Webheath Reception Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes These may be adapted at various points to allow for children's interests	**Me and My World!** **Starting school/ my new class/ my family/ People who help us/ relationships/ feelings/ autumn**	**Celebrate the World!** **Bonfire night celebrations/ Harvest/ Christmas/ Diwali/ winter/**	**Talent and Powers!** **Chinese New Year/ traditional tales/**	**Explorers!** **Maps, spring, comparing different environments and places, Easter**	**Growing!** **Plant and flowers/ weather/ seasons/ lifecycles/**	**Long ago!** **Past and present/**
High Quality Texts Reading spine Literacy Tree Text	Owl Babies The Colour Monster The Colour Monster goes to School Who are you? What make me a me Here we are Happy in our skin All Welcome Where the Wild Things Are We're going on a pumpkin hunt Funny Bones Bringing the rain to Kapiti plain The Enormous Turnip	Little Red Hen Mr Men Little Miss Happy Diwali Where the Poppies now grow Sparks in the Sky The Snowman The Snow Dog Nursery Rhymes Sharing a Shell Look Up! I'm Henry Finch The Christmas Story	The Three Little Pigs The Billy Goats Gruff Little Red Riding Hood Goldilocks and the Three Bears Farmer Duck My Chinese New Year Magic Paintbrush Little Red	Handa's surprise Whatever Next We're going on a bear hunt This Little Puffin The Night Pirates Hairy McClary	What the ladybird heard Jack and the beanstalk The Very Hungry Caterpillar The Tadpoles Promise Tree The Tiny Seed The Extraordinary Gardener	Peepo! Lost and found On the Way Home My Many Coloured Days Oi Frog! Izzy Gizmo
Enrichment opportunities	People who help us visitor (e.g. vet, post person) Science enrichment day Pumpkin hunt/Pumpkin challenge	Diwali day (visitor) Bonfire night/ fireman visit Remembrance Day Nativity Show Kindness Day Harvest Nursery Rhyme Day	Chinese New Year (food tasting) Pancake Day Positive Day Enrichment Day	School Trip – Sealife Centre? Curious Day Enrichment Day	School Trip - Lower Smite Farming? Pond Dipping Inclusive Day Enrichment Day	Sports Day Transition Day Creative Day Enrichment Day

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**Me and My World!**	**Celebrate the World!**	**Talent and Powers!**	**Explorers!**	**Growing!**	**Long ago!**
Communication and Language	**Welcome to EYFS** Settling in activities Making friends Children talking about people that are special to them Children talking about experiences that are familiar to them I am special because... About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary **SPEECH LINK ASSESSMENTS (all children)**	**Listen and respond!** Develop vocabulary: Word aware Discovering Passions Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.	**Tell me why!** Develop vocabulary: Word aware Using language well Asks how and why questions… Retell a story with story language Remember key points from a story Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	**Explain to me!** explore vocab Reciting poems and songs I can learn and recite, poems and songs Tell me a story - retelling stories: I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more	**Can you recount an event?** Explore Vocab I can learn and recite, poems and songs I can listen to, engage in and talk about non-fiction Articulate a life cycle I can describe events in some detail: farm trip, frog lifecycle/butterfly lifecycle	**Tell me about differences?** Explore Vocab I can learn and recite, poems and songs I can talk about similarities and differences between things in the past and now (Peepo/toys) I can talk about the experiences I have had at different points in the school year (end of year vide**o)** I can talk about things that excite me about moving to Year One. I can talk about things I am worried about when I move to Year One.
	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. Children will be taught the skills of oracy through the introduction and development of Voice 21, where children will be given daily opportunities to share and listen and build on group and class discussions.
	Early Learning Goals: **Listening, Attention and Understanding** **Children at the expected level of development will:** **-** 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; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking** **Children at the expected level of development will:** - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

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General Themes	**Me and My World!**	**Celebrate the World!**	**Talent and Powers!**	**Explorers!**	**Growing!**	**Long ago!**

