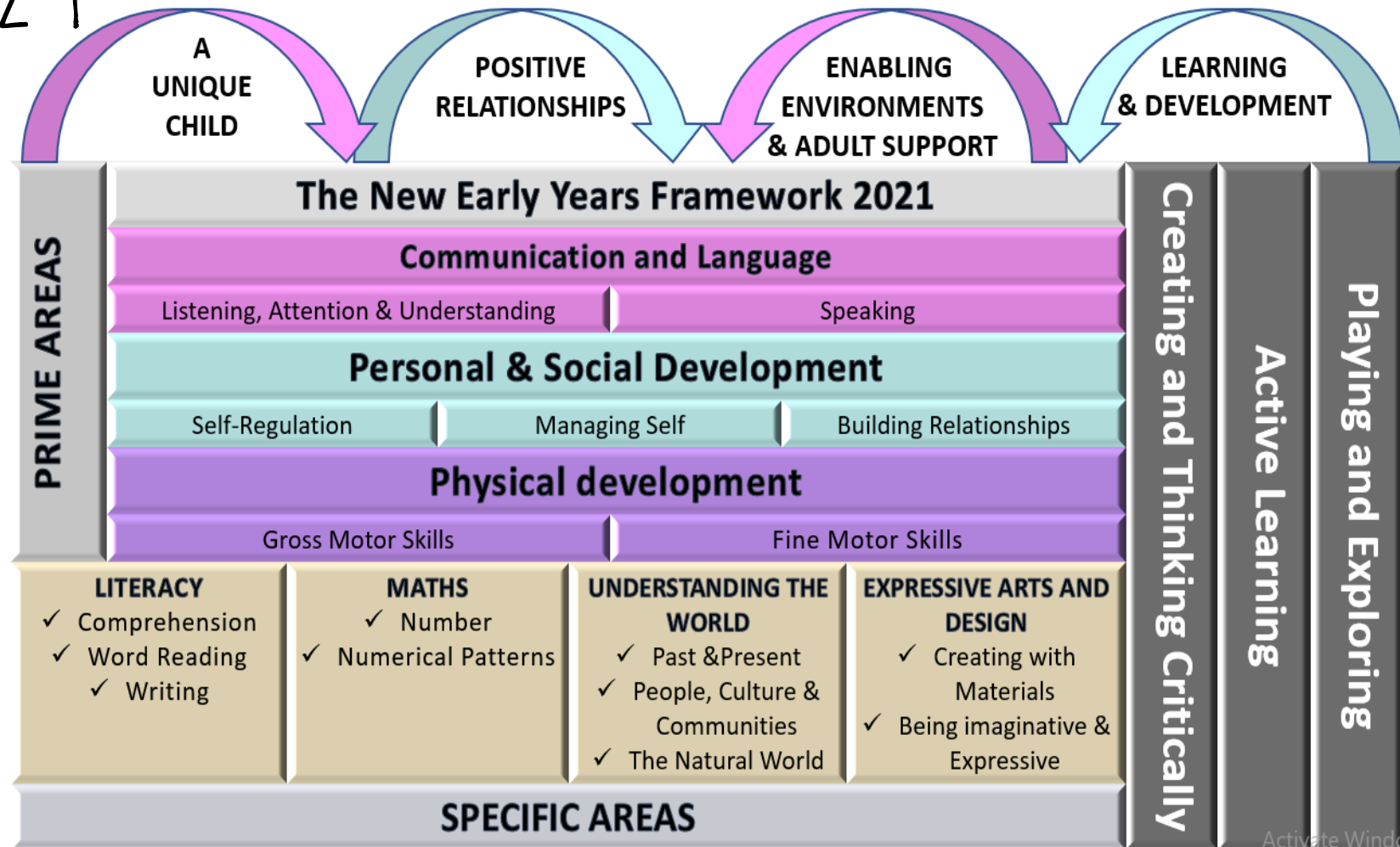








LITTLE HEDGEHOGS NURSERY LONG

TERM PLAN 23-24



LITTLE HEDGEHOGS NURSERY LONG TERM PLAN 21-22

	 AUTUMN 1	 AUTUMN 2	 SPRING 1	 SPRING 2	 SUMMER 1	 SUMMER 2
GENERAL THEMES <i>THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</i>	ONCE UPON A TIME Introduction to nursery Making friends Sharing/being kind Following rules and instructions Teddy Bears Picnic	FIRE AND ICE Making friends Sharing/being kind Following rules and instructions Bonfire night Light & Dark - animals Dinosaurs Polar animals Diwali (Nov 4 th 21) Celebrations Christmas	WONDERFUL WATER Introduction to nursery Making friends Sharing/being kind Following rules and instructions Chinese New Year Differences & Similarities Under the Sea Rainforests	READY, STEADY, GO! Making friends Sharing/being kind Following rules and instructions Vehicles Space	GROWING BIG & SMALL Introduction to nursery Making friends Sharing/being kind Following rules and instructions Growing Plants & Flowers Mini beasts	THIS IS ME Making friends Sharing/being kind Following rules and instructions Once upon a time (Summer/Beach) Healthy Living Transition
POSSIBLE TEXTS, SONGS, POEMS & RHYMES	Nursery Rhymes Counting Songs 5 Little Ducks Red Riding Hood Three Little Pigs Goldielocks and the Three Bears The Three Billy Goats Gruff The Gruffalo	Sparks in the Sky Dipal's Diwali 10 Little Dinosaurs Harry and the Dinosaurs Winnie the Witch Owl Babies Tale of two feathers Lost and Found The magic sky	Dragons in the City Snail and the Whale Say Hello to the Jungle Animals Rumble in the Jungle Monkey Puzzle The Singing Mermaid Sharing a Shell The Rainbow Fish	Kate's Amazing Machines Cbeebies The Way Back Home The Little Red Train Room on the Broom If I built a Car The Blue Balloon Cars and Trucks and Things that Go! Things that Go	Jack and the Beanstalk What the ladybird Heard Ben Plants a Butterfly Garden Titch Eddie's Garden and How to Make Things Grow The Very Hungry Caterpillar	Starting school Spot goes to school Harry & the Dinosaurs go to School Rich Witch Poor Witch This is our House Keep running Gingerbread Man Come to school too, Blue Kangaroo
'WOW' MOMENTS / ENRICHMENT WEEKS	Dress Up Topic Day Family Read Teddy Bears Picnic	TOPIC DAY: Remembrance day Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali	TOPIC DAY: Chinese New Year Food Tasting Valentine's Day Internet Safety Day	TOPIC DAY: Easter time Mother's Day World Book Day	TOPIC DAY: Growing Planting our own seed Science Week	TOPIC DAY: Father's Day Heathy Eating Week /Sports Week Meet your new Teacher

