

Sledmere Reception Sequential Curriculum Overview

We know children only get one chance at their childhood. We believe it is our responsibility to provide all children the highest quality experiences and opportunities throughout Primary School starting with a flying start in Early Years.

Our curriculum is designed to meet the needs of our Reception cohort. Our intent is to ensure every child, regardless of their background, starting point, previous experiences or ability leave us with the vital skills and knowledge they need to be successful individuals, to be able to continue on their educational journey, accessing the curriculum in their next academic year and beyond, understand British values, our school core values alike and have added to their personal cultural capital throughout their time with us. End of Year goals have been set matched to needs of our children, informed by parents, home visits, previous settings and our baseline assessments – our curriculum is designed for children to access sequential learning opportunities to enable to achieve, also preparing them for their lives ahead and enabling them to go into the world as well-educated citizens.

	Autumn		Spring		Summer	
Reception	Colour Magic	All about me	Winter Wonderland	Blast off	Yummy Yummy in my Tummy	In the Garden

Prime Areas

Communication & Language 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.

Stage	Stage 4		Stage 5		Stage 6	
Listening And Attention:	- Listen to others 1:1 and in small groups. - Enjoy listening to stories and remember some of what happens. - Listen carefully to rhymes and songs and join in singing confidently and clearly. - Maintain attention in small group contexts for a short time. - Show attention to what they are doing	- Begin to listen in whole class situations. - Listen in familiar and new situations. - Engage in stories that are familiar and new with interest and enjoyment. - Shift attention when required e.g. when given a clear prompt – 'name'.	- Be able to demonstrate listening skills in whole class situations. - Listen carefully e.g. understand they need to look at who is talking - Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.	- Understand why listening is important. - Listen attentively in a range of situations. - Maintain attention in different contexts, attend to peers and adults that are familiar and unfamiliar	- Listen to and understand instructions about what they are doing, whilst busy with another task - Listen and continue with an activity for a short time.	- Listen attentively and respond to what they hear with relevant questions, comments, or actions. - Be able to show attention in whole class situations.
Speaking	- Follow 1 step instructions e.g. put bookbag in drawer. - Understand 'why' questions. - Join in with repeated refrains and anticipate key events and phrases in stories or rhymes.	- Follow instructions with 2 parts in familiar situations. - Link events in a story to their own experiences. - Respond to others appropriately in play.	- Make predictions about what might happen next or story endings in response to texts read. - Link events in a story to their own experiences. - Introduce a storyline into their play.	- Ask questions to find out more and check understanding. - Begin to retell a story, using key words and phrases. - Keep play going in response to the ideas of others and engage in conversation relevant to play theme.	- Carry out a series of directions. - Uses new knowledge and vocabulary in conversation and play. - Understand 'how', 'why' and 'where' questions.	- Retell a story using the key language and phrases. - Make comments about what they have heard and ask questions to clarify thinking. - Ask and answer 'what', 'where', 'when', and 'what could we do next' questions.
	- Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. - Begin to use social phrases e.g. 'Good Morning!' - Use talk to organise themselves and their play.	- Use intonation to make meaning clear to others. - Start a conversation with peers and familiar adults and continue it for many turns. - Retell a past simple event.	- Use talk to pretend objects stand for something else in play. - Demonstrate use of past tense verbs, such as "ran" or "fell". - Recount events that happen in their day.	- Use talk to clarify thinking and connect ideas. - Articulate their ideas in sentences. - Retell/create own stories. - Use talk to help work out problems and organise thinking	- Recount an event in the correct order, with some detail. - Express ideas about feelings and experiences. - Articulate their ideas and thoughts in well- formed	- Articulate and create an imaginary story of their own in play. - Speak clearly in well-formed sentences, with some detail. - Use new vocabulary in different contexts.

		- Recognise words that rhyme or sound similar E.g. "Cat and hat - Develop social phrases – "Good morning, how are you?"	Use simple conjunctions in talk.	and activities.	- sentences. - Use simple conjunctions in talk to link thoughts such as 'and', 'because'.	- Use past, present, and future tenses in conversation with peers and adults. - Use conjunctions to extend and articulate their ideas.
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Early Learning Goals

- 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.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
 - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development Programme of Education

