



EYFS LONG TERM PROGRESSION PLAN



ST RICHARD'S
VC ACADEMY

EYFS Long Term Progression Plan and Curriculum Coverage

Year A 2022-2023

Year B 2023-2024

How has our curriculum been planned?

In designing the revised curriculum for our EYFS children we have embraced the seven key features of effective practice...

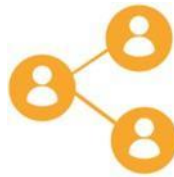
- We want the best for every child, and realise all children deserve to have an equal chance of success.
- We pride ourselves on providing consistent and high-quality care for our children in the enabling environment and through adult interactions.
- Our curriculum Long Term Plan covers everything the children need to know overtime in a carefully sequenced plan from the beginning of Nursery to the end of Reception.
- We understand effective pedagogy is a mix of different approaches and that children learn through play, by adults modelling, by observing each other, and through guided learning and direct teaching.
- We continually assess our children as we teach and play alongside them using our knowledge of child development. We check what children have learnt and where children are not on-track, give extra support.
- Our team recognises the importance of providing children with the skills to develop Self-regulation and executive function. We use Characteristics of effective learning to support our planning.
- Our partnership with our parents is key to our children being able to thrive in the early years. We recognise that parents have a significant impact on their child's learning and strive to support them in as many ways as we can.

Our curriculum is based on the Revised Development Matters document which gives statements for the typical development of children.

Our flexible Short Term Planning is drawn from our ambitious Long Term Curriculum Plan and Curriculum Coverage document and allows our skilful practitioners to be reflective and responsive to individual children, their unique starting points, interests and their learning journeys.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Theme Let's...	Let's find out, all about me	Let's celebrate!	Let's explore different materials	Let's find out, what's growing outside	Let's go on a journey	Let's wonder about what's next
Enquiries	NEW BEGINNINGS / GETTING TO KNOW OURSELVES AND EACH OTHER	UNDERSTANDING WHAT WE ENJOY/ HOW WE HAVE CHANGED/OTHER CULTURAL CELEBRATIONS	OBSERVING/TESTING/PROBLEM SOLVING/JOINING/CHANGING MATERIALS	PLANTING/GARDENING /SPRING/CHANGES/ LIFE CYCLES/LOOKING AFTER OUR WORLD	OBSERVING/ TESTING /PROBLEM SOLVING / WORKING TOGETHER WHAT'S THE SEASON NOW?	JOBS/SUMMER/GETTING READY FOR CHANGE (TRANSITION TO Y1/F2 AND FOR NEW STARTERS)
Significant Cultural Events and Key Experiences	Starting School, Black History week, Rock Star Day, Children in Need	Bonfire Night, Remembrance Day, White ribbon day, Divali, Birthdays, Eid, hannukah, Christmas Perform Nativity (Year A and B) Pantomime (Year A and B)	Chinese New Year, Valentine's Day, Safer Internet Day, Shrove Tuesday, Beginning of Lent, Ash Wednesday	Lent, Easter, Mother's Day, Science Day, World Book Day	Ramadan/Eid, Beep Beep Day – road safety, Trip around our school site and local area, Trip to Forest school Site	Birthdays, Sports Day, Moving up... Transition, Den Building Day, Father's Day, Farm visit to school – Linked to Catholic Social Teaching Visit from police, nurse, firefighters, farmers



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Overview of Jigsaw Programme and skills covered across the year. For coverage and lesson by lesson break down see additional Jigsaw planning					
PSED 	F1 Self-regulation - Becoming more outgoing with unfamiliar people, in the safe context of their setting Managing Self - Develop their sense of responsibility and membership of a community Building Relationships - Begin to understand how other’s might be feeling	F1 Self-regulation - Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them Managing Self - Increasingly follow rules, understanding why they are important Building Relationships - Play with one or more other children, extending and elaborating play ideas	F1 Self-regulation - Show more confidence in new social situations Managing Self - Do not always need an adult to remind them of a rule Building Relationships - Help to find solutions to conflicts and rivalries. E.g. accepting that not everyone can be Spider-Man in the game and suggest other ideas			
	F2 Self-regulation - Identify and moderate their own feelings socially and emotionally Managing Self - See themselves as a valuable individual Building Relationships - Build constructive and respectful relationships	F2 Self-regulation - Show resilience /perseverance in the face of challenge Managing Self - Manage their own needs Building Relationships - Express their feelings and consider the feelings of others	F2 Self-regulation - Show an understanding of their own feelings, those of others; begin to regulate their behaviour accordingly - Set and work towards 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/actions Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge - Explain the reasons for rules, know right from wrong and try to behave accordingly			

					• Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding • the importance of healthy food choices Building Relationships • Work and play cooperatively and take turns with others Form positive attachments to adults and friendship with peers	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Get Set 4 PE Programme used to deliver FS2 curriculum – see additional planning					
Physical	F1 Gross Motor • Continue to develop their movement, balancing, riding (scooters, bikes and trikes • Use large muscle movements to wave flags, streamers, paint and make marks Fine Motor • Start to eat independently and learning how to use a knife and fork • Be increasingly independent as they get dressed and undressed, e.g putting coats on and doing up zips	F1 Gross Motor • (Team Games) Collaborate with others to manage large items, such as moving large blocks out of the shed • Start taking part in group activities which they make up for themselves, or in teams • Choose the right resources to carry out their plan safely • (Dance) Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm Fine Motor • Use a comfortable grip with good control when holding pens and pencils • Use one-handed tools and equipment, e.g., making snips in paper with scissors. • Be increasingly independent in meeting their own care needs	F1 Gross Motor • Ball Skills • Skip, hop, stand on one leg and hold a pose for a game like musical statues • (Gymnastics) Match their developing physical skills to tasks and activities in the setting e.g. crawl, walk or run across a plank. • Climb up apparatus, using alternate feet Fine Motor • Show preference for a dominant hand • Make healthy choices about food, drink, activity and toothbrushing			
	F2 Gross Motor • Combine different movements with ease and fluency • Further develop and refine a range of ball skills including, throwing, catching, kicking and passing	F2 Gross Motor • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball	F2 Gross Motor • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and co-ordination			

- Revise and refine the fundamental movement skills e.g. rolling, crawling, jumping etc
- Fine Motor**
- Develop their fine motor skills so that they can use a range of tools competently, safely and confidently.

- Progress towards a more fluent style of moving with developing control and grace
 - Develop overall body strength, coordination, balance and agility needed to engage successfully with PE sessions
- Fine Motor**
- Use their core muscle strength to achieve good posture when sitting at a table or sitting on the floor

- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
- Fine Motor**
- Hold a pencil effectively in preparation for fluent writing
 - using the tripod grip in almost all areas
 - Use a range of small tools, including scissors, paint brushes and cutlery
 - Begin to show accuracy and care when drawing

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language 	F1 Listening and Attention - Start to build a repertoire of rhymes and songs - Enjoy listening to longer stories Speaking - Develop communication but may continue to have problems with regular tenses and plurals - Develop communications but may continue to have problems with irregular tenses and plurals - Develop their pronunciation but may have problems saying some sounds: r, j, th, ch and sh and multi-syllabic words	F1 Listening and Attention - Use a wider range of vocabulary - Remember much of what happens in a longer story - Understand a question or instruction that has two parts such as: “Get your coat and wait at the door” Speaking - Use longer sentences of four to six words - Talk about familiar books - Start a conversation with an adult or a friend - Use talk to organise themselves and their play	F1 Listening and Attention - Understand ‘why’ questions, like “Why did.....?” - Pay attention to more than one thing at a time, which can be difficult Speaking - Know many rhymes - To be able to tell a long story - Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions - Continue a conversation for many turns			
	F2 Listening and Attention - Listen carefully to rhymes and songs, paying attention to how they sound - Engage in non-fiction books Speaking	F2 Listening and Attention - Articulate their ideas and thoughts in well-formed sentences • Connect one idea or action to another using a range of connectives - Re-tell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words	F2 Listening and Attention Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions			

