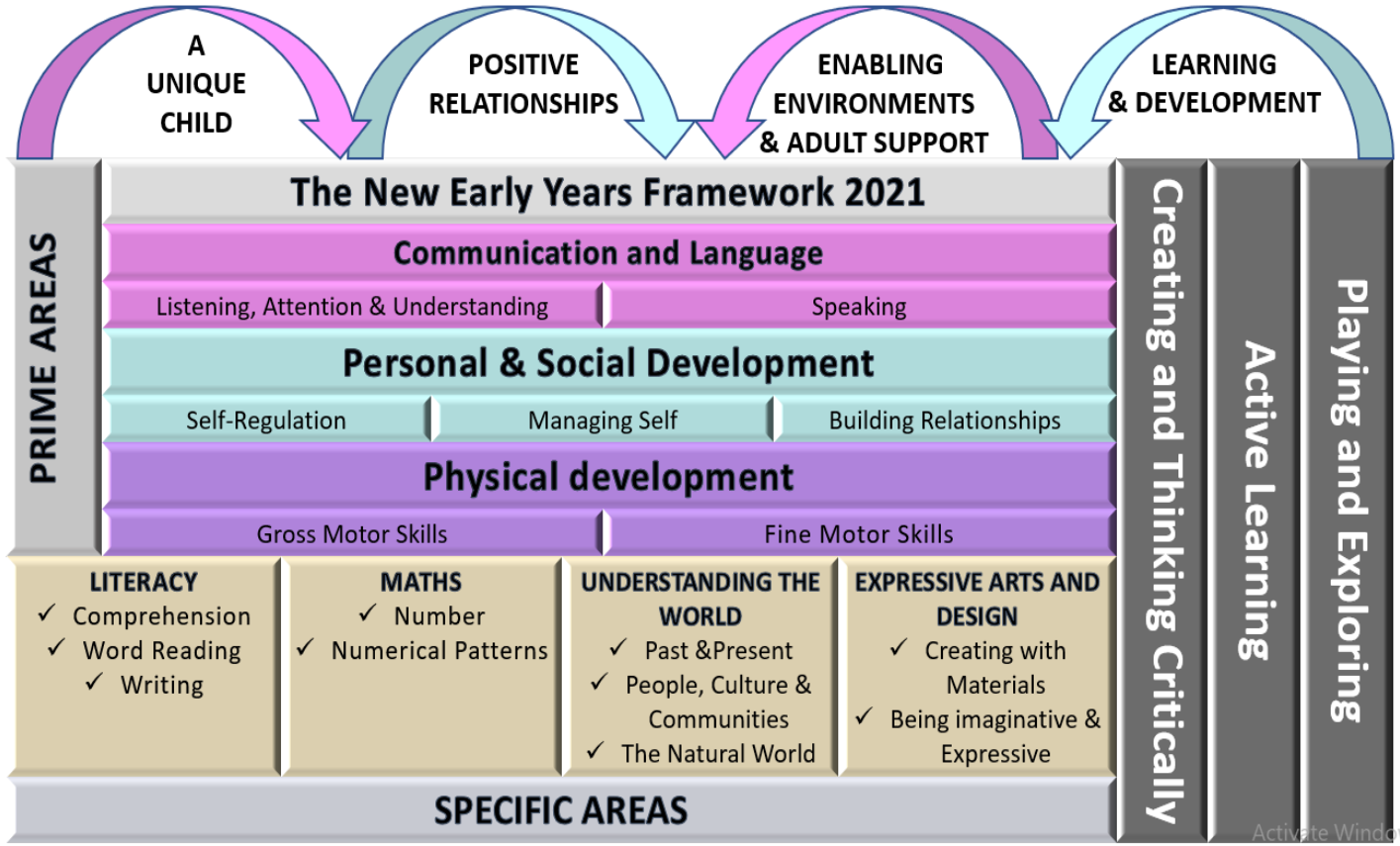
St Breock Nursery curriculum overview map



"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances." (EYFS statutory framework,)

Here in St Breock foundation stage, We base our curriculum on child-initiated learning supported with adult intervention to support each individual Childs learning and development. Everything is planned to develop and support the essential social and learning skills children need when entering more formal learning at a later stage in school.