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life

Stage	Stage 4		Stage 5		Stage 6	
Self regulation	- Show awareness of own feelings, - Show an understanding of behavioral expectations of the setting. - Beginning to understand why rules are important. - Describe different feelings. Identify who can help if they are sad, worried or scared. - Identify ways to help others or themselves if they are sad or worried.	- Show concern for others and show awareness of their feelings. - Beginning to express their feelings using words such as 'angry' or 'worried'. - Understand turn taking and sharing resources with their peers. - Can usually tolerate delay when needs are not immediately met.	- Can show pride in achievements by showing work to others. - Understand behavioural expectations of the setting and show this behaviour. - Understand how their actions may impact on others. Be able to follow clear instructions.	- Can make choices and communicate what they need. - Showing an ability to regulate their behaviour where appropriate. - Chooses own friends and can play co-operatively with peers most of the time.	- Show an understanding of their own feelings and those of others. - Can follow instructions, requests, and ideas in a range of situations. - Show ability to solve problems with others and take steps to resolve conflict and think about the perspectives of others.	- Able to identify and moderate own feelings. - Engage in challenges and take responsibility for their own learning. - Children can self-regulate their emotions with behaviour more controlled and independent.
Managing Self	- Know what they like and do not like. - Show awareness that there are rules in the classroom to follow and expectations for behaviour - Begin to independently organise themselves in the morning e.g., bookbag in box, coat on peg.	- Showing ability to talk about what they are doing. - Can independently choose areas they would like to play in or resources they would like to use. - Understands when they need help.	- Take pride in themselves, work, and achievements. - Understands behaviour expectations in school and show these behaviours - Can identify kindness and considerate behaviour of others.	- Happy to stand up in front of the class and share achievements with others. - Able to talk about what they are doing and why they are doing it. - Can get dressed and undressed for PE sessions	- Can talk about their own abilities positively - Confident to try new activities and say why they like some activities more than others - Can talk about healthy and unhealthy foods.	- See themselves as a unique and valued individual, talk about self, abilities, and interests in positive terms - Understands what it means to keep healthy and knows exercise keeps the body healthy. - Can take account of the ideas of

Physical Development Programme of Education

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.

	Stage 4		Stage 5		Stage 6	
Fine Motor	- Develop their fine motor skills to be able to use a range of tools competently and safely. - Develop their grip when holding pencils and pens.	- Developing their independence skills when getting dressed and undressed, for example getting changed for PE. - Developing more confidence when using their pencil grip, with good control.	- Manipulates a range of tools and equipment. - Developing confidence in using one-handed tools and equipment. - Using a dominant hand confidently when completing fine motor tasks.	- Uses simple tools to effect changes to material Handles tools, objects, construction and malleable materials safely and with control and intention - Form recognisable letters independently	- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. - With confidence, children are able to meet their independence needs, for example getting dressed, doing up buttons, zipping up a coat.	- Independently use a pencil to write correctly formed letters. - Developing their foundations of a handwriting style. - Confidently use a range of tools to allow children to support their play and develop their own pieces of work.
Gross Motor	- Use large-muscle movements to confidently wave flags and streamers, paint and make marks. - Continue to develop their movement, balancing, riding and ball skills. - Skip, hop, stand on one leg and hold a pose for a game such as musical statues.	- Take part in some group activities which they make up for themselves, or in teams. - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. - Choose the right resources to carry out their own plan. For example, choosing a spade to fill a bucket with sand.	- Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. - Revise and refine the fundamental movement skills they have already acquires, such as: walking, jumping, running, hopping, skipping and climbing	- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks - Shows increasing control over an object in pushing, patting, throwing, catching or kicking it - Progress towards a more fluent style of moving, with developing control and grace	- Develop overall body-strength, balance, co-ordination and agility. - Further develop and refine a range of ball skills, including: throwing, catching, kicking, passing, batting and aiming. - Travel with confidence and skill around, - under, over and through balancing and climbing equipment.	- Negotiates space successfully when playing games with other children, adjusting speed or changing direction to avoid obstacles - Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

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 overall body-strength, balance, co-ordination, and agility	ELG
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	• 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. Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases.
 - Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

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Literacy Programme of Education

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)

