

Reception Long term progression plan 2024-2025

All aspects of learning are underpinned by the characteristics of effective learning. This plan informs the Medium term and weekly planning set out each term alongside observations and identified need and interests of the children. The long term plan is supported by the Development Matters guidance and EYFS checkpoints, which are also used alongside observations of children’s learning to support assessment. These are recorded on Tapestry, in children’s books and the shared floor book. Events, learning and provision and children’s learning and developments are also shared with parents on class Dojo, Tapestry and through whole termly parent meetings.

Term	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	About Me!	Pirates!	Castles	Knights, Dragons and Fairy tales	Set Sail – Lighthouses (KS1 - Grace Darling)	Set Sail – Travel and Transport (KS1 – Titanic)
Key Milestones linked to EYFS/KS1 topic	<ul style="list-style-type: none"> Children will be able to talk about their needs, interests and experiences. Children will begin to know about what keeps them healthy. Children will begin to join in with a group. Children will be able to talk about their own personal history and their families and people within their own community. Children will begin to know about important people from the past. Children will be able to identify differences and changes in materials. Children will be able to identify features of a place. Use new vocabulary from books and stories as they discuss and retell stories Listen to a story and identify characters Begin to answer how questions. 		<ul style="list-style-type: none"> Children will be able to identify similarities and differences about life in the past and present. Discuss images from the past and contrast Children will begin to use new vocabulary linked to stories. Join in with repeated refrains from stories Identify characters and setting in a familiar book Use language from a story in discussions and role play Sequence a familiar story Make simple predictions based on events of a story so far Retell parts of a familiar story through puppets, toys, masks or small world Look at maps and notice features. Make their own maps Discuss changes in seasons Make observations and discuss the natural world 		<ul style="list-style-type: none"> Children will be able to show care for living things. Children will be able to share knowledge and make observations about the natural world inc animals. Children will be able to use books and stories to help them to understand the past and the world around them. Children will be able to share their knowledge of different countries. Compare different environments to their own Explain some similarities and differences between life in this country and life in other countries 	

Big Question	What makes me unique and special?	What adventures have I been on and where could I go?	How would you feel if you grew up in a castle long ago?	What makes you a hero?	How can we make our world a better and safer place?	What makes me unique and special?
Key text	Incredible you (Rhys Brisenden) What makes me a me (Ben Faulks)	Night Pirates (Peter Harris) <i>Additional text: Peter Pan</i>	Peep inside the castle (Usborne book) The knight who wouldn't fight (Helen Docherty)	How to catch a dragon (Caryl Hart) Zog Rapunzel/Beauty and the Beast	A lighthouse story (Holly James) Grace Darling (big cat collins) <i>Additional Reception text: My lighthouse</i>	The boy who sailed the world (Julia Green) Story of Titanic for children (Joe Fullman) <i>Additional text for Reception: Emma Janes aeroplane and We catch the bus</i>
Visits/themed days	We the curious	Pantomime Christmas Nativity	Story book Museum Planting – allotment visits	Fairy tale dress up day Planting – allotment visits	Westonbirt Arboretum – animal link Planting – allotment visits	Beach day Sports day Planting – allotment visits
Festivals	Harvest	Remembrance Diwali	Valentine's day Shrove Tuesday Chinese New Year	Easter service Mothering Sunday Holi	Earth Day St George's day Eid-al-Fitr	World Oceans day Father's day
Parental involvement	Parent phonics workshop and welcome meetings Celebration assembly	Parents evening Nativity performance Celebration assembly	Celebration assembly Family reading session	Parents evening Easter egg hunt Celebration assembly	Celebration assembly	Sports day Celebration assembly New parents meetings

