
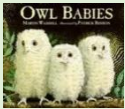
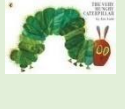



# EYFS F1 & F2

## Green Lane Primary Academy Curriculum







### Weather and seasons – all year

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<