	Stage 4		Stage 5		Stage 6	
Reading comprehension	- Listen and enjoy sharing a range of books. - Hold a book correctly, and handle with care. - Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. - Know that text in English is read top to bottom and left to right. - Enjoy joining in with rhyme, songs and poems.	- Experience different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories. - Begin to consider the sequence of events in a familiar story. - Explain in simple terms what is happening in a picture in a familiar story.	- Use picture clues when looking at a books. - Show understanding of words and phrases in a story that is read aloud to them. - Build up a bank of favourite books, songs and rhymes. - Play is influenced by experience of books (small world, role play).	- Enjoys an increasing range of books, both fiction and non-fiction. - Show some understanding of many common words and phrases in a story that is read aloud to them. - Give a simple opinion on a book they have read, when prompted. - Retell a well known story with support.	- Make simple, plausible suggestions about what will happen next in a book they are reading. - Recall the main points in text in the correct sequence, using own words and include new vocabulary. - Know the difference between different types of texts (fiction and non-fiction)	- Recall and discuss stories or information that has been read to them, or they have read themselves. - Use vocabulary and forms of speech that are increasingly influenced by their experiences of reading. - Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and using appropriate vocabulary. - Innovate a known story
Word reading	- Hear general sound discrimination and be able to orally blend words. - Read some single letter sounds (RWI first 16 Set 1 sounds)	- Read individual letters by saying the sounds for them (RWI Set 1 sounds) - Orally blend sounds into words.	- Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. - Read a few common exception words matched to their stage in RWI.	- Read some letter groups that each represent one sound and say sounds for them. - Develop confidence in reading words with known sounds.	- Read known letter groups that each represent one sound and say sounds for them. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	- Confidently read phrases and simple sentences using their phonics skills. - Read common exception words linked to their phonics grouping. - Re-read books to build up confidence, fluency and understanding.
Writing	- Experiment with making marks and confidently give meanings to the marks they make. - Form letters from their name - Show a dominant hand when using writing tools.	- Begin to write appropriate letters for initial sounds, practicing the correct formation. - Create drawings using increasing control.	- Attempts to write their own name - by copying from a name card or from memory, accurately. - Use some recognisable letters with developing formation. - Write letters in strings, sometimes in clusters like words. - Begin to form some recognisable letters.	- Build words using known letter-sound correspondences in their own writing. - Holds a pencil effectively to form recognisable letters.	- Use writing in their play. - Continue to build on knowledge of letter sounds to build words in writing, building up to writing phrases. - Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated.	- Write short sentences with known letter-sound correspondences, that can be read by others. - Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.

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Comprehension Children at the expected level of development will:

- 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.
- Word Reading - Children at the expected level of development will:
- 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.
Writing Children – at the expected level of development will:
 - 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.

Mathematics Programme of Education

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.

	Stage 4	Stage 5	Stage 6
ARK	- Identify when a set can be subitised and when counting is needed - Subitise different arrangements to 5 - Make different arrangements of numbers within 5 and talk about what they can see. - Spot smaller numbers inside larger numbers - Understand more and less - Connect quantities and numbers to patterns - Hear and join in with the counting sequence - Develop a strong understanding of sorting and matching - Understand and sort 2D and 3D shapes - Have a deep understanding of numbers to 5	- Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals - Explore the structure of the numbers 10 - and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame - Focus on equal and unequal groups when comparing numbers - Develop a deep understanding of all numbers to 10. - Explore and understand pattern - Explore addition and subtraction facts - Create representations of numbers from 1 – 10 - Represent and use number bonds to 10. - Solve practical problems with links to addition and subtraction and grouping and sharing. - Explore doubling and halving	- Continue to develop their counting skills, counting larger sets as well as counting actions and sounds - Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10- frame - Compare quantities and numbers, including sets of objects which have different attributes - Continue to develop a sense of magnitude, - Have a solid understanding of more and less - Demonstrate a deep understanding of number bonds to 10 - Say which number is one more and one less than a given number - Solve practical problems that involve combining groups or sharing into equal parts - Have an understanding of greater than, less than and the same.
Number pattern	- numbers, seeing that each number is made of one more than the previous number - Develop counting skills and knowledge, including: that the last number in the - count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds - Compare sets of objects by matching	- Understand that two equal groups can be called a 'double' and connect this to finger patterns - Sort odd and even numbers - Continue to develop their understanding of the counting sequence and link cardinality and ordinality - Order numbers - Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers	- Begin to generalize about 'one more than' and 'one less than' numbers within 10 - Continue to identify when sets can be subitised and when counting is necessary - Develop conceptual subitising skills including when using a rekenrek

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- Children at the expected level of development will:
 - 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.
 - Children at the expected level of development will: -
- 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.

Understanding The World Programme of Education

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 fire-fighters. 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.