Personal, social and Emotional Development	**Relationships** Getting to know each other and making friends Belonging to the Webheath family and our routines Roles of people at school; families; feeling cared for Being safe at school and PANTs rule How behaviour affects others; being polite and respectful Kapow unit on well-being		**Living in the Wider World** What rules are; caring for others' needs; looking after the environment (inside and out) Using the internet and technology safely: use computing at school EYFS		**Health and Wellbeing** Keeping healthy; food and exercise, hygiene routines; sun safety, water safety Recognising what makes them unique and special; feelings; managing when things go wrong	
	PSED Continuous Provision					
	All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques) Know that some actions and words can hurt others feelings.	Valuing differences Developing confidence to new activities Sharing Forming positive and trusting relationships with adults and peers Learning to ask for help. Handwashing Toileting	Developing independence Following simple instructions Maintaining focus for longer periods of time Understand right from wrong	Showing more independence Following more complex instructions Contributing and responding appropriately during group activities Understand right from wrong and adjust behaviour accordingly. Show empathy towards others	Resolving conflicts with peers Showing resilience and perseverance Following instructions with several steps Managing emotions Adapting and managing behaviour in different situations	Transition into Year 1 Year 1 readiness

	Oral hygiene: teeth cleaning linked to the dental nurse Handwashing Toileting Class rules: Behavioural expectations in the class/boundaries set Class rules	Class rules: Behavioural expectations in the class/boundaries set Class rules				

Books to support PSED

- Emotions and feeling - Ruby's Worry, The Colour Monster, Big Feelings, Don't Roar
- Families – Owl Babies, All about families, Love Makes a Family
- Health and Hygiene - Alan's Big Scary teeth, Let's Brush our Teeth, Wash your Hands, Mr Panda
- Being safe – Once Upon a Time Online, Smartie Penguin, Pantosaurus
- Sharing – The sharing Shell, Elephant learns to Share, The Squirrels who Squabbled
- Kindness - Kind, Kind, Room on the Broom, Fill a Bucket, The Kindest Giant in Town

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.

Early Learning Goals:

Self-Regulation

Children at the expected level of development will:

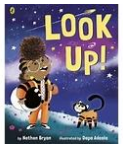
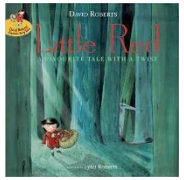
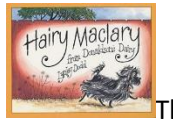
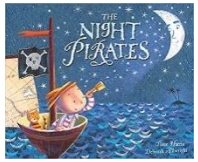
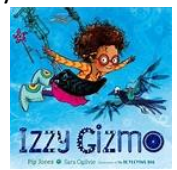
- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;

	- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **Managing Self** **Children at the expected level of development will:** - 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** **Children at the expected level of development will:** - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.

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Physical Development **PE and Classroom practice**	**Fine Motor** Dough Disco/Squiggle whilst you wiggle 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 Taking shoes off and putting them on **Fine motor intervention: For children recognised needing extra support**	**Fine Motor** Dough Disco/Squiggle whilst you wiggle Name writing Threading, cutting, weaving, playdough, fine motor activities. Show preference for dominant hand. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Using knife and fork **Fine motor intervention: For children recognised needing extra support**	**Fine Motor** Dough Disco/Squiggle whilst you wiggle Name writing Threading, cutting, weaving, playdough, fine motor activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encouraged to draw freely. Holding Small Items / Button Clothing / zips Cutting with Scissors	**Fine Motor** Fine motor circuits Name writing Threading, cutting, weaving, playdough, fine motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	**Fine Motor** Fine motor circuits Threading, cutting, weaving, playdough, fine motor activities. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle	**Fine Motor** Fine motor circuits Threading, cutting, weaving, playdough, fine motor activities. Form letters correctly with increasing control. Cut a shape out using scissors. Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture. Draw pictures that are recognisable. Build things with smaller linking blocks, such as Lego

	Gross Motor Outdoor play – sand and water play – pouring, patting, filling and emptying. - crates and construction resources from making obstacle courses - big chalk, painting, rollers for big mark making - hopscotch – jumping and hopping - dough area Weekly forest school		**Gross Motor** Outdoor play – mud kitchen, mixing, cutting, patting, whisking. - blocks for lifting and building - skipping ropes, beanbags and hoops (throwing and catching) - dough area Weekly forest school		**Gross Motor** Gardening - digging, pulling, patting, watering Outdoor play – mud kitchen, mixing, cutting, patting, whisking. - blocks for lifting and building - balls (throwing and catching - dough area Weekly forest school	
	PE Balance and Coordination		PE Sportsmanship, health and fundamentals - Multiskills		PE Movement and Space	
	Handwriting Letterjoin	**Handwriting** Letterjoin	**Handwriting** Letterjoin	**Handwriting** Letterjoin	**Handwriting** Letterjoin	**Handwriting** Letterjoin
	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives7. 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.					
	Early Learning Goals: **Gross Motor Skills** **Children at the expected level of development will:** - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **Fine Motor Skills** **Children at the expected level of development will:**					

	- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.