Progression of areas	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2 (ELG)
<p>Personal, Social and Emotional Development</p> <p>Supported by Jigsaw scheme and My Happy Mind</p>	<p>Jigsaw – Being Me in my World</p> <p>Opportunities to develop self-regulation:</p> <ul style="list-style-type: none"> ~ Express their feelings and give simple reasons. ~ Seek help through finding an adult. ~ Allow an adult to comfort them. ~ Recognise when a peer is upset. <p>Opportunities to develop managing self:</p> <ul style="list-style-type: none"> ~ Use the toilet independently. ~ Take their coat off and put it on. ~ Follow a simple instruction as part of a group. ~ Join in an activity when invited by an adult. <p>Opportunities to develop relationships:</p> <ul style="list-style-type: none"> ~ Play alongside new peers and ‘with’ familiar peers. ~ Show interest in their new peers. 	<p>Jigsaw – Celebrating Difference</p> <p>Opportunities to develop self-regulation:</p> <ul style="list-style-type: none"> ~ Identify and name some common feelings in themselves or others. ~ Explain to an adult what has happened when they are upset. ~ Follow familiar, routine instructions. <p>Opportunities to develop managing self:</p> <ul style="list-style-type: none"> ~ Use the toilet independently and wash their hands well, knowing why this is important. ~ Undress independently. ~ Do up their coat. ~ Abide by most of the rules of the classroom. ~ Try new activities independently or with peers. <p>Opportunities to develop relationships:</p> <ul style="list-style-type: none"> ~ Join in with a group of children who are playing. ~ Form some closer friendships and seek them out to initiate play. 	<p>Jigsaw – Dreams and Goals and Healthy Me</p> <p>Opportunities to develop self-regulation:</p> <ul style="list-style-type: none"> ~ Link events with feelings and discuss them. ~ Begin to solve small conflicts through speaking to each other and being assertive. ~ Follow two-step instructions. ~ Wait with increased patience, when necessary. <p>Opportunities to develop managing self:</p> <ul style="list-style-type: none"> ~ Dress and undress independently. ~ Discuss healthy food choices. ~ Sort healthy foods from less nutritional food. ~ Discuss sensible choices. ~ Begin to understand and discuss consequences of our behaviour. ~ Begin to persevere when something is challenging. ~ Work on short activities independently. <p>Opportunities to develop relationships:</p> <ul style="list-style-type: none"> ~ Hold back & forth conversations, listening to their peers’ ideas and responding appropriately. ~ Show empathy in simple ways. ~ Show understanding of another child’s perspective in discussion. ~ Take turns with a little support from an adult or with the systems in place. 	<p>Jigsaw – Relationships and Changing Me</p> <p>Self-regulation:</p> <ul style="list-style-type: none"> ~ 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 <p>Managing Self:</p> <ul style="list-style-type: none"> ~ Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ~ Explain the reasons for rules, know right from wrong and try to behave accordingly. ~ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices <p>Building relationships:</p> <ul style="list-style-type: none"> ~ 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 		

		<p>~ Speak to peers within a game or activity.</p> <p>~ Take turns, with adult support.</p>		
Communication and Language	<p>Opportunities to develop Listening, attention and understanding:</p> <p>~Join in with appropriate group activities.</p> <p>~ Follows simple, routine instruction.</p> <p>~ Plays a simple, motivating game for a few minutes.</p> <p>Opportunities to develop speaking:</p> <p>~ Speaks in simple sentences, which communicate their needs.</p> <p>~ Uses vocabulary focussing on their interests.</p> <p>~ Ask simple questions.</p>	<p>Opportunities to develop Listening, attention and understanding:</p> <p>~ Begins to use some active listening skills.</p> <p>~ Follows simple instructions well.</p> <p>~ Responds to a peers request and replies.</p> <p>~ Learn (and use) new words from familiar texts.</p> <p>~ Begins to answer “How” questions.</p> <p>Opportunities to develop speaking:</p> <p>~ Offer their ideas in small group contexts.</p> <p>~ Use full sentences, sometimes with encouragement, to express complete ideas.</p> <p>~ Ask questions when they don’t understand instructions.</p> <p>~ Uses simple connectives in speech.</p> <p>~ Use new vocabulary from books and stories as they discuss/retell the story.</p> <p>~ Recite familiar rhymes/poems and join in with repeated refrains from stories.</p>	<p>Opportunities to develop Listening, attention and understanding:</p> <p>~ Conducts simple back and forth conversations, paying attention to peer/adult and responding appropriately.</p> <p>~ Show attentive listening skills at input times and is quick to act on instructions.</p> <p>~ Begins to link listening to learning/understanding.</p> <p>~ Ask questions when they don’t know what a word means.</p> <p>~ Can offer small explanations that demonstrate their understanding on a topic/story.</p> <p>~ Begins to answer “Why” questions, perhaps with adult support.</p> <p>Opportunities to develop speaking:</p> <p>~ Speaks in whole class situations.</p> <p>~ Use recently-modelled language independently, across everyday contexts and all areas of learning.</p> <p>~ Use newly learnt vocabulary in different contexts.</p> <p>~ Ask questions in a variety of contexts.</p> <p>~ Uses a range of connectives to extend their sentences and to connect ideas.</p> <p>~ Uses more detail in conversation.</p> <p>~ Uses speech to organise simple activities, overcome problems/conflicts and provide explanations</p>	<p>Listening, Attention and Understanding:</p> <p>~ 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.</p> <p>~ Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>~ Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking:</p> <p>~ Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>~ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>~ 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</p>

