



The Nethersole C of E Academy

Donaldson (3- and 4-year-olds)-Long term curriculum plan 2023/2024

Key texts/Literacy themes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>7 weeks 3 days (inc baseline)</i>	<i>7 weeks</i>	<i>5 weeks</i>	<i>5 weeks</i>	<i>7 weeks</i>	<i>7 weeks</i>
	<i>The below outlines are ideas/starting points. However, in line with our Early Years ethos we primarily follow the children's ideas and interests and therefore our LTP will be adapted accordingly throughout the year.</i>					
	<i>This is Me!</i>	<i>Let's Celebrate</i>	<i>Winter</i>	<i>Down on the Farm</i>	<i>Amazing Animals</i>	<i>Let's Go on an Adventure!</i> <i>Journeys/Holidays</i>
	Season Focus: Autumn	Season Focus: Autumn/Winter	Season Focus: Winter	Season Focus: Winter/Spring	Season Focus: Spring/Summer	Season Focus: Summer
	Key text: Owl Babies 	Key text: Stickman 	Key text: Lost and Found 	Key text: Farmer Duck 	Key text: Lots of Dots 	Key text: Runaway Train 

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Supporting texts	<p>Lulu's First Day I Don't Want to be Small The Worrysaurus The Lion Inside</p> <p>Autumn Themed Books:</p> <p>Leaf Man Hello Autumn</p>	<p>The Tree That's Meant to Be Jesus' Christmas Party Mince Spies</p> <p>Autumn Themed Books:</p> <p>Leaf Man Hello Autumn</p>	<p>I Definitely Don't Like Winter I Love Chinese New Year Lanterns and Firecrackers One Snowy Night</p>	<p>Farmyard Hullabaloo What the Ladybird Heard The Odd Egg Pip and Egg A Squash and a Squeeze</p>	<p>Rumble in the Jungle Monkey Puzzle Handa's Surprise There's a Tiger in the Garden Giraffe's Can't Dance</p>	<p>The Train Ride The Way Back Home Billy's Bucket Harry and the Dinosaurs go on Holiday</p>
Key themes	<ul style="list-style-type: none"> • Children will learn about the changing seasons throughout the year. • Children will have opportunities to learn about the local area throughout the year, supporting by lots of visits into the community e.g. the park, Polesworth Library, Polesworth Abbey and local shops. 					

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Enrichments and Enhancements	Activities	Activities	Activities	Activities	Activities	Activities
	This is me	Autumn	Winter	Spring	Amazing Animals	Journeys
	<p>Self-portrait (Revisited throughout the year)</p> <p>Self-registration – This is me</p> <p>Nature face using natural resources – This is me</p> <p>Design and build my home- junk modelling</p> <p>Family portrait</p> <p>Harvest Festival</p>	<p>Tuff tray: Autumn leaves, pine cones, acorns, animals. Autumn collage Leaf printing</p> <p>Bonfire Night</p> <p>Firework pictures</p> <p>Making rockets</p> <p>Remembrance Day</p> <p>World Nursery Rhyme Week (13th-17th November)</p> <p>Christmas</p> <p>Nativity scene Advent calendar Christmas card Christmas calendar Christmas wish list Christmas crafts Christmas carols Christmas Party</p>	<p>Tuff tray: Animals that hibernate in winter, nests Tuff tray: ice, animals</p> <p>Ice cube paints Bird feeders Winter scene</p> <p>Chinese New Year (10th February)</p> <p>Food tasting Making lanterns Dragons</p> <p>Shrove Tuesday (13th February)</p> <p>Making pancakes</p>	<p>Tuff tray: flowers, planting, compost, seeds, animals</p> <p>Growing and changing Observational drawing of flowers Planting and growing flowers/vegetables Observational drawing of a cocoon Create a butterfly (mixing colours)</p> <p>Tasting vegetables- vegetable rainbow kebabs</p> <p>Celebrations</p> <p>Mother's Day (Sunday 10th March)</p> <p>Portrait of someone special Mother's day craft mornings</p> <p>Easter Cards Chocolate Easter nests</p>	<p>Zoo and me Zoo animals crafts Masks for role-play Focus on pattern</p> <p>Jungle and me Jungle animal crafts Masks for role-play Focus on pattern</p> <p>Father's Day (Sunday 16th June)</p> <p>Father's Day Cards Father's Day performance</p>	<p>How can I travel?</p> <p>Boats- making and testing boats</p> <p>Trains</p> <p>Aeroplane</p> <p>Where can we visit on holiday?</p> <p>Packing suitcases Comparing locations- collage</p> <p>Where have I been?</p> <p>Postcards</p> <p>Sports Day activities Sports Day medals</p> <p>Transition Graduation Day celebrations Graduation Certificate Graduation performance</p>

