**Cadmore End C of E School – Reception - Long term plan & Curriculum progression 2025/2026**

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| **Topic/ Theme**  Loosing planned with flexibility to engage children’s interests wherever possible | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Marvellous Me**  My School  My home  My family  My town  My friends  Harvest | **Celebrations**  Seasons  Bonfire night  Road safety  Diwali  Remembrance  Christmas | **Space**  Chinese New Year  Winter  Bird watch  Valentines Day  Pancake Day | **Kings and Queens**  Acts of kindness  Science week  Book week  Easter | **How things Grow**  Life Cycles (butterflies)  Growing (beans and sunflowers)  Sun safety | **Our Wonderful World**  Under the Sea  Looking after our world  Recycling and environment |

**Key:**

**Green= Early Learning Goal**

**Prime Areas**

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|  | **Communication and language** | | | | | |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Listening and attention** | Maintains attention, concentrates and sits quietly during appropriate activity.  Understands how to listen carefully and why listening is important. Engage in story time. | Listen attentively in a range of situations.  Two-channelled attention – can listen and do for a short span  Engage in story time. Listen carefully to rhymes and songs, paying attention to how they sound. | Listens to stories, anticipates key events and responds to what they heat with relevant comments, questions and actions.  Connect one idea or action to another using a range of connectives.  Engage in non-fiction books. | Responds appropriately with questions to stories.  Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  Engage in non-fiction books. | To give attention to what others say and respond appropriately while engaged in another activity.  Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. | 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 interaction.  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. |
| **Speaking** | Learn new vocabulary.  Talk about themselves.  Develop social phrases. | Learn and use new vocabulary through the day.  Describe events in some detail  Uses language to imagine and recreate roles and experiences in play situations.  Learn rhymes, poems and songs. | Use new vocabulary in different contexts.  Learn and use new vocabulary through the day.  Ask questions to find out more and to check they understand what has been said to them  Articulate their ideas and thoughts in well formed sentences.  Connect one idea or action to another using a range of connectives. | Imaginative story telling.  Uses talk to organise, sequence and clarify thinking, ideas feelings and events.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.  Articulate their ideas and thoughts in well formed sentences. | To use past, present and future forms accurately when talking about events that have happened or are to happen in the future.  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary | 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. |

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|  | **Personal, Social and Emotional Development** | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Self Regulation** | To be aware of the boundaries set and behavioural expectations in the setting.  Identify and moderate their own feelings socially and emotionally. To adjust their behaviour to different situations and take changes of routine in their stride. | To be aware of the boundaries set and behavioural expectations in the setting.  To adjust their behaviour to different situations and take changes of routine in their stride.  Understands that their actions affect other people, for example; if they hit their friends, they will be sad / if they do something kind for their friends it will make them feel happy. | To adjust their behaviour to different situations and take changes of routine in their stride.  To work as part of a group or class. Express their feelings and consider the feelings of others. Think about the perspectives of others | To negotiate and solve problems without aggression.  Show resilience and perseverance in the face of challenge. | To know that all behaviours can have consequences. For example, if you are unkind to someone they may not want to play with you / if you are helpful and kind to others, they may want to play with you.  Show resilience and perseverance in the face of challenge. | 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. |
| **Managing Self** | See themselves as a valuable individual.  Selects resources and activities independently.  To be aware of the boundaries set and behavioural expectations in the setting.  Usually dry and clean during the day.  Shows understanding for the need of safety when tackling new challenges and considers and manages some risks.  Practices appropriate safety measures without direct supervision. Putting things away at the end of the day. Learning to respect resources and use them carefully. | Selects resources and activities independently.  To manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.  Manage their own needs. Express their feelings and consider the feelings of others. | Eats a healthy range of food stuff and understands need for variety in food.  Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.  They can dress and undress independently, successfully managing fastening buttons or laces.  Express their feelings and consider the feelings of others.  To show independence in managing own wants and needs. | Shows some understanding those good practices with regard to exercise, eating, sleeping and hygiene to contribute to good health.  Show resilience and perseverance in the face of challenge.  To show independence in managing own wants and needs. | Show resilience and perseverance in the face of challenge.  To show independence in managing own wants and needs.  Know and talk about the different factors that support their overall health and wellbeing:  -regular physical activity  – healthy eating  -toothbrushing  - sun safety  - sensible amounts of ‘screen time’  -having a good sleep routine  - being a safe pedestrian | Be confident to try new activities and show independence, resilience and perseverance in the face of challenges.  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. |
| **Building Relationships** | Settling into reception.  Initiate conversations, attends to and takes account of what others say.  Express their feelings and consider the feelings of others.  Learning to turn take. | Speak in a familiar group  Build constructive and respectful relationships. Learning to turn take and share fairly.  Express their feelings and consider the feelings of others. | Speak in a familiar group.  Build constructive and respectful relationships Turn taking and sharing fairly.  Express their feelings and consider the feelings of others. | Turn taking and sharing fairly.  Shows awareness of new concepts learned and works alongside others appropriately.  Works with peers and can discuss knowledge and understanding of key concepts.  Take steps to resolve conflicts. | Take steps to resolve conflicts.  Take account of one another ideas about how to organise the activity. | 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. |

