Riverside Federation EYFS Long Term Plan: Progression of Knowledge and Skills

Through a carefully planned mixture of adult directed learning, small group work and uninterrupted child initiated free play within their enabling environment, the children at The Riverside Federation will develop positive and healthy relationships with adults and their peers, will make rapid progress towards reading fluency and develop the vocabulary, skills and knowledge that will enable them to confidently problem solve and communicate, sharing their thoughts, feelings and ideas through talk or imaginative and creative expression.

Learning Journey Enquiry Question	**AUTUMN: What makes me a me?**		**SPRING: What makes plants and animals so different?**		**SUMMER: What makes our community so special?**	
	Thinking about ourselves, our immediate surroundings, families, celebrations and the beginning of our school journey.		***Investigating the world we share with animals, plants and other cultures.***		***Considering our place in our local community (including a visit to Bodiam castle, Etchingham train station and a delve into traditional tales), the wider world and our place in history.***	
Termly Focus	**Autumn 1** *Me, my family, my class, my school and my home*	**Autumn 2** *Celebrations I take part in and others around the world*	**Spring 3** *Exploring the world I share with animals, plants and other cultures and my place within it*	**Spring 4** *Taking care of the planet I live in including plants and animals*	**Summer 5** *Considering my place in my local community, the wider world and my place in history*	**Summer 6** *How stories can reflect the world I live in and illustrate my place in history*
Important Dates	Harvest	Halloween Diwali Bonfire Night Remembrance Day Children in Need Christmas	Chinese New Year Safer Internet Day	Pancake Day/Shrove Tuesday World Book Day Holi Festival of Colour Mothering Sunday Easter Ramadan	Ramadan Eid Earth Day Children's Gardening Week	Sports Day
Lines of Enquiry	Things I like My emotions My face – my self-portrait My family My home (related to Three Little Pigs / specific house design in local area e.g. Oast Houses related to Harvest/notice the 'cone' shape) My class My school Harvest foods and farming Vegetable printing and art	Season: Autumn Halloween – potion making, spell writing, costume designing, Halloween treat baking. Diwali – diva lamp making Rangoli and Mehndi patterns Festival of lights Bonfire night – firework art, fire safety, firework sounds and words. Remembrance: history, poppy making, poppy selling. Christmas – The Nativity story, performing Christmas songs. Christmas crafts.	Season: Winter Lunar New Year: Chinese culture, characters and food: lanterns and concertina dragons. Hot and cold places – why humans and animals live in different environments/habitats. What is camouflage and why is it useful? Living Eggs: Life cycles (Inc. chickens, frogs, caterpillars). Billy Goats Gruff – why did they want to cross the bridge? (To eat and grow from small to big, related to life cycles.)	Season: Spring What plants and animals need to grow and thrive and our responsibility to care for them. Growing cress, Jack and the Beanstalk / Dear Greenpeace (caring for animals) Recycling, saving energy and looking after our planet. Being thankful – Mothering Sunday / Easter/ Ramadan. Celebrating the arrival of Spring – how animals and humans behave – (bird song, new shoots, Holi, Easter)	Season: Spring People who help us – in our school and in our community. - visit to local church. Who feeds us? Where do we get our food from? Who lived here before? How did people find food before supermarkets? Is it ok to steal from our neighbours? (Goldilocks) Princess and the Pea – what is a real princess? Exploration of monarchy. Taking care of our local rivers and exploring where they travel to: Rother, Limden, Dudwell - including making boats that float and carry passengers.	Season: Summer Local Area – buildings, transport and sea. Investigation into Bodiam castle, Etchingham train station local roads and streets. Who are my grandparents in context of Little Red Riding Hood? Investigations into local historical figure; Rudyard Kipling through the Just So stories and Jungle Book. Storytelling (elements of story) including castles (Fairy Tales, knights and dragons) Summer holidays (past and present) Hot places and seaside places.
Key Texts	**Settling in /my emotions:** Owl Babies Colour Monster + CM Goes to School Ruby's Worry Pete the Cat: Rocking in my School Shoes The Gotcha Smile Harry and the Dinosaurs go to school The Very Hungry Caterpillar All Are welcome **Self Portrait:** The Colours of Me **Things I like:** I Like Myself Marvelous Me Things I like **My Family:** The Family Book Monkey Puzzle Owl Babies **My home:** Three Little Pigs A Squash and a Squeeze In Every House on Every Street **Harvest:** The Enormous Turnip Farmer Duck **Traditional Tale: The Three Little Pigs / The Enormous Turnip**	**Autumn**: Don't Hog the Hedge Percy the Park keeper: After the storm Leaf Man Tree **Celebrations**: Little Glow Let's Celebrate **Diwali**: The Story of Rama and Sita **Halloween**: Five little pumpkins Winnie the Witch Meg and Mog Room on the Broom **Christmas** The Jolly Christmas Postman Nativity Story Stick Man **Traditional Tale: Gingerbread Man**	**Winter:** Tree Snow Bears **Lunar New Year:** Chinese New Year Animal Story / Little Glow **Life cycles:** Dora's Eggs The Odd Egg The Very Hungry Caterpillar The Munching Crunching Caterpillar Monkey Puzzle The Teeny Weeny Tadpole Growing Frogs **Habitats**: Lost and Found Crocodile under my bed The Snail and the Whale **Camouflage:** The Enormous Crocodile Mr Seahorse **Traditional Tale: Three Billy Goats Gruff**	**Spring:** Tree We're Going on an Egg Hunt In like a lion Percy the Park Keeper: One Springy Day **What plants need to grow:** Ten seeds The Tiny seed A fruit is a suitcase for a seed Jaspers Beanstalk / Titch **Caring for animals:** Dear Greenpeace The Bog Baby Dear Zoo Percy the Park Keeper **Shrove Tuesday:** Mr Wolf's Pancakes The Runaway Pancake **Taking care of the Earth:** Litterbug Doug Dinosaurs and All that Rubbish **Being thankful:** My Mum / My Mum is Magnificent **Traditional Tale: Jack and the Beanstalk**	**People Who Help Us/Where we live:** A Superhero Like You Topsy and Tim go to the doctor/dentist Zog and the flying doctors Here We Are Look Up! In Every House, on Every Street **Where do we get our food from:** Baby Goes to Market Supertato Oliver's Vegetables Oliver's Milkshake The Little Red Hen Handa's Surprise **Monarchy:** Princess and the Pea Princess Mirrorbelle **Rivers**: Mr Gumpy's Outing Song of the River The Journey **Traditional Tale: Goldilocks and the Three Bears / Princess and the Pea**	**Summer**: Tree Secrets of a Devon Wood **Castles**: The Journey The Sandcastle (Inc. Summer holidays) The Princess and the Wizard **Trains and transport:** On the Road Susan Stegall Oi! Get off our train The Runaway train Mr Gumpy's motorcar Last stop on market street **Storytelling**: Fairy Tales Rudyard Kipling - Just So Stories for Young Children **Summer Holidays:** At the Beach: Postcards from Crabby Spit Puff the Magic Dragon **Traditional Tales: Little Red Riding Hood + including Fairy Tales**
Poems	The Wise old owl A Little House Chop Chop Falling Apples	Pointy Hat Leaves are Falling Let's Put on Our Mittens Carrot Nose	Breezy Weather Mrs Bluebird Pitter patter Hungry Birdies	Pancakes Furry Furry Squirrel A Little Seed Spring Wind	Popcorn popcorn Sliced Bread Stepping Stones Monkey Babies	Five Little Peas Thunderstrom The fox If I were so very small
Special Events	**Immersion**: Online meeting with Federation Buddies sharing details of What Makes Me a Me. Baking and sharing bread with Fed Buddies. Church: Harvest Festival	**Enrichment**: Nativity. Pantomime Visit with Fed Buddies	**Immersion**: Living Eggs /Butterfly hatch	**Enrichment:** Variety of planting (sunflowers/veg) Farm visit with Fed Buddies including Easter activities Church: Easter celebration	**Immersion:** Walk Around Local Village including Post Office and Church visit	**Enrichment**: Bodiam Castle Visit / Etchingham Train Station/ Church: Leaver's Service Sports Day