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Visits and visitors	Visits/Visitors	Visits/Visitors	Visits/Visitors	Visits/Visitors	Visits/Visitors	Visits/Visitors
	Forest School visits Oral Health Visitor Visit Church (Harvest)	Forest School visits Diwali celebrations Visit to Church Watch School Nativity Winter workshop Warwickshire Family Learning	Forest School visits	Forest School visits World Book Day visitors Easter Bonnet Parade Parent Consultations Visit to Ash End House Farm	Forest School visits Animal workshop Visit from a Vet	Forest School visits Invite parents to join us for Sports Day Invite parents to join us for Graduation Celebrations and Garden Party

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Key Enquiry questions	<p>Who am I? Who am I? What do I look like? What colour are my eyes? What colour is my hair? What do I like to do? Who are my friends? Who is in my family? What does my home look like? What does it mean to be brave?</p>	<p>What do celebrations mean to me? How do I celebrate my birthday? How do other children celebrate special times? How do people celebrate Diwali? Why are people wearing poppies? How do I celebrate Christmas at home? How do we celebrate Christmas at school? Why do I celebrate Christmas? How are Diwali and Christmas the same/different? Why do we give and receive gifts? How did I celebrate Christmas last year?</p>	<p>What happens in winter? What does my school look like in winter? What happens to the trees in winter? How do plants look in winter? What is the weather like? What do I wear indoors and outdoors why? What might I see on the ground? What will I hear in winter and why? What will I see in winter and why? What will I smell in winter and why? What might I taste and why? What will I touch in winter and why?</p>	<p>What is it like to live on a farm? What animals live on a farm? What things grow on a farm? Who looks after a farm? What jobs need to be done on a farm? What farms are local to Polesworth? How do plants grow? What do plants need to grow? What food can we grow? Why do some plants not grow? What plants grow in different countries? Which vegetables do I like? Which fruit do I like? Why is it important that we eat healthy foods? What foods are unhealthy? What happens in Spring? What happens to the world around me in Spring? What do the trees look like? How have they changed? What clothes do we wear in Spring? What is the weather like in Spring?</p>	<p>Pets at Home What animals do people keep as pets? How do we care for our pets? Animals at a Zoo What animals would I see at a zoo? What do the animals look like? How do they move? What do they eat? What do their babies look like? What is their natural habitat? How many legs do they have? Animals in the wild What animals live in the wild? What do they look like? How do they move?</p>	<p>How many different ways can I travel? How do I travel to school? How do I travel to go on holiday? How do vehicles move? Which vehicles travel by sea/land/air? Holidays Where have I been on holiday? What places would I like to visit? How could I travel to my holiday destination? What happens during Summer? What happens to the world around me in Summer? What do the trees look like? How have they changed? What clothes do we wear in Summer? What is the weather like in Summer? How do I keep safe in the sun?</p>
	<p>What happens in Autumn? What happens to the world around me in Autumn? What do the trees look like? How have they changed? What clothes do we wear in Autumn? What is the weather like in Autumn?</p>	<p>What happens in Autumn? What happens to the world around me in Autumn? What do the trees look like? How have they changed? What clothes do we wear in Autumn? What is the weather like in Autumn?</p>	<p>What happens in Autumn? What happens to the world around me in Autumn? What do the trees look like? How have they changed? What clothes do we wear in Autumn? What is the weather like in Autumn?</p>	<p>What happens in Spring? What happens to the world around me in Spring? What do the trees look like? How have they changed? What clothes do we wear in Spring? What is the weather like in Spring?</p>	<p>Animals at a Zoo What animals would I see at a zoo? What do the animals look like? How do they move? What do they eat? What do their babies look like? What is their natural habitat? How many legs do they have?</p>	<p>What happens during Summer? What happens to the world around me in Summer? What do the trees look like? How have they changed? What clothes do we wear in Summer? What is the weather like in Summer? How do I keep safe in the sun?</p>