NURSERY LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ONCE UPON A TIME!	FIRE AND ICE!	WONDERFUL WATER	MOVING AROUND!	GROWING BIG AND SMALL!	THIS IS ME!
CHARACTERISTICS OF EFFECTIVE LEARNING	Characteristics of Effective Learning					
	<p>Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p>Play: At Little Hedgehogs Nursery, we understand that children learn best when they are interested and active. We understand that active learning involves other children, adults, objects, ideas and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as hands on as possible and we are proud that our EYFS setting has an underlying ethos of ‘Learning through play’.</p> <p>Play is essential for the development across all areas of learning and builds children's confidence as they learn to explore and solve problems. Relating to other and developing relationships is solidified through play and it enhances children's abilities to set goals.</p> <p>Here at Little Hedgehogs we guide play and create environments which allow the children to explore and lead their own play with increasing confidence.</p> <p style="text-align: center;"><i>At Hampton Primary School we will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>					

NURSERY LONG TERM PLAN 21-22

NURSERY LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ONCE UPON A TIME!	FIRE AND ICE	WONDERFUL WATER	MOVING AROUND!	GROWING BIG AND SMALL!	THIS IS ME!
OUR HAMPTON VALUES	Enjoyment Expectations	Collaboration Creativity	Aspiration	Resilience	Risk Taking	Reflection Independence
	<ul style="list-style-type: none"> ○ Enjoyment - We will have a positive approach to school life. ○ Expectations - We will always try our best. ○ Collaboration - We learn and play together ○ Creativity - We will embrace new ideas and solutions ○ Aspiration - At Hampton there is no can't, you just can't yet. ○ Resilience – We never give up. ○ Risk Taking – We take risks and make mistakes. ○ Reflection – We will listen to and respect others. ○ Independence – We will take responsibility for our choices. 					



NURSERY LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ONCE UPON A TIME!	FIRE AND ICE!	WONDERFUL WATER	MOVING AROUND!	GROWING BIG AND SMALL!	THIS IS ME!