Communication and Language

STATUTORY EDUCATIONAL PROGRAMME:

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 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, storytelling 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.

INTENT

We recognise the fundamental importance of developing language and communication skills. Spoken language not only improves academic outcomes and shapes executive function but also equips children to meet the challenges that lie ahead. We want our children to be able share their ideas and express their opinions using newly acquired vocabulary with confidence and in the knowledge that they are warmly supported and encouraged by staff and fellow pupils alike.

IMPLEMENTATION

The development of communication and language is prioritised as one of the most important areas of focus in Reception at Etchingham School/Riverside Federation. Regular time to talk as a whole class is highly valued and timetabled into the school day. We avoid the 'hands up' method wherever we can and favour partner talk to develop and build the children's relationships with each other and their confidence. Likewise, our sensitive interactions and sustained shared thinking with the children during their free flow play helps to build and strengthen our adult/child relationships, crucial for developing the trust and confidence that will enable them to communicate freely. The Helicopter stories initiative is also very powerful in developing a child's confidence to communicate. And our Poetry Basket programme helps to reinforce new vocabulary through rhyme and repetition. Vocabulary is always introduced and explored within each new whole-school learning journey and we have adopted elements of the 'Talk Through Stories' scheme to help deliver systematic vocabulary

development. We screen all of the Reception children using Speech and Language Link software and ensure that any gaps are addressed by regular timetabled interventions.
There are a wide variety of opportunities for the children to engage in role-play and story telling to develop their communication and language and to retell stories throughout continuous provision, such as the small world area, the role-play area and the home corner. We encourage the children to use full sentences whenever they express themselves in a group, starting in the autumn term by echoing back what the children have said using a full sentence. During our early morning work we often enjoy games that require the children to use only the spoken word. This is a very powerful method of exercising the children's ability to provide well-structured descriptions using adjectives and positional language.

IMPACT

By the summer term children will be speaking in full sentences with confidence and support from other class members using descriptive language and newly acquired vocabulary. They will express their ideas and opinions regularly and in some cases present these in front of the class. The impact of the Speech and Language Link interventions is clear and measurable for those who are in danger of falling behind.

SKILLS: **Listening, Attention and Understanding**	I can follow a one or two part instruction I enjoy joining in at group times and story times with an understanding of when it is appropriate to speak.	I can demonstrate good listening behaviours I can follow simple instructions (with two or more parts) reliably I engage in story times and join in with familiar songs and rhymes I can start to wait and take turns in conversation	I can listen carefully to adults and to talk partners I can respond to what I have heard by asking questions and saying what I think I can talk to others and understand the importance of taking it in turns to speak	I can make comments about what I have heard I can ask some questions to help me understand	I can respond with questions, comments and actions I can engage in a 'serve and return' conversation with my friends and teachers	- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
SKILLS: **Speaking**	I can use speech as a way of starting to express myself and use talk to share what I think using use a sentence of 4-6 words. Begin to use some social phrases	I use talk to organise my thoughts I can listen to and talk about stories, rhymes and non-fiction I can share my ideas and say how I feel using talk as a tool and applying some whole sentence structures and positional language.	I can share my ideas in small groups using some newly introduced vocabulary I can explain events that have already happened in detail I am starting to express myself through complex sentences e.g. using descriptive, positional language and past, present and future tenses	I can engage in stories, rhymes and non-fiction sharing my ideas about them I can use new vocabulary from stories, non-fiction, rhyme and poems I can express myself through complex sentences e.g. using descriptive, positional language and past, present and future tenses	I can take part in whole class and group discussions and express myself clearly through complex sentences e.g. using descriptive, positional language and past, present and future tenses I can explain why things happen/ might happen I can use conjunctions (with support and modelling) to connect my ideas	- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
KNOWLEDGE **Children will learn:**	Some social phrases: "Hello, good morning, good afternoon, goodbye, thank you, please, excuse me, can I play with you?" 'Poetry Basket' Weekly Poems **Principles of partner talk** 1. Turn and look at your partner, eye to eye, knee to knee. Take it in turns to speak (managed by adult 1min each) share thoughts.	Describing position using vocabulary: left, right, above, below, next-to, behind, in between. Some whole sentence structures: I like/don't like ... because I can … Social language: "Stop! I don't like that." 'Poetry Basket' Weekly Poems **Principles of partner talk** 2. Turn and look at your partner, eye-to-eye, knee to knee. Take it in turns to speak (managed by adult 1min each) share thoughts completing stem sentence.	Present tense and past tense vocabulary: now, before, later, yesterday, today tomorrow, last week, this week, next week, last year this year, next year. The definition of a question. Who, what, where, when, how and why? 'Poetry Basket' Weekly Poems **Principles of partner talk** 3. Turn and look at your partner, eye-to-eye, knee to knee. Take it in turns to speak (managed by adult 1min each) Ask question of your partner, remember it and report their answer back to the group.	To embed whole sentence structure including the complex elements of description, tense and positional language. To develop questioning skills. 'Poetry Basket' Weekly Poems **Principles of partner talk** 4. Turn and look at your partner, eye-to-eye, knee to knee. Take it in turns to speak (managed by child) Ask question of your partner, remember it and report their answer back to the group.	How to construct a whole sentence using conjunctions 'and', 'because' and description and to incorporate this into questioning skills. 'Poetry Basket' Weekly Poems **Principles of partner talk** 5. Turn and look at your partner, eye-to-eye, knee to knee. Take it in turns to speak (managed by child), free exploration of topic to aid sharing ideas with the group.	To consolidate social phrases, descriptive and positional language with conjunctions and a good understanding of the structure of questioning. 'Poetry Basket' Weekly Poems

Personal, Social and Emotional Development (PSED)

STATUTORY EDUCATIONAL PROGRAMME

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.