	- Ask questions to find out more and to check they understand what has been said to them - Use talk to help work out problems and organise thinking and activities, and to explain how things work and what might happen F2 Listening and Attention - Understand how to listen carefully and why listening is important - Engage in story time - Listen to and talk about stories to build familiarity and understanding - Use new vocabulary in different contexts - Learn rhymes, poems, and songs Speaking - Learn new vocabulary and use through the day - Describe events in detail	- Listen carefully to rhymes and songs, paying attention to how they sound - Engage in non-fiction books Speaking - Ask questions to find out more and to check they understand what has been said to them - Use talk to help work out problems and organise thinking and activities, and to explain how things work and what might happen	- Make comments about what they have heard and ask questions to clarify their understanding • Hold a conversation when engaged in back-and-forth exchanges with their peers and teachers Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teachers.
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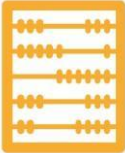
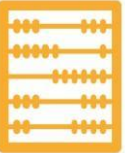
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Via T4W (F2) 	Cycle A: Rosie's Walk Cycle B: The Little Red Hen	Cycle A: The Enormous Turnip Cycle B : Magic Porridge Pot	Cycle A: We're going on a bear hunt Cycle B: The 3 Little Pigs	Cycle A: The Hungry Caterpillar Cycle B: Jack and the Beanstalk	Cycle A: Gingerbread Man Cycle B :Mr Gumpy's Outing	Cycle A: Little Red Riding Hood F2 Cycle B: The 3 Billy Goats Gruff
Additional Key Stories/ books To be shared	FS1 Fiction Maisy goes to nursery Where's Spot Shark in the Park Hug Brown bear, Brown bear	FS1 Fiction Hairy Maclary from Donaldson's dairy Goodnight Moon FS2 Fiction The Tiger who came to	FS1 Fiction Pants Blue Penguin Calm Down Boris Peace at Last Can't you sleep little bear	FS1 Fiction 10 Little Rubber Ducks (Eric Carle) 10 Tiny Tadpoles Come on Daisy! FS2 Fiction The Bad Tempered	FS1 Fiction Ketchup on your cornflakes Oi Frog (series of books) Chocolate Mousse for Greedy Goose The runaway Chapati	FS1 Fiction You Choose Each Peach Pear Plum How loud is a lion? FS2 Fiction Commotion in the Ocean Handa's Surprise

	Where oh where are Rosie's Chicks? FS2 Fiction Starting School The Gruffalo Somebody Swallowed Stanley Rocket Girl Hair Love Chicken Licken Non-Fiction Brush Brush Brush Goodbye Summer, hello Autumn What can you see in Autumn	tea Pumpkin Soup Good Night Moon Stick Man Birthdays Non-Fiction Goodbye Autumn, Hello Winter. What can you see in Winter? The Nativity (various versions)	FS2 Fiction Six Dinner Sid On the way home Shh Whatever Next! Lost and Found Can't you sleep little bear Non-Fiction Winter Which Food will you Choose?	Ladybird This is our House Non- Fiction Worms Bug Hotel The Life cycle of the Seed Butterflies- life cycle Going to the Dentist Goodbye Winter, hello Spring What can you see in Spring?	FS2 Fiction Mrs Armitage Duck in a Truck Mr Gumpy's Motor Car When Julian was a mermaid Non- Fiction Seed in Need Eating Well Staying Healthy Cars, cars, cars	Oliver's Vegetables Oliver's Fruit Salad Supertato Non-Fiction Goodbye Spring, Hello Summer Why should I brush my teeth?
Reading opportunities	RWINC systematic teaching of reading – followed with fidelity/DEAR – drop everything and read for Daily story-time/1:1 reading/Books throughout the provision					
Overview of comprehension Activities to be incorporated during T4W, story time and through Continuous Provision	- Retell stories in the correct sequence, draw on language patterns of stories. - With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. - Give a simple opinion on a book they have read, when prompted. - Recognise repetition of words or phrases in a short passage of text. Support and provoke play influenced by experience of books - Innovate a well-known story with support. - Retell stories in the correct sequence, draw on language patterns of stories. - With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. - Give a simple opinion on a book they have read, when prompted. - Recognise repetition of words or phrases in a short passage of text.					
T4W Age related expectations- linked to literacy and speaking (development matters)	F1 - Enjoy listening to longer stories and can remember much of what happens. - Name the different parts of a book - Make and describe marks	F1 - Be able to talk about familiar books, and be able to tell a long story. - Use some print/mark making to convey meaning F2	F1 Be able to talk about familiar books, and be able to tell a long story, naming characters and identifying the setting.. Make and describe marks, begin to use initial sounds in writing (for children joining FS2 in Sep)			

