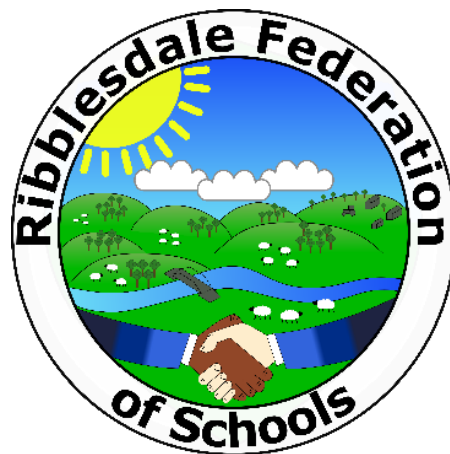




Early Years Foundation Stage

2021-22



EYFS lead:

Miss. Rachel Mounsey

Early Years Curriculum

Intent, Implementation and Impact



Intent

At the Ribblesdale Federation of Schools, we provide a high-quality EYFS education giving children a secure and confident start to their school life. We are committed to nurturing a lifelong love of learning alongside the aims of the EYFS statutory framework. We strive for high standards, consider the development of the whole child and seek to foster resilience and independence.

We aim to provide the essential knowledge that children need to prepare them for their future success and to give children the best possible start to their early education.

We provide inviting classroom environments, both indoors and out, to stimulate learners and engage them in developing the three 'Characteristics of Effective Learning' as set out within the EYFS.

Children come to our schools from a range of local pre-school settings and nurseries including Mill House Early Years, Freda's Playgroup, Chipmonks and Little Learners.

Our EYFS curriculum encompasses our school values...

Love, Kindness, Friendship and Respect

We carefully plan our EYFS curriculum to meet the following aims:

- Foster a love of learning which inspires curiosity.
- Provide experiences of awe and wonder.
- Ensure all children have access to high quality learning opportunities.
- Provide parents/carers with the opportunity to develop their child's learning at home.



- Develop knowledge and understanding of the community and wider world.

Implementation

- Quality first teaching across all areas of the curriculum.
- Stimulating learning environments indoors and outdoors.
- Well planned and organised continuous provision which allows the children to learn through play.
- A carefully planned balance of adult-led and child-initiated learning opportunities.
- We promote a love of learning through real life experiences and opportunities to build on prior learning.
- Close links with local early years settings which support a smooth and settled transition into school.
- Strong parental partnerships which empower parents to support their child's learning at home.
- Systematic approaches to teaching reading to ensure all children learn to read. High quality phonics teaching is started as soon as children begin reception.
- Opportunities for children and families to develop a love of reading.
- Planned opportunities for outdoor learning through 'Forest Schools' and in the outdoor classroom.



Impact

- ✓ High levels of engagement and motivation demonstrated from children which supports them to become lifelong learners.
- ✓ Confident and capable readers who demonstrate a love of reading.
- ✓ Evidence of strong links with parents.
- ✓ Children demonstrate the characteristics of effective learning and are well prepared for the next stage in their learning.
- ✓ Children feel happy and safe and enjoy coming to school.
- ✓ All children access a balanced and challenging curriculum regardless of their background, needs or abilities.
- ✓ Children make strong progress from their starting points and are offered a broad curriculum which meets each child's unique needs.
- ✓ Children are supported by adults that are well trained and passionate about providing the best education for every child



Learning in the EYFS

Play, Scaffolding, Modelling, Observing, Guided Learning, Direct Teaching

In our classrooms, you may see children playing alone or with their peers, deciding on resources and choosing how to spend their time. You may see a child playing and listening to an adult who is modelling how to achieve something or teaching a new skill that interests the child.

Adults may scaffold a child's play. This involves taking their play to higher levels of learning, entering the play as a cocreator and helping to provoke a framework for the children to go from "what they know" to "what else they could know". Scaffolding enables a child to solve a problem, carry out a task or achieve a goal which is just beyond his or her abilities. During play, where foundational social and emotional skills are developed, scaffolding is a bridge to new skill levels using three key ingredients: modelling the skill, giving clues and asking questions while the child is trying out a new skill, and then as the child approaches mastery, withdrawing the support.

