

# Levens School EYFS long term plan/curriculum map 2024-25

Themes, texts, learning opportunities and experiences are not fixed, there is flexibility built into the curriculum in order to allow learning opportunities which follow children's interests. British Values and Characteristics of Effective Learning are interwoven through all aspects of our teaching, interactions, the curriculum, provision and the school's Christian Values.

	<b>Autumn</b> <b>Amazing Me and Wonderful Winter!</b>	<b>Spring</b> <b>The colours of our world</b>	<b>Summer</b> <b>Oh I do like to be beside the seaside!</b>
<b>Themes</b>	Ourselves, families, friendships, feelings, birthdays, rules, Harvest, healthy eating, Remembrance, Bonfire Night, seasons, signs of winter, animals in winter, migration/hibernation, Christmas, food from other cultures, Buddhism, celebrations	Space, diversity, disability awareness, changes in Spring, Holi - Hindu festival of spring/colour, seasons, Lent, Easter, Mother's Day, life cycle of a frog, growing	Marine life, postcards, fossils - Mary Anning, seaside holidays in the past, seaside art, David Attenborough, looking after our world, recycling, creation, caring for animals, maps, our location, countries around the world, exploring life in this country and comparing/contrasting to life in another country
<b>Texts (not limited to)</b>	The Little Red Hen, The Jolly Postman, The Jolly Christmas Postman, We are family, Our class is a family, The girl with two Dads, Captain Tom Little People Big Dreams, Animals in Winter, Today is a no money day	The Smeds and The Smoos, Whatever Next! Don't call me special, Perfectly Norman, Millie gets her super ears, The Enormous Turnip, Oi Frog, Celebrate Holi with me! From tadpole to frog, Sam plants a sunflower, Van Gogh and the Sunflowers	The Lighthouse Keeper's Lunch, Alba the 100-year-old fish, Blue Planet David Attenborough, Little People Big Dreams, Sharing a Shell, The Frog Prince, Commotion in the Ocean, The Snail and the Whale

<p><b>Experiences</b></p>	<p>Fire Brigade visit, Toasting Marshmallows on our firepit, Food tasting, Harvest Service at Church, Buddhist Temple visit, making bread, Nativity Performance, National Nursery Rhyme Week</p>	<p>Odd Sock Day - Down Syndrome awareness, Holi spring celebration, World Book Day, Internet Safety Day, making pancakes/hot cross buns, frogspawn in the classroom, growing sunflowers</p>	<p>A visit to the seaside, making our own fossils, a visit from a vet, looking after Mrs Haslam's rabbits and guinea pigs</p>
<p><b>Area of learning</b></p>	<p><b>What does the learning look like? What will the children do/learn?</b></p>	<p><b>What does the learning look like? What will the children do/learn?</b></p>	<p><b>What does the learning look like? What will the children do/learn?</b></p>
<p><b>Communication and Language</b></p>	<p style="text-align: center;"><b>Nursery</b></p> <p>Enjoying listening to stories Paying attention to more than one thing at a time Using a wider range of vocabulary linked to our main themes and experiences Understand two-part questions/instructions Understand and answer 'why' questions Using talk to organise their play</p> <p style="text-align: center;"><b>Reception</b></p> <p>Use new vocabulary through the day Articulate their ideas through well-formed sentences Describe events in some detail Listen to and talk about stories Use new vocabulary in different contexts Listen carefully to rhymes and songs Sing songs Perform rhymes Engage in settling in activities Beginning to speak in longer sentences</p>	<p style="text-align: center;"><b>Nursery</b></p> <p>Enjoying listening to stories Paying attention to more than one thing at a time Using and exploring a wider range of vocabulary linked to our main themes and experiences Understand two-part questions/instructions Understand and answer 'why' questions Using talk to organise their play Sing a large repertoire of songs Know an increasing number of rhymes Enjoy listening to longer stories Start a conversation with an adult or friend</p> <p style="text-align: center;"><b>Reception</b></p> <p>Understand how to listen carefully Tell longer stories - Talk4Writing Engage in storytimes Develop communication and pronunciation Use longer sentences of four to six words</p>	<p style="text-align: center;"><b>Nursery</b></p> <p>Enjoying listening to stories Paying attention to more than one thing at a time Using and exploring a wider range of vocabulary Understand two-part questions/instructions Understand and answer 'why' questions Using talk to organise their play Sing a large repertoire of songs Know an increasing number of rhymes Tell longer stories - Talk4Writing Develop communication and pronunciation Use longer sentences of four to six words Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions Start a conversation with an adult or a friend and continue it for many turns</p>

