




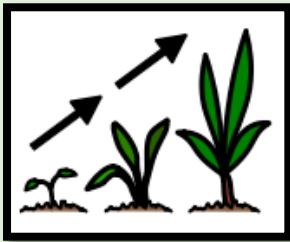


# Cliffe Woods Primary School

## Reception Curriculum

### The Early Years Foundation Stage

Principles	Characteristics of Effective Learning
<p>Every child is a <b>unique child</b>, who is constantly learning and can be resilient, capable, confident, and self-assured.</p> <p>Children learn to be strong and independent through <b>positive relationships</b></p> <p>Children learn and develop well in <b>enabling environments</b> with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.</p> <p>The importance of <b>learning and development</b>. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).</p>	<p><b>Playing and Exploring:</b> children investigate and experience things, and 'have a go'.</p> <p><b>Active Learning:</b> children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.</p> <p><b>Creating and Thinking Critically:</b> children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</p>
Our Approach	
<p>At Cliffe Woods Primary School, we believe in 'Excellence from All', and supporting each unique learner to achieve their full potential. In Reception, children learn through a carefully planned balance of engaging adult-led and child-initiated learning opportunities, and experience a rich, broad, and challenging curriculum. In play, learners are able to practise newly acquired knowledge and skills, supported by skilled interactions with their adults. Children are introduced to ambitious vocabulary, encouraged to problem-solve, and supported to develop positive relationships with those around them.</p> <p>We hope that by the end of Reception, children will be inquisitive, creative, learners, and will have made phenomenal progress from their starting points. We foster children's independence so that they are confident and secure as they continue their learning journey into Key Stage One, and we also work on their social and team-working skills so that they can learn collaboratively.</p>	

# Themes

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Storytelling</b> 	<b>Celebrations</b> 	<b>Artists</b> 	<b>Growing and Changing</b> 	<b>Animals</b> 	<b>Our World</b> 
<b>Key Vocabulary:</b>					
narrative, plot, character, villain, hero, problem, solution, imagination	tradition, culture, belief, special occasion, costume, decoration	technique, material, design, sculpture, texture, craft, sketch, embroidery	growth, earth, nutrients, conditions, roots, stem, petals, pollen	species, habitat, diet, carnivore, herbivore, life cycle, metamorphosis	wildlife, pollution, climate mammal, environment, conservation, planet
<b>Key Texts:</b>					
The Gingerbread Man, The Three Little Pigs, Little Red Riding Hood, The Billy Goats Gruff	Room on the Broom, Rama and Sita, The Jolly Christmas Postman, The Great Race, Mia's Day of the Dead Celebration	The Day the Crayons Quit, Beautiful Oops, Ish, The Dot Henri's Scissors, Bugs in a Blanket	Ten Seeds, Jasper's Beanstalk, Oliver's Vegetables, The Extraordinary Gardener, The Enormous Turnip	Elmer, The Very Hungry Caterpillar, "Slowly, Slowly, Slowly" said the Sloth, Monkey Puzzle	Sharing a Shell, Somebody Swallowed Stanley, Beautiful Earth, Little People, Big Dreams: Earth Heroes

# Areas of Learning and Development

## Communication and Language

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.

## Our Approach

Secure communication and language skills are crucial to children's learning across their school journey. We believe in the importance of developing confident speakers with excellent listening skills, and building children's vocabulary to enable them to articulate their thoughts and feelings. We prioritise giving children the chance to practise back-and-forth interactions with peers and grown-ups (e.g., during play, and in Big Talk at snack time). We also learn a Poem of the Week with actions, share quality stories daily, and end every day with rhymes and songs, all of which support children's oracy skills.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding how to listen carefully and why listening is important Being able to respond to their name and follow two step instructions.	Learning new vocabulary and starting to use it during the day. Being able to use sentences to articulate their ideas. Engaging in story time and learning rhymes, poems, and songs. Developing social phrases for initiating play and interactions.	Asking questions to find out more and to check they understand what has been said to them. Articulating their ideas using well-formed sentences. Being able to listen and talk about stories. Listening carefully to rhymes and songs, paying attention to how they sound. Beginning to engage in non-fiction books.	Connecting one idea or action to another using some connectives. Describing events in some details. Beginning to use talk to help work out problems and organise thinking and activities. Explaining how things work. Beginning to use vocabulary in different contexts.	Continuing to use talk to help work out problems and organise thinking and activities. Explaining why things might happen. Retelling stories using exact repetition and some of their own words. Continuing to use vocabulary in different contexts.	Listening to and talking about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Articulating ideas fluently using a range of connectives.