COMMUNICATION AND LANGUAGE

The development of children’s spoken language underpins all seven areas of learning and 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 a 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**.

<p>Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, assemblies and weekly interventions.</p>	<ul style="list-style-type: none"> * I can understand and follow simple instructions. * I can recognise and point to objects on request. * I can focus on an activity of my choice. 	<ul style="list-style-type: none"> * I can listen to a simple story and understand what is happening using the pictures. * I can listen to others when they speak. * I can identify action words by pointing to the right picture. * I can understand simple concepts (big/little, open/shut) * I am beginning to answer ‘who’, ‘what’ and ‘where’ questions. * I can use the pronouns (me, him, she, etc). * I can use the prepositions (in, on, under) * I can sing these songs independently: Incy 	<ul style="list-style-type: none"> * I can remember what happens in longer stories. * I can understand and follow a three key word sentence. * I can switch attention between listening to a speaker and focus on my task. * I can understand the use of objects. * I can use sentences of four to six words. * I can articulate multi-syllabic words. * I can use ‘and’ & ‘because’ to link my sentences. * I can use language to retell a simple past event in the correct order. * I can start a conversation 	<ul style="list-style-type: none"> * I can understand ‘why’ questions. * I can understand and follow a question or instruction that has two parts. * I enjoy listening to longer stories. * I understand prepositions such as ‘under’, ‘on top’ & ‘behind’. * I can use future tense. * I can pronounce: l,w,y,s,d, z. * I can use ‘where’ and ‘who’ questions. * I can use a wider vocabulary in my play and interaction, which is linked to knowledge, skills and technical language in all areas of learning and 	<ul style="list-style-type: none"> * I can listen carefully and talk about why listening is important. * I can join in at group time by putting up my hand and waiting for my turn to talk. * I can understand and answer ‘how’ questions. * I can use past tense. * I can answer questions why things happen. * I can pronounce: r,j,th,ch and sh. * I can articulate multi-syllabic words such as ‘pterodactyl’, ‘planatarium’ or ‘hippoptomus’ 	<ul style="list-style-type: none"> * I can focus on a chosen activity for at least ten minutes. * I can sit quietly and listen for 15 minutes. * I can move away from distraction when concentrating. * I can understand when asked questions like “Why do you want to wear your rain coat today?”. * I can express a point of view and debate when I disagree with an adult or a friend. * I can use a wider range of vocabulary in my work, which is linked to knowledge, skills and technical language in all
<p>DAILY STORY, SONG & RHYME TIME</p>	<ul style="list-style-type: none"> I can identify familiar objects and properties when they are described. * I can be directed to an activity by an adult. * I can understand and follow a 2 key word instruction. * I can use intonation, 					



NURSERY LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ONCE UPON A TIME!	FIRE AND ICE!	WONDERFUL WATER	MOVING AROUND!	GROWING BIG AND SMALL!	THIS IS ME!

BRITISH VALUES

Mutual tolerance Everyone is valued all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.	Mutual Respect We are all unique. We respect differences between different people and their beliefs in our community, this country and around the world. Different cultures are learned, respected and celebrated	Rule of Law WE all know that we have rules at school and they must be followed. WE know who to talk to if we don't feel safe. We know right from wrong. We are beginning to understand that we are accountable for our actions. We	Individual liberty WE all have the right to have our own views. We are respected as individual. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen and value and respect the opinions of	Fundamental British Values Underpin what it is to be a citizen of a modern and diverse Great Britain, valuing community and celebrating the diversity of the United Kingdom.
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NURSERY LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ONCE UPON A TIME!	FIRE AND ICE!	WONDERFUL WATER	MOVING AROUND!	GROWING BIG AND SMALL!	THIS IS ME!
CURRICULUM GOALS	<p>These curriculum goals also support the Hampton Values which have been agreed by staff and children to give us a focus and drive to become the best individual we can be.</p> <p>Our Hampton Values are Kindness, Resilience, Reflection and Aspiration and are embedded in every part of our day at Little Hedgehogs.</p>					
To become a Confident Communicator I can listen, follow simple instructions, hold a conversation, ask relevant questions and use new vocabulary to talk about my ideas and feelings.	To become an Independent Individual I can take off and put on my shoes and coat, manage my personal needs, know how to keep healthy and look after my teeth and have a go at new activities		To become a Fabulous Friend I am kind, caring and helpful. I can shar to sand equipment, follow the nursery rules to keep everyone safe and show an awareness that everyone is different		To become a Funky Finger User I can hold a pencil and use arrange of tools eg: scissors, cutlery, paintbrushes, tweezers, hammers. I use these tools safely and confidently.	
To become a Careful Climber I can show balance, co-ordination and strength, moving safely and confidently	To become a Remarkable Reader I have a love of reading, can tell my own stories and can use pictures in books to retell		To become a MARvovuls Mark maker I can make marks and tell someone what they meanb. I can make marks for different		To become a Number Detective I have an understanding of numbers to five. I can subitise, compare quantities,	