INTENT

Through a commitment to the development of self-regulation, confidence and resilience, we aim to develop warm and positive relationships with the children and to encourage them to develop equally effective relationships with their peers. We expect the children to work together harmoniously, sensitively and always with an understanding that they are part of something bigger than themselves.

IMPLEMENTATION

We implement a firm set of Golden Rules right from the start of the year, which are introduced and embedded through story, role play and circle time. We also explicitly teach the management and recognition of emotions through a simplified version of the Zones of Regulation helping to hone and develop the children's emotional literacy and their good mental health. The children are rewarded for their consistent following of the rules and we regularly revisit the values that the rules represent during our whole-school RSHE sessions (Jigsaw).

IMPACT

The impact of our work on emotional literacy and team-work is clearly evidenced in the harmonious and effective working relationship that the class is proud to display as we move around the school and to all visitors to our Reception environment. The children are able to identify their emotions and to articulate and put into action some techniques to help support them while experiencing negative states.

SKILLS: **Self Regulation:**	I can talk about feelings (happy, sad, angry) I can choose what I need to complete a goal (short term) I am starting to follow instructions	I can identify a range of different feelings I can keep on trying when I find something difficult I am starting to sit and listen more consistently during adult focus time I can follow simple instructions	I can say how others are feeling based on their expressions and actions I can say what I am good at and what I would like to improve I can sit and listen during adult focus time	I can express how I and others are feeling and show my understanding of feelings by changing my behaviour I can set myself goals I can follow complex instructions with two or more parts	I can consistently wait for my requests and needs to be met I can consistently listen to and respond to adults appropriately I can follow instructions accurately (several ideas/ actions)	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

SKILLS: **Building Relationships**	I can play with one or more children cooperatively	I can play with a small group of children, sharing ideas I am starting to form good relationships with the familiar adults and children in my class	I can use words to help solve conflicts with others I can work well with others listening and sharing ideas	I can show friendly behaviour in the classroom and around school I am developing friendships with lots of different people I can identify how others feel and respond to them appropriately	I can work with others in a group, I can play with others, take turns and share I have lots of friends and positive friendships I know what my own needs are and can share them I am sensitive to the needs of others	Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.
SKILLS: **Managing Self:**	I am starting to become more confident when things are new (dealing with the transition) I am showing an awareness of rules and how to behave in the classroom I can toilet myself	I am starting to try new activities I am starting to be aware of rules in the school and classroom I can dress and undress for PE/ Forest School etc. I am starting to know ways to stay healthy	I can keep on trying even when I am finding something difficult I can follow the school and class rules I can talk about the school and class rules	I can talk about what is right and wrong I can say how I keep myself healthy e.g. diet, oral health, hand washing, exercise, etc. I understand the importance of taking care of my teeth.	I can try new activities I can show resilience and perseverance when things are difficult I can explain and follow rules (in the classroom and around school) I can show I know right from wrong by my behaviour I can manage my own basic hygiene and personal needs e.g. toileting and dressing/ I can explain healthy food	Be confident to try new activities and show independence, resilience and perseverance in face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
KNOWLEDGE: **PSED (inc JIGSAW PSHE)** ***Children will learn:***	**JIGSAW 1: BEING ME IN MY WORLD** Zones of Regulation: Match and identify emotions to colours using 'The Colour Monster' book How to use the toilet at school: privacy, close door behind you, wipe, flush, wash hands. School Golden Rules • I understand how it feels to belong and that we are all similar and different • I can start to recognise and manage my feelings • I enjoy working with others to make school a good place to be • I understand why it is good to be kind and use gentle hands • I am starting to understand children's rights and this means we should all be allowed to learn and play • I am learning what being responsible means	**JIGSAW 2: CELEBRATING DIFFERENCES** • I can identify something I am good at and understand everyone is good at different things • I understand that being different makes us all special • I know that we are all different but the same in some ways • I can tell you why I think my home is special to me • I can tell you how to be a kind friend • I know which words to use to stand up for myself when someone says something or does something unkind.	**JIGSAW 3: DREAMS AND GOALS** • I understand that if I persevere I can tackle challenges • I can tell you about a time when I didn't give up until I achieved my goal • I can set a goals and work towards it • I can use kind words to encourage people • I understand the link between what I learn now and the job I might like to do when I'm older • I can say how I feel when I achieve a goal and know what it means to feel proud	**JIGSAW 4: HEALTHY ME** • I understand that I need to exercise to keep my body healthy • I understand how moving and resting are good for my body • I know which foods are healthy and not so healthy and can make healthy eating choices • I know how to help myself go to sleep and understand why sleep is good for me • I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet • I know what a stranger is and how to stay safe if a stranger approaches me	**JIGSAW 5: RELATIONSHIPS** • I can identify some of the jobs I do in my family and how I feel like I belong • I know how to make friends and stop myself from feeling lonely • I can think of ways to solve problems and stay friends • I am starting to understand the impact of unkind words • I can use calm me time to manage my feelings • I know how to be a good friend	**JIGSAW 6: CHANGING ME** • I can name parts of the body • I can tell you some things I can do and foods I can eat to be healthy • I understand that we all grow from babies to adults • I can express how I feel about moving to Year 1 • I can talk about my worries and/or the things I am looking forward to about being in Year 1 • I can share my memories of the best bits of this year in Reception.

Physical Development

STATUTORY EDUCATIONAL PROGRAMME

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 wellbeing. 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

INTENT

By the time they move on to Year 1, we want our children to have developed the fine motor skills, strength and stamina to express themselves through competent and confident writing. Through access to our enabling environment, both inside and out, we aim to support the children in their own individual next steps to develop core strength, stability, balance, spatial awareness, co-ordination and agility.

IMPLEMENTATION

We follow the Val Sabin 'ACTIVATE' programme as a whole school - a twice-daily short burst of targeted exercises. The skills that are learned in Reception are carefully planned to develop children's strength, balance and coordination in preparation for Year 1. We also follow the REAL P.E. scheme of work, a comprehensive programme of physical education that prepares the children for the PE curriculum in KS1. The children also have a wealth of opportunities to develop their fine motor and gross motor skills throughout continuous provision. Children with developmental delay in their fine motor skills are identified early and are included in intervention activities and monitored closely to ensure that they are ready for the writing requirements of the Y1 curriculum.

IMPACT

All children will have made progress against their individual physical development targets and the majority of children will have developed an effective pencil grip and stamina for writing.