The EYFS statutory framework does not prescribe a particular teaching approach.

"Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults."

At the Ribblesdale Federation of Schools, the class teachers carefully plan what the children learn in the classroom and through provision enabling them to learn from their interests, alongside extending their knowledge and understanding through direct teaching. Each day, we stimulate children's interests, respond to each child's emerging needs and guide their development through warm, positive interactions coupled with secure routines for play and learning.

As the children develop and their skills progress throughout the reception year, we use more direct teaching and modelling and plan specific sequences of lessons. These strategies help us to focus on teaching the essential skills and



knowledge in the specific areas of learning so that the children can develop the skills and confidence required for the end of their reception year.

	Autumn	Spring	Summer
Main Theme	Journey in to your Imagination	Farm to Fork	Sun, Sea and Sand
	Starting school/new beginnings Rules and routines All about me, families Feelings and emotions Hygiene and personal care Celebrations, parties Harvest Festival Bonfire Night, Remembrance Day Seasonal changes – Autumn Walk Diwali, Advent, Christmas, Nativity Antibullying week Children in Need World Nursery Rhyme Week Comparing history - Now and then People wore different clothes. People travelled in different ways. Children played with different toys. We have not always had computers and the internet. Remembrance	Comparing similarities and differences to life in this country and others e.g, Polar regions are cold, icy and have snow. Not many plants grow there. Deserts are dry and sandy. They are very hot in the day and very cold at night. Rainforests are wet, hot and humid. They have lots of rain. Lots of different trees and flowers grow there. Chinese New Year Easter World Book Day Mothering Sunday Seasonal changes – Winter/Spring Winter Walk / Spring Walk Fairtrade Fortnight Internet Safety Day Comic Relief/Sport Relief Changes growing Planting seeds / beans	Changes growing Planting seeds / beans Plants grow from seeds or bulbs. Plants have roots, stems/stalks, leaves and flowers. Plants need light, warmth, water and food to grow. Animals and minibeasts Life cycles Keeping fit and healthy Healthy eating Sports Day Use Ipads, camera to take photos of friends Recycling, looking after the world Seasonal changes – Spring/Summer



Key texts	<i>The Nativity Story</i>	<i>The Easter Story Oliver's Fruit salad, Jim and the beanstalk, Jasper's beanstalk, Squash and a Squeeze, Don't spill the milk, Farmer Duck, Mr. Wolf's pancakes, Pumpkin Soup</i>	
Key vocabulary (including but not limited to)	respect, different, unique, emotion, feel celebrate, gift, feast, decorate,	map, plan, look, different, same / similar, compare, explore, describe, environment, weather	past, remember, memory, change, grow, observe, healthy, investigate, roots, stem, leaves, flower, recycle

The following Long-term Plan is an example of mini topics that may take place. We follow a responsive curriculum in the EYFS and the skills may be developed through different activities in response to the children's current interests. In addition to adult focused activities continuous provision and provocations both inside and outside are carefully considered in order to provide opportunities for children to apply their developing skills and knowledge and promote interest that adults can carefully and skilfully scaffold to extend learning.

Communication and Language

Educational Programme	The development of children's language underpins all seven areas of learning and development. Children's back and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.
Curriculum Goal	To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use a range of vocabulary to explain ideas and feelings.