	<p>Children talk about experiences that are familiar to them</p> <p>What are your passions/goals/ dreams?</p> <p>Following instructions (settling in, tidying up), saying 'good morning'</p> <p>Engage in storytimes</p>	<p>Learn and use new vocabulary - word aware</p> <p>Using language well</p> <p>Ask how/why questions</p> <p>Retelling a story using story language</p> <p>Remembering key points from a story</p> <p>Describe events in detail</p> <p>Develop social phrases</p> <p>Listening and talking about stories</p> <p>Reciting poems and songs</p> <p>Articulate a life cycle using technical vocabulary</p> <p>Listen to and engage in and talk about selected non-fiction</p> <p>Articulate ideas and thoughts into well-formed sentences</p> <p>Connect one idea or action to another using a range of connectives</p>	<p>Use talk to organise themselves and their play</p> <p><b>Reception</b></p> <p>Develop vocabulary - word aware</p> <p>Using language well</p> <p>Ask how/why questions</p> <p>Retelling a story using story language</p> <p>Remembering key points from a story</p> <p>Describing events in greater detail</p> <p>Listening and talking about stories</p> <p>Reciting poems and songs</p> <p>Listen to and engage in and talk about selected non-fiction</p> <p>Articulate ideas and thoughts into well-formed sentences</p> <p>Ask questions to find out more</p> <p>Understand how to listen carefully and why listening is important</p> <p>Use new vocabulary through the day</p> <p>Articulate ideas and thoughts in well-formed sentences</p> <p>Connect one idea or action to another using a range of connectives</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p> <p>Develop social phrases</p> <p>Engage in storytimes</p> <p>Listen to and talk about stories to build familiarity and understanding</p>
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			<p>Retell a story, once they have developed a deep familiarity with a text, some as exact repetition and some in their own words</p> <p>Engage in non-fiction books</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>
<p><b>Personal, Social &amp; Emotional Development</b></p>	<p><b>Nursery</b></p> <p>Developing confidence in a new setting          Become more outgoing with new people          Develop a sense of responsibility and membership of a community          Select and use activities and resources          Making friends - demonstrating friendly behaviour, playing with one or more other children</p> <p><b>Reception</b></p> <p>Family routines and special occasions          Showing an interest in the lives of other people          What makes you special?          Our class rules, behavioural expectations in the class/boundaries set          Build constructive and respectful relationships          Our feelings and the feelings of others          Friendships          All about me          What makes me special          Me and my special people          Who can help me? (self-regulation)</p>	<p><b>Nursery</b></p> <p>Develop a sense of responsibility and membership of a community          Select and use activities and resources          Play with one or more other children, extending and elaborating on play ideas          Making friends - demonstrating friendly behaviour, playing with one or more other children</p> <p>Remembering to follow rules more consistently without being reminded</p> <p><b>Reception</b></p> <p>Knowing some self-care techniques - using the toilet independently, handwashing          Express their feelings and consider the feelings of others,          Think about the perspectives of others,          Manage their own personal hygiene needs          Toothbrushing,          Begin to show resilience in the face of challenge          Exploring differences between people including awareness of disabilities</p>	<p><b>Nursery</b></p> <p>Develop a sense of responsibility and membership of a community          Select and use activities and resources          Play with one or more other children, extending and elaborating on play ideas          Making friends - demonstrating friendly behaviour, playing with one or more other children</p> <p>Remembering to follow rules more consistently without being reminded          Knowing some self-care techniques - using the toilet independently, handwashing          Develop appropriate ways of being assertive          Talk with others to solve conflicts          Understand gradually how others might be feeling          Find solutions to conflicts and rivalries          Increasingly follow rules, understanding why they are important</p>