	Stage 4		Stage 5		Stage 6	
The Natural World	• Explore the changing season (Autumn) and world around them. • Talk about people who are familiar to them.	• Explore the natural world around them. • Describe what they can see hear and feel outside. • Explore similarities and differences between themselves and others.	• Explore the changing season (Winter) and the natural world around them. • Explore changing states of matter such as freezing and melting.	• Explore the changing season (Spring) and develop an understanding of growth and changes over time. • Explore natural world around them.	• Make observations of plants and animals. • Show understanding of caring for living things and the environment.	• Explore the changing season looking at the similarities, differences and change in nature. • Explore natural world around them, describing what they can see, hear and feel. Explore and discuss different environments
Past and Present	Explore their own past	• Explore the past through events, stories and book they have encountered. how to draw on past experiences e.g Christmas, birthday and other special celebrations • The history behind different events Bonfire Night et	• Understand key historical figures linked to space exploration.	• Understand that past through understanding their own growth and change	• Understand the past through events, stories and books they have encountered.	• Explore stories rom the past
People cultures and communities	• Talk about and describe members of their family. • Name special people in their lives. • Be sensitive towards others and celebrate what makes each person unique.	• Explore similarities and differences between life in this country and life in other countries. • Know that people around the world have different religions and Diwali is celebrated by certain faiths. Diwali enrichment day	• Explore people who help us. • Explore different environments, including their own and others that are different. • Know Christmas story and why it is important to Christians. Nativity performance	• Describe special events (Easter) and events that are special to them. • Understand that some places are special to members of their community. • Know that there are many countries around the world	• Explore a simple map – x marks the spot on treasure maps. • Understand that some places are special to members of their community. • Describe special events (Eid) and events that are special to them.	• Explore a simple map and take part in a local area walk. • Know how to create and follow simple maps.
Key vocabulary linked to NC subjects (including but not limited to)	RE	belief, faith, Christian, Christianity, God, Jesus, bible, church, cross, baptism, Hindu, Hinduism, Brahma, aum, temple, Jew, Judaism, synagogue, Muslim, Islam, Mohammed, Allah, Qu'ran, mosque				
	History	present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar, castle, king, queen, knight, legend, family tree, relative, relative names				
	Geography	polar region, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons				

	Science	question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth
	computing	technology, internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume

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Past and Present Children at the expected level of development will:

Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities Children at the expected level of development will: - 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. The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; 15 - 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

Expressive Arts and Design Programme of Education

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 develop

Creating with materials	- the roles of composers and artists - how to create simple representations of people and objects using different techniques. - how to explore about and talk about colour. - Explore a wide range of different materials within the provision. - Begin to create different pieces of art.	- The Artwork of Kandinsky's 'Circles' Artist Study - How use painting techniques from artists to inspire their own work. - Explore different materials and begin to understand the effects using materials will have. - Explore colours and how colours can be changes.	- The Artwork of Van Gough 'Starry Night' Artist Study - Develop storylines and dd these into their role play. - how to talk about and add texture/ effects to their work	- How to use a variety of media to create different effects and use these independently in their work. - Create observational drawings Celebration Cards - Develop their understanding of different resources and tools to use in their art. - Use different materials when creating.	- How to construct with a purpose and use joining techniques effectively. - How to design, adapt and modify their work accordingly. - Create art collaboratively and share their ideas. - Share their creations and talk about how they have achieved it.	how to use their knowledge of colour, texture and effect to apply to their work independently. Painting techniques, design apply collage
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Being Imaginative	- What a performance is and how to watch other perform - How to use the role play area to draw upon experiences they have experienced at school or at home. - Explore music from around the world eg Bhangra	- How to talk about and compare different types of music. Singing Assembly - How to perform and sing in a Nativity Infront of an audience. Nativity/performances	- How to move to musical stimuli in a variety of ways. - Listening to and responding to Holst's Planet Suite - how to join in with simple songs remembering some of the words. - How to engage with music, songs and dance from around the world	- Tap out simple repeated rhythms and make some up showing interest in the way musical instruments sound. - Use their voices when role playing o creates different effects. - To explore and play a range of instruments - Create more complex narratives in their pretend play, building on the contributions of their peers.	- How to work collaboratively with others to share ideas, develop and act out roles in role play. - Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative. - Invent narratives and stories with peers and their teacher.	- Watch performances and be a good audience member, expressing their feelings and responses. - Lead a performance with words, poems and song in front of an audience. (T+VW performance) - Explore Vivaldi seasons and understand orchestras
Key Vocabulary linked to NC subjects (including but not limited to)	Art	paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, imprint				
	Music	appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe				
	Design Technology	song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style				
ELG - 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. - Invent, adapt, and recount narratives and stories with peers and their teacher. - Sing a range of well know nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.						
*A skill and/or knowledge that is taught or gained in any area of learning is not limited to the term in which it is and will be continued to support and developed through the children's time in Early						