	• Listen to and talk about stories to build familiarity and understanding. F2 • Read some individual letters by saying the sounds for them (following the RWI programme) • Begin to form some lower case and upper case letters correctly	• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Make phonetically plausible attempts at writing words and captions.	F2 • Use new vocabulary in different contexts. • Retell and innovate the story. • Write short sentences using phonetically plausible spelling.	
F2 ideas for specific adult supported writing opportunities (in addition to all Continuous Provision	• Making signs to ask people to stay away from the planted bulbs. • Making lists of friends names.	• Writing posters and invitations for Nativity play. • Writing Baptism cards and lists of items needed for new baby	• Thank you letter • Diary of bean growing/caterpillar metamorphosis	• Sun safety signs and posters for around the school. • Recount of trip

See additional detailed F1 maths planning which follows Development matters 3-4 and NCETM teaching for Mastery.
See additional F2 maths planning which follows NCETM teaching for mastery
Shape focus taught weekly in F2 within lessons and provision

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths Number F1	- Number names to 5 - correspondence to 3 - Counting irregular arrangement - Count out from a larger group to 3 - Subitising to 3	- Recognise groups with more and less objects – use language more than, fewer than to 3 - Recognise when two or more groups have the same number of things to 3 - Exploring patterns - Exploring shapes and arrangements	- Number names to 10 - Correspondence to 5 - Recognise smaller numbers in bigger groups - Counting back from 5 - Children need opportunities to explore a range of ways to partition a whole number – making a total	- Number names to 10 - correspondence to 3 - Counting irregular arrangements - Count out from a larger group to 3 - Subitising to 3 - Match number 1 2 3 to correct amounts - Recognise that	- Number Names to 20 - Correspondence to 5 - Counting irregular arrangements - Count out from a larger group to 5 - Subitising to 5 - Match number 1 2 3 to correct amounts	- Number Names to 20 1-2 Correspondence to 5 - Counting irregular arrangements - Count out from a larger group to 5 - Subitising to 5 - Match number 1 2 3 to correct amounts

	- Match number 1 2 3 to correct amounts - Recognise that amounts don't change if it has just been rearranged to 3	Exploring size and comparisons	- Explore how numbers can be partitioned in different ways - Recall number bonds to 3 - Select and manipulate shapes - Compose and decompose shapes - Understand position through words alone	amounts don't change if it has just been rearranged to 3 - Counting irregular arrangements 3 Recognise one more one less than to 3	- Recognise that amounts don't change if it has just been rearranged to 5 - Recognise one more one less than up to 5	- Recognise that amounts don't change if it has just been rearranged - Recognise one more one less than to 5
Maths Number FS2  more details on daily discreet planning - NCETM	- Learning to finish and create different patterns - Learn about the numbers 0- 4, understanding what the value of those numbers means - Use the language of comparison, including 'more than' 'fewer than'.	- Subitise within 5, perceptually and conceptually, depending on the arrangements - compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.	- Increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements. - Continue to compare sets by matching and identifying when sets are equal	- Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'. - Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.	Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 to identify when it is appropriate to count and when groups can be subitised	Consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.
Maths Pattern 	F1- - Make and complete ABAB patterns. - Notice and begin to predict key times in the school day using the visual timetable	F1 Continue opportunities for create and identify repeating ABA patterns in real life scenarios, boy girl, long hair short hair, paperback hardback etc F2-	F1 - Be able to say what will come next in an abab pattern F2 - To be able to say what will come next in an abba or abcabc pattern	F1 - Be able to use the visual timetable in the classroom to predict what is going to happen next F2 - Talk about seasonal change incorporating vocabulary to do with	F1 and 2- - Explore concept of symmetry F2- - To be able to articulate why something is symmetrical	F1 - Notice and create abab patterns F2 - Notice and create abcabc and abbabb patterns. - Be able to identify and correct a fault in a pattern