	<p>Me and my feelings -naming different feelings, thinking about how to deal with 'not so good feelings',</p> <p>Knowing some self-care techniques - using the toilet independently, handwashing and healthy eating</p> <p>Knowing that some actions and words can hurt others' feelings.</p> <p>Finding solutions to conflicts</p> <p>Firework safety</p>	<p>See themselves as a valuable individual</p> <p>Continue to build constructive and respectful relationships</p>	<p><b>Reception</b></p> <p>Express their feelings and consider the feelings of others,</p> <p>Think about the perspectives of others,</p> <p>Identify and moderate their own feelings</p> <p>Manage their own personal hygiene needs</p> <p>Make healthy choices about food, drink, activity and toothbrushing</p> <p>Build constructive and respectful relationships</p> <p>See themselves as a valuable individual</p> <p>Show resilience and perseverance in the face of challenge</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Know and talk about the different factors that support their overall health and well-being</p>
<p><b>Physical Development</b></p>	<p><b>Nursery</b></p> <p>Continue to develop movement and balance skills riding trikes, balance bikes and scooters</p> <p>Practise climbing stairs and steps using alternate feet</p> <p>Skip, hop and stand on one leg</p> <p>Use large scale muscle movements (squiggle)</p> <p>Becoming increasingly independent in putting on/taking off coats/doing up zips</p> <p>Dough disco</p>	<p><b>Nursery</b></p> <p>Continue to develop movement and balance skills riding trikes, balance bikes and scooters</p> <p>Practise climbing stairs and steps using alternate feet</p> <p>Skip, hop and stand on one leg</p> <p>Use large scale muscle movements (squiggle)</p> <p>Becoming increasingly independent in putting on/taking off coats/doing up zips</p>	<p><b>Nursery</b></p> <p>Continue to develop movement and balance skills riding trikes, balance bikes and scooters</p> <p>Practise climbing stairs and steps using alternate feet</p> <p>Skip, hop and stand on one leg</p> <p>Use large scale muscle movements (squiggle)</p> <p>Becoming increasingly independent in putting on/taking off coats/doing up zips</p>

	<p style="text-align: center;">Yoga <b>Reception</b></p> <p>Threading, cutting, playdough, fine motor activities (dough disco and funky fingers area)</p> <p>Manipulate objects with good fine motor skills</p> <p>Draw lines and circles using gross motor movements (Squiggle)</p> <p>Hold pencil/paint brush beyond whole hand grasp</p> <p style="text-align: center;">Pencil Grip</p> <p>Taking shoes off and putting them on</p> <p>Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to effect changes to materials</p> <p>Show preference for dominant hand</p> <p>Engage children in structured activities: guide them in what to draw, write or copy.</p> <p>Teach and model correct letter formation</p> <p style="text-align: center;">Balance</p> <p>Different ways of moving</p> <p>Negotiating space</p> <p>Travelling with confidence</p> <p>Refining fundamental skills</p> <p>Ball skills: throwing, catching, kicking</p> <p>Using different sized balls</p> <p>Follow the rules of a game</p> <p style="text-align: center;">Dough disco Yoga</p>	<p>Collaborate with others to manage large items</p> <p>Use one-handed tools and equipment such as scissors, paintbrushes and pencils with increasing accuracy</p> <p style="text-align: center;">Dough disco Yoga</p> <p style="text-align: center;"><b>Reception</b></p> <p>Threading, cutting, weaving, playdough, fine motor activities (dough disco and funky fingers area)</p> <p>Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Encourage children to draw freely</p> <p>Draw arches and spirals using gross motor movements (Squiggle)</p> <p style="text-align: center;">Holding small items Button clothing /zips Cutting with scissors</p> <p>Beginning to use cutlery with increasing accuracy</p> <p>Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters most correctly formed</p> <p style="text-align: center;">Dough disco</p> <p style="text-align: center;"><b>Dance/Gymnastics</b></p> <p>Move energetically</p> <p>Copy basic actions</p> <p style="text-align: center;">Move to music</p>	<p>Collaborate with others to manage large items</p> <p>Start taking part in some group activities which they make up for themselves, or in teams</p> <p>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm</p> <p>Match their developing physical skills to tasks and activities in the setting</p> <p>Choose the right resources to carry out their own plan</p> <p>Use one handed tools and equipment</p> <p>Use a comfortable grip with good control when holding pens and pencils</p> <p>Show a preference for a dominant hand</p> <p>Be increasingly independent when getting dressed/undressed</p> <p style="text-align: center;">Dough disco Yoga</p> <p style="text-align: center;"><b>Reception</b></p> <p>Threading, cutting, weaving, playdough, Fine Motor activities</p> <p>Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors / Start to cut along a curved line, like a circle</p>
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		<p>Negotiate space  Perform teacher led warm-ups  Balance  Core muscle strength  Jumping and landing  Awareness of space  Revise fundamental movement skills such as rolling, crawling, walking, jumping, running, hopping, skipping, climbing  Progress towards a more fluent style of moving  Yoga</p>	<p>Draw zigzags through gross motor movements (Squiggle)  Dough disco  Revise and refine the fundamental skills they have already acquired  Progress towards a more fluent style of moving, with developing control and grace  Continue to develop body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and physical disciplines  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  Confidently 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  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 which involve a ball  Develop the foundations of a handwriting style which is fast, accurate and efficient</p>
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			<p>Cut a shape out using scissors          Begin to draw diagonal lines, like in a triangle / start to colour inside the lines of a picture          Draw pictures that are recognisable          Build things with smaller linking blocks, such as Duplo or Lego          Yoga</p>
<b>Literacy</b>	<p><b>Nursery</b>          Aspect 1 environmental sounds - general sound discrimination          Aspect 2 - instrumental sounds - general sound discrimination          Aspect 3 - body percussion - general sound discrimination          Learning that print has meaning and different purposes          We read in English from left to right and top to bottom          Names of parts of a book          Page sequencing          Engaging in conversations about stories          Spotting and suggesting rhymes          Engaging in early mark making activities, write some or all of their name</p> <p><b>Reception</b>          Handling books correctly and following print left to right, top to bottom          Locating the title          Segmenting and blending words orally          Recognising words which rhyme</p>	<p><b>Nursery</b>          Aspect 4 - rhythm and rhyme          Aspect 5: alliteration          Learning that print has meaning and different purposes          We read in English from left to right and top to bottom          Names of parts of a book          Page sequencing          Engaging in conversations about stories          Spotting and suggesting rhymes          Engaging in early mark making activities, write some or all of their name</p> <p><b>Reception</b>          Show interest and answer simple questions about the text          Use words that they know to check their reading makes sense          Demonstrate understanding when talking about what they have read          Repeat words or phrases to check reading          Locate and recall the title</p>	<p><b>Nursery</b>          Aspect 6: voice sounds          Aspect 7: Oral blending and segmenting          Learning that print has meaning and different purposes          We read in English from left to right and top to bottom          Names of parts of a book          Page sequencing          Engaging in conversations about stories          Spotting and suggesting rhymes          Engaging in early mark making activities, write some or all of their name          Use some of their print and letter knowledge in their early writing          Write some letters accurately</p> <p><b>Reception</b>          Read phase 3 words (decodable and tricky)          Re-read books showing increased accuracy and fluency          Writing simple captions and sentences using phonetically plausible attempts at</p>