Ongoing provision throughout the year	
Story / Topic Input Picture News Collective Worship Circle Time	Develop social phrases, listening skills, understanding of types of questions and connectives. conjunction Learn new vocabulary in order to express feelings, describe and understand the world around them. Listen and respond to events and non-fiction books, use questioning and language to develop ideas and thoughts, to find out more and relate back to their existing knowledge and experiences. Engage in and talk about stories and fiction books; develop inference skills, recall and sequence stories and relate own experiences to what they have listened to when appropriate. Speak clearly to explain own ideas, thoughts and feelings, listen attentively to others and demonstrate respect and empathy when responding to their ideas, thoughts and feelings.
Game Time	Develop social phrases, listen to, understand and follow rules, sensitively explain rules to others.
Stories	Develop sentence structure / construction initially through the use of colourful semantics Develop awareness of the range of possibilities in stories and develop vocabulary when considering aspects such as setting and character. Apply new vocabulary, use imaginative vocabulary and develop sequencing and descriptive skills.
Forest Schools	Apply vocabulary to describe the natural world in context, develop descriptive vocabulary.
Music / Singing	Listen to and learn rhymes, poems and songs. Listen carefully to respond to music and instructions to create sounds and actions. Use language including new vocabulary to respond and express feelings about music, adapt and create own songs.

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



Curriculum Goal	To become an Independent Individual who can follow expectations, persevere to achieve simple goals, select resources, manage their own personal needs and know how to stay fit and healthy. To become a Bucket Filler who can be kind, caring and helpful, show empathy and respect to others, work and play cooperatively whilst considering their own and others' ideas and feelings.
Ongoing provision throughout the year	
Story time Picture News Collective Worship Circle Time	To explore what the school values mean; friendship, kindness, respect and love Positive relationships, respecting ourselves and others – Develop sense of self, relationships and understanding of relationships: Name and talk about our feelings and emotions, Show empathy to the feelings of others Physical health and mental well-being – healthy eating, healthy living, awareness of mental health, ways to manage emotions, growth mindset, transitions Families and friendships – diversity, different types of families, similarities and differences between ourselves and others Belonging to a community – our school, our village, important people in the community Money and work – different skills, different occupations, aspirations Keeping safe - Firework safety, Safe relationships, stranger awareness and safe strangers, road safety, sun safety, beach safety, RNLI Media literacy and digital resilience – uses of technology, safe internet use
Daily routines	Become increasingly independent then support others to become independent too. Self-registration, 'choose it, use it, put it away' when using resources, changing for PE, turning clothes the right way round, changing into wet weather gear, using toilets independently, snack time lunchtimes, getting ready for home
Game Time	Play co-operatively, take turns, follow instructions with increasing complexity, show empathy to the feelings of others resolve conflicts
Helicopter Stories	Build relationships with others, see themselves as a valued individual, co-operate and respect others ideas.
Drawing Club	Give focused attention and follow instructions, develop empathy and confidence in own abilities.
Forest Schools	Care for our environment, recognising the impact our actions can have on others and creatures, co-operating and taking turns.
Music / Singing	Develop awareness of diversity, sense of self and own preferences, Use music to describe feelings



Physical Development

Educational Programme	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.
Curriculum Goal	To become a Confident Mover who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.
Key vocabulary linked to NC subject	Walk, run, hop, jump, tiptoe, skip, star jump, roll, forward roll, space, catch, throw, pass, fast, slow, forwards, backwards, over, under, stop, bend, turn, balance
Ongoing provision throughout the year	
PE sessions (Includes a variety of external instructors which may vary)	Acquire and develop skills - Revise and refine fundamental movement skills, develop strength, balance, agility and co-ordination e.g. Yoga, Dance, Gymnastics - Develop strength, balance and co-ordination sequence movements, Games / Multi-skills, Athletics / Sports Day, Cricket, Golf, - Ball skills – dribbling (hands and feet), Ball skills - dribbling (bats/racquets), throwing and catching aiming at a target Evaluate and Improve – Reflect on what they have learnt how they have improved and on what others have done. Healthy movers – Also shared with parents https://www.youthsporttrust.org/programmes/healthy-movers
Funky Finger, Squiggle, Dough Disco.	Daily movement to music activity to help develop all the children’s pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing,
Forest Schools	Develop and use gross motor skills through activities such as digging, building shelters, rolling down the hill Develop and use fine motor skills through using tools (such as hammers, screwdrivers, whittling)