<p>Physical development</p> <p>Daily dough disco/finger gym activities</p>	<p>PE – Basic skills/locomotion</p> <p>Opportunities to develop gross motor skills: ~ Running and beginning to travel with more speed and control. ~ Stops or attempts to avoid obstacles when running. ~ Explores and uses climbing equipment, with a little adult support at challenging parts</p> <p>Opportunities to develop fine motor skills: ~ Uses a spoon or fork to eat independently. ~ Uses mark-making tools such as paintbrushes, pens and chalk. ~ Attempts to write their name in a way that they can recognise. ~ Has developed a dominant hand. ~ Cuts straight lines with scissors/snippers. ~ Draws circles, horizontal/vertical lines</p> <p>Develop self- care: ~ Washes hands with adult supervising /prompting. ~Uses the toilet independently.</p>	<p>PE – Gymnastics</p> <p>Opportunities to develop gross motor skills: ~ Begins to run with more fluency, avoiding obstacles. ~ Explores and develops confidence in different ways of moving, e.g. hopping. ~ Independently uses climbing equipment, e.g. the trim trail. ~ Throws balls in the direction of a target/peer and attempts to catch large balls/beanbags by moving towards it.</p> <p>Opportunities to develop fine motor skills: ~ Uses a spoon or fork to eat with increased control and independence. ~ Forms the pre-writing shapes. ~Forms all the letters of their names correctly. ~ Forms recognisable letters for the full alphabet. ~ Uses an effective pencil grip. ~Uses scissors to cut out a simple shape independently. ~ Draws simple pictures which can be recognised by themselves and others.</p> <p>Develop self- care:</p>	<p>PE – Dance PE – Games and striking games (bat and ball)</p> <p>Opportunities to develop gross motor skills: ~Moves confidently in a range of ways; rolling - crawling - walking - jumping - running - hopping - skipping - climbing. ~Uses climbing equipment with confidence and enjoyment. ~Demonstrates good posture when working on table-top activities. ~Developing throwing and catching skills with appropriate apparatus, e.g. large foam ball or beanbag.</p> <p>Opportunities to develop fine motor skills: ~Uses a knife and fork, attempting to cut soft foods. ~ Forms all letters of the alphabet with correct formation. ~ Working towards or using a tripod grip. ~ Uses scissors with effective hand-positioning and with control. ~ Adds detail to drawings, e.g. eyelashes or windows on a house.</p> <p>Develop self- care: ~ Knows why and when we wash our hands and does so without reminding (e.g. after using the bathroom). ~ Discusses why it is important to brush our teeth, in simple terms, and knows some foods which may be harmful to our teeth. ~ Discusses the effects of tiredness or lack of sleep. ~ Discusses simple healthy food choices.</p>	<p>PE - Master basic movements including running, jumping, throwing and catching.</p> <p>PE – Athletics (running, throwing, jumping)</p> <p>Gross motor skills ~ Negotiates space and obstacles safely, with consideration for themselves and others. ~ Demonstrates strength, balance and coordination when playing. ~ Moves energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine motor skills: ~ Holds a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. ~ Uses a range of small tools, including scissors, paintbrushes and cutlery. ~ Begins to show accuracy and care when drawing</p> <p>Develop self- care: ~Discusses the effect exercise/activity has on their body. ~Knows some healthy choices we can make with regard to physical activity, food, sleep and hygiene (including oral hygiene)</p>
---	--	---	---	--