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Key vocabulary	<p>Unique, family, home, appearance, body parts-different, special, feelings, happy, sad, angry, upset, worried</p> <p>House, flat, bungalow, home, village, town</p>	<p>Celebration, tradition, Christmas, Diwali-Rama/Sita/diva/rangoli, presents, gift, God, Jesus, Mary, Joseph, Stable, Nativity, journey, remember-Remembrance Day</p>	<p>Arctic, polar regions, icy, different, same, North Pole, South Pole, adaptations, camouflage</p> <p>scales, feathers, fur, skin, habitat, diet hibernation</p>	<p>Tractor, combine harvester, harvest, farmer, hay, orchard, vegetables, fruit, scarecrow, field, crops, stable, animals</p> <p>Flowers, petals, stem, roots, seeds, soil, life-cycle, warmth, light, healthy, unhealthy, growth, wild, garden, trunk, branches, leaves, vegetables, fruit, blossom, water</p>	<p>Pets, zoo, jungle, habitat, appearance, fur, feathers, skin, scales, size, diet, food</p>	<p>Transport, travel, vehicle, train, bicycle, planes, lorries, motorbikes, boats, scooters, journey</p> <p>Holiday, break, journey, beach, sea, ocean, land, pier, promenade, rock pools, jetty, crab, suitcase, luggage, passport, flight, atlas, globe, map, destination, travel, abroad</p> <p>Seaside, sea, ocean, pier, rock pools, shells, crabs,</p>
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Prime Areas of Learning Focus for 3 to 4 Provision The statements are taken from Birth to Five Matters and are used as a guide to support learning and development. We know that children do not all learn in the same way. The statements reflect what children aged 3-4 could be doing and how the adults and learning environments can support this.			
Through positive relationships and enabling environments we will support each unique child to/when:			
Phonics	 Little Wandle Letters and Sounds We follow the systematic synthetic phonics program of "Little Wandle Letters and Sounds". Phonics teaching will commence in Autumn 2 when the children have settled. Letters and Sounds - A complete Phonics resource to support children (littlewandlelettersandsounds.org.uk)		
Communication and Language Development	<p style="text-align: center;">Listening and Attention</p> <p>Listens to others in one-to-one or small groups, when conversation interests me. Listens to familiar stories with increasing attention and recall.</p> <p style="text-align: center;">Understanding</p> <p>Understand the use of objects e.g. which one do we cut with? Understand prepositions such as under, on top, behind, by carrying out an action or selecting correct picture.</p> <p style="text-align: center;">Speaking</p> <p>Beginning to use more complex sentences to link thoughts (using and, because). Able to use language in recalling past experiences. Retell a simple past event in the correct order e.g. went down slide, hurt finger.</p>	<p style="text-align: center;">Listening and Attention</p> <p>Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focus attention – still listen or do, but can change my own focus of attention.</p> <p style="text-align: center;">Understanding</p> <p>Respond to instructions with more elements e.g. give the big ball to me; collect up all the blocks and put them in the box.</p> <p style="text-align: center;">Speaking</p> <p>Use talk to explain what is happening and anticipate what might happen next. Question why things happen and give explanations (asking who, what, when, how, questions). Beginning to use a range of tenses (play, playing, will play, played). May make some errors in language e.g. runned, and will absorb and use language I hear around me in my community and culture.</p>	<p style="text-align: center;">Listening and Attention</p> <p>Able to follow directions (if not intently focused).</p> <p style="text-align: center;">Understanding</p> <p>Beginning to understand why and how questions.</p> <p style="text-align: center;">Speaking</p> <p>Use intonation, rhythm, and phrasing to make the meaning clear to others. Talk more extensively about things that are of particular importance to me. Building up vocabulary that reflects the breadth of my experiences. Use talk in pretending that objects stand for something else in play e.g. this box is my castle.</p>