SKILLS: **Gross Motor**	I can climb stairs using alternate feet I can develop movement (using age appropriate bikes, scooters etc.) I can work with others to manage large items	I can use lots of different ways of moving appropriately I can climb over, under and through obstacles	I can move and use both large and smaller scale equipment (building blocks etc)	I can travel around space and obstacles safely I can throw, kick, pass and catch a large ball I am starting to show strength, balance and co-ordination in movement	I can throw, kick, pass and catch a large ball I can show strength, balance and co-ordination in movement I can move in different ways- run, jump, skip, climb	Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
SKILLS: **Fine Motor**	I show a preference for a dominant hand I can draw a picture I can use scissors to snip I know to use cutlery to eat at lunchtime	I can use a comfortable pencil grip I understand the value of independently holding and using cutlery I understand the value of holding scissors using the correct grip and using the guiding hand to turn the paper	I can show good pencil control when mark making and drawing I can sit at a table to write I can have a go at cutting my food effectively at lunchtime I understand how to hold a pencil in a tripod grip I can start to use scissors using the correct grip and use my guiding hand to turn the paper rather than the scissors.	I can write using an effective tripod grip sitting comfortably at the table I can use scissors using the correct grip (or spring loaded scissors) and cut out curved lines. I can cut some of my food- using cutlery at lunchtime.	I can hold a pencil effectively (tripod) to write at a table I can use a range of tools e.g. scissors and cutlery effectively I can draw with accuracy	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

KNOWLEDGE: **Gross and Fine Motor** **Through access to continuous provision the children will:**	• develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. • develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, • knives, forks, and spoon. • use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • develop overall body-strength, balance, co-ordination, and agility. • develop the foundations of a handwriting style, which is fast, accurate and efficient. Fine motor skills are the small movements used for control and precision during activities. It is important to recognise that the development of fine motor skills happens through daily access to resources, activities and opportunities provided through continuous provision e.g. threading, play dough, building and creating, colouring, puzzles etc. All areas of learning are interconnected and not all learning has a predetermined outcome.					
Gross Motor: **KNOWLEDGE P.E. (REAL PE)**	**Personal Cog Focus –** following instructions, practise safely, independent work **Coordination skill:** Footwork **Static Balance skill:** One leg	**Social Cog Focus –** taking turns and sharing. **Dynamic balance to Agility skill:** Jumping and Landing **Static Balance skill:** Seated balance	**Creative Cog Focus –** Exploring and describing different movements **Coordination skill:** Ball skills **Counterbalance skill:** With a partner	**Cognitive Cog Focus –** understands and follows simple rules, name some things I am good at. **Dynamic balance:** On a line **Static Balance skill:** Stance	**Applying Physical Cog Focus –** Performing a single skill or movement with some control, performing a range of skills and link two movements together. **Coordination skill:** Sending and Receiving **Agility skill:** Reaction/Response	**Health and Fitness Cog Focus –** Aware of why exercise is important for good health. **Agility skill:** Ball chasing **Static balance skill:** Floor work

Literacy

STATUTORY EDUCATIONAL PROGRAMME:

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).

INTENT

We want our children to develop a love of reading and to become storytellers in their own right. Being able to sequence events and understand basic narratives not only helps to shape and guide the development of executive function (crucial for future academic success) but also develops communication, language and vocabulary and in turn children's confidence. Through our systematic synthetic phonics teaching (Little Wandle) our children will make rapid progress towards reading fluency. We expect all of our children to be equipped with the skills to support the writing of full sentences including capital letters, finger spaces and full stops.

IMPLEMENTATION

Inspired by our termly Learning Journey focus, the children are exposed to a rich diet of fiction and non-fiction texts, poetry and songs throughout the day. Through our circle time sessions, we discuss and explore these texts together encouraging partner talk to explore questions and comments. These texts often form the springboard for further learning and exploration within the Learning Journey. Our termly planning will often include a single focus text that will be explored in depth throughout the term. Activities will incorporate drawn story mapping and 'Talk 4 Write' inspired by the work of Pie Corbett, helping to bring to life the story sequence, storytelling conventions, narrative structures and to embed new vocabulary. We engage in the storytelling initiative, 'Helicopter Stories'; a process that encourages children to invent and act out their own narratives. It is now widely accepted that if a child knows eight nursery rhymes by heart by the time they are four years old, they are usually among the best readers and spellers in their class by the time they are in Year 3. We are committed to learning a poem a week, inspired by the scheme of learning, 'The Poetry Basket'. The short poems are supported by clear actions and movements and often relate to the wildlife, changes in the natural world and the weather of each related season.

Through our systematic synthetic phonics (SSP) teaching and introduction to letter formation and sentence writing, our children are encouraged and enabled to begin their journey as writers of their own stories and adventures. We follow Little Wandle, which is consistent with and fully supports the transition to Y1. All reading scheme books are aligned with the phonics teaching and are fully decodable. An adult leads 3 x weekly reading groups with each child every week in school. We communicate with parents through the children's reading journals to ensure support is given and any problems are addressed as soon as possible. Our whole-school handwriting scheme of learning supports the very beginnings of letter formation in the EYFS all the way through to fully cursive and fluent handwriting in Key Stage 2.

IMPACT

By the time they leave Reception, the majority of the children will have developed the ability to tell their own stories using basic narrative structure and will be confidently and independently reading Phase 4 reading books including a selection of tricky and non decodable words. Our regular Phonics assessments will have allowed us to capture the children at risk of falling behind and ensure that interventions are in place to help the children keep up with the pace of our quality first Phonics teaching. The majority of children will be independently writing and composing their own full sentences, forming the letter shapes appropriately and including capital letters, finger spaces and full stops. They will also know off-by-heart a selection of poems and songs related to the learning throughout the Reception year.