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Literacy	**Phonics: Sound!** **Start Phonics for Letters and Sounds** **Unit 1 and 2** **Weeks 1-7**	**Phonics: Sound!** **Start Phonics for Letters and Sounds** **Unit 3** **Weeks 8-14**	**Phonics: Sound!** **Start Phonics for Letters and Sounds** **Unit 4** **Weeks 15-18**	**Phonics: Sound!** **Start Phonics for Letters and Sounds** **Unit 4 and 5** **Weeks 19-23**	**Phonics: Sound!** **Start Phonics for Letters and Sounds** **Unit 5 and 6** **Weeks 24-30**	**Phonics: Sound!** **Start Phonics for Letters and Sounds** **Unit 6 and 7** **Weeks 31 -36**
	Literacy Tree Where the Wild Things Are  Bringing the rain to Kapiti plain  	**Literacy Tree** Look Up!  I am Henry Finch  The Snowman  	**Literacy Tree** The Magic Paintbrush  Little Red  	**Literacy Tree** Hairy Maclary from Donaldson's Dairy  The Night Pirates  	**Literacy Tree** The Extraordinary Gardener  The Tiny Seed  	**Literacy Tree** Oi Frog  Izzy Gizmo 
	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					

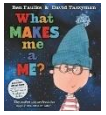
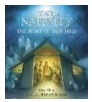
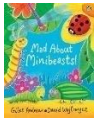
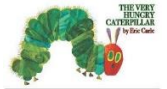
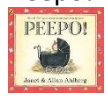
	words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).
	Early Learning Goals: **Comprehension** **Children at the expected level of development will:** - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. **Word Reading** **Children at the expected level of development will:** - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **Writing** **Children at the expected level of development will:** - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others.

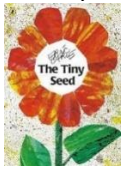
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	**Me and My World!**	**Celebrate the World!**	**Talent and Powers!**	**Explorers!**	**Growing!**	**Long ago!**
Mathematics NCTEM White Rose - SSM	Wk1 Subitising Wk 2 Counting, ordinality and cardinality Wk 3 Composition Wk 4 Subitising Wk 5 Comparison Wk 6 Talk about Measures and Patterns Wk 7 Circles and triangles	Wk1 Counting, ordinality and cardinality Wk 2 Comparison Wk 3 Composition Wk 4 Composition Wk 5 Counting, ordinality and cardinality Wk 6 Shapes with 4 sides Wk 7 Mass and Capacity	Wk1 Subitising Wk 2 Counting, ordinality and cardinality Wk 3 Composition Wk 4 Composition Wk 5 Composition Wk 6 Length, Height and Time Wk 7 Length, Height and Time	Wk1 Counting, ordinality and cardinality Wk 2 Comparison Wk 3 Composition Wk 4 Composition Wk 5 Composition Wk 6 Explore 3D shapes Wk 7 Explore 3D shapes	Wk1 Counting, ordinality and cardinality Wk 2 Subitising Wk 3 Composition Wk 4 Composition Wk 5 Comparison Wk 6 Talk about Measures and Patterns Wk 7 Mass and Capacity	Wk1 Subitise Wk 2 Review and Assess Recall of bonds to 5 Wk 3 Review and Assess Composition of numbers to 10 Wk 4 Review and Assess Comparison Wk 5 Review and Assess Number Patterns Wk 6 Review and Assess Counting
	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 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**.
	Early Learning Goals: **Number** **Children at the expected level of development will:** - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts**.** **Numerical Patterns** **Children at the expected level of development will:** - Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