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Understanding the World The Natural World 	F1 - to use positional language to explore their way and then create their own route around the school grounds- link to Rosie's Walk/the Little Red Hen. F2 - to create simple map to describe Rosie's Walk/ route little red hen takes - with support to predetermined route around a map (link to Rosie's Walk/little red hen)	F1 - Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. - Talk about what they see, using a wide vocabulary. Explore conker shells, conkers, rake autumn leaves and sort Autumn leaves according to different characteristics F2 - Begin to understand the effects of the changing seasons - Go on Autumn walks and model language related to seasonal change. - Share texts and educational videos relating to seasonal change. - Collect natural found resources relating to Autumn to create collage. Describe what they see hear and smell	F1- - With support retell the story of the 3 little pigs/ we're going on a bear hunt, using 2 D and 3 D maps F2- - Make 2D and 3D maps to support their retelling of the stories of the 3 Little Pigs. We're going on a Bear Hunt	F1 - Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. F2 - Explore the natural world around them. Make predictions and diaries about the growth of their plant/ metamorphosis of butterfly. Look at nonfiction texts to learn about life cycles of known animals F1 and F2 - Experience of growing and caring for a plant from a seed and from a bulb each year. <i>During cycle A all children will experience watching the metamorphosis of a caterpillar.</i>	F1 - Use all their senses in hands-on exploration of natural materials. - Talk about what they see and hear, using a wide vocabulary, bud, leaf, bird song, blossom - Use ipads with the children so they can document (photograph) signs of Spring/Summer as we go for a walk around the school grounds. F1 and F2 - Walk to local areas and within building and ground noticing landmarks along the way F2 - Understand the effects of the changing seasons. Children notice and comment on seasonal changes. F2 - Create map of journey around school/local areas,	F1 - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. For example, Using text Dear Zoo, How loud is a lion; Handa's surprise - Name and identify different - Common features of different animals - Look at different animals in the world and ask wondering questions about where they might be found. F2 - Recognise some similarities and differences between life in this country and life in other countries. - Using the texts Handa's surprise and Oliver's vegetables ask the children to comment and notice changes in the environments and the food collected by the children in both books.
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			Support children to conduct simple experiment as to which material is most weatherproof and encourage them to make predictions and provide simple explanations for results Explore design and selection of materials		simple forces on everyday objects. Link with boat in Mr Gumpy's outing F1 to explore what objects will sink a variety of different boats in the water area To make the strongest boat they can from given materials and test it with marbles in the water tray area.	• Compare how materials change over time and in different * (see Natural World above)
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World People and Communities 	F1- - Continue developing positive attitudes about the differences between people. - RE link. Names of our friends, naming body parts, how are we the same? F2 - Talk about members of their immediate family and community - Name and describe people	F1 - Continue developing positive attitudes about the differences between people. - Hear about different celebrations in different cultures. F2 - Recognise that people have different beliefs and celebrate special times in different ways. - Experience different celebrations through texts, video, food, decorations- look for similarities and	F1 and F2 - Celebrate and experience Chinese New Year - Lead up to the start of Lent which begins during half term.	F1 and F2 Celebrate and experience shrove Tuesday, Ash Wednesday and the start of Lent	F1 and F2 - Walk around school, grounds and local area F2 - Create map of journey to around school and school grounds include landmarks such as street lights, entrance to allotments	F1 - Show interest in different occupations. Visit from firefighters, police, nurse. - Know that there are different countries in the world and talk about the differences they have experienced or seen in photos - Using texts look at different animals in the world and ask wondering questions about where they might be found. F2 - Name and describe people who are familiar to them. Learn