Learning, Love and Laughter is our school motto and is at the core of everything we do. We have developed a Toolkit for Learning, Love and Laughter, which uses the Olympic Values of; determination, respect, inspiration, courage, excellence, friendship and equality as characteristics of a good learner. We ensure the children are able to use this as a language for learning, which builds resilience and independence.

Activate Window

Over Arching Principles

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

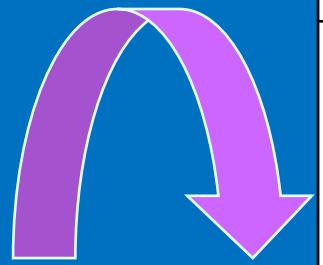
Learning, love and Laughter toolkit and British values

The Department for Education state that there is a need "to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs."

The British Values are:-

Democracy, The Rule of Law, Individual Liberty, Mutual Respect, Tolerance of those of different faiths and beliefs

At St Breock Primary School, we actively promote the fundamental British values through the curriculum. The values are explicitly taught as part of our Personal Development Curriculum. Our adoption of the Olympic Values as characteristics of learning and forming our Toolkit for Learning, Love and Laughter, further enforce these fundamental values. We consider the spiritual, moral, social and cultural development of our children a high priority and therefore we strive to permeate this through all of our school activities and school life.



Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.

PLAY: we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.