	<p>Linking most sounds to letters Beginning to blend and segment in order to read vc and cvc words</p> <p>Beginning to match spoken word to written word (1 to 1 cor) across 2-3 lines of print</p> <p>Reading some phase 2 words including some tricky words</p> <p>Showing a preference for a book, song or rhyme.</p> <p>Talking about events and characters in a story read to me</p> <p>Joining in with rhymes and stories.</p> <p>Filling in missing words from well-known rhymes</p> <p>Developing a dominant hand, tripod grip, mark making, giving meaning to marks and labelling</p> <p>Name writing</p> <p>Shopping lists</p> <p>Writing initial sounds and simple captions</p> <p>Use initial sounds to label characters / images</p> <p>Silly soup</p> <p>Writing for a purpose in role play</p> <p>Tricky word spelling - phase 2</p> <p>Labelling, talk for writing, story scribing</p> <p>Retelling stories, writing letters</p> <p>Writing CVC words, labels using CVC, CVCC, CCVC words</p>	<p>Read with 1-1 correspondence</p> <p>Read some common irregular words (Phase2/3)</p> <p>Link all sounds to letters of the alphabet</p> <p>Read simple words by blending sounds and check it makes sense and sounds right</p> <p>Read and understand simple sentences</p> <p>Use phonic knowledge to read and decode regular words</p> <p>Read all Phase 2 words</p> <p>Read some of Phase 3 words</p> <p>Writing instructions, captions and lists</p> <p>Ordering the Easter story</p> <p>Writing labels and captions for life cycles</p> <p>Writing simple sentences for story maps (Talk4Writing)</p> <p>Spelling common exception words</p>	<p>spelling, for different purposes; non-fiction, postcards, recounts, instructions and Talk4Writing</p> <p>Beginning to use capital letters, full stops and finger spaces</p> <p>Form capital and lowercase letters accurately</p>
<p><b>Mathematics</b></p>	<p><b>Nursery</b></p> <p><b>Number and place value:</b></p> <ul style="list-style-type: none"> <li>- re-cap of the counting principles</li> </ul>	<p><b>Nursery</b></p> <p><b>Number and place value:</b></p> <ul style="list-style-type: none"> <li>- formation of numerals 0-5</li> </ul>	<p><b>Nursery</b></p> <p><b>Geometry:</b></p> <ul style="list-style-type: none"> <li>- continuing and creating AB patterns</li> </ul>

	<ul style="list-style-type: none"> <li>- introduction to the language of more/less</li> </ul> <p><b>Geometry:</b> patterned language ordering events</p> <p><b>Reception</b></p> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>- match and sort, compare amounts</li> </ul> <p>Representing - 1, 2 &amp; 3 Comparing - 1, 2, &amp; 3 Composition of - 1, 2 &amp; 3</p> <p><b>Measure, shape &amp; spatial thinking</b></p> <ul style="list-style-type: none"> <li>- compare size, mass &amp; capacity</li> <li>- exploring patterns</li> </ul> <p><b>Measure, shape &amp; spatial thinking</b></p> <ul style="list-style-type: none"> <li>- circles &amp; triangles</li> <li>- positional language</li> </ul> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>- representing numbers to 5</li> <li>- more and less</li> </ul> <p><b>Measure, shape &amp; spatial thinking</b></p> <ul style="list-style-type: none"> <li>- shapes with 4 sides</li> <li>- time</li> </ul>	<ul style="list-style-type: none"> <li>- 1 more/1 less than numbers 1-5</li> </ul> <p><b>Shape and space:</b></p> <ul style="list-style-type: none"> <li>- properties of shapes</li> <li>- positional language</li> </ul> <p><b>Reception</b></p> <p>Alive in 5 Introducing Zero Comparing numbers to 5 Composition of 4&amp;5 Growing 6, 7, 8 Making pairs Combining two groups Length and Height Time Building 9&amp;10 Comparing numbers to 10 Bonds to 10 3D Shape Pattern</p>	<p><b>Measurement:</b></p> <ul style="list-style-type: none"> <li>- length</li> <li>- weight</li> <li>- capacity</li> <li>- time</li> </ul> <p><b>Number and place value:</b></p> <ul style="list-style-type: none"> <li>- introduction of numbers 1-6</li> <li>- 1:1 correspondence</li> </ul> <p><b>Reception</b></p> <p>Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning 1; match, rotate, manipulate Adding more Taking away Spatial reasoning 2; compose and decompose Doubling Sharing and grouping Even and odd Spatial reasoning 3; visualise and build Deepening understanding Patterns and relationships Spatial reasoning 4; mapping</p>