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|  | **Physical Development** | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Gross Motor Skills** | Negotiating large spaces.  They move confidently in a range of ways, safely and negotiating space effectively.  Revise and refine the fundamental movement skills they have already acquired:  - rolling  - crawling  - walking  - jumping  - running  - hopping  - skipping  – climbing  Develop their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. | Progress towards a more fluent style of moving, with developing control and grace.  Revise and refine the fundamental movement skills they have already acquired:  - rolling  - crawling  - walking  - jumping  - running  - hopping  - skipping  – climbing  Develop their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. | Jumps off an object and lands appropriately.  Develop the overall body strength, coordination, balance and agility needed to engage successfully with physical activities.  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. | Remembers sequences of movements.  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Combine different movements with ease and fluency. | Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. | 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. |
| **Fine Motor Skills** | Children show good control and coordination in small movements.  They handle tools effectively, including pencils for writing  Begin to develop and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Develop overall body-strength, balance, co-ordination and agility. | Begin to develop and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Develop overall body-strength, balance, co-ordination and agility.  Children begin to show good control and coordination in small movements.  They begin to handle tools effectively, including pencils for writing. | Begin to develop and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Develop overall body-strength, balance, co-ordination and agility.  Children show good control and coordination in small movements.  They begin to handle tools effectively, including pencils for writing.  Children begin to develop the foundations of a handwriting style which is fast, accurate and efficient. | They handle equipment and tools effectively, including pencils for writing.  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 spoons.  Children develop the foundations of a handwriting style which is fast, accurate and efficient. | Children develop the foundations of a handwriting style which is fast, accurate and efficient.  They handle equipment and tools effectively, including pencils for writing. | 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. |

**Specific Areas**

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|  | **Literacy** | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Comprehension** | Knows that information can be retrieved from books and computers.  They demonstrate understanding when talking with others about what they have read.  Re-read what they have written to check that it makes sense. | Children read and understand simple sentences.  They demonstrate understanding when talking with others about what they have read. | Children read and understand simple sentences.  They demonstrate understanding when talking with others about what they have read.  Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. | Children read and understand simple sentences.  They demonstrate understanding when talking with others about what they have read. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. | Children read and understand simple sentences.  They demonstrate understanding when talking with others about what they have read.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. | 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 roleplay |
| **Word reading** | Hears and says the initial sound in words.  Knows that information can be retrieved from books and computers.  Read individual letters by saying the sounds for them.  Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. | Hears and says the initial sound in words.  Is beginning to segment the sounds in simple words and blend them together. Is beginning to know which letters represent which sound.  Read some letter groups that each represent one sound and say sounds for them. | Can segment the sounds in simple words and blend them Together, knowing which letters represent some of them.  Begins to read words and simple sentences.  Read a few common exception words matched to the school’s phonic programme | Can read words and simple sentences.  Enjoys an increasing range of books.  Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. | Beginning to read with more fluency when reading words and simple sentences.  Enjoys an increasing range of books. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment | 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** | Name writing with independence, forming some letters correctly.  Gives meanings to marks. Writing in salt, sand, shaving foam etc.  Initial sounds Hears and says the initial sound in words, beginning to represent some of these. | Is beginning to segment the sounds in simple words and blend them together.  Links sounds to letters, naming and sounding the letters of the alphabet. Beginning to use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. | Is able to orally construct a sentence and beginning to write these down with support.  Links sounds to letters, naming and sounding the letters of the alphabet. Spell words by identifying the sounds and then writing the sound with letter/s. | Is able to orally construct a sentence and beginning to write these down with support.  Attempts to write short sentences in meaningful contexts. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. | Attempts to write short sentences in meaningful contexts with independence.  Form lower-case and capital letters correctly. | 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. |