Literacy SKILLS:						
Writing: ***Letter Formation***	I can write some letters from my name I can start to form	I can write some Phase 2 lower case letters correctly I can write some upper case letters that I know (e.g. name, Mum, Dad, sibling name, etc)	I can write most Phase 2 and 3 lower case letters correctly I can write some upper case letters correctly	I can write most of my letters on the line with an understanding of ascenders and descenders	I can write most upper and lower case letters correctly I can hold my pencil in an effective tripod grip	Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.
Writing: ***Spelling***	I can say the initial sounds in most words I can orally segment single sound CVC words e.g. c-a-t	I can identify most known letters to match initial sounds (Phase 2) I can most some Phase 2 letters and sounds I can segment the sounds in words for spelling I can write CVC words and labels e.g. c-a-t	I can match most of the Phase 2 and 3 letters and sounds I can write CVC words and labels (using Phase 2 and 3 sounds)	I can spell some tricky words	I can write words with sounds and letters I know I can write tricky words	
Writing: ***Composition***	I can write some initial sounds I can start to write my own name I can orally segment words (e.g. adult says cat and child says c-a-t)	I can write simple labels and captions	I can segment the sounds in words for spelling I can write captions I can say a simple sentence for writing (oral and count words) and have a go at writing it with teacher support	I can start to write short sentences independently I can start to use finger spaces between my words I can read sentences back to check I've got it right	I can write simple sentences independently I can read my own sentences My teacher can read my sentences Write very simple stories using more than one sentence	
Reading: Word Reading ***Grapheme- Phoneme matching***	I can hear and say initial sounds for words I can say the sound for some letters (e.g. from my name or familiar names- Mum, Dad, etc.) I can orally segment words (e.g. adult says cat and child says c-a-t) I can orally blend words (e.g. adult says m-a-n and child says man)	I can match most of the Phase 2 letters and sounds I can say most of the Phase 2 sounds in CVC words I can start to blend the sounds together I can read most of the Phase 2 tricky words I am starting to read captions e.g. the cat and the dog	I can match Phase 2 single letters and sounds I can match Phase 3 single letter and sounds I can start to identify some digraphs I can blend the sounds in words for reading	I can segment and blend simple words matched to my phonics knowledge I can read captions and short sentences I can read phonics matched tricky words	I can match the letter and sound for all Phase 2 single sounds and digraphs I can match the letter and sound for at least 10 Phase 3 digraphs I can read Phase 4 consonant blends I can read simple sentences and books matched to my phonics I can read tricky words from Phases 2, 3 and 4 confidently	Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Reading Comprehension:	I can talk about stories I have heard I can join in with familiar rhymes and songs (and some patterned stories)	I can listen carefully to stories, rhymes, non-fiction and songs and I can talk about what has happened in the story so far. I can retell the key events in stories I am starting to recall facts from non-fiction	I can talk about stories, rhymes, non-fiction and songs and I can retell key events from texts I have read I can describe the key events in detail	I can recall facts from a non-fiction book and I can say what might happen next linked to other similar stories	I can explain what I have read or has been read to me I can retell simple stories I can recall facts from information I can say what I think might happen next I can use new vocabulary throughout my play	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
LITERACY KNOWLEDGE:	Know the letters and the order of the letters in their name. **Little Wandle Letters and Sounds:** **Phase 2 GPCS:** s a t p i n m d	Letter formation. Sounding and blending for reading and writing. Write their name. Write CVC words and captions. Read decodable books consistent with Phonics	Write short phrases. Write short sentences. Begin to use capital letters, finger spaces and full stops. Read decodable books consistent with Phonics teaching.	Write full sentences with teacher support Read decodable books consistent with Phonics teaching. **Little Wandle Letters and Sounds:**	Write sentences. Write very simple stories using more than one sentence. Read decodable books consistent with Phonics teaching.	**Little Wandle Letters and Sounds: Phase 4 GPC and tricky words** **Phase 3** long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed

	g o c k ck e u r h b f l **Tricky words:** is / I / the	teaching. **Little Wandle Letters and Sounds:** **Phase 2 GPCs:** ff ll ss j v w x y z zz qu Words with –s /s/ added at the end (hats sits) ch sh th ng nk Words ending in s /z/ (his) and with –s /s/ added at the end (bags) **Tricky words:** put pull full as and has his her go no to into she push he of we me be	**Little Wandle Letters and Sounds:** **Phase 3 GPCs:** ai ee igh oa oo o oar or ur ow oi ear air er words with double letters dd mm tt bb rr gg pp **Tricky words:** was you they my by all are sure pure	Review Phase 3 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end **Tricky words:** No new Tricky words	**Little Wandle Letters and Sounds:** **Phase 4:** Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est **Tricky words:** said so have like some come love do were here little says there when what one out today	/t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words and compound words Tr

Mathematics

STATUTORY EDUCATIONAL PROGRAMME:

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 ten-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.

INTENT

Our mathematics teaching aims to encourage flexible and agile mathematical thinking. We want all of our children to develop a 'maths mastery orientation' alongside the specific requirements of the Early Learning Goal for mathematics, which will lay the foundations for our whole-school commitment to maths mastery.

IMPLEMENTATION

We have chosen to follow the White Rose Maths Mastery Scheme of Learning in Reception and Year 1 to support transition to our whole school maths scheme: 'Maths, No Problem!' White Rose Maths offers an appropriate level of support for our younger pupils and offers 'small steps' progression, using a range of concrete materials and learning through play to ensure that all children make progress. Through our short teacher-led inputs and our interactions with the children using sustained shared thinking throughout the supporting enabling environment, the children have the opportunity to explore and consolidate their developing skills and knowledge within activities that engage and interest them.

IMPACT

The impact of our mathematics teaching is evidenced by the smooth transition into the Year 1 mathematics class. The children have a deep understanding of the composition of numbers within ten, are ready to start exploring Place Value and are able to approach more complex mathematical problems including those involving space, shape and measure with flexible and agile thinking.

SKILLS & KNOWLEDGE:

Number, Numerical Patterns and Space, Shape and Measure: to reach end of year ELG for Maths: *Have a deep understanding of number to 10, including the composition of each number;* *- Subitise (recognise quantities without counting) up to 5;* *- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.* *Verbally count beyond 20, recognising the pattern of the counting system;* *- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;* *- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.*	**Getting to know you (2 weeks - baseline)** • Establish maths through routines (tens frame buses, 100 days in school, calendar activities) **Match, Sort & Compare (2 weeks)** • Match objects • Match pictures and objects • Identify a set • Sort objects to a type • Explore sorting techniques • Create sorting rules • Compare amounts **Talk about measure and patterns (2 weeks)** • Compare size • Compare mass • Compare capacity • Explore simple patterns • Copy and continue simple patterns Create simple patterns	**It's Me 1, 2, 3 (2 weeks)** • Find 1, 2 and 3 • Subitise 1, 2 and 3 • Represent 1, 2 and 3 • 1 more • 1 less • Composition of 1, 2 and 3 **Circles and triangles (1 week)** • Identify and name circles and triangles • Compare circles and triangles • Shapes in the environment • Describe position **1, 2, 3, 4, 5 (2 weeks)** • Find 4 and 5 • Subitise 4 and 5 • Represent 4 and 5 • 1 more • 1 less • Composition of 4 and 5 • Composition of 1-5 **Shapes with 4 sides (1 week)** • Identify and name shapes with 4 sides • Combine shapes with 4 sides • Shapes in the environment • My day and night	**Alive in 5 (2 weeks)** • Introduce zero • Find 0 to 5 • Subitise 0 to 5 • Represent 0 to 5 • 1 more • 1 less • Composition • Conceptual subitising to 5 **Mass and Capacity (1 week)** • Compare mass • Find a balance • Explore capacity • Compare capacity **Growing 6, 7, 8 (2 weeks)** • Find 6, 7 and 8 • Represent 6, 7, and 8 • 1 more • 1 less • Composition of 6, 7 and 8 • Make pairs-odd and even • Double to 8 (find a double) • Double to 8 (make a double) • Combine 2 groups • Conceptual subitising **Length, Height and Time (1 week)** • Explore length • Compare length • Explore height • Compare height • Talk about time Order and sequence time	**Building 9 and 10 (3 weeks)** • Find 9 and 10 • Compare numbers to 10 • Represent 9 and 10 • Conceptual subitising to 10 • 1 more • 1 less • Composition to 10 • Bonds to 10 (2 parts) • Make arrangements of 10 • Bonds to 10 (3 parts) • Doubles to 10 (find a double) • Doubles to 10 (make a double) • Explore even and odd **Explore 3D shapes (2 weeks)** • Recognise and name 3D shapes • Find 2D shapes within 3D shapes • Use 3D shapes for tasks • 3D shapes in the environment • Identify more complex patterns • Copy and continue patterns Patterns in the environment	**To 20 and beyond (2 weeks)** • Build numbers beyond 10 (10-13) • Continue patterns beyond 10 (10-13) • Build numbers beyond 10 (14-20) • Continue patterns beyond 10 (14-20) • Verbal counting beyond 20 • Verbal counting patterns **How many now? (1 week)** • Add more • How many did I add? • Take away • How many did I take away? **Manipulate, compose and decompose (2 weeks)** • Select shapes for a purpose • Rotate shapes • Manipulate shapes • Explain shape arrangements • Compose shapes • Decompose shapes • Copy 2D shape pictures Find 2D shapes within 3D shapes	**Sharing and grouping (2 weeks)** • Explore sharing • Sharing • Explore grouping • Grouping • Even and odd sharing • Play with and build doubles **Visualise, build and map (3 weeks)** • Identify units of repeating patterns • Create own pattern rules • Explore own pattern rules • Replicate and build scenes and constructions • Visualise from different positions • Describe positions • Give instructions to build • Explore mapping • Represent maps with models • Create own maps from familiar places • Create own maps and plans from story situations **Make connections (1 week)** • Deepen understanding Patterns and relationships