Game Time	Develop and use gross motor skills – precision and accuracy in ball skills such as throwing, kicking (e.g. skittles) Balance and co-ordination e.g. obstacle courses, bicycle skills, parachute games, circle games such as duck duck goose Develop and use fine motor skills – precision and hand – eye co-ordination (e.g. bed bugs)
Continuous Provision	Develop and use Gross motor skills and strengthen core – e.g, Sweeping, digging - quarry area, sand house, jumping, climbing manipulating large loose parts, Develop and use fine motor skills – e.g. threading, screwing/unscrewing, using tools (scissors, pens and pencils, paintbrushes, stampers etc) puzzles, peg boards, using pegs
Music / singing	Using musical instruments – co-ordination, develops children’s pivot points – shoulder, elbow, wrist. Actions to songs – develop gross motor strength and co-ordination and finger movements develop distal.

Literacy	
Educational Programme	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).
Curriculum Goal	To become a confident reader who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt). To become a fantastic writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.
Ongoing provision throughout the year	
Daily Phonics	We follow the Little Wandle Revised scheme of learning - See detailed progression map.



Key Texts	Apply new vocabulary, develop sentence construction and composition. Sequence and act out familiar stories Dictate then eventually write own stories
Message Centre	Writing secret symbols, initial sounds Writing secret symbols, initial sounds, CVC words Writing phonetically decodable words, phrases and captions Writing phonetically decodable words, simple sentences
Game Time	Make marks to represent names / instructions Write own and others names and read these to support turn taking Read and write simple instructions such as start and stop on obstacle courses or throw here Use writing to begin to read and write rules
Continuous Provision	Use message centres to create secret symbols/sounds/words/phrases/sentences to make things happen, read messages left by characters, engage in and talk about books, retell stories and create their own. Make marks to represent words Label own pictures and paintings Use marks, writing to develop role play – e.g. café menu, building list, warning sign
Music / Singing	Learn new vocabulary, understand rhymes, poems and songs

Mathematics

Educational Programme	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding with a concrete, pictorial and abstract - such as using manipulatives, and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.
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Curriculum Goal	To become a mathematician who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to at least 5.
Ongoing provision throughout the year	
Maths sessions	In line with the rest of the school FS2 follow the White Rose Maths carefully sequenced progression. Reception follow carefully structured games and activities to develop a firm foundation in early number and shape, space and measures to support their understanding of the world around them .
Forest Skills	Develop subitising skills, spatial reasoning, compare and sort natural materials
Game Time	Positional and ordinal language e.g. Obstacle courses, interesting pathways and hiding places - Children to describe their route and give directions to each other. Subitising skills – e.g, Dominoes, dice Counting and calculation skills – e.g. comparing scores, adding scores, matching moves to number (e.g. snakes and ladders),
Continuous Provision	Practise taught skills, use and apply taught skills in real-life situations, complete puzzles, explore shape, space and measures e.g, create patterns, pictures and constructions, explore capacity in the water tray Respond to patterns and mathematics in the environment - “What do you notice?”, “What can you see, how do you see it?”
Music / Singing	Counting beats, copying and creating patterns
Baking	Counting out amounts, exploring shape, space and measures

Understanding the World

Educational Programme	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.
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<p>Curriculum Goal</p>	<p>To become an explored who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places.</p> <p>To become a caring person who can help to look after their community and care for the environment, have an awareness of other people’s cultures and beliefs.</p>
<p>Key vocabulary linked to NC subjects (including but not limited to)</p>	<p>RE God, Jesus, bible, cross, candle, light, prayer, reflection, church, Christmas, nativity, Easter, wedding, bride, groom, belief, faith, Christian, Hindu, Hinduism</p> <p>History today, yesterday, tomorrow, the present, the past, the future, day, week, month, long ago, old, new / recent, parent, grand parent, great grandparent, clue. Memory, lifetime, clue, calendar, Who? What? Materials, plastic, remember.</p> <p>Geography street, house, bungalow, school, church, zebra crossing, traffic lights, bridge, left, right, forwards, backwards, above, under, tunnel, roundabout, teacher, caretaker, Head Teacher, cleaner, Police Officer, doctor, dentist, map.</p> <p>Science question, answer, sort, plan Animals including humans – animal, fish, bird, pet, head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, water, food, air, exercise, baby-toddler-child-teenage-adult egg-chick-chicken, lamb-sheep Living things and their habitats – living, dead, food, healthy, hot, cold Seasonal changes – summer, winter, spring, autumn, day, night, weather (types) hot, warm, cold, freezing Plants – plants, trees, petal, stem, seed, fruit, vegetables, water, sunshine, grow. Materials – wood, plastic, metal, glass, paper, water, hard/soft, rough/smooth, squash, bend, twist Electricity – Electricity, battery, danger, water, switch Forces and magnets – push, pull, open, move, stop Sound – ear, hear, sound, Light – Light, dark, see, star, sun, moon, torch, candle, lamp shadow</p>
	<p>Computing e-safety, internet, search, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume</p>
<p>Ongoing provision throughout the year</p>	



<p>Story time Picture News Collective Worship Circle Time</p>	<p>Know that information can be retrieved from computers and we can use the internet to ask questions to find out more about our interests.</p> <p>Discover the past through characters and events e.g Bonfire Night, Remembrance Day, Traditional Tales, trips and experiences such as Hornsea Museum and hands on discovery of old toys</p> <p>Learn about the roles of people in society and careers through stories, visits inspired by books and interests.</p> <p>Learn about animals, lifecycles and different habitats inspired by books and children’s interests</p> <p>Recognise our differences learning that we are all unique, but other people can have similarities to me, we must always show kindness and respect towards everyone. Discover that families come in all shapes and sizes, compare our families and where we live to those in different countries and communities – Through stories such as Anna Hibiscus song, Fairtrade, Chinese New Year</p> <p>Learn that different people celebrate different things and have different traditions. People celebrate their birthday to remember the day they were born. Harvest is a time to say thank you for what we have. Diwali is the Hindu festival of light. Advent is a time of preparation for Christmas. Christmas is a Christian Festival celebrating the birth of Jesus. A Nativity play tells the story of Jesus’ birth. Easter celebrates the defeat of death and the hope of salvation</p>
<p>Baking</p>	<p>Explore and observe changing states of matter</p>
<p>Forest Schools</p>	<p>Seasonal changes- Learning about the 4 seasons and exploring these through hands on activities We have a responsibility to look after our world</p> <p>Explore materials and textures (recycling and litter) Draw animals and plants from direct observation.</p>
<p>Game Time</p>	<p>Develop observational skills to sort artefacts past and present, match artefacts to people, listen carefully to descriptions to identify the person described.</p> <p>Follow maps and directions</p> <p>Explore the properties of materials Use technology</p>
<p>Continuous Provision</p>	<p>Learn and practise new vocabulary, create small world environments, read and draw simple maps, look at books containing images from the past or different cultures/countries, explore the natural world around them, describe what they can see, hear and feel when outside, explore different scientific concepts such as light and colour, sinking and floating, magnets toys that push and pull</p> <p>Sort and explore different materials and choose and combine materials to create models</p>



	Shows an interest in and use technology and technological toys such as phones, tablets, bee-bots, Interact with age appropriate software and completes a simple program on the computer.
Music / Singing	Experience, explore and talk about different people and occupations, experience music from different cultures and periods and comment on images from the past or different cultures/countries

Expressive Arts and Design

Educational Programme	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.
Curriculum Goal	To become a designer who can choose and safely use the resources they need to make their art and creations, talk about what they have made and how they have made it. To become a performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.
Key vocabulary linked to NC subjects (including but not limited to)	Art Painting, Drawing, Big, Small, Photograph, Colour names, Brush, Scratch, Chalk, Mix, Model, Picture, Pencil, Crayon DT , shape, create, decorate, tools, make, build, model, ingredients, recipe appearance Design - drawing, design, plan Make - cut, draw, join, make, build Evaluation – improve, test, Technical Knowledge – build strong Mechanisms, material, wheel, axle, lever Textiles – fabric, ribbon, wool, paper, card, colour, pattern, buttons, sequins, beads Mouldable materials – shape, make, twist, pinch, roll, squeeze, model construction p tools, build Cooking – plants, seeds, wheat, ingediants, knife, fork, spoon, wooden spoon, plate, bowl, weighing scales, pan, rolling pin, fridge, oven, mix, stir, chop, cook, melt, pour, weigh. Music song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style



Ongoing provision throughout the year	
<p>Art and Design Whole class, small group and enhanced provision focus</p>	<p>Knowledge Explore artists and designers history, talk about what they see? How it makes you feel? How is it different? What do you like? Why? Possible focus artists / designers – Paul Klee, Wassily Kandinsky (shapes) Andy Goldsworthy (natural art), Emily Stackhouse Barbara Hepworth (sculpture) Tony Plant(sand art), Georges Seurat (pointillism) John Dyer (fireworks), Piet Mondrian (primary colours, Hilma af Klint (colour mixing), Henri Matisse (cut and stick collage) (observational drawing of plants) Autumn Use templates and stencils with pencils Wax crayon rubbings Collage / Transient Art– cut and stick range of materials such as pasta, shells, rice, tissue, paper, string, fabric Loose part Christmas trees using vocabulary such as smooth, shiny, soft, bumpy, rough Paint – Setup and use, different brushes, tools, different surfaces (e.g. hands/cars/sponges/veg) Mixing colours Print – fingers, stampers, fruits and vegetables Malleable materials – kneading, use rolling pins and cutters 3D Junk Model – Using Sellotape, cutting in straight lines 3D – Model with large wooden blocks Spring</p>
	<p>Use templates / stencils to draw around then cut out. Use oil pastels Paint – water colours / tones - light dark 3D Malleable materials – roll and shape by hand shape by squashing and pinching 3D Model with construction kits e.g. Lego Textiles - threading large beads, pasta 3D Junk model – join with tape/glue and embellish Summer 3D Malleable materials – imprint, use mark makers pottery/sculpture Textiles - Weaving - gross motor weaving with a range of materials e.g string, ribbon, tissue paper on posts, fencing etc Collage / Transient art - Can they talk about what they are doing using vocabulary such as smooth, shiny, soft, bumpy, rough? Paint – wax resist, mixing own powder paints. Print – 3D shapes Print in malleable materials shells in playdough etc 3D - Junk model – moving parts flanges and hinges puppets / toys</p>
<p>Baking</p>	<p>Work as a class to prepare meals together e.g. stir fry or soup Manipulate tools to create own sandwiches and small snacks from resources Design and then follow instructions to make own baking items such as bread, gingerbread men or cupcakes</p>



Forest Schools	Observational drawing in nature, Autumn leaves, Spring flowers and plants Summer creatures / animals Wax crayon rubbings Exploring colour in nature
Drawing Club	Develop drawing skills, use imagination, develop storylines Drawing Create large marks- continuous rotations, push/ pulls, vertical arcs Use lines to enclose shapes Use enclosed shapes to represent people or objects Begin to include features such as circles for eyes, hair and limbs on pictures of figures Show expression and detail in drawings
Continuous Provision	Learn and practise new vocabulary, sing, dance, make music and perform on their own and in a group, practise and use a range of artistic techniques and skills, use a range of tools, create collaboratively, develop storylines in pretend play, use imagination, role-play
Music / Singing	Sing a range of songs / nursery rhymes. Perform – Sing and perform a range of songs in a group or on their own, increasingly matching the pitch and following the melody. Imitate movement to music and create own movements Composing – tap out and create rhythms, explore how sounds can be changed and the sounds of instruments Appraising – Respond to what they hear with thoughts, movements, feelings, paint. Watch and talk about performance art