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|  | **Mathematics** | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Number and Numerical Patterns** | Pupils will begin to:  Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.  Pupils will:  • identify when a set can be subitised and when counting is needed  • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame  • make different arrangements of numbers within 5  and talk about what they can see, to develop their conceptual subitising skills  • spot smaller numbers ‘hiding’ inside larger numbers  • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers  • hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting 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  • begin to develop the language of ‘whole’ when talking about objects which have parts | Pupils will continue to:  Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.  Pupils will:  • identify when a set can be subitised and when counting is needed  • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame  • make different arrangements of numbers within 5  and talk about what they can see, to develop their conceptual subitising skills  • spot smaller numbers ‘hiding’ inside larger numbers  • connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers  • hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting 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  • begin to develop the language of ‘whole’ when talking about objects which have parts | Pupils will begin to:  Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.  Pupils will:  • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals  • begin to identify missing parts for numbers within 5  • explore the structure of the numbers 6 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 understand that two equal groups can be called a ‘double’ and connect this to finger patterns  • sort odd and even numbers according to their ‘shape’  • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern  • order numbers and play track games  • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers | Pupils will continue to:  Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. 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They will secure knowledge of number facts through varied practice.  Pupils will:  • 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, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2  • begin to generalise 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 | Pupils will continue to:  Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.  Pupils will:  • 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, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2  • begin to generalise 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 |
| **Shape, Space and measure** | **Taught through White Rose Maths units:**  **Match, Sort and Compare**  Children will:  Sort and match objects and identify groups | **Taught through White Rose Maths units: Talk about Measure and Patterns; Circles and Triangles**  Children will:  Sort and match objects and identify groups  Make comparisons between objects relating to size, length, weight and capacity.  Talk about and identify the patterns around them.  Continue, copy and create repeating patterns.  Talk about circles and triangles using informal and mathematical language.  Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’ | **Taught through White Rose Maths units: Shapes with 4 sides; Mass and Capacity**  Children will:  Talk about 2D shapes using informal and mathematical language.  Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.  Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...  Compare length, weight and capacity | **Taught through White Rose Maths units: Mass and Capacity; Length, Height and time**  Children will:  Describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...  Compare length, weight and capacity | **Taught through White Rose Maths units: Explore 3D shapes; Manipulate, compose and decompose**  Select, rotate and manipulate shapes to develop spatial reasoning skills  Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can  Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’.  Continue, copy and create repeating patterns | **Taught through White Rose Maths units: Manipulate, compose and decompose; Visualise, build and map**  Select, rotate and manipulate shapes to develop spatial reasoning skills  Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can  Continue, copy and create repeating patterns |