<p><b>Understanding the World</b></p>	<p><b>Nursery</b></p> <p>Use all their senses in hands on exploration of natural materials Talk about what they see using a wide vocabulary</p>	<p><b>Nursery</b></p> <p>Explore collections of materials with similar and or different properties - light and dark Talk about what they see using a wide vocabulary</p>	<p><b>Nursery</b></p> <p>Begin to understand the need to respect and care for the natural environment and all living things Explore and talk about different forces they can feel</p>

	<p>Begin to make sense of their own life story and family history</p> <p>Show interest in different occupations</p> <p>Begin to understand the need to respect and care for the natural environment and all living things - birds in winter</p> <p>Talk about the differences between materials and changes they notice - toasting marshmallows</p> <p>Continue developing positive attitudes about the differences between people</p> <p><b>Reception</b></p> <p>Know that there are different countries in the world and talk about some of their differences</p> <p>Hibernation and migration - where in the world?</p> <p>Naming and describing people who are familiar to us - immediate family</p> <p>Understand that some places are special to certain members of the community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Explore the natural world around us</p> <p>Understand the effect of changing seasons on the natural world around us - birds in winter</p> <p>Showing interest in different occupations</p> <p>Develop positive attitudes about the differences between people</p>	<p>Plant seeds and care for growing plants - sunflowers</p> <p>Begin to understand the need to respect and care for the natural environment and all living things - frogspawn</p> <p>Talk about the difference between materials and the changes they notice - shadows</p> <p>Continue developing positive attitudes about the differences between people</p> <p>Understand the key features of the life cycle of a frog</p> <p>Cooking</p> <p><b>Reception</b></p> <p>Exploring the concept of space, learning about different planets, history of the moon landing</p> <p>Light and dark, materials and investigating shadows</p> <p>Knowing what a plant needs to grow (growing a sunflower)</p> <p>Plant seeds and care for growing plants</p> <p>Understanding the key features of the life cycle of a plant and frog</p> <p>Describe special events (Lent/Easter)</p> <p>Understand the effects of changing seasons on the world: winter to spring</p> <p>Exploring the natural world</p> <p>Recognising that people have different beliefs - learning about the Hindu festival of colour (Holi)</p>	<p>Continue developing positive attitudes about the differences between people</p> <p>Know that there are different countries in the world and talk about the differences they have experiences or seen in photos</p> <p><b>Reception</b></p> <p>Comment on images of familiar situations in the past - seaside holidays</p> <p>Compare and contrast characters from stories, including figures from the past - Mary Anning</p> <p>Draw information from a simple map - where we live, other countries in our world</p> <p>Showing interest in different occupations</p> <p>Recognise some similarities and differences between life in this country and life in another country</p> <p>Explore the natural world around them</p> <p>Recognise that some environments that are different from the one in which they live</p>
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	<p>Recognise some environments that are different from the one in which they live  Changing states - marshmallow toasting</p>	<p>Developing positive attitudes about the differences between people  Learning about disabilities through Odd Sock Day and key texts  Cooking</p>	