General Themes – These themes may be adapted at various points to allow for children's interests.	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
	Marvelous me	Lets celebrate!	A world of animals.	Ready steady grow	Superhero's	Off we go to the seaside !
Communication and Language Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	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.**					
Whole EYFS Focus – C&L is developed throughout the year through: • High quality interactions • Daily group discussions • Sharing circles • PSHE times • Stories • Singing songs and rhymes • Weekly makaton sign of the week. • Speech and language interventions Wellcomm, • **Daily story time using high quality texts 3 times a day.**	**Settling in activities Making friends Children talking about experiences that are familiar to them Follow instructions and routines (settling in, putting things away)** Develop vocabulary: Word of the week **Wellcomm**- initial assessments and weekly session. Model talk routines throughout the day, E.g "Good Morning" . Enjoy listening to longer stories and can remember much of what happens. Pay attention to more than one thing at a time.	**Develop vocabulary:** Word of the week Makaton sign of the week **Wellcomm** sessions. Listening and responding to stories exploring different celebrations from around the word. Use a wider range of vocabulary, through the use of different stories (reading spine) Sing a large repertoire of songs and rhymes. What's in the box song games. Be able to talk about familiar books.	**Develop vocabulary:** Word of the week Makaton sign of the week **Wellcomm**- sessions. Understand a question or instruction that has two parts, such as "Get your coat and wait at the door". Understand 'why' questions. Use longer sentences of four to six words during continuous provision support children's play and extend their vocab. Start conversations with an adult or a friend and continue it for many times.	**Develop vocabulary:** Word of the week Makaton sign of the week **Wellcomm**- session. Develop communication focusing on tenses and plurals. Such as "runned and ran, swimmed and swam through story telling activities. Develop their pronunciation saying sounds such as, r, J, Th, Ch, and sh. Multisyllabic words such as pterodactyl and hippopotamus, through the use of fiction and non-fiction books.	**Develop vocabulary:** Word of the week Makaton sign of the week **Wellcomm**- sessions. 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. Acting out and retelling a familiar story. Use talk to organise themselves and their play.	**Develop vocabulary:** Word of the week Makaton sign of the week **Wellcomm**-- session. I can learn and recite, poems, songs and Rhymes. Using the skills developed throughout the year, talk about similarities and differences between things in the past and now. I can talk about the experiences I have had at different points in the school year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal, Social and Emotional Development **Jigsaw**	Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.**					
Managing Self **Self regulation** **Making relationships** Golden rules books : • We Listen we don't interrupt • We are gentle we don't hurt others • We are honest we don't cover up the truth • We look after our property we don't damage things • We work hard we don't waste time • We are kind and helpful we don't hurt anybody feelings.	**Jigsaw : Being Me in My World** Who…me? How am I feeling today? Being at School Gentle Hands Our Rights Our Responsibilities Golden rules: Behavioural expectations in the class/boundaries set Class rules understand why they are important.	**Jigsaw: Celebrating Difference** What I am good at? I'm special, I'm me! Families Houses and Homes Making Friends Standing Up for Yourself Talk about feelings using words like happy, sad, angry or worried. Understand gradually how others might be feeling. Develop their sense of responsibility and membership of community.	**Jigsaw: Dreams and *Goals*** Challenge Never Giving Up Setting a Goal Obstacles and Support Flight to the Future Footprint Awards Talk about feelings using words like happy, sad, angry or worried. Understand gradually how others might be feeling. Develop their sense of responsibility and membership of community.	**Jigsaw: Healthy Me** Everybody's Body We like to move it, move it! Food Glorious Food Sweet Dreams Keeping Clean Stranger Danger Healthy eating- making healthy choices about food drink. Oral hygiene: teeth cleaning linked to the dental nurse Handwashing Importance of exercise and being active.	**Jigsaw: Relationships** My Family and Me! Make Friends, Make Friends, Never Break Friends Falling Out and Bullying Being the Best Friend We Can Be Talk with others to resolve conflict, find solution to conflict and rivalries. Develop appropriate ways of being assertive.	**Jigsaw: Changing Me** My Body Repspecting My Body Growing Up Fun and Fears Celebration Transition into FS2 FS2 readiness Early transition.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical development We aim to: Develop a love of physical activity, Further enhance social, emotional and physical wellbeing in all children Fine motor Continuously check the process of children's handwriting (pencil grip and mark making including directionality). Provide extra help and guidance when needed. Half termly name writing self portrait assessment. **Daily opportunities for Fine and Gross motor Activities** **Weekly Cosmic Kids Yoga Lesson , daily healthy mover's sessions, leap into life weekly PE Session.**	Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.**					
	Healthy Movers : Agility/ locomotion Activities – Choo choo, Pop the Bubble, Jungle journey, Hide and Seek, **Dough Disco**	**Healthy Movers : Coordination and object control** Activities- Hot Hot Hot Treasure, Wiggle weave and Watch, Steering, Aiming High **Dough Disco**	**Healthy Movers : Balance and stability** Whatever the weather Birds in the tress Deep blue sea Pick up **Dough disco**	**Healthy Movers : Healthy eating** Munch crunch 5 a day Yum yum **Agility/ locomotion** Activities – Choo choo, Pop the Bubble, Jungle journey, Hide and Seek, **Dough Disco**	**Pen Disco**	**Pen disco**
		Balance bikes	**Orienteering /Outdoor learning**	**Orienteering/ Outdoor Learning**	**Swimming lessons**	**Balance Bikes**
	Ball Skills : Hands : 1.Explore pushing 2.Explore rolling 3.Explore bouncing 4.Explore bouncing into space 5.Combine pushing and rolling 6.Combine rolling, pushing and bouncing	**Locomotion : Walking** 1. Explore walking 2. Develop walking 3. Explore walking in different pathways 4. Sustain walking 5. Explore marching 6. Apply walking into a game	**Gymnastics :** 1.Explore moving and making shapes using different body parts 2Explore moving in different directions. 3.Explore big and small ways of moving and making shapes 4. Moving in pairs 5.Creating shapes in pairs 6.Zonal work	**Ourselves:** 1.Moving in sequence 2. Ourselves: Responding in movement to words and music 3. Ourselves: Moving with props and contrasting tempos 4. Ourselves: Creating their own movements 5. Ourselves: Exploring opposites and creating simple movement sequences 6. Ourselves: Working with a partner exlporing character movements	**Health and Wellbeing:** 1. Understanding what we mean by movement and exercise 2. Exploring our heartbeat when we exercise 3. Exploring our breathing when we exercise 4. Why we warm up: Playing games to make our heartbeat and breathing faster 5. Understanding how exercise makes us feel 6. Making exercise fun!	**Games For Understanding:** 1.Taking turns 2.Keeping the score 3.Understanding rules: Playing by the rules 4.Avoiding a defender (shark). 5.Preventing an attacker from scoring: Tagging an attacker (fish) 6. Applying our understanding of attacking and defending into a game