### ELG: Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; make comments about what they have heard and ask questions to clarify their understanding; hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

### ELG: Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

## Personal, Social and 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.

### Our Approach

**We believe in the importance of collaborative learning, and developing the social skills which underpin learning together – active listening, compromising, encouraging others and taking turns. Through our PSHE programme, children are encouraged to consider others and develop self-regulation techniques, including how we respond to different emotions. Adults support children through co-regulation, and encourage children to embody the school values of compassion, integrity, thankfulness, respect, and resilience.**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Jigsaw – Being me in my world</p> <p>I understand how it feels to belong and that we are similar and different I can start to recognise and manage my feelings I enjoy working with others to make school a good place to be I understand why it is good to be kind and use gentle hands I am starting to understand children's rights and this means we should all be allowed to learn and play I am learning what being responsible means</p>	<p>Jigsaw – Celebrating difference</p> <p>I can identify something I am good at and understand everyone is good at different things I understand that being different makes us all special I know we are all different but the same in some ways I can tell you why I think my home is special to me I can tell you how to be a kind friend I know which words to use to stand up for myself when someone says or does something unkind</p>	<p>Jigsaw – Dreams and goals</p> <p>I understand that if I persevere, I can tackle challenges I can tell you about a time I didn't give up until I achieved my goal I can set a goal and work towards it I can use kind words to encourage people I understand the link between what I learn now and the job I might like to do when I'm older I can say how I feel when I achieve a goal and know what it means to feel proud</p>	<p>Jigsaw – Healthy me</p> <p>I understand that I need to exercise to keep my body healthy I understand how moving and resting are good for my body I know which foods are healthy and not so healthy and can make healthy eating choices I know how to help myself go to sleep and understand why sleep is good for me I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet I know who my safe adults are and how to stay safe if they are not close by me</p>	<p>Jigsaw – Relationships</p> <p>I can identify some of the jobs I do in my family and how I feel like I belong I know how to make friends to stop myself from feeling lonely I can think of ways to solve problems and stay friends I am starting to understand the impact of unkind words I can use Calm Me time to manage my feelings I know how to be a good friend</p>	<p>Jigsaw – Changing me</p> <p>I can name parts of the body I can tell you some things I can do and foods I can eat to be healthy I understand that we all grow from babies to adults I can express how I feel about moving to Year 1 I can talk about my worries and/or the things I am looking forward to about being in Year 1 I can share my memories of the best bits of this year in Reception</p>

#### ELG: 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.

#### ELG: Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; explain the reasons for rules, know right from wrong and try to behave accordingly; manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

#### ELG: Building Relationships

- Work and play cooperatively and take turns with others; form positive attachments to adults and friendships with peers; show sensitivity to their own and to others' needs.

## 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.

### Our Approach

We are lucky to have a well-resourced outdoor environment for children to practise physical development skills through climbing, cycling, building, throwing, catching, balancing, and learning to navigate their space. PE sessions are planned through the year to develop coordination, balance, strength and agility, as well as giving the chance to work as a team and develop sportsmanship. All Reception children enjoy Woodland Adventure each week, which gives them a chance to develop their physical skills and teamworking in the natural environment. Children can also freely access the tools and resources to work on their fine motor skills, e.g. scissors, threading, mark-making tools, plasticine etc.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Gross Motor Skills: Revising and refining the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Developing core strength and stability.</p> <p>Fine Motor Skills: Drawing lines and circles using gross motor movements Holding pencil/paint brush beyond whole hand grasp</p>	<p>Gross Motor Skills: Progressing towards a more fluent style of moving, with developing control and grace. Continuing to develop balance and agility,</p> <p>Fine Motor Skills: Developing muscle tone to put pencil pressure on paper Using tools to effect changes Showing preference for dominant hand</p>	<p>Gross Motor Skills: Developing confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Fine Motor Skills: Beginning to form letters correctly Handling tools, objects, construction, and malleable materials with increasing control</p>	<p>Gross Motor Skills: Developing the overall body strength, co-ordination, balance, and agility needed to engage successfully with physical education sessions. Understanding the effect of exercise on our bodies.</p> <p>Fine Motor Skills: Holding pencil effectively with comfortable grip Forming recognisable letters most correctly formed</p>	<p>Gross Motor Skills: Combining different movements with ease and fluency. Managing space effectively with other learners.</p> <p>Fine Motor Skills: Developing pencil grip and letter formation continually Using one hand consistently for fine motor tasks Cutting along a straight line with scissors Drawing a cross</p>	<p>Gross Motor Skills: Utilising agility, co-ordination, and movement skills to engage in team games. Understanding sportsmanship and supporting teammates.</p> <p>Fine Motor Skills: Forming letters correctly Copying a square Beginning to draw diagonal lines, like in a triangle. Drawing pictures that are recognisable.</p>