		<ul style="list-style-type: none"> ~ Washes hands independently. ~ Understands that some foods are healthier for us and some are less so. ~ Talks about how their body feels after exercise and knows that this activity is positive for our health. 		
<p>Literacy</p> <p>Little Wandle Phonics scheme</p> <p>Sentence stem progression guidance</p> <p>Supported by Talk for Writing approach and mighty writer and colourful semantics</p>	<p>Opportunities to develop comprehension:</p> <ul style="list-style-type: none"> ~ Listen to a story and comment on the events. ~ Name the characters from a familiar story. <p>Opportunities to develop word reading:</p> <ul style="list-style-type: none"> ~ Identify an object when given the initial sound. Say the initial sound in a given word. ~ Clap the syllables in a word. <p>Opportunities to develop writing skills:</p> <ul style="list-style-type: none"> ~ Attempt to write their name in a way 	<p>Opportunities to develop comprehension:</p> <ul style="list-style-type: none"> ~ Identify the characters and setting of a familiar book. ~ Join in with the repeated refrain from a familiar story. ~ Begin to use language from the story when discussing it. <p>Opportunities to develop word reading:</p> <ul style="list-style-type: none"> ~ Say a sound for all Phase 2 GPCS. ~ Blend CVC words verbally. <p>Opportunities to develop writing skills:</p> <ul style="list-style-type: none"> ~ Write their name with correct formation. 	<p>Opportunities to develop comprehension:</p> <ul style="list-style-type: none"> ~ Sequence a familiar story using images or objects. ~ Tell the story to another person using the book or images. ~ Make a simple prediction based on the events of a story so far. ~ Use the language from a story within role play and discussions. <p>Opportunities to develop word reading:</p> <ul style="list-style-type: none"> ~ Say a sound for each letter in the alphabet ~ Blend and read VC/CVC words. <p>Opportunities to develop writing skills</p> <ul style="list-style-type: none"> ~ Form all letters of the alphabet. ~ Write VC/CVC words that can be read by themselves or others. 	<p>Comprehension:</p> <ul style="list-style-type: none"> ~ 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. <p>word reading:</p> <ul style="list-style-type: none"> ~ 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.

	<p>that they or others can recognise. ~ Discuss the marks they make.</p>	<p>~ Form Phase 2 letters recognisably. ~ Segment CVC words verbally. ~ Write the initial and middle sounds for a CVC word.</p>		<p>writing ~ 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.</p>
<p>Mathematics Supported by White Rose Maths and Fluency Bee</p>	<p>Focus: Number and place value, length and height, more and less</p> <p>Number: ~ Subitise to 3. ~ Represent 1 - 3 on fingers, on a tens frame and with objects.</p> <p>Numerical patterns: ~ Join in with number songs, attempting to represent numbers using fingers where appropriate. ~ Recite numbers to 10 or beyond. ~ Demonstrate understanding that we use one number for each item, when counting. ~ Attempt to count objects, actions and sounds. ~ Use and understand the term "more" in practical contexts.</p> <p>Shape space and measure:</p>	<p>Focus: Number and place value, shapes, capacity and volume</p> <p>Number: ~ Subitise to 4. ~ Discuss composition of numbers to 4, showing some automatic recall of number facts. ~ Begin to recognise parts within numbers.</p> <p>Numerical patterns: ~ Recite numbers to 20 confidently. ~ Count back from 10. ~ Demonstrate understanding of the cardinal principle when counting objects. ~ Show accuracy when counting a group of up to 5/10 objects. ~ Use and understand the terms more and fewer/less in practical contexts. ~ Understand the term equal when comparing two groups of objects.</p> <p>Shape space and measure:</p>	<p>Focus: Number and place value, doubles and finding half, Addition and subtractions, weight and mass, time</p> <p>Number: ~ Discuss composition of numbers to 4, showing some automatic recall of number facts. ~ Confidently subitise rather than count small groups of objects. ~ Subitise to 5 using familiar concept images (e.g. a tens frame, with Numicon and using fingers)</p> <p>Numerical patterns: ~ Recite numbers to 20 and back from 20. ~ Count on from a given number to 20 and back from a given number 0 - 10. ~ Show accuracy when counting a group of objects, showing 1 to 1 correspondence & confident application of the cardinal principle. ~ Say the number one more/less than a given number 1 - 10. ~ Explore sharing into equal groups in practical contexts, commenting on what they notice.</p> <p>Shape, space and measure: ~ Demonstrate understanding of everyday prepositions - in, on, under, beside, in front, behind. ~ Time - Use and understand <i>before/after</i></p>	<p>Focus: Number and place value, addition and subtraction, shape and patterns, position and direction, money, measures</p> <p>Number: ~ 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.</p> <p>Numerical patterns: ~ 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</p> <p>Shape, space and measure (no ELG): ~ Use everyday language to discuss length, size, height, weight, time, position and capacity.</p>