	who are familiar to them. RE link. Whole School Focus- Black History Week- Talk about differences, what makes us the same, different. Use book focus, including Hair Love, Rocket Girl Local interest- Hull Fair week	differences between cultural celebrations.				the names and meet of Y1 teachers and staff. - Discuss different jobs/occupations that people have. Who helps us in different situations? Visit from firefighters, police, nurse F2 - Recognise some similarities and differences between life in this country and life in other countries.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World Understanding Past and Present	F1 - Begin to make sense of their own life-story and family's history. F2 - Talk about the lives of the people around them (families) and their roles – link to black history F2	F1 - Begin to make sense of their own life-story and family's history. F2. - Comment on images of familiar situations in the past (celebrations) - Know similarities and differences about things in the past and now drawing on their	F1 - Begin to make sense of their own life-story and family's history. F1 and F2 - Time passes in sequential order - Use Key language associated with the passage of time - Time changes us all	F1 - Begin to make sense of their own life-story and family's history. F2 - Know similarities and differences about things in the past and now drawing on their experiences what has been read in class F1 and F2	F1 - Begin to make sense of their own life-story and family's history. F2 - Comment on images of familiar situations in the past (transport) - Know similarities and differences about things in the past and now drawing on	F1 - Begin to make sense of their own life-story and family's history. F2 - Comment on images of familiar situations in the past. - Know similarities and differences about things in the past and now drawing on their experiences what has

	• Comment on images of familiar situations in the past • Know similarities and differences about things in the past and now drawing on their experiences what has been read in class • F1 and F2 • Time passes in sequential order • Use key language associated with the passing of time • Time changes us all	experiences what has been read in class F1 and F2 • Time passes in sequential order • Use Key language associated with the passage of time		• Time passes in sequential order • Use Key language associated with the passage of time • Time changes us all	their experiences what has been read in class (transport) F1 and F2 • Time passes in sequential order • Use Key language associated with the passage of time • Time changes us all F2 • Have more independence in exploring artefacts and using in imaginative play	been read in class (e.g farming) F1 and F2 • Time passes in sequential order • Use Key language associated with the passage of time • Time changes us all F2 • Have more independence in exploring artefacts and using in imaginative play
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	F1 • Name & Explore colour • Create closed shapes with continuous lines and begin to use these shapes to represent objects • Explore objects to print with		F1 • Explore colour mixing • Draw with increasing complexity and detail, such as representing a face with a circle and including details • Join different materials and explore different textures		F1 • Develop their own ideas and then decide on the materials used to express them. • Show different emotions in their drawings and/or paintings F2	

 Creating with Materials	- Explore different materials freely, to develop their ideas about how to use them and what to make. - Develop their own ideas and then decide which materials to use to express them - Join different materials and explore different textures F2 - Explore, use and refine a variety of artistic effects to express their idea and feelings for drawing, painting and collage and print		- Explore different materials freely, to develop their ideas about how to use them and what to make. - Join different materials and explore different textures. F2 - Return to and build on their previous learning, refining ideas an developing their ability to represent them for drawing, painting and collage and print - Create collaboratively sharing ideas, resources and skills for drawing, painting and collage and print		- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, form and function for drawing, painting and collage and print - Share their creations, explaining the process they have used for drawing, painting and collage and print and sculpture	
	Whole school Art Focus Drawing – Andrew Goldsworthy F1 Name and explore colours – - Create closed shapes with continuous lines and begin to use these shapes to represent objects – indoor creative area – natural objects as stimulus - Outside – large scale drawing with chalk, paintbrushes and water	Whole school D&T focus weaving F1 – Name colours in family groups and use them in our drawings and paintings in provision. Model ways to join materials in family groups. During provision explore different materials and join them together to make own compositions with a focus on weaving.	Whole school Art Focus – Painting – Pollock F1 - Explore colour mixing – brown – 1 way - Draw with increasing complexity and detail, such as representing a face with a circle and including details F2 - Create collaboratively, sharing ideas,	F1 In junk modelling - Explore and Join different materials and explore different textures - Explore different materials freely, to develop their ideas about how to use them and what to make – beanstalks and castles inspiration F2 - Return to and build on their previous learning, refining ideas an developing their ability to	Whole school art focus collage – Picasso faces F1 - Show different emotions in their drawings and/or paintings – inspiration Picasso F2 - Share their creations, explaining the process they have used for drawing, painting	Whole school art focus sculpture – Ewan Henderson F1 - Develop their own ideas and then decide on the materials used to express them – exploration of clay inspired by Ewan Henderson F2 - Safely use and explore a variety of materials, tools and