Understanding the World

STATUTORY EDUCATIONAL PROGRAMME:

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.

INTENT

Understanding the world that we live in is so much more than the development of an understanding of different animals, cultures, climates and landscapes. We want our children to develop their cultural capital during their time with us in Reception and to appreciate beauty in the natural world around them. We want our children to be able to identify and solve their own problems, from pulling up a sticky coat zip to working out how they can make a boat that floats, discovering the joy of learning along the way and developing resilience to setbacks.

IMPLEMENTATION

We investigate a range of religions, cultures, habitats, seasonal changes and life on earth throughout our termly Learning Journeys. We also explore these areas through our RE scheme of learning (Understanding Christianity), our RSHE scheme of learning (Jigsaw) and our regular Forest School sessions. Our scientific enquiry is also aligned closely with our learning journeys and we plan to explore a range of scientific processes offering plenty of scope for exploring the children's interests and enabling the children to fully engage in their learning.

IMPACT

Children will be able to describe the seasons, the weather and some changing states in the natural world. They will be able to explain why some materials float and others sink and what plants and living things need in order to grow and thrive. They will be able to recall the stories behind some of the world's religious and cultural festivals and articulate some differences between our country and others and the people who live there.

SKILLS: **Past and Present**	I can name some members of my family and talk about them I can talk about myself and some of the ways I have	I can talk about changes that have happened to me throughout my life I can talk about my family	I can talk about changes that have happened within my family's lifetimes e.g. talking to grandparents about	I can talk about the past e.g. no television, different toys/ clothes using photos and physical artefacts	I can talk about the lives of people I am familiar with I can give similarities and	Talk about the lives of the people around them and their roles in society; - Know some similarities and differences

	changed	and people in the community and their roles I can talk about what I can see in pictures of the past	holidays etc. I can talk about what I have heard and seen in stories and picture books and how this is different/ the same	I am becoming more aware of the past linked to myself, my family and my community and how it has changed	differences between the past and now I can talk about the past using books and stories talking about the characters, settings and events I can talk about the roles of people in society	between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling;
SKILLS: **People, cultures and communities**	I can explore the world around me with all my senses I can be accepting and positive about people's differences I can describe the school environment using what I know from • Observation • Discussion	I can make detailed observations of the world around me thinking about my senses- feel, hear, see, smell I know there are different countries in the world I can talk about how different people celebrate I can start to use stories and pictures to talk about differences in life in other countries	I can explore and talk about the natural world using what I know from stories/ non-fiction I can talk about some special places for people in our and other communities	I can start to talk about the differences in lives in other countries I can draw information from a simple map	I can talk about religion and culture within my country (UK) I can talk about what is the same and different in life in this country and in other countries	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
KNOWLEDGE: **Past and Present and People, Culture and Communities:**	Names to describe family members: mother, father, sister, brother, cousin, aunt, uncle, grandfather, grandmother and describe their roles in the family. Differences between when they were babies and now. Find out about key historical events and why and how we celebrate today? Ask questions, use different sources to find answers including books: **Harvest**, it's place in history and its role in the modern day.	To talk about their family using their completed 'All About Me' booklet and the correct names for family relationships. To be able to communicate past events and the changes they have experienced in their lives. Find out about key historical events and why and how we celebrate today? Ask questions, use different sources to find answers including books:: **Remembrance Day** **Children in Need** **Diwali** **Bonfire Night** **Christmas**	To further refine present tense and past tense vocabulary: now, before, later, yesterday, today, tomorrow, last week, this week, next week, last year this year, next year – in the context of family and friends (old and young), toys (old and new), experiences (past and present). About: Find out about key historical events and why and how we celebrate today? Ask questions, use different sources to find answers including books: **Chinese New Year**	Recycling, saving energy and looking after our planet. Being thankful – Mothering Sunday / Easter/ Ramadan. Celebrating the arrival of Spring – how animals and humans behave – (bird song, new shoots, Holi, Easter) **Mother's Day** **Ramadan and Eid** **Holi** **Easter**	Important roles in our community: teachers, nurses and doctors, fire fighters, police, clergy (with visit to local church) How did people find food before supermarkets? Is it ok to steal from our neighbours? (Goldilocks) Princess and the Pea – what is a real princess? Exploration of monarchy.	Exploration of local historical figure and author **Rudyard Kipling** in the context of Just So Stories / Jungle Book Exploration of our local area with particular focus on **Bodiam Castle** and **Etchingham train station** and their role in history and our local community. Holidays and travel – what's the same and what's different? Find out about key historical events and why and how we celebrate today? Ask questions; use different sources to find answers including books.
KNOWLEDGE: **Understanding Christianity** ***Children will learn:***	Why is the word God so important to Christians?	Why do some Christians perform Nativity plays at Christmas?	Where do we belong?	Why is Easter special for Christians?	Which places are special and why?	Which stories are special and why?
SKILLS: **The Natural World**	I can talk about what I can see using a wide vocabulary	I can describe what I can see, hear and feel outside I can talk about animals and plants I can talk about the area I live in, including the weather etc. I can change materials e.g. mixing paint etc. I can talk about the differences in materials I can talk about the weather linked to seasonal change	I can describe animals and plants (both from photos and real life experiences) I can describe my own environment and local area I can talk about changes e.g. freezing, melting (linked to baking, paint mixing, mud play, etc.) I can describe another environment e.g. desert, Artic etc.	I can talk about what plants and animals need to grow and thrive and understand that I have a responsibility for their care. I can explore the natural world and contrast the natural world around me with different environments	I can talk about some of the changes in the natural world (including seasons and changing states of matter) I can talk about forces I feel e.g. push, pull etc. I can make observations of animals and plants and use these observations to draw pictures	Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
KNOWLEDGE: **The Natural World** ***Children will learn to:***	Explore their immediate environment and make observations. **Science investigation:** What is the best material to make a house? (in relation to the Three Little Pigs and their own experience) Grinding wheat and making bread, to share with Fed Buddies to celebrate Harvest.	Season: Autumn – describe and represent through art, exploration and vocabulary the features of the season including the weather. Hibernation and animal habitats in the context of Hedgehogs and Bonfire Night. Colour mixing/cooking (changing states). Vocabulary to describe materials, hard, soft, rough, smooth, bumpy, heavy, and light. **Science investigation:** What are the signs of autumn? (What do the children notice)	Season: Winter – describe and represent through art, exploration and vocabulary the features of the season including the weather. Changing states: freezing and melting. Life cycles, habitats, camouflage and the features of animals and plants. Different environments – warm climates, cold climates, mountains, coast, deserts and frozen places in context of animal habitats. **Science investigation:** Observe and notice Life-cycles through the 'Living Eggs' /Butterfly Hatch programme	Season: Spring – describe and represent through art, exploration and vocabulary the features of the season including the weather. What animals and plants need to grow and thrive. **Science investigation:** Where do seeds come from? Grow a variety of plants fro seed, including cress, sunflowers, vegetables from seed, exploring the life cycle of plants and understanding what a plant needs to grow and thrive.	Season: Summer – describe and represent through art, exploration and vocabulary the features of the season including the weather. Taking care of our local rivers and exploring where they travel to: Rother, Limden, Dudwell -including making boats that float and carry passengers. Planting sunflowers. **Science investigation:** Sinking and floating (what makes the best material for a boat). Parts of body - humans.	**Science investigation:** Did animals really develop their characteristics as described in the Just So Stories? Why are animals the way the are?
KNOWLEDGE: **Computing.** ***Children will learn to:***	**Basic Online safety** **Technology in our lives** Recognise that technology is used at home and in school. Understand what a computer is and the different uses of computers i.e. learning, communicating, finding information, playing games etc. **Multimedia text and images:** Using the Interactive Whiteboard to explore mark making	**Computer Skills** Manage a device by correctly closing websites or apps and safely turning on and off, to take photographs using an iPad or accessing simple educational apps.	**Coding and programming/Multimedia sound and motion** Give commands and instructions e.g. forward, backwards, go, stop, when using simple software/hardware e.g.BeeBots.	**Online safety (February - Safer Internet Day)** Access internet-connected technology under the supervision of an adult and will learn, through story based learning about basic hidden dangers of internet-connected technology.	**Multimedia text and images** Input commands using the space bar, backspace, enter, letters and numbers on a keyboard on any device (including on a tablet).	**Computer skills** Make informed choices about the buttons/icons to press, touch or click on when using simple software/hardware.