NURSERY LONG TERM PLAN 21-22

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PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	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 peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
MANAGING SELF	New Beginnings See themselves as a valuable individual.	Self - Confidence Build constructive and respectful relationships.	Dreams and goals Identify and moderate their own feelings socially and emotionally.	Talking with others to solve conflicts.	Regulating emotions and behavior independently.	Taking part in sports day - Winning and loosing
SELF - REGULATION	Being me in my world Class Rule Rules and Routines Supporting children to build relationships Emotions & feelings	Manage their own needs/personal hygiene Express their feelings	Encourage them to think about their own feelings and those of others. Beginning to manage their own dressing.	Develop resilience and perseverance in the face of challenge. Relationships What makes a good friend? Take turns and share independently.	Understanding & following rules. Knowing right from wrong. Following school rules.	Changing me Look how far I've come!
BUILDING RELATIONSHIPS						



NURSERY LONG TERM PLAN 21-22

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GENERAL THEMES	ONCE UPON A TIME!	FIRE AND ICE!	WONDERFUL WATER	MOVING AROUND!	GROWING BIG AND SMALL!	THIS IS ME!
PHYSICAL DEVELOPMENT	<p>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 through tummy time, crawling and play movement with both objects and adults. 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. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p>					
FINE MOTOR DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Develop scissor skills–snip different materials Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Using tools to manipulate Handwriting: Copy & continue Patterns Construction Toys</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Develop scissor skills–snip different materials Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Using tools to manipulate Handwriting: Copy & continue Patterns Construction Toys</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Develop scissor skills–snip different materials Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Using tools to manipulate Handwriting: Copy & continue Patterns Construction Toys</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Develop scissor skills–snip different materials Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Using tools to manipulate Handwriting: Copy & continue Patterns Construction Toys</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Develop scissor skills–snip different materials Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Using tools to manipulate Handwriting: Copy & continue Patterns Construction Toys</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Develop scissor skills–snip different materials Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Using tools to manipulate Handwriting: Copy & continue Patterns Construction Toys</p>
GROSS MOTOR DAILY DANCE AND BEATS PROGRAM	<p>Dance & Beats & Yoga Obstacle courses/ balancing Climbing– outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Throwing & Catching Scooter & trikes</p>	<p>Dance & Beats & Yoga Obstacle courses/ balancing Climbing– outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Throwing & Catching Scooter & trikes</p>	<p>Dance & Beats & Yoga Obstacle courses/ balancing Climbing– outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Throwing & Catching Scooter & trikes</p>	<p>Dance & Beats & Yoga Obstacle courses/ balancing Climbing– outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Throwing & Catching Scooter & trikes</p>	<p>Dance & Beats & Yoga Obstacle courses/ balancing Climbing– outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Throwing & Catching Scooter & trikes</p>	<p>Dance & Beats & Yoga Obstacle courses/ balancing Climbing– outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. Throwing & Catching Scooter & trikes</p>