	<p>~ Describe the size or shape of real-life objects using simple mathematical vocabulary, e.g. <i>big/small, round/straight</i>.</p> <p>~ Time - understand <i>first/next</i></p> <p><i>Sorting/matching</i></p> <p>~ sort groups of objects according to different criteria</p>	<p>~ Time - Understand <i>yesterday/today/tomorrow</i>.</p> <p>~ Recite days of the week.</p> <p>~ Shape - Identify straight and curved sides on 2D shapes, and flat and curved faces on 3D shape</p> <p>~ Use shapes to make pictures/models.</p> <p>~ Measure - use and understand the terms short/tall, large/small.</p> <p>~ Sequence 4 items according to these criteria.</p>	<p>~ Shape - Select, rotate and manipulate shapes to match a picture, fit an outline or create patterns.</p> <p>Pattern - continue a simple AB, ABC pattern</p>	<p>~ Use this language to make simple observations, e.g. this is heavier than that.</p> <p>Shape.</p> <p>~ Understand and use correct mathematical language to describe 2D and 3D shapes (e.g. vertices, sides, edges, faces, flat/curved).</p> <p>~ Shape - Know some common 2D and 3D shapes.</p> <p>~ Pattern - create, copy and continue a simple pattern</p>
<p>Understanding the World</p> <p>Daily outdoor learning opportunities</p> <p>Linked to Reception/KS1 Science and humanities</p> <p>Links to Reception/KS1 RE overview</p>	<p>Science Focus: Humans and keeping healthy</p> <p>RE focus: Christianity</p> <p>Opportunities to develop knowledge and understanding of Past and Present:</p> <p>~ Discuss who is in their family and show some sense of their own history.</p> <p>Opportunities to develop knowledge and understanding of People, Culture and Communities:</p> <p>~ Notice similarities and differences between people, reflecting on differences positively.</p> <p>~ Know that they may come from a different country from other children and understand</p>	<p>Science Focus: Plants</p> <p>RE focus: The Nativity</p> <p>Opportunities to develop knowledge and understanding of Past and Present:</p> <p>~ Talk about people around them in good detail, describing their roles, interests or news about them.</p> <p>~ Discuss past and upcoming events within their own family.</p> <p>~ Understand that the past is the time “before now”.</p> <p>Opportunities to develop knowledge and understanding of People, Culture and Communities:</p> <p>~ Discuss the roles of people in the community around them and their own</p>	<p>Science Focus: Materials and Seasons and weather</p> <p>RE focus: Sacred times, bible stories and Easter</p> <p>Opportunities to develop knowledge and understanding of Past and Present:</p> <p>~ Discuss images of the past and contrast them in discussion.</p> <p>~ Listen to, respond and ask questions about fiction & non-fiction books about characters from the past.</p> <p>Opportunities to develop knowledge and understanding of People, Culture and Communities:</p> <p>~ Look at maps of our school/area and discuss the features they notice.</p> <p>~ Make their own maps.</p> <p>~ Have some basic knowledge of community celebrations.</p> <p>~ Share their knowledge of different countries and compare/contrast them in discussion.</p> <p>Opportunities to develop knowledge and understanding of the Natural World</p> <p>~ Offer simple, logical explanations for what they have observed.</p> <p>~ show closer observation of details they have observed.</p>	<p>Science Focus: Animals and living and non-living things</p> <p>RE focus: Creation and caring for the wider world</p> <p>Past and Present</p> <p>~ Talk about the lives of the people around them and their roles in society.</p> <p>~ Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>~ Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities</p> <p>~ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>~ 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.</p> <p>~ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p>