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Personal, Social and Emotional Development	<p style="text-align: center;">Making relationships</p> <p>Seek out companionship with adults and other children, sharing experiences and play ideas. Use my experiences of adult behaviours to guide my social relationships and interactions.</p> <p style="text-align: center;">Sense of Self</p> <p>Becoming more aware of the similarities and differences between myself and others in more detailed ways. Can identify myself in relation to social groups and to my peers. Sensitive to others' messages of appreciation or criticism.</p> <p style="text-align: center;">Understanding Emotions</p> <p>Express a wide range of feelings in my interactions with others and through my behaviour and play, including excitement and anxiety, guilt and self-doubt. May exhibit increased fearfulness of things like the dark or monsters etc. and possibly have nightmares.</p> <p style="text-align: center;">Health and Self-Care</p> <p>Tell adults when I am hungry, full up, or tired or when I want to rest, sleep or play. Observe and describe in words or actions the effects of physical activity on my body. Name and identify different parts of my body. Take practical action to reduce risk, showing my understanding that equipment and tools can be used safely. Can wash and dry my hands effectively.</p>	<p style="text-align: center;">Making relationships</p> <p>Show increasing consideration of other people's needs and gradually more impulse control in favourable conditions e.g. giving up a toy to another who wants it.</p> <p style="text-align: center;">Sense of Self</p> <p>Enjoy a sense of belonging through being involved in daily tasks. Aware of being evaluated by others and am beginning to develop ideas about myself according to the messages I hear from others.</p> <p style="text-align: center;">Understanding Emotions</p> <p>Talk about how others might be feeling and respond according to their understanding of the other person's needs and wants.</p> <p style="text-align: center;">Health and Self-Care</p> <p>Take practical action to reduce risk, showing my understanding that equipment and tools can be used safely. Can wash and dry my hands effectively and understand why this is important. Willing to try a range of different textures and tastes and express preferences. Able to name and identify different parts of my body.</p>	<p style="text-align: center;">Making relationships</p> <p>Practicing skills of assertion, negotiation, and compromise. Look to a supportive adult for help in resolving conflict with peers. Enjoy playing alone, alongside, and with others'. Invite others to play and attempting to join others' play.</p> <p style="text-align: center;">Sense of Self</p> <p>Able to show confidence and self-esteem through being outgoing towards people, taking risks, and trying new things or new social situations. Able to express my needs and ask adults for help.</p> <p style="text-align: center;">Understanding Emotions</p> <p>More able to recognise the impact of my choices and behaviours/actions on others, Know that some actions can hurt others' feelings. Understand that expectations vary depending on different events, social situations and changes in routine. Become more able to adapt my behaviour in favourable conditions.</p> <p style="text-align: center;">Health and Self-Care</p> <p>Able to observe and control breath. Able to take deep breaths, scrunching and releasing the breath. Able to mirror the playful actions or movements of another adult or child. Working towards a consistent, daily pattern in relation to eating, toileting, and sleeping routines, understanding why this is important. Gaining more bowel and bladder control. Able to attend to toileting needs most of the time myself.</p>
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Jigsaw F1	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
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Physical Development Gross Motor	<p>Access to outside is available everyday where there are numerous opportunities to develop various gross motor skills.</p> <p>Additionally, children partake in weekly 'Woodland Wanderers' opportunities to visit, explore and learn first-hand the wonders of the natural/woodland outdoor environment, supporting their lifelong learning in the natural world.</p>		
	<p>Climb stairs, steps and move across climbing equipment using alternate feet.</p> <p>Maintain balance using hands and body to stabilise.</p> <p>Walk down steps or slopes whilst carrying a small object, maintaining balance and stability.</p>	<p>Run with spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles.</p> <p>Balance on one foot or in a squat momentarily, shifting body weight to improve stability.</p>	<p>Grasp and release with two hands to throw and catch a large ball, beanbag or an object.</p> <p>Create lines and circles pivoting from the shoulder and elbow.</p> <p>Manipulate a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons.</p> <p>Dress with help e.g., put arms into open-fronted coat or shirt when held up, pull up my own trousers, pull up zipper once it is fastened at the bottom.</p>
Fine Motor Literacy and Writing	<p>Give meanings to their drawings and paintings.</p> <p>Ascribe meanings to signs, symbols, and words that I see in different places, including those I make myself.</p>	<p>Make up stories, play scenarios, and drawings in response to experiences, such as outings.</p> <p>Include mark making and early writing in my play.</p> <p>imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right.</p>	<p>Attempt to write my own name, or other names and words using combinations of lines, circles and curves, or letter-type shapes.</p> <p>Show interest in letters on a keyboard.</p> <p>Identify the initial letter of my own name and other familiar words.</p> <p>Begin to make letter-type shapes to represent the initial sound of my name and other familiar words.</p>