Expressive Arts and Design

STATUTORY EDUCATIONAL PROGRAMME:

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.

INTENT

There is little that is quite as satisfying as making or creating something that works in the way that you planned or expressing yourself, your place in the world and your feelings through a painting, drawing or song. We aim to equip our children with the knowledge and skills they need to express themselves creatively and to help them develop the initiative to inspire their own creations.

IMPLEMENTATION

The progression of skills required to develop competency and creativity through art, design and music are careful considered and mapped out in the planning of the three Learning Journeys across the year. For example, during our All About Me Learning Journey, we learn to mix paint to recreate our skin colour for our self-portraits and to represent our distinctive features. We also study a variety of famous self-portraits as inspiration including Van Gogh, Rembrandt and Frida Kahlo. We then develop these skills through the progression of different and more challenging materials, techniques and tools. For example, by Term 2 the children will be moulding and creating diva lamps for Diwali and painting repeating patterns with a fine paintbrush. By the summer term, they will be revisiting their self-portrait for their end of year report, this time reflecting an anatomically well-proportioned sketch of a face in the subtler medium of pencil crayon. Throughout continuous provision, we plan opportunities for and carefully monitor progress in the development of fine motor skills, working with tools, dexterity, colour mixing, joining and modelling skills to develop the confidence that children need in order to express themselves and to be proud of their creations.

Each week a range of songs and rhymes is included in the planning and we sing together as a class daily. Each year we participate in a wide variety of musical performances, such as our whole-school Easter and Harvest church celebrations and our Nativity play together with Key Stage 1 at Christmas. Our federation Music lead has devised a whole-school progression plan in music and the children are led by the Music lead in weekly sessions during Term 1 /3/5 to develop their musical skills. Our REAL PE programme incorporates dance, which helps the children to build on this awareness of rhythm and moving to music. Our twice-daily Activate sessions also help to embed this practice.

IMPACT

On completion of our Dance unit and our Reception ACTIVATE sessions, the children will have developed their ability to move in time to music and will have a greater appreciation of rhythm. The children will have developed specific skills based on their own individual needs when using tools and materials for creating models and works of art and when participating in musical performances.