	<p>that these are different places. ~ Show interests in different occupations.</p> <p>Opportunities to develop knowledge and understanding of the Natural World ~ Talk about differences between materials and changes they notice in simple terms. ~ Show understanding that we need to care for living things. ~ Use their senses to explore natural materials and describe what they observe.</p>	<p>experiences with these people. ~ Share their experiences of local features of our community. ~ Know the church is special to us as Christians.</p> <p>Opportunities to develop knowledge and understanding of the Natural World ~ Discuss change in seasons from Summer > Autumn, and then Autumn > Winter. ~ Make reference to changes to the natural world, weather and our habits. ~ Make more careful observations and use an increasingly mature vocabulary when discussing the natural world. ~ Make simple drawings of natural objects..</p>	<p>~ Use modelled, topical vocabulary in discussion. ~ Compare different environments to their own, e.g. Notice differences between the countryside in comparison to cities, when listening to stories in these settings.</p>	<p>The Natural World ~ 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.</p>
<p>Expressive Arts and Design</p> <p>Links to Music curriculum – charanga music scheme</p>	<p>Art focus: Artist, drawing and painting D&T focus: Food and nutrition and structures</p> <p>Opportunities to create with materials: ~ Enjoy mark-making opportunities. ~ Create closed shapes with continuous lines and</p>	<p>Art focus: Artist, drawing and painting D&T focus: Food and nutrition and structures</p> <p>Opportunities to create with materials: ~ Use a variety of media independently (pencils, crayons, paint, chalk, different construction toys).</p>	<p>Art focus: Sculpture and craft D&T focus: Mechanisms</p> <p>Opportunities to create with materials: ~ produce more detailed representations (drawings, paintings, models) and discuss the features they have included. ~ Return to and extend their creative learning, e.g. rebuilding a tower made the day before but making it more stable.</p>	<p>Art focus: craft, painting and drawing Art focus: Textiles</p> <p>Creating with Materials ~ 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.</p>

	<p>begin to use these shapes to represent objects. ~ Use objects as representations in pretend play. ~ Use blocks/construction toys to build “small worlds.</p> <p>Opportunities to develop imagination and be expressive: ~ Respond to music with movement. ~ Request a favourite song/rhyme. ~ Know and join in with some nursery rhymes or favourite songs and poems. ~ Take part in simple, pretend play often based on familiar experiences.</p>	<p>~ Talk about what they like or could improve about what they have created. ~ Adapt their construction to achieve a desired outcome when their pretend-play requires it. ~ Use colours for a purpose.</p> <p>Opportunities to develop imagination and be expressive: ~ Suggest a movement to match a piece of music. ~ Keep a beat using a musical instrument or body percussion. ~ Perform familiar sings/rhymes in small groups. ~ Participate in collaborative, creative activities, sometimes initiated by an adult. ~ Retell parts of familiar stories through use of puppets, toys, masks or small-world.</p>	<p>~ Choose materials to achieve a goal, e.g. selecting a plastic yoghurt pot to turn into a boat due to its waterproof nature. ~ Explain how they created something to their peers including why they chose a particular technique/material and how it is fit for purpose.</p> <p>Opportunities to develop imagination and be expressive: ~ Discuss changes or patterns they hear when listening to music. ~ Create their own beats with musical instruments/body percussion and become confident in games such as syllable-clapping. ~ Begin exploring how we can change a song/rhyme to create a desired effect. ~ Create more complex narratives in their pretend play, building on the contributions of their peers. ~ Organise themselves into collaborative creative opportunities (role play, performance, artwork).</p>	<p>Being Imaginative and Expressive ~ 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.</p>
--	--	---	---	--