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	Specific Areas of Learning
Literacy	<p style="text-align: center;">Reading</p> <p>Listens to and joins in with stories and poems, when reading one-to-one and in small groups. Joins in with repeated refrains and anticipate key events and phrases in rhymes and stories. Beginning to be aware of the way stories are structured, and to tell my own stories.</p> <p>Able to talk about events and principal characters in stories and suggest how the story might end. Able to show interest in illustrations and words in print and digital books and words in the environment. Recognise familiar words and signs such as my own name, advertising logos and screen icons. Able to look at and enjoy print and digital books independently.</p> <p>Understands that print carries meaning and, in English, is read from left to right and top to bottom. Knows that information can be relayed through signs and symbols in various forms e.g. printed materials, digital screens and environmental print.</p> <p>Handles books and touch screen technology carefully. Holds books the correct way up with growing competence.</p> <p>Beginning to navigate apps and websites on digital media using drop down menu to select websites and icons to select apps. Beginning to develop phonological and phonemic awareness:</p> <p>Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words, songs, poems, and rhymes. Claps or taps the syllables in words during sound play. Hears and says the initial sound in words.</p> <p style="text-align: center;">Writing</p> <p style="text-align: center;"><i>Statements included in the Fine Motor, Literacy and Writing section above.</i></p>

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Mathematics	Mastering the Curriculum We follow the White Rose Scheme via Master the Curriculum.					
	Colours Matching Sorting	Number 1: Subitising, counting and numeral Number 2: Subitising Number 2: Counting, numeral Pattern	Number 3: Subitising 1:1 counting Numerals Triangles Number 4: Composition Number 5: 1:1 counting Number 5: Composition	Number 6 Introduce 10 frame Height and Length Mass Capacity	More than/fewer than One more, one less 2D shape Pattern 3D shape	Number composition 1 to 5 Night and day Order events Positional language

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	<p>Comparison Able to compare two small groups of objects.</p> <p>Counting May enjoy counting verbally as far as I can go. Points or touches (tags) each item, saying one number for each item, using the stable order of 1, 2, 3, 4, 5.</p> <p>Cardinality Subitises one, two and three objects (without counting).</p> <p>Composition Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers. Beginning to use understanding of number to solve practical problems in play and meaningful activities.</p> <p>Spatial Awareness Responds to language of position and direction.</p> <p>Shape Chooses items based on their shape which are appropriate for purpose. Responds to both informal language and common shape names.</p> <p>Pattern Creates their own spatial patterns.</p> <p>Measures In meaningful contexts, finds the longer or shorter, heavier or lighter, and more/less full of two items.</p>	<p>Comparison Able to compare two small groups of up to five objects.</p> <p>Counting Points or touches (tags) each item, saying one number for each item, using the stable order of 1, 2, 3, 4, 5.</p> <p>Cardinality Subitises one, two and three objects (without counting). Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle).</p> <p>Composition Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers. Beginning to use understanding of number to solve practical problems in play and meaningful activities. Beginning to recognise that each counting number is one more than the one before.</p> <p>Spatial Awareness Responds to and uses language of position and direction.</p> <p>Shape Shows awareness of shape similarities and differences between objects. Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes.</p> <p>Pattern Creates their own spatial patterns, showing some organisation or regularity. Explores and adds to simple linear pattern of two or three repeating items e.g., stick, leaf (AB), or, stick, leaf, stone (ABC).</p> <p>Measures In meaningful contexts, finds the longer or shorter, heavier or lighter, and more/less full of two items.</p>	<p>Comparison Able to compare two small groups of up to five objects, saying when there are the same number of objects in each group e.g. you've got two, I've got two, same.</p> <p>Counting Points or touches (tags) each item, saying one number for each item, using the stable order of 1, 2, 3, 4, 5. Uses number names and number language within play, and may show fascination with large numbers. Beginning to recognise numerals 0 to 10.</p> <p>Cardinality Subitises one, two and three objects (without counting). Counts up to five items, recognising that the last number said represents the total counted so far (cardinal principle). Links numerals with amounts up to 5 and maybe beyond. Explores using a range of their own marks and signs to which they ascribe mathematical meanings.</p> <p>Composition Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers. Beginning to use understanding of number to solve practical problems in play and meaningful activities. Beginning to recognise that each counting number is one more than the one before. Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same.</p> <p>Spatial Awareness Responds to and uses language of position and direction.</p>
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		<p>Recalls a sequence of events in everyday life and stories.</p>	<p>Predicts, moves, and rotates objects to fit the space or create the shapes I would like.</p> <p>Shape Shows awareness of shape similarities and differences between objects. Enjoys partitioning and combining shapes to make new shapes with 2D and 3D shapes. Attempts to create arches and enclosures when building, using trial and improvement to select blocks.</p> <p>Pattern Creates their own spatial patterns, showing some organisation or regularity. Explores and adds to simple linear pattern of two or three repeating items e.g., stick, leaf (AB), or, stick, leaf, stone (ABC). Joins in with simple patterns in sounds, objects, games and stories, dance and movement, predicting what comes next.</p> <p>Measures In meaningful contexts, finds the longer or shorter, heavier or lighter, and more/less full of two items. Recalls a sequence of events in everyday life and stories.</p>
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Understanding the World	<p style="text-align: center;">People and Communities</p> <p>Shows interest in the lives of people who are familiar to me. Enjoys joining in with family customs and routines. Remembers and talks about significant events in my own experience.</p> <p style="text-align: center;">The World</p> <p>Comments and ask questions about aspects of my familiar world such as the place where I live or the natural world.</p>	<p style="text-align: center;">People and Communities</p> <p>Remembers and talks about significant events in my own experience. Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life indoors and outdoors.</p> <p style="text-align: center;">The World</p> <p>Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.</p>	<p style="text-align: center;">People and Communities</p> <p>Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life indoors and outdoors. Knows some of the things that make me unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p style="text-align: center;">The World</p> <p>Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. Beginning to understand the effect my behaviour can have on the environment.</p>
Understanding the World Technology	<p>Computing in Early Years does not mean just using a computer. It can be developed across almost every area of learning and as part of many different play-based activities. It involves exploring objects that work in different ways and can be used for different purposes. Mechanical toys that encourage exploration of cause and effect and imaginative play resources can all aid children's understanding of computing and it's real world applications e.g. old laptops, keyboards, old mobile phones, plug in phones, typewriters, vintage coffee grinders, weighing scales, cars, watch, clock, wind-up toys, toys with gears, levers, pulls, knobs or handles, an interactive whiteboard/cd player, headphones, voice recorder, light up vanity mirror, electrical microscope, lamp, beebots, torches, alarm clocks, role play pretend items, microwave, cooker, iron, washing machine, camera, fridge, drill, vacuum, television</p>		
<p>Operate simple equipment e.g. turn on a CD player, use a remote control, navigate touch-capable technology, with support.</p> <p>Show interest in technological toys with knobs or pulleys, real objects such as cameras, and touchscreen devices such as mobile phones and tablets.</p>	<p>Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</p> <p>Understand that information can be retrieved from digital devices and the internet.</p>	<p>Play with a range of materials to learn cause and effect, for example, make a string puppet using dowels and string to suspend the puppet.</p>	