<p><b>Expressive Arts and Design</b></p>	<p><b>Nursery</b>  Take part in simple pretend play  Join different materials and explore different textures  Develop their own ideas  Listen with increased attention to sounds  Create closed shapes with continuous lines and begin to use them to represent objects - self portraits  Explore colour and colour mixing  Play instruments with increasing control to express feelings and ideas  Remember and sing entire songs  Christmas cards and crafts  Opportunities linked to key texts/experiences/interests</p> <p><b>Reception</b>  Explore and use a variety of artistic effects  Create collaboratively, sharing ideas, resources and skills  Listen attentively, move and talk about music, expressing their feelings and responses  Sing in a group, increasingly matching the pitch and following the melody - Nativity performance</p>	<p><b>Nursery</b>  Shadow Puppets  Take part in simple pretend play  Join different materials and explore different textures  Develop their own ideas  Drama conventions through literacy  Mother's Day cards and crafts  Opportunities linked to key texts/experiences/interests  Listen to music and make their own dances in response  Easter cards and crafts  Drawing/collaging/ creating own planets  Listen with increased attention to sounds  Create closed shapes with continuous lines and begin to use them to represent objects  Explore colour and colour mixing  Play instruments with increasing control to express feelings and ideas  Remember and sing entire songs  Drama conventions through literacy  Continue to develop own ideas</p> <p><b>Reception</b></p>	<p><b>Nursery</b>  Take part in simple pretend play  Join different materials and explore different textures  Begin to develop complex stories using small world equipment  Make imaginative and complex small worlds using blocks and construction kits  Draw with increasing complexity including details  Explore colour and colour mixing  Explore different materials freely  Drama conventions through literacy  Continue to develop own ideas  Seaside collages  Opportunities linked to key texts/experiences/interests  Listen with increased attention to sounds  Respond to what they have heard, expressing thoughts and feelings  Play instruments with increasing control  Create closed shapes with continuous lines and begin to use them to represent objects</p> <p><b>Reception</b></p>

	<p>Explore and engage in music making and dance, performing solo or in groups - Nativity performance</p> <p>Mixing the colours they need to paint with</p> <p>Build models using construction equipment</p> <p>Junk modelling</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms</p> <p>Drawing a self-portrait</p> <p>Feelings: taking photos acting out emotions</p> <p>Drama conventions through literacy</p> <p>Use different textures and materials to make firework pictures</p> <p>Christmas decorations, Christmas cards, Christmas songs</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> <p>Role Play of The Nativity</p> <p>Leaf rubbings/pictures/collages</p> <p>Opportunities linked to key texts/experiences/interests</p>	<p>Recreating Van Gogh Sunflowers - producing a piece of artwork using an artist's style as a stimulus</p> <p>Exploring how colours can be changed</p> <p>Talking about a famous artist</p> <p>Drama conventions through literacy</p> <p>Mother's Day cards and craft gifts</p> <p>Easter cards and crafts</p> <p>Observational drawings of life cycles and sunflowers</p> <p>Drawing, collaging and creating own planets</p> <p>Opportunities linked to key texts/experiences/interests</p> <p>Listen to music and make their own dances in response - link to space</p>	<p>Water pictures, collage, shading by adding black or white, colour mixing for postcard pictures and paintings, making passports.</p> <p>Colour mixing - underwater pictures</p> <p>Making model lighthouses from recycled materials: link to keeping our sea clean and recycling and The Lighthouse Keeper's Lunch</p> <p>Using clay to make a coil pot (link to the curled shell in Sharing a Shell)</p> <p>Making fossils using salt dough linked to learning about Mary Anning</p> <p>Drama conventions through literacy</p> <p>Observational drawings of a pet</p> <p>Designing and making a sandwich carrier for Mr Grinling's lunch linked to the Lighthouse Keeper's Lunch</p> <p>Creation story collages - RE</p> <p>Opportunities linked to key texts/experiences/interests</p> <p>Drawing maps</p>
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