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Understanding the World	• Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me • Show interest in the lives of other people who are familiar to me • Can talk about what they do with their family and places they have been with their family. • Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. • I can show an interest in different occupations and ways of life • I can talk about things I have observed such as animals/seasonal changes/weather • I show care for living things (pets) • I can ask questions about	• compare and contrast character from stories, including figures from the past: looking at clothes • I can talk about significant events in my own experience • I can talk about why things happen: seasonal changes/animals hibernate • I can recognise that people have different beliefs and celebrate special times in different ways • I can recognise and describe special times or events for family or friends • Recognising that people have different beliefs • Respecting difference	• 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. • Celebrate Chinese New year • Recognising that people have different beliefs • Respecting difference Talk about lives of people around us • Talk about experiences at different points in the year (class calendar for each month) • Changing seasons: winter • Ice experiments • Knowing there are different countries in the world (China) • Explore google earth • understand the effects of changing seasons on the world around me	• Similarities and differences between countries/environments beach/ land/ underwater animals (night pirates) • Maps of our school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different? • Materials: Floating / Sinking – boat building Metallic / non-metallic objects • Seasides long ago – compare and contrast past and present • I can describe special events (Easter)	• I can tell you what a plant needs to grow (growing a sunflower) • Growth & Change: butterfly life cycle • I can understand the key features of the life cycle of a plant/ minibeasts • Growth & Change: frog life cycle • I can show care and concern for living things in the environment • I can start to develop an understanding of growth, decay and changes over time • I can talk about some of the things I have observed such as plants, animals, natural and found objects	• Using Peepo compare and contrast things from the past and present. • Explore and compare toys from the past and present

	aspects of my familiar world such as the place where I live or the natural world • Create a simple map (we're going on a pumpkin hunt)					
	Books to support UtW					
	• The Enormous Turnip • Here we are  • What makes me a me  • All about families  • Tree	• Wear the poppies now grow  • The Nativity  • The Best Diwali  • Sparks in the sky	• I love Chinese New Year  • China 	• Sea and Oceans  • Night pirates  • First Atlas 	• Mad about minibeasts  • The very Hungry Caterpillar  • The frog lifecycle  • A Tadpoles Promise	• Peepo! 

	• We're going on a pumpkin hunt  	• Autumn  			• The tiny seed  • Seed to Plant 	
	ICT Computing through continuous provision Introduce online safety	ICT Using a computer Learning about the main parts of a computer	ICT All about instructions The children learn to receive and give instructions and understand.	ICT Exploring hardware Tinkering and exploring with different computer hardware plus safer internet day	ICT Programming Children learn about directions, experiment with programming a Bee-bot	ICT Introduction to data Children sort and categorise data E safety
	RE F4. Being special: Where do we belong?		**RE** F1. Why is the word God so important to Christians? Chinese New Year F3. Why is Easter special to Christians? Eid		**RE** F5. What places are special and why?	

	F2. Why is Christmas special for Christians? Posada Diwali		F6. What times/stories are special and why?
	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.**		
	Early Learning Goals: **Past and Present** **Children at the expected level of development will:** - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. **People, Culture and Communities** **Children at the expected level of development will:** - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. **The Natural World** **Children at the expected level of development will:** - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		

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(Supported by Kapow)</td><td>Art
Drawing: marvellous marks
Craft and Design: Let's get crafty

Continuous Provision
Access to Art Area with selection of materials and media for exploration – See Common Play Behaviours to see how resources develop over the year.</td><td>Art
Painting and mixed media: Paint my World

Continuous Provision
Access to Art Area with selection of materials and media for exploration – See Common Play Behaviours to see how resources develop over the year.</td><td>Art
Sculpture and 3D: Creation station

Continuous Provision
Access to Art Area with selection of materials and media for exploration – See Common Play Behaviours to see how resources develop over the year.</td></tr>
<tr><td>DT
Structures: Junk modelling

Continuous Provision
Access to Junk Modelling Area with selection of materials and media for exploration – See Common Play Behaviours to see how resources develop over the year.</td><td>DT
Cooking and nutrition: soup

Continuous Provision
Access to Junk Modelling Area with selection of materials and media for exploration – See Common Play Behaviours to see how resources develop over the year.</td><td>DT
Textiles: Bookmarks
Structures: Boats

Continuous Provision
Access to Junk Modelling Area with selection of materials and media for exploration – See Common Play Behaviours to see how resources develop over the year.</td></tr>
<tr><td>Music
Celebrating music

Nativity Performance</td><td>Music
Exploring sound
Music & movement</td><td>Music
Musical stories
Big band</td></tr>
<tr><td colspan="3">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.</td></tr>
<tr><td colspan="3">Early Learning Goals
Creating with Materials
Children at the expected level of development will:
- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.
Being Imaginative and Expressive
Children at the expected level of development will:</td></tr>
</table>

	- Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.