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Our aims: To provide each child with the opportunity to become a master and lover of reading enjoying books at home and in school. Comprehension - Developing a passion for reading Children will visit the library weekly .	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)					
	Focus Text : **Mini Monsters can I play?** **Were going on a bear hunt** **Other texts:** **Colour monster, Super duper you, This is me, The lion inside, Who are you, You choose, Gruffalo, The enormous turnip. Autumn books.**	**Focus Text :** **Little robin red vest** **Stickman** **Other Texts:** **Paper dolls, pumpkin soup, Gruffalos child, Celebrations from around the world, Christmas story books, Diwali books, winter books.**	**Focus Text :** **Brown bear brown bear** **Dear zoo** **Other Texts:** **Rumble in the jungle, Handa's surprise, where's spot, what the ladybird heard, Red Hen, a good day for birds, books about birds, Chinese new year books**	**Focus Text :** **The Very Hungry Caterpillar** **Jaspers beanstalk** **Other Texts:** **Olivers vegetables, Jack and the beanstalk, mad about minibeasts, rhyming rabbit, the crunching munching caterpillar, lulu loves flowers, books about plants and flowers, Easter books, Spring books.**	**Focus Text :** **Superworm** **A superhero like you** **Other Texts:** **Super potato, Real superhero's, Awesome Ambulances, Jolly postman, Fire engines, Police, Vets, somebody swallowed Stanley, Beach safety books, recycling books, Summer books**	**Focus Text :** **Lighthouse keeps lunch** **Starting school** **Other Texts:** **Lulus lunch, The disgusting sandwich, Runaway train, Journey, lost and found, sharing a shell, what the ladybird heard at the seaside, harry and the dinosaurs go to school, transport books,**
	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing		Engage in extended conversations about stories, learning new vocabulary. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother		Write some or all of their name Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy	Write some letters accurately. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother

Fine and Gross motor skills – supporting early handwriting development.	**Week 1** - Finger Strength Isolating Finger movements **Week 2** - Wrist Strength Wrist Extension. **Week 3 -** Hand Strength Gross/Palmar Grasp. **Week 4** - Hand-Eye Coordination Visual Tracking **Week 5-** Scissor Skills Bilateral Hand Coordination **Week 6** - Mark Making Pushing and Pulling **Week 7** - Gross Motor Skills Proprioception	**Week1** - Gross Motor Skills Vestibular Processing **Week 2-** Finger Strength Inferior Pincer Grasp **Week 3** - Wrist Strength Wrist Extension **Week 4** - Hand Strength Radial Palmar Grasp **Week 5-** Hand-Eye Coordination Gross Motor Aiming **Week 6-** Scissor Skills Motoric Separation of the Two Sides of the Hand **Week 7** - Mark Making Twisting and Turning	**Week 1** - Mark Making Pressing and Stamping **Week 2-** Gross Motor Skills Crossing the Midline **Week 3** - Finger Strength Neat Pincer Grasp **Week 4-** Wrist Strength Wrist Flexibility **Week 5-** Hand Strength Hand Arches **Week 6-** Hand-Eye Coordination Intentional Placement **Week 7** - Scissor Skills Scissor Hold	**Week 1-** Scissor Skills Scissor Hold **Week 2-** Mark Making Squishing and Squeezing **Week 3** - Gross Motor Skills Large Muscle **Week 4-** Strength Finger Strength Rotation of Thumb and Opposition **Week 5-** Wrist Strength Wrist Flexibility **Week 6-** Hand Strength Translation **Week 7** - Hand-Eye Coordination Posting	**Week1**- Hand-Eye Coordination Forming Circles and Lines **Week 2-** Scissor Skills Cutting Increasingly More Challenging Materials and Shapes **Week 3-** Mark Making Pinching **Week 4** - Gross Motor Skills Postural Control **Week 5-** Finger Strength Flexion **Week 6-** Wrist Strength Wrist Stability **Week 7** - Hand Strength Shift	**Week 1-** Hand Strength Rotation **Week 2** - Hand-Eye Coordination Copying Marks **Week 3-** Scissor Skills Cutting Increasingly More Challenging Materials and Shapes **Week 4-** Mark Making Purposeful Mark Making **Week 5-** Gross Motor Skills Shoulder Girdle Stability **Week 6-** Finger Strength Abduction/ Adduction **Week 7** - Wrist Strength Wrist Stability