#### ELG: Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others; demonstrate strength, balance and coordination when playing; move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

#### ELG: Fine Motor Skills

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

## 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).

### Our Approach

At Cliffe Woods, children are immersed in a huge variety of stories, poems, non-fiction books, rhymes, and songs across the year. In their child-initiated learning, children share stories with one another, and act out narratives in their pretend play and using puppets and props. In teacher-led sessions, we build children's love of storytelling and model exciting writing opportunities to inspire mark-making. Through the Little Wandle phonics and reading programme, children rapidly learn grapheme-phoneme correspondences, tricky words, and have regular opportunities to practise blending and segmenting skills, as well as developing comprehension and learning to read with expression.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Phonics: Sounds: s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f</p> <p>Tricky Words: is, I, the</p> <p>Reading: Sharing quality stories, focusing on comprehension skills, concepts of print, and blending and segmenting.</p> <p>Poetry: Chop Chop, Cup of Tea, Shoes, Breezy Weather, Leaves are Falling, Five Little Pumpkins</p>	<p>Phonics: Sounds: ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk + words with s /s/ added at the end (hats sits), words ending s /z/ (his) and with s /z/ added at the end (bags)</p> <p>Tricky Words: put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</p> <p>Reading: Sharing a range of quality texts, reading books matched to children's phonic knowledge. Securing blending and segmenting skills.</p> <p>Poetry: Pointy Hat, Mice, Who Has Seen the Wind?, Falling Apples</p>	<p>Phonics: Sounds: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er + words with double letters: dd, mm, tt, bb, rr, gg, pp, ff</p> <p>Tricky Words: was, you, they, my, by, all, are, sure, pure</p> <p>Reading: Sharing a range of quality texts, reading books matched to children's phonic knowledge.</p> <p>Poetry: Popcorn, A Little House, Pancakes, Lets Put on Our Mittens, I Can Build a Snowman, Carrot Nose</p>	<p>Phonics: Sounds: review Phase 3 (ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er) + words with double letters, longer words, words with two or more digraphs, words ending in -ing compound words</p> <p>Tricky Words: review tricky words taught</p> <p>Reading: Sharing a range of quality texts, reading books matched to children's phonic knowledge.</p> <p>Poetry: Furry Furry Squirrel, Hungry Birdies, A Little Seed, Stepping Stones, Mrs Bluebird, Spring Wind</p>	<p>Phonics: Sounds: review any gaps in Phase 3 + short vowels CVCC, CCVC, CCVCC, CCCVC, CCCVCC, longer words, compound words, root words ending in: -ing, -ed /t/, -ed /d/ /ed/ -est</p> <p>Tricky Words: said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p> <p>Reading: Sharing a range of quality texts, reading books matched to children's phonic knowledge.</p> <p>Poetry: I Have a Little Frog, Dance, Pitter Patter, Sliced Bread, A Little Shell, Five Little Peas, The Fox</p>	<p>Phonics: Long vowel sounds CVCC, CCVC, CCCVC, CCV, CCVCC, words ending -s /s/, words ending -s /z/, words ending -es, longer words, root word ending in: -ing, -ed /t/, -ed /d/ /ed/, words ending in: -s /s/, -s /z/, -es</p> <p>Tricky Words: review tricky words taught</p> <p>Reading: Sharing a range of quality texts, reading books matched to children's phonic knowledge.</p> <p>Poetry: Monkey Babies by Irene Rawnsley and John Foster, Thunderstorm, Five Little Owls, If I Were So Very Small, Under a Stone</p>

#### ELG: Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; anticipate – where appropriate – key events in stories; use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

#### ELG: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs; read words consistent with their phonic knowledge by sound-blending; read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

#### ELG: Writing

- Write recognisable letters, most of which are correctly formed; spell words by identifying sounds in them and representing the sounds with a letter or letters; write simple phrases and sentences that can be read by others.

# Maths

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.