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Music lessons supported by the resource Music Express series devised by Maureen Hanke and compiled by Sue Nicholls, Patricia Scott and Sally Hickman (Foundation Stage)						
Creating with Materials						
Expressive Arts and Design	<p>Confident Artists:</p> <p>Self-portrait</p> <p>Skill: What is an artist?</p>	<p>Explores and learns how sounds and music can be changed.</p> <p>Moving in a range of ways.</p> <p>Enjoys joining in with moving, dancing, and ring games.</p> <p>Exploring tools and techniques using modelling materials: Diva lamps</p> <p>Christmas focus: Collage (Peter Blake)</p>	<p>DT focus: Cooking and Nutrition Sensory experience (Gingerbread Man/Porridge)</p> <p>Sing familiar songs e.g. pop songs, songs from TV programmes, rhymes, songs from home.</p> <p>Tap out simple repeated rhythms.</p> <p>Developing an understanding of how to create and use sounds intentionally.</p>	<p>Continue to explore colour and how colour can be changed.</p> <p>Develop an understanding of using lines to enclose a space.</p> <p>Uses various construction materials e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.</p> <p>Beginning to use drawing to represent actions and objects.</p> <p>Observational drawings to explore change.</p> <p>Mother's Day Gifts Easter Gifts</p>	<p>Uses various construction materials e.g. joining pieces, stacking vertically and horizontally, balancing, making enclosures and creating spaces.</p> <p>Beginning to use drawing to represent actions and objects based on imagination, observation and experience.</p> <p>Use tools for a purpose.</p> <p>Animal patterns.</p>	<p>Use tools for a purpose.</p> <p>Sand sculptures/pictures.</p> <p>Threading/sewing: Sea creatures</p>
	<p>Being Imaginative and Expressive Uses movement and sounds to express experience, expertise, ideas and feelings. Experiments and creates movement in response to music, stories, and ideas.</p>		<p>Being Imaginative and Expressive Creates sounds, movements, drawings to accompany stories. Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously.</p>		<p>Being Imaginative and Expressive Engaging in imaginative play based on my own ideas or first-hand experiences. Using available resources to create props or create imaginary ones to support play. Plays alongside other children who are engaged in the same theme.</p>	

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