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics Our aims: Phonics daily sessions. Stories and Rhymes Talk back and forth Language rich environments Writing/ mark making in continuous provision.	We begin preparing our pupils for learning to read as soon as they join our Nursery. We immerse the children in **stories and rhymes** as well as regular planned **talk and back and forth conversation** to support communication and language skills. In Nursery, we focus on the foundational skills required for reading with a carefully thought-out pre-reading programme. We develop children's phonological and phonemic awareness through fun, engaging games and **nursery rhymes**. There are two aspects to our programme: Rhyme Time and Tuning into Sounds. Rhyme Time explores rhyme to build up a bank of shared language, develop children's understanding of the world and familiarity with the sounds in words. Tuning into Sounds teaches phonological and phonemic awareness **(rhyme, alliteration, initial sounds)** through games. Developing these skills in Nursery lays the best possible foundations for learning phonics in Reception.					
	Rhyme Time • No explicit phonics sounds are • introduced. • The focus is entirely on Rhyme Time • and settling children into daily routines. • Children learn 1 nursery rhyme every • 1 to 2 weeks from a list of 20 rhymes. • Play Rhyme Time games: focus on • listening, syllables, rhyming, alliteration • and sound knowledge.	**Start Tuning into Sounds** • Progression of sounds: m, a, s, d, t, i, • n. • Sounds focus: One new sound each • week. In each session, play What's in the • box? (Learn the sound) and one sound • game: Voice sounds, Name play, Bertha • the bus, Play with sounds (Practise the • sound). • Oral blending focus: In each session, • play: Blend from the box (Blend with the • sound) and one oral blending game: Can you • do the actions? Can you touch your … ? • What's that noise? (Practise blending)	**Tuning into Sounds** o Progression of sounds: p, g, o, c, k, u, b, f, e, l, h, r o Sounds focus: One new sound each week. In each session, play What's in the box? (Learn the sound) and one sound game: Voice sounds, Name play, Bertha the bus, Play with sounds (Practise the sound). o Oral blending focus: In each session, play: Blend from the box (Blend with the sound) and one oral blending game: Can you do the actions? Can you touch your … ? What's that noise? (Practise blending)	**Tuning into Sounds** • Progression of sounds: j, v, y, w, z, x, sh, th, ch, qu, ng, nk • Sounds focus: One new sound each week. In each session, play What's in the box? (Learn the sound) and one sound game: Voice sounds, Name play, Bertha the bus, Play with sounds (Practise the sound). • Oral blending focus: In each session, play: Blend from the box (Blend with the sound) and one oral blending game: Can you do the actions? Can you touch your … ? What's that noise? (Practise blending)	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths WhiteRose math's Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.	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.					
	Comparison 1 - More than, fewer than, same **Shape, space and measure 1 -** Explore and build with shapes and Objects **Pattern 1 -** Explore repeats **Counting 1 –** Hear and say number Names	**Counting 2-** Begin to order number names **Subitising 1-** I see 1, 2, 3 **Pattern 2-** Join in with repeats **Shape, space and measure 2-**Explore position and space	**Subitising 2-** Show me 1, 2, 3 **Counting 3-** Move and label 1, 2, 3 **Shape, space and measure 3-** Explore position and routes **Pattern 3-** Explore patterns	**Counting 4-** Take and give 1, 2, 3 **Shape, space and measure 4-** Match, talk, push and pull **Subitising 3-** Talk about dots **Comparison 2-** Compare and sort collections	**Pattern 4-** Lead on own repeats **Shape, space and measure 5-**Start to puzzle **Pattern 5-** Making patterns together **Subitising 4-** Make games and actions	**Counting 5-** show me 5 **Pattern 6-** my own pattern **Counting 6-** Stop at 1, 2, 3, 4, 5 **Comparison 3-** Match, sort, compare