## Our Approach

Building strong number sense and a secure foundation of subitising, counting, reasoning, and problem-solving skills is vital for children's future maths learning. We ensure children have a solid understanding of the composition and patterns within numbers to 10, as well as concepts such as part-whole relationships and specific skills like addition and subtraction. Maths is planned sequentially from White Rose Maths, and enables learners to embed and revisit ideas across the year. There are open-ended maths resources across the environment for learners to apply skills and knowledge in different contexts.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>White Rose Maths:</b> <b>Phase 1</b> Match and sort Comparing amounts Comparing size, mass, and capacity Exploring pattern</p>	<p><b>White Rose Maths:</b> <b>Phase 2</b> Representing 1, 2, 3 Comparing 1, 2, 3 Composition of 1, 2, 3 Circles and triangles, Positional language <b>Phase 3</b> Representing numbers to 5 One more, one less Shapes with 4 sides Time – night and day</p>	<p><b>White Rose Maths:</b> <b>Phase 4</b> Introducing 0 Comparing numbers to 5 Composition of 4 and 5 Comparing mass Comparing capacity <b>Phase 5</b> Numbers 6, 7, 8 Making pairs Combining two groups Length and height Time – sequencing and vocabulary (now, next, after, before, later, soon, then)</p>	<p><b>White Rose Maths:</b> <b>Phase 6</b> Numbers 9 and 10 Comparing numbers to 10 Number bonds to 10 3D shape Pattern Consolidation</p>	<p><b>White Rose Maths:</b> <b>Phase 7</b> Consolidating key skills Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning – match, rotate, manipulate. <b>Phase 8</b> Consolidating key skills Adding more Taking away Spatial reasoning – compose and decompose</p>	<p><b>White Rose Maths:</b> <b>Phase 9</b> Consolidating key skills Doubling Sharing and grouping Even and odd Spatial reasoning – visualise and build <b>Phase 10</b> Consolidate key skills Deepening understanding Patterns and relationships Spatial reasoning - mapping</p>

### ELG: Number

- Have a deep understanding of number to 10, including the composition of each number; subitise (recognise quantities without counting) up to 5; automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

### ELG: Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system; compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

## Understanding the World

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.

### Our Approach

Children's concept of where and who they are in the world begins in the EYFS, and we are passionate about broadening children's cultural experiences and appreciation of the natural world. Through Big Talk, learning about celebrations and traditions around the world, and assemblies on diversity and inclusivity, learners experience different cultural perspectives and beliefs. Each week at Woodland Adventure, children are absorbed in the natural world, observing changes, encountering wildlife, and also learning to collaborate with one another.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Talking about members of their immediate family and community. Naming and describing people who are familiar to them. Noticing differences and similarities between environments indoors and outdoors,	Learning about cultures and celebrations (e.g. Día de los Muertos, Diwali, Advent). Noticing seasonal changes and processes.	Understanding similarities and differences between things in the past and now, e.g. black and white photographs from the past. Recognising that some environments that are different from the one in which they live.	Understand that some people have a belief system. Learning about maps and exploring features of the local area. Understanding how plants grow.	Understand that people may have different beliefs and ideas. Describing the way animals grow and change (e.g. butterfly metamorphosis).	Learning about how we celebrate difference. Understanding climate and human impact on the world.

#### ELG: Past and Present

- Talk about the lives of the people around them and their roles in society; know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; understand the past through settings, characters and events encountered in books read in class and storytelling.

#### ELG: People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

#### ELG: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants; know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



## Expressive Arts and Design

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.

### Our Approach

We encourage learners to explore different resources and media to create effects and express themselves. We focus on the process of artworks and creativity over the product, and support children to analyse, adapt, and improve their creations as they work. Children have lots of opportunities to participate in singing, dancing and performing across the year, and to experience and talk about others' performances.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Exploring a variety of mark-making resources. Describing the meaning behind marks/collages. Participating in songs and rhymes.	Trialling different methods of joining, sticking, attaching. Experimenting with colour mixing, and using different colours for effect. Learning specific songs and movements (e.g. Christmas performance).	Learning about artists and styles of art, experimenting with ways to create effects. Explore different creative processes like sculpture and sewing. Learning about music and dance from different cultures.	Refine drawing skills (e.g. observation drawing, using outlines etc.). Listen attentively, move to and talk about music, expressing their feelings and responses.	Return to and build on creative work, adapting ideas. Exploring pattern and symmetry in artwork.	Create collaboratively, sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody.

#### ELG: Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; share their creations, explaining the process they have used; make use of props and materials when role playing characters in narratives and stories.

#### ELG: Being Imaginative and Expressive

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