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|  | **Understanding the World** | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Past and Present** | Talk about members of their immediate family and community. How are we the same and different?  How we look/people in our family/what we do with our family /where we live.  Name and describe people who are familiar to them.  Comment on images of familiar situations in the past | Talk about members of their immediate family and community  How are we the same and different?  Name and describe people who are familiar to them and the jobs that they may do.  Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past | Draw information from a simple map.  Recognise some environments that are different to the one in which they live.  To know about similarities, differences between themselves and others and among families, communities and traditions.  Recognise some similarities and differences between life in this country and life in other countries | To know about similarities, differences between themselves and others and among families, communities and traditions.  Understand that some places are special to members of their community | To know about similarities, differences between themselves and others and among families, communities and traditions.  Recognise that people have different beliefs and celebrate special times in different ways | 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** | How are we the same and different? How we look/people in our family/what we do with our family /where we live  Enjoys joining in with family customs and routines. | Communicates about special personal events – enjoys joining in with family customs and routines. How do we celebrate birthdays and festivals?  Begin to know about own and other’s cultures (linked to festivals). That we are all different and also deserving of respect.  They know about similarities and differences between themselves and others, and among families, communities and tradition | What are we good at? They know that other children don’t always enjoy the same things, and are sensitive to this. | They know that other children don’t always enjoy the same things, and are sensitive to this.  Understand that some places are special to members of their community | Do we all celebrate the same festivals? Why not? To know about similarities, differences between themselves and others and among families, communities and traditions.  They know about similarities and differences between themselves and others, and among families, communities and tradition | 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. |
| **The Natural World** | Looks closely at similarities, differences and patterns and change.  Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them  Talk about members of their immediate family and community | To know similarities and differences in relation to places and living things.  Explore the natural world around them. Describe what they see, hear and feel whilst outside  Recognise some environments that are different to the one in which they live. | Compare and contrast characters from stories, including figures from the past.  To know similarities and differences in relation to places, objects, materials and living things.  Describe what they see, hear and feel whilst outside.  Understand the effect of changing seasons on the natural world around them. | To know similarities and differences in relation to places, objects and materials  Comment on images of familiar situations in the past.  Describe what they see, hear and feel whilst outside. | To explore how animals are different to each other.  Explore the natural world around them  Understand the effect of changing seasons on the natural world around them. | 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 an 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. |

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|  | **Expressive Arts and Design** | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Creating with Materials** | How to use design/creative areas inside and out side  Selecting tools carefully and looking after them.  Putting resources back safely and neatly.  Creates images of themselves and their families | Children learn to self select from the art trolley and to use the resources on the art table to explore their own ideas.  Explore, use and refine a variety of artistic effects to express their ideas and feelings | Understands that different media can be combined to create new effects.  Opportunities to make junk models to explore and develop ideas and to see how to connect different materials securely.  Thinks about which colours to use to paint the planets and why. Should they mix colours?  Why is one colour chosen over another? Chooses particular colours to use for a purpose.  Experiments to create different textures | Comparison of different brushes/techniques and paints/pencils.  Uses simple tools and techniques competently and appropriately.  Manipulates materials to achieve a planned effect.  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills.  Constructs with a purpose in mind, using a variety of resources | Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills Selects appropriate resources and adapts work where necessary.  Explores what happens. when they mix colours  Selects tools and techniques needed to shape, assemble and join materials they are using | 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.. |
| **Being Imaginative and Expressive** | Creates images of themselves and their families  Starts to draw and paint ideas from our topics.  To play a range of instruments appropriately.  Begins to build a repertoire of songs and dance | Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.  Explores the different sounds of instruments.  Sing in a group or on their own, increasingly matching the pitch and following the melody  Develop storylines in their pretend play.  Explore and engage in music making and dance, performing solo or in groups. | Increased use of different vocabulary connected to our topic (Space) and to our role play.  To tap along to the beat of a familiar song.  Introduce story line or narrative into play.  Listen attentively, move to and talk about music, expressing their feelings and responses. | Introduce story line or narrative into play  Moves to music in our lessons and begins to increase their role play by adding to it with props and movement and speaking.  To tap along to the beat of a familiar song.  Watch and talk about dance and performance art, expressing their feelings and response. | Children to sustain a narrative, acting out a story.  To move body along to the beat of a familiar song.  Plays cooperatively as part of a group to develop and act out a narrative | 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 try to move in time with music. |