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the world RE / Festivals	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.					
provide every child with a greater understanding of themselves, the world and the people within it .	**Special times: Harvest, Settling into a new school/ class.** 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.	**Special Times: Bonfire night, Diwali, Remembrance day, Christmas.** Talk about the differences between materials and changes they notice. Explore how things work	**Special Times: Chinese new year** Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Continue developing positive attitudes about the differences between people.	**Special Times: Shrove Tuesday, Easter, Mothers Day, St Pirian's day**. Plant seeds and care for growing plants. Explore and talk about different forces they can feel.	Understand the key features of the life cycle of a plant and an animal. Talk about the differences between materials and changes they notice. Show interest in different occupations	**Special Times: Fathers day, transition days.** Begin to make sense of their own life-story and family's history. Begin to understand the need to respect and care for the natural environment and all living things
RE Natre	**Being Special: where I belong?**	**What happened in the nativity story?**	**What makes my nursery special?**	**What happens during Easter?**	**What are our Nursery Values?**	**What are our nursery values?**
Science **Developing Experts**	**Our bodies** learning about our different body parts and what they are useful for, as well as encouraging children to consider how our bodies change from when we are a baby. Within this section, children will also consider how and why we are all unique and different from one another.	**Weather and seasons** Learn about the different seasons here in the UK and the weather that comes with them! children to recognise, different weather types and also consider how we need to be careful in different seasons.	**Animals** Discover different types of animals. From mammals, to birds, to insects, different habitats around the world, including those that live on a farm.	**Plants/ insects** Exploring plants. learn about how plants are made, where they come from and how to look after them! They can make a start on thinking about why plants are so important and learn some key vocabulary about different parts of plants.	**Machines** Exploring different modes of transport. Understand how to plan a journey Decide the most appropriate means of transport for a journey Name different types of vehicle	**The Beach** understand more about the beach, and is a fun way for them to explore it! Activities like making a sandcastle and measuring footprints are included, to encourage children what materials are used and how we can measure length

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design *Art has the power to transform, to illuminate, to educate, to inspire and motivate.* *Painting, transition art (outdoors) workshop area, exploring different materials and medium , 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.* **Access Art**	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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Explore different materials freely, in order to develop their ideas about how to use them and what to make. • Explore colour and colour mixing. • Create closed shapes with continuous lines and begin to use these shapes to represent objects . • Listen with increased attention to sounds. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person. **What can we see? -**Enabling children to look is an essential foundation skill. Through looking we nurture curiosity, build knowledge, and make the world our own **Exploring colour -**Exploring colour gives us a great opportunity to interact with the world through our senses.		• Begin to develop complex stories using small world equipment • Join different materials and explore different textures • Draw with increasing complexity and detail • Using drawing to represent ideas like movement or loud noises • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs • Respond to what they have heard, expressing their thoughts and feelings. **How Can We Build Worlds? -** Manipulating the materials of the world and transforming them into something new is an empowering process. **How Can We Explore Materials & Marks? -** We don't just have to paint on paper – the world is full of textures and materials which we can use as surfaces for artwork! **How Can We Explore 3d Materials? -** The world is full of materials, waiting to be transformed by our hands, hearts and heads. Giving children plenty of opportunity to explore materials through free exploration		• Make imaginative and complex 'small worlds' with blocks and construction kits • Develop their own ideas and then decide which materials to use to express them • Show different emotions in their drawings and paintings – happiness, sadness, fear etc • Create their own songs or improvise a song around one they know • Play instruments with increasing control to express their feelings and ideas **How Can We Use Our Bodies To Make Art? -** We often assume we make art using our hands and eyes, but we can use all our senses to inform our exploration **How Can We Use Our Imaginations? -** Most very young children find it easy to use their imagination to help invent a world around them. Through art we can encourage children to nurture their imaginations, building confidence in their instinct, intuition, sense of self and ability, to give an outward form to inner ideas.	
Music ***Sing up!***	**Let's be friends!** This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces	**This is me** This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique	**Travel and movement** This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car… What about if we could fly? Let's see where our imaginations take us!	**Animal tea party** This unit is all about an animal tea party! We'll be asking the children to invite their own cuddly toys. We'll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity Bang my drum	**I've got feelings** This unit is all about exploring our feelings and emotions. Music is an incredible tool to express our feelings through song. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make?	**Let's jam!** This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. Having fun making music can have a huge impact on cohesion of your class, and the wellbeing of the children