NURSERY LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ONCE UPON A TIME	FIRE AND ICE	AMAZING ANIMALS	MOVING AROUND!	GROWING BIG AND SMALL!	THIS IS ME!
MATHS	<p>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 pebbles 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.</p>					
	Combine objects like stacking blocks Number finger rhymes Change of amount up to 3 Compare using lots, more, same Saying some numbers in sequence Inset puzzles Patterns Recite numbers past 5 Say 1 number for 1 item Show fingers to 5 Numeral recognition Marks for numbers Compare quantity Talk about shapes Position using words Compare objects – size, length, weight & capacity Select appropriate shapes for building Describe & continue patterns	Combine objects like stacking blocks Number finger rhymes Change of amount up to 3 Compare using lots, more, same Saying some numbers in sequence Inset puzzles Patterns Recite numbers past 5 Say 1 number for 1 item Show fingers to 5 Numeral recognition Marks for numbers Compare quantity Talk about shapes Position using words Compare objects – size, length, weight & capacity Select appropriate shapes for building Describe & continue patterns	Combine objects like stacking blocks Number finger rhymes Change of amount up to 3 Compare using lots, more, same Saying some numbers in sequence Inset puzzles Patterns Recite numbers past 5 Say 1 number for 1 item Show fingers to 5 Numeral recognition Marks for numbers Compare quantity Talk about shapes Position using words Compare objects – size, length, weight & capacity Select appropriate shapes for building Describe & continue patterns	Combine objects like stacking blocks Number finger rhymes Change of amount up to 3 Compare using lots, more, same Saying some numbers in sequence Inset puzzles Patterns Recite numbers past 5 Say 1 number for 1 item Show fingers to 5 Numeral recognition Marks for numbers Compare quantity Talk about shapes Position using words Compare objects – size, length, weight & capacity Select appropriate shapes for building Describe & continue patterns	Combine objects like stacking blocks Number finger rhymes Change of amount up to 3 Compare using lots, more, same Saying some numbers in sequence Inset puzzles Patterns Recite numbers past 5 Say 1 number for 1 item Show fingers to 5 Numeral recognition Marks for numbers Compare quantity Talk about shapes Position using words Compare objects – size, length, weight & capacity Select appropriate shapes for building Describe & continue patterns	Combine objects like stacking blocks Number finger rhymes Change of amount up to 3 Compare using lots, more, same Saying some numbers in sequence Inset puzzles Patterns Recite numbers past 5 Say 1 number for 1 item Show fingers to 5 Numeral recognition Marks for numbers Compare quantity Talk about shapes Position using words Compare objects – size, length, weight & capacity Select appropriate shapes for building Describe & continue patterns

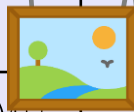


NURSERY LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ONCE UPON A TIME!	FIRE AND ICE!	WONDERFUL WATER	MOVING AROUND!	GROWING BIG AND SMALL!	THIS IS ME!
UNDERSTANDING THE WORLD	<p>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 – from visiting parks, libraries and museums to 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.</p>					
	<ul style="list-style-type: none"> Repeat actions that have an effect Explore materials with different properties Explore natural materials, indoors and outdoors Explore and respond to different phenomena in setting and on trips Make connections between features of families and others Notice differences between people Explore collections of different and similar materials Talk about what they see using wide vocabulary Make sense of life history and family Show interest in different occupations Explore how things work Plant seeds and care for growing plants Understand lifecycles Understand need to respect and are for natural environment and all living things Explore and talk about different forces Talk about differences and changes in materials Positive attitudes about differences between people Know that there are different countries and talk about differences 	<ul style="list-style-type: none"> Repeat actions that have an effect Explore materials with different properties Explore 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AUTUMN 1



AUTUMN 2

SPRING 1

SPRING 2



SUMMER 1

SUMMER 2

GENERAL THEMES

ONCE UPON A TIME!

FIRE AND ICE

WONDERFUL WATER

MOVING AROUND!

GROWING BIG AND SMALL!

THIS IS ME!

EXPRESSIVE ARTS AND DESIGN

Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.

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.
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.

Move and dance to music
Mark make intentionally
Explore paint
Express ideas and feelings with mark making, sometimes giving meaning
Develop pretend play
Make simple models
Join in with songs
Join in with role play games and use resources available for props; build models using construction equipment.
Junk modelling,
Exploring sounds and how they can be changed, tapping out of simple rhythms.
Provide opportunities to work together to develop and realise creative ideas.

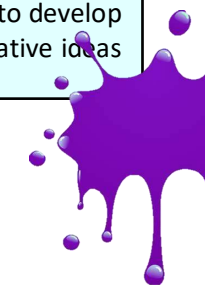
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Provide opportunities to work together to develop and realise creative ideas

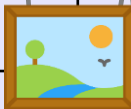
Move and dance to music
Mark make intentionally
Explore paint
Express ideas and feelings with mark making, sometimes giving meaning
Develop pretend play
Make simple models
Join in with songs
Join in with role play games and use resources available for props; build models using construction equipment.
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AUTUMN 1



AUTUMN 2

SPRING 1

SPRING 2



SUMMER 1

SUMMER 2

GENERAL THEMES

ONCE UPON A TIME!

FIRE AND ICE

WONDERFUL WATER

MOVING AROUND!

GROWING BIG AND SMALL!

THIS IS ME!

EMBEDDING THE NATIONAL CURRICULUM

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. 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.

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