SKILLS: Creating with materials	I can start to join materials together I can explore art materials and colour mixing freely I can develop my own ideas for art and start to talk about them (with adult support) I can start to develop my own stories linked to what I know through role & small world play	I can use various tools for artwork and design e.g. playdough tools I can select my own art and design materials to create with I can tell others what my artwork is and signal key parts e.g. this is mummy, this is her hair etc. I am starting to recreate familiar stories (with adult support)	I can use scissors and one-handed tools to create art safely and more accurately (playdough tools, paintbrushes etc.) I can talk about my artwork or designs- linked to some of the materials/ techniques I used I can use materials and props to retell stories and create imaginary situations linked to what I know	I am able to combine different techniques e.g. collage, paint, crayon, clay to create art	I can safely use tools e.g. scissors I can explore using materials and techniques I can explain what I have made I can use props and materials when I am role playing familiar stories I can design art/ a product thinking about colour, texture and function I can talk about how I made it (from Fine Motor ELG): I can use a range of tools e.g. scissors /I can draw with accuracy	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.
KNOWLEDGE: Creating with materials	The children will have daily, continuous access to a wide range of open ended, ambiguous resources allowing the opportunity to explore their own creativity. They will have the opportunity to create collaboratively, sharing ideas and resources as well on solo work. Throughout the year the children will have the opportunity to build on previous learning, refining ideas and developing their ability to represent them. In addition specific skills and/or experiences will be planned (see below).					
Drawing / Mark making ***Children will learn:***	Have free access to drawing exploration Draw family, exploring making lines and circles and giving meaning to marks made.	Chalk mark making, large scale in outside area – Rangoli Patterns/ Firework representations Understand how to create closed shapes with continuous lines in large scale within context of repeating Rangoli patterns and begin to use these shapes to represent objects in free exploration.	Observational noticing and copying shapes inspired by Chinese characters. Children encouraged to begin to look closely at objects, animals and people and add key features to their drawing.	Observational drawing Sunflower: using appropriate patterns to represent shapes of stem, petal and leaves.	Observational drawing: More complex representations of multiple objects within a large-scale landscape, basic understanding of perspective - objects look smaller the further away they are.	Observing and recording what they see at Forest School with greater accuracy and purpose. More anatomically accurate drawings of people and animals (end of year report self-portrait). *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;* *- Share their creations, explaining the process they have used;*
Painting ***Children will learn:***	Free access to painting exploration Colour mixing (to create skin colour for self-portrait)	To use a fine paintbrush in a single colour to recreate Mehndi hand painting patterns in context of Diwali.	Using a variety of thicknesses of paintbrushes, tools and intentional colour mixing (with developing awareness of primary colour mixing) to create textured paper in style of Eric Carle. (Camouflage collage)	Sunflower painting: Using watercolour to create a more subtle and delicate representation of colour and colour mixing. Controlled and purposeful splatter paintings on large scale in style of Jackson Polack and in celebration of Holi - enjoying use of colour and joy of sensory experience and creative freedom.	Landscape painting. Observe and notice the features of landscape painting. Where the ground meets the sky, using washes of colour for green of land and blue of sky. Detail: rivers carving through the countryside.	Paint observational pictures of flora and fauna with a fine paintbrush. Inspired by Forest School experiences and Jo Brown artist. *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;* *- Share their creations, explaining the process they have used;*
Collage ***Children will learn:***	Free access to collage exploration using cutting and tearing and a variety of glue and tape available	Create collage with natural materials, hedgehog leaf collage. To use PVA glue to secure and build texture with a variety of leaves representing the animal's body.	Creating and cutting shapes from self-created textured painted papers to develop purposeful collage technique.	Children encouraged to choose and create appropriate materials for purpose. To begin to reflect on their ideas and talk about ways to improve.	Children encouraged to think of own ideas for artwork, select materials of appropriate colour, size and texture with purpose to represent something intentional during child-initiated leaning.	*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;* *- Share their creations, explaining the process they have used;*
Printing ***Children will learn:***	Free access to printing exploration with hands, fingers and vegetables (related to Harvest)	Printing with rollers and sponges to create Christmas wrapping paper, understand the amount of paint and pressure and keeping the tool steady and still.	Butterfly symmetry painting developing purposeful and careful printing skills - transferring marks using a fold.	Children encouraged to choose appropriate printing materials for purpose. To begin to reflect on their ideas and talk about ways to improve.	Children encouraged to think of own ideas for artwork, select printing materials of appropriate size, shape and texture with purpose to represent something intentional during child-initiated leaning.	*Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;* *- Share their creations, explaining the process they have used;*
Modelling/3D ***Children will learn:***	Free access to junk modelling and malleable area	To use simple joins (i.e. tape, PVA and stick glue) to create 2D shape pictures as Christmas cards – free choice. Fundamental clay modelling techniques, roll a ball and shape (Diva lamp) Autumn transient art	Challenging folding, cutting and joining techniques through Chinese New Year craft – concertina fold: dragon puppets, cutting and joining lanterns and joining a handle.	More complex joining techniques: flange, paper fasteners, weaving (Easter cards). In context of recycling, using imagination to reuse and repurpose household items that we might otherwise throw away. More complex clay models of animals representing basic feature of animals, head, body legs.	Children encouraged to think of own ideas for artwork, select modelling materials of appropriate size, shape and texture with purpose and to choose appropriate joining technique to represent something intentional during child-initiated leaning.	Modelling castles and trains using developed joining techniques (flange, paper fasters) with greater accuracy and purpose. *Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;* *- Share their creations, explaining the process they have used;*
Using tools ***Children will learn:***	How to use basic art equipment safely and responsibly. Shows a preference for a dominant hand Use scissors to snip	Know to use a comfortable pencil grip To understand the value of holding scissors using the correct grip and using the guiding hand to turn the paper	Know to use a good pencil control when mark making and drawing To sit at a table to draw To understand how to hold a pencil in a tripod grip To start to use scissors using the correct grip and using	To draw using an effective tripod grip sitting comfortably at the table To use scissors using the correct grip (or spring loaded scissors) and cut out curved lines.	To hold a pencil effectively (tripod) to draw at a table To use a range of tools e.g. scissors To draw with accuracy	- Hold a pencil effectively - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

			guiding hand to turn the paper rather than the scissors.			
KNOWLEDGE: **Creating with materials** ***Art Project and artist***	**Art Project** Painted self portrait / my family **Artists**: Van Gogh self-portrait. Also Arcimbaldo – fruit pictures (self-portrait/Harvest) Frida Kahlo, Rembrandt, Picasso.	**Art projects:** Chalk mark making (Firework pictures) / Basic Clay modelling techniques (Diva lamp) / Basic collage techniques (Hedgehog leaf collage)/ Loose parts art (Rangoli patterns) Transient art (autumn natural materials) / 2D shape pictures (Christmas cards)/ Printing Christmas wrapping paper **Artists**: Kandinsky – 2D shapes Andy Goldsworthy – loose parts transitional art	**Art Projects** Creating textured painted papers to develop collage technique - Eric Carle Challenging folding, cutting and joining techniques through Chinese New Year art and craft – concertina fold – dragon puppets, snipping lanterns and joining a handle. Butterfly symmetry painting (progression in purposeful and careful printing skills) **Artists**: Eric Carle	**Art Project:** Clay models of animals Mothers Day and Easter cards Holi – explosion of colours / sunflower observational watercolour painting **Artists**: Van Gogh Sunflowers Jackson Pollack – Holi splatter pictures	**Art Project:** Landscape painting. Observe and notice the features of landscape painting. Where the ground meets the sky. Rivers carving through the countryside. **Artist**: local landscape artist Eric Ravillious and Vanessa Bell	**Art Project** Junk modeling castles/vehicles including trains, cars and boats with greater accuracy and purpose. More anatomically accurate drawings of people (end of year report self-portrait). and observations and recording of what they see at Forest School **Artists**: Jo Brown ('Secrets of the Devon Wood' observational drawings of British Woodland)
SKILLS: **Being imaginative and expressive**	I am using my imagination in play to help me role-play and create small world set-ups. I can remember most of a song to sing I can make up my own "silly" songs I can remember and sing songs I can start to match the melody and pitch of others	I can recount and retell familiar stories with my friends and adults (small world/ role play/helicopter stories). I can role play imaginary scenarios linked to experiences. I know some popular songs and can sing them supported by an adult. I can listen and respond to sounds. I can sing with others and supported by an adult	I can adapt well known stories and narratives and small world/ role play them with others I can sing well known songs in a group or alone and match the pitch and melody I can listen carefully to music and start to move to it	I can use what I know and have read to help create my own stories and tell them during helicopter story time. I can join in with singing and dancing	I can adapt and recount narratives and stories with my friends and adults I can sing well known nursery rhymes I can perform songs, rhymes, poems and stories alone and with others	Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.
KNOWLEDGE: **Music Express** ***Children will learn to:***	Sing songs with **high and low notes**	Move, sing and play sounds at different speeds **(beat and tempo)**	Explore **quiet and loud** instrumental and vocal sounds to create a mood.	Create and perform combinations of sounds. **(texture)**	Use sound effects, instruments and puppets to retell stories **(structure).**	Recognise and explore how sounds can be made and changed **(timbre).**