	F2 Explore, use and refine a variety of artistic effects to express their idea and feelings for drawing – as FS1 but with more control.	- Explore objects to print with – repeating patterns using natural materials and sponge templates. F2 - Explore, use and refine a variety of artistic effects to express their idea and feelings for drawing and painting. - Weaving skills for D&T week	resources and skills for drawing and painting) Outside large scale painting and indoor collaborative piece.	represent them for drawing, painting and collage and print	and collage and print	techniques, experimenting with colour, design, form and function for drawing, painting and collage, print and sculpture – Ewan Henderson inspired sculpture
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	F1 - Listen with increased attention to sounds - Sing entire nursery rhymes - Take part in simple pretend play, using an object to represent something else even though they are not similar		F1 - Respond to what they have heard, expressing their thoughts and feelings - Sing the pitch of a tone sung by another person - Sing the melodic shape of familiar songs and begin to repeat rhythms		F1 - Create their own songs, or improvise a song around one they already know - Play instruments with increasing control to express their feelings and ideas	

 Being Imaginative and Expressive	• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. F2 • Listen attentively, move to and talk about music, expressing their feelings and responses • Sing in a group or on their own, increasingly matching the pitch and following the melody	F2 • Watch and talk about dance and performance art, expressing their feelings and responses • Explore and engage in music making and dance, performing solo or in groups • Develop storylines in play	F2 • Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time to music • learn and perform a song with verses and chorus for ‘graduation ceremony’ adding untuned percussion to enhance the performance. • Develop storylines in play			
	Charanga programme used to provide music curriculum Unit 1 – Me! F1 • Listen with increased attention to sounds • Sing entire nursery rhymes F2 • Listen attentively, move to and talk about music,	Charanga programme used to provide music curriculum Unit 2 – My Stories F1 • Sing entire nursery rhymes F2 • Sing in a group or on their own, increasingly matching the pitch and following the melody • F1 and F2	Charanga programme used to provide music curriculum Unit 3 – Everyone! F1 • Sing the pitch of a tone sung by another person • Sing the melodic shape of familiar songs and begin to repeat rhythms • Develop storylines in play F2 • Watch and talk about dance and	Charanga programme used to provide music curriculum Unit 4 – Our World F1 • Respond to what they have heard, expressing their thoughts and feelings • Develop storylines in play F2 • Develop storylines in play	Charanga programme used to provide music curriculum Unit 5 –Big Bear Funk F1 • Create their own songs, or improvise a song around one they already know • Develop storylines in play F2 • Perform songs, rhymes, poems	Charanga programme used to provide music curriculum Unit 6 –Reflect, rewind and rethink F1 • Play instruments with increasing control to express their feelings and ideas • Develop storylines in play F2 • learn and perform a song with

	expressing their feelings and responses • Sing in a group or on their own, increasingly matching the pitch and following the melody F1 • Take part in simple pretend play, using an object to represent something else even though they are not similar	Prepare songs and performance for Nativity F1 • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.	performance art, expressing their feelings and responses – Chinese dragon dance • Explore and engage in music making and dance, performing solo or in groups • Develop storylines in play		and stories with others, and – when appropriate – try to move in time to music • Develop storylines in play	verses and chorus for 'graduation ceremony' adding untuned percussion to enhance the performance. • Develop storylines in play
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