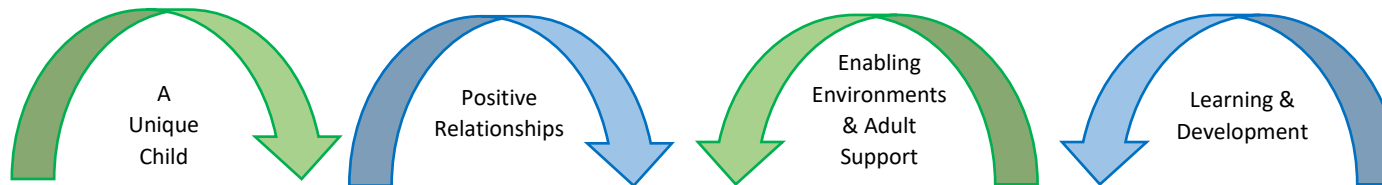




RECEPTION LONG TERM PLAN – CYCLE B



PRIME AREAS	Early Years Framework (2021)				Creating & Thinking Critically	Active Learning	Playing & Exploring
	Communication & Language						
	Listening, Attention & Understanding		Speaking				
	Personal & Social Development						
	Self-regulation	Managing Self	Building Relationships				
	Physical Development						
	Gross Motor Skills		Fine Motor Skills				
Literacy ✓ Comprehension ✓ Word Reading ✓ Writing		Maths ✓ Number ✓ Numerical Patterns		Understanding the World ✓ Past & Present ✓ People, Culture & Communities ✓ The Natural World		Expressive Arts & Design ✓ Creating with materials ✓ Being imaginative & Expressive	
SPECIFIC AREAS							

Reception Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Me and my home	Colours and Celebrations	Animals	Transport	Castles and Homes	Fairytale places
General Themes – to be adapted to suit children’s interests	<ul style="list-style-type: none"> • Autumn • Harvest • Family • Myself • Where I live • Healthy Eating • Looking after our bodies/teeth 	<ul style="list-style-type: none"> • Autumn/Winter • Rainbows • Halloween • Bonfire Night • Diwali • Remembrance Day • Environment/Our Planet • Christmas 	<ul style="list-style-type: none"> • Winter • Pets • Animals around the World • Day and Night animals • Habitats • Animals and their babies • Life cycles 	<ul style="list-style-type: none"> • Spring • Journeys • Special journeys • Air, land and water transport • Different types of transport 	<ul style="list-style-type: none"> • Spring/Summer • Parts of a castle • Knights & dragons • Crowns • Famous castles • Materials • Different types of houses 	<ul style="list-style-type: none"> • Summer • Woodlands • Traditional tales • Characters • Story telling • Performance
Possible texts	<ul style="list-style-type: none"> • Funny Bones • Owl Babies • Once there were Giants • Farmer Duck • So Much 	<ul style="list-style-type: none"> • Rainbow Fish • Celebrations (Non-fiction) 	<ul style="list-style-type: none"> • Chicken Licken • Elmer the elephant • Great Pet Sale • Handa's Surprise 	<ul style="list-style-type: none"> • Mr Gumpy’s Outing • Ducks Truck • Information books 	<ul style="list-style-type: none"> • George and the dragon • The kiss that missed • Zog • Information books 	<ul style="list-style-type: none"> • Traditional tales • Gruffalo • Alternative versions
Curriculum enrichment	<ul style="list-style-type: none"> • Local Walk • Nurse visit • Birthdays • Road Safety 	<ul style="list-style-type: none"> • Bonfire Night • Remembrance • Children in Need • Nativity • Fire Station Visit 	<ul style="list-style-type: none"> • Valentine’s Day • Internet Safety Day • Vets role play/visit 	<ul style="list-style-type: none"> • Visit to the railway station • Mechanics role play • Wheels day 	<ul style="list-style-type: none"> • Build a castle • Castle role play • Construction site 	<ul style="list-style-type: none"> • Visit to the theatre • Woodland walks • Fairytale picnic
Parental Involvement	Home visits / Parents Evening Home / School Agreement Phonics workshop	Nativity Maths workshop Parents Evening Book at Bedtime	Writing workshop Share a story Stay and Read morning Puppet making	Parents Evening Art workshop / Gallery Share a story	Share a story Maths Morning – Look how far we have come!	Share a story Parents Evening Parent’s Picnic

<p>Communication & Language</p>	<p>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.</p>					
<p>Whole EYFS focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech & language interventions, Talk for Writing, assemblies etc</p>	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p>	<p>Tell me a story! Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary</p>	<p>Tell me why! Using language well Ask’s how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk it through! Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p>What happened? Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p>Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>

Personal, Social & Emotional Development	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary . Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
Managing Self	New Beginnings See themselves as a valuable individual. Being me in my world Class Rules Rules and Routines Supporting children to build relationships Dreams and Goals	Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.	Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios	Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking after our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on	Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.
Self-regulation	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. <i>“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.</i> <i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally</i>					

Physical Development	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 .					
Fine Motor Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed More Ideas here: https://mrsunderwood.co.uk/product/50-fine-motor-activity-ideas/	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 / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle Start to colour inside the lines of a picture Start to draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego
Gross Motor	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.					
PE	<ul style="list-style-type: none"> • Dance 	<ul style="list-style-type: none"> • Gym – Flight • Target Games 1 	<ul style="list-style-type: none"> • Dance • Locomotion 2 	<ul style="list-style-type: none"> • Gym – Travelling • Object Man 2 	<ul style="list-style-type: none"> • Dance • Net & Wall 1 	<ul style="list-style-type: none"> • Athletics • Strike & Field 1

Literacy	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)					
<p>Comprehension – Developing a love for reading</p> <p>Library visits</p>	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - 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 <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books</p>	<p>Making up stories with themselves as the main character</p> <p>Encourage children to record stories through picture drawing/mark making</p> <p>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to Red Rose Letters and Sounds.</p> <p>Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read.</p>	<p>Information leaflets about journeys and transport. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>World Book Day</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events</p>	<p>Stories from other cultures and traditions</p> <p>Information books about castles</p> <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative.</p> <p>Rhyming words.</p> <p>Parents reading stories</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story.</p> <p>May include labels, sentences or captions.</p> <p>Role play area – book characters</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>
Word Reading	<p>Phonics: Whole Class Group</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Phonics: Differentiated groups</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.</p> <p>Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.</p>	<p>Phonics: Differentiated groups</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.</p>	<p>Phonics: Differentiated groups</p> <p>Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.</p> <p>Children should not be required to use other strategies to work out words.</p>	<p>Phonics: Differentiated groups:</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p> <p>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’.</p>	<p>Phonics: Differentiated groups</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Reading tricky words that they are familiar with and at an appropriate phase.</p>

<p>Writing</p>	<p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Names Labels. Captions Lists Diagrams Messages</p>	<p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area Help children identify the sound that is tricky to spell. Sequence a story Write a sentence</p>	<p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.</p>	<p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Recount – A trip to the park Character descriptions.</p>	<p>Writing instructions, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems</p>	<p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description</p>
<p>Maths</p> <p><i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.”</i> – Shakuntala Devi</p>	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for 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.</p>					
<p>Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets. Subatising. Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes. Pattern and early number Recognise, describe, copy and extend colour and size patterns Count and represent the numbers 1 to 3 Estimate and check by counting. Recognise numbers in the environment. A number a week.</p>	<p>Numbers within 6 Count up to six objects. One more or one fewer Order numbers 1 – 6 Conservation of numbers within six Addition and subtraction within 6 Explore zero Explore addition and subtraction Measures Estimate, order compare, discuss and explore capacity, weight and lengths Shape and sorting Describe, and sort 2-D & 3-D shapes Describe position accurately Calendar and time Days of the week, seasons Sequence daily events</p>	<p>Numbers within 10 Count up to ten objects Represent, order and explore numbers to ten One more or fewer, one greater or less Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away Numbers within 15 Count up to 15 objects and recognise different representations Order and explore numbers to 15 One more or fewer</p>	<p>Grouping and sharing Counting and sharing in equal groups Grouping into fives and tens Relationship between grouping and sharing Numbers within 20 Count up to 10 objects Represent, order and explore numbers to 15 One more or fewer Doubling and halving Doubling and halving & the relationship between them</p>	<p>Shape and pattern Describe and sort 2-D and 3-D shapes Recognise, complete and create patterns Addition and subtraction within 20 Commutativity Explore addition and subtraction Compare two amounts Relationship between doubling and halving Money Coin recognition and values Combinations to total 20p Change from 10p Measures Describe capacities Compare volumes Compare weights Estimate, compare and order lengths</p>	<p>Depth of numbers within 20 Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge Count forwards and backwards Numbers beyond 20 One more one less Estimate and count Grouping and sharing</p>	
<p>Understanding the World</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-</p>					

<p>RE & Festivals</p> <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p>fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
<ul style="list-style-type: none"> ○ Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. ○ 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. ○ Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. ○ Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. ○ Introduce children to our local area – the shops and amenities in Carnforth 	<ul style="list-style-type: none"> ○ Can talk about different celebrations and traditions including Bonfire Night, Halloween ○ Can talk about what they have done with their families during Christmas’ in the past. ○ Show photos of how Christmas used to be celebrated in the past. ○ Use world maps to show children where some stories are based. ○ Share different cultures versions of famous fairy tales. ○ To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. ○ Can talk about Fire Safety and what they would have to do if they were in need 	<ul style="list-style-type: none"> ○ Listening to stories and placing events in chronological order. ○ What can we do here to take care of animals? ○ Compare animals from different places around the world ○ Nocturnal animals; animals that hibernate ○ Making sense of different environments and habitats ○ Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see ○ Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. ○ After close observation, draw pictures of the natural world, including animals and plants 	<ul style="list-style-type: none"> ○ To understand about different types of transport and how it has changed ○ Learn about Amelia Earhart and the Wright brothers ○ Using our senses and naming parts of our body ○ Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. ○ Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. ○ Look for children incorporating their understanding of the seasons and weather in their play. 	<ul style="list-style-type: none"> ○ Look at different castles ○ Discuss different parts of a castle and what they are for ○ Use bee-bots on simple maps. Encourage the children to use navigational language. ○ Encourage them to role play being a knight or someone who lives in a castle ○ Look at real castles and talk about who lives there – queen etc ○ Make castles from various construction resources 	<ul style="list-style-type: none"> ○ What are fairytale places ○ Share fairy tale stories ○ Materials: Floating / Sinking – boat building Metallic / non-metallic objects ○ Listen to how children communicate their understanding of story sequences ○ Introduce the children to performance and audience ○ Story maps ○ Fantasy creatures 	

<p>Expressive Arts & Design</p>	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>
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<p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Children to produce a piece of art work each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p>	<p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Use different textures and materials to make houses</p> <p>Listen to music and make their own dances in response.</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Nativity</p>	<p>Animal prints</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Animal Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways of making different models of transport</p> <p>Explore how things move - float, fly, wheels</p> <p>Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Salt dough fossils</p> <p>Mother's Day crafts</p> <p>Easter crafts</p> <p>Home Corner role play</p> <p>Artwork themed around Eric Carle / The Seasons – Art</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p>Sand pictures / Rainbow fish collages</p> <p>Castle designs</p> <p>Paper plate crowns</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Colour mixing for flags</p> <p>Castle role play</p> <p>Singing nursery rhymes/ songs involving castles</p> <p>Line drawings of castles</p> <p>Printing for bricks/stones</p>	<p>Watercolour pictures, collage, shading by adding black or white</p> <p>Pictures of fairytale places and animals</p> <p>Musical instruments to make the sounds to match stories</p> <p>Techniques with water and paint – blowing paints, colour washing</p> <p>Role play of stories</p>	