

Saxon Way Primary School – FS1 Long Term Plan

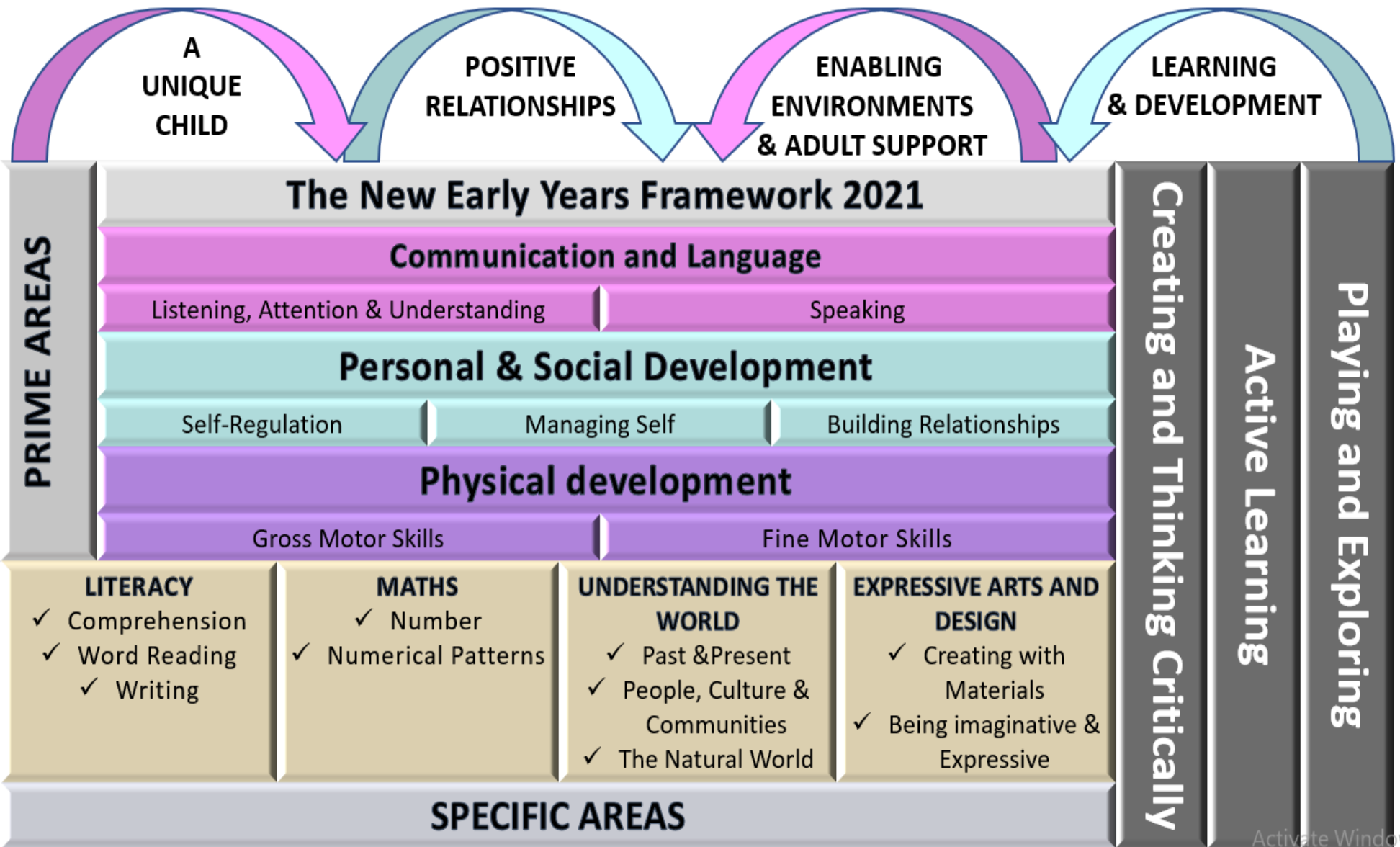
2022-2023




Children have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point. As an EYFS team we strive to be effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests.

We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Foundation Stage, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents.

Saxon Way Primary School EYFS team




 SAXON WAY <small>PRIMARY SCHOOL</small>	<u>Term 1</u> 7 weeks (5.9.-6.9. – SDD) 7 th September-21 st October	<u>Term 2</u> 7 weeks 2 nd November -17 th December	<u>Term 3</u> 6 weeks 4 th January-11 th February	<u>Term 4</u> 6 weeks 22 nd February - 1 st April	<u>Term 5</u> 6 weeks 19 th April – 27 th May	<u>Term 6</u> 7 weeks 6 th June- 22 nd July
GENERAL TOPICS NB: These themes may be adapted at various points to allow for children’s interests to flow through the provision WELL-BEING & Behaviour For Learning	I am. I can. I love.	Terrific Tales! Christmas	Ticket to ride!	Come Outside!	Amazing Animals	Fun at the Seaside! /GAF
	School Values Baseline assessments Starting school / my new class / New Beginnings People who help us / Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe	Harvest Autumn Christmas	Around the Town How do I get there? Where do we live in the UK / world? Fly me to the moon! Vehicles past and Present Design your own transport! Who was Neil Armstrong?	Plants & Flowers Weather / seasons Does the moon shine? Reduce, Reuse & Recycle Fun Science / Materials	Life cycles Safari Down on the Farm Minibeasts Animal Arts and crafts Animal patterns David Attenborough	Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art
Possible Texts	<i>Stick Man</i> <i>The Smartest Giant</i> <i>Zog</i> <i>Superworm</i> <i>The Smeds and the Smoos</i> Once there were Giants Only one you All about me Different occupations texts The Rainbow Fish Funny Bones We all belong Pete the Cat I like myself	Farmer Duck Three little pigs Goldilocks Gingerbread Man Cinderella Christmas Story / Nativity The Jolly Postman Stickman Dear Santa	The Emperors Egg The Very Hungry Caterpillar Aghh Spider! What the ladybird heard Dear Zoo Aaaarrgghh Spider! Noisy Farm Mad about minibeasts	Let’s go outside Jack and the Beanstalk A stroll through the seasons The Tiny seed	The Naughty Bus 100 decker bus The Train Ride Whatever next Catch the star Oi! Get off my train!	What the ladybird heard at the seaside Sharing a shell Paddington a day at the seaside Tiddler
Celebrations And “WOW” moments	Remembrance Day Nurse / Firefighter visit Birthdays Halloween What do I want to be when I grow up? Video for parents	Autumn Walk Harvest Time Library visits Guy Fawkes / Bonfire Night Diwali Hanukah Remembrance Day Stories by the Fireside Children in Need Anti- Bullying Week Christmas Time /Nativity Post a letters/cards	Library visits Chinese New Year Random Acts of Kindness Week Valentine’s Day Internet Safety Day Animal Art week Let’s go on Safari - An animal a day!	Walk to the park Planting seeds Easter time Weather experiments Weather Forecast videos Nature Scavenger Hunt Mother’s Day Science Week Eater Egg Hunt	Food tasting – different cultures Map work - Find the Treasure Start of Ramadan Eid Road Safety Trip to the Strand (Train ride)	Under the Sea – singing songs and sea shanties Fossil hunting Father’s Day Heathy Eating Week World Environment Day Pirate Day (Dockside visit – Ahoy Pirates)

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	Term 1 8 weeks (1.9-2.9 – SDD) 3 rd September-22 nd October	Term 2 7 weeks 2 nd November -17 th December	Term 3 6 weeks 4 th January-11 th February	Term 4 6 weeks 22 nd February - 1 st April	Term 5 6 weeks 19 th April – 27 th May	Term 6 7 weeks 6 th June- 22 nd July
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CHARACTERISTICS OF EFFECTIVE LEARNING	<p align="center">Characteristics of Effective Learning</p> <p>Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
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 <p align="center">OVER ARCHING PRINCIPLES</p>	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p>PLAY: <i>At Foundation Stage, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore,</i></p>					
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to relate to others around them and develop relationships, 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.


We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.
The ultimate purpose of education, for adults and children, is to help them cultivate love, which is both an aesthetic and rational experience.

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Our Values We will ‘dip in and out of each area’ each term as and when we need to and will have a main focus during Term 1.						
Assessment opportunities	Analyze Nursery data/reports Baseline data on entry National Baseline data by end of term Start Target Tracker RWI assessments Set up Intervention and Maths groups	Ongoing assessments Baseline analysis RAM Parents evening info EYFS team meetings FS internal moderation End of Term Assessments Collegiate moderation RWI assessments Interventions Target Tracker data	EYFS team meetings FS internal moderation Collegiate moderation RWI assessments Interventions End of Term Assessments Target Tracker data	EYFS team meetings FS internal moderation Collegiate moderation RWI assessments Interventions End of Term Assessments Target Tracker data	EYFS team meetings FS internal moderation Collegiate moderation RWI assessments Interventions End of Term Assessments Target Tracker data Parents evening info	EYFS team meetings FS internal moderation Collegiate moderation RWI assessments Interventions End of Term Assessments Target Tracker data
Parental involvement	Proud Moments Staggered Start Home visits	Proud Moments Christmas concert Maths workshop	Proud Moments Writing workshop	Proud Moments Share a story	Proud Moments Share a story	Proud Moments Share a story Parent’s Picnic


	Parents Evening Home/ School Agreement Phonics workshop Target Tracker Link	Parents Evening Come and Read afternoon Target Tracker Link	Come and Read afternoon Look at me! Talent show! Target Tracker Link	CoEL (metacognition)workshop Come and Read afternoon Target Tracker Link	Art workshop/Gallery Come and Read afternoon Parents Evening Target Tracker Link	Come and Read afternoon Target Tracker Link
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Communication and Language Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism.	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts , will give children the opportunity to thrive. Through conversation, 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 .					
Daily story time Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, P4C times, stories, singing, speech and language interventions, Pie Corbett, Helicopter stories, Tales Toolkit and weekly interventions.	Welcome to FS2 Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Sharing facts about me! Share stories	Tell me a story! Settling in activities Develop vocabulary Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and	Tell me why! Using language well Ask’s how and why questions... Retell a story with story language Helicopter stories Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail.	Talk it through! Settling in activities Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story	What happened? Settling in activities Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	Time to share! Show and tell Weekend news Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather



	Model talk routines through the day For example, arriving in school: “Good morning, how are you?”	why listening is important Use new vocabulary through the day. Choose books that will develop their vocabulary Concert practice	Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.			conditions and seasons
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Personal, Social and Emotional Development	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 .					
Managing Self Self - Regulation Link to Behaviour for Learning	New Beginnings Showing confidence in new social situations Using independence to select and use activities and resources Being me in my world School Values Class Rules and Routines Supporting children to build relationships Aspirations	Understanding how others may be feeling Emotions Self - Confidence Developing appropriate ways to be assertive Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings using words like “sad”, “happy”, “angry” and “worried”	Relationships What makes a good friend? Healthy me Playing with one or more children elaborating play ideas Encourage children to involve turn taking within their play being increasingly confident in meeting their own care needs	Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. Showing care towards animals	Taking part in sports day Teaching children the art of taking part Look how far I've come! Remember rules without an adult having to remind them Develop their sense of responsibility and membership of a community

	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behavior accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> ✓ Controlling own feelings and behaviors ✓ Applying personalized strategies to return to a state of calm <ul style="list-style-type: none"> ✓ Being able to curb impulsive behaviors <ul style="list-style-type: none"> ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social <ul style="list-style-type: none"> ✓ Planning ✓ Thinking before acting ✓ Delaying gratification ✓ Persisting in the face of difficulty. 			<p><i>“Self-regulatory skills can be defined as the ability of children to manage their own behavior and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.</i></p>		
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Physical development	<p>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.</p>					
Fine motor Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities	Threading, cutting, weaving, playdough, Fine Motor activities Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy.	Threading, cutting, weaving, playdough, Fine Motor activities. correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to engage in mark making Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognizable letters Makes meaning to the marks they make	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Show ability in using scissors Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Start to color inside the lines of a picture Start to draw pictures that are recognizable / Build things with smaller linking blocks, such as Duplo or Lego

Gross motor Weekly and Dough Disco Lesson	Develop movement by balancing, riding bikes and ball skills Using obstacle courses to support positive risk taking Use large muscle movements to wave flags and streamers Paint and make marks with creative resources	Taking part in group activities Remembering patterns of movements which are related to music Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push Two-wheeled balance bikes and pedal bikes wheelbarrows, prams and carts are all good options	Support children to use the right resources to carry out their plans and encourage safety working together to manage large items	Encourage children to become more independent in self-care routine such as getting dressed and undressed Go up steps and stairs or climb up apparatus using alternate feet	Ball skills Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Preparing for Sports day Races / team games involving gross motor movements Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in

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Literacy	Literacy in the early years includes talking about books, print in the environment, early mark making and writing, as well as sharing books and reading. We encourage children to broaden their imagination through the retelling of stories and favorite books. Early literacy is what children know about reading and writing before they actually learn to read and write.					
Print Developing a passion for reading Early Mark Making support children's mark making skills Writing	Joining in with rhymes and showing an interest in stories with repeated refrains Environment print Having a favorite story/rhyme Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book	Develop their phonological awareness so that they can: spot and suggest rhymes Engage in extended conversations about stories learning new vocabulary Make reference to signs and symbols in book that they are familiar with	Encourage children to retell stories using mark making to enhance vocabulary. Recognizing initial sounds Name writing activities	Information leaflets about animals in the garden/plants and growing. count or clap syllables in a word, recognize words with the same initial sound Use some of their print and knowledge in their early writing	Stories from other cultures and traditions Retell a story using their peers during carpet time Use some of their print and letter knowledge in their early writing	Write some or all of their name Write some letter accurately Develop a passion for selecting own choice of story books and speaking about them

<p>Beginning to form recognizable letters</p>	<p>Sequencing familiar stories through the use of pictures to tell the story</p> <p>Engage in extended conversations about stories, learning new vocabulary</p>					
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<p>GENERAL TOPICS</p>	<p>I am. I can. I love.</p>	<p>Terrific Tales Christmas</p>	<p>Ticket to ride</p>	<p>Come Outside</p>	<p>Amazing Animals</p>	<p>Fun at the Seaside/GAF</p>
<p>Maths</p> <p><i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.”</i> – Shakuntala Devi</p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organizing 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.</p>					
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Early Mathematical Experiences

Counting rhymes and songs
Classifying objects
Matching equal and unequal sets
Comparing objects and sets
Ordering objects and sets
Number recognition
Show finger numbers up to 5

Numbers within 5
Count up to five objects
One more or one fewer
Order numbers 1-5
Conservation of numbers within five
Recite numbers pass 5

Measuring
Compare amounts saying “lots”, “more” or “same”

Compare sizes, weights etc. using gesture and language

Matching Number to quantity using 5 -10
Count up to five objects
Represent, order and explore numbers to 5
Match quantity to Numeral from 1-5

Shape and sorting, Pattern
Recognize 2D shapes within the environment

Pattern
Recognize, describe, copy and extend color and size patterns
Count and represent the numbers 1 to 10
Estimate and check by counting

Solving
Solve real world mathematical problems with numbers up to 10

Compare
Compare quantities using language: more than, fewer than


Positional Language

Understand position through words alone
Describe a familiar route.
Discuss routes and location using words like “in front” and “behind”

Numbers beyond 10
Recognizing numbers beyond 10
Significant numbers
Counting past 10

Sequencing
Begin to describe a sequence of events, real or fictional using words such as : first, then

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<p>Understanding the world</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness</p>	<p>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</p>					
	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can spot similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Navigating around our classroom and outdoor areas. Introduce children to different occupations and how they use transport to help them in their jobs. Listen out for and make note of children’s discussion between themselves regarding their experience of past birthday celebrations.</p>	<p>Can talk about what they have done with their families during Christmas’ in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Share different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need</p>	<p>Use Handa’s Surprise to explore a different country. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons</p>	<p>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons. Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a ‘Bug Hotel’ Draw children’s attention to the immediate environment, introducing and modeling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p>	<p>Listening to stories and placing events in chronological order. What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo. Nocturnal Animals Making sense of different environments and habitats Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants</p>	<p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Making boats using different materials Know that there are different countries in the world and talk about them Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>

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GENERAL TOPICS	I am. I can. I love.	Terrific Tales Christmas	Ticket to ride	Come Outside	Amazing Animals	Fun at the Seaside/GAF
<h2 style="text-align: center;">Expressive Arts and Design</h2> <p style="text-align: center;"><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p style="text-align: center;"><i>Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p>	<p>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.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did.</p> <p>Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas. Superhero masks.</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Listen to music and make their own dances in response.</p> <p>Castle models Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party’s and Celebrations Role Practicing for Christmas concert</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Learn a traditional African song and dance and perform it</p> <p>Encourage children to create their own music.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with.</p>	<p>Make different textures; make patterns using different colors</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother’s Day crafts Easter crafts</p> <p>Home Corner role play Artwork themed around Eric Carle / The Seasons – Art</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p>Rousseau’s Tiger / animal prints</p> <p>Designing homes for hibernating animals.</p> <p>Collage owls / symmetrical butterflies</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Shadow Puppets</p>	<p>Sand pictures Rainbow fish collages Lighthouse designs Paper plate jellyfish Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Salt dough fossils Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Color mixing – underwater pictures. Father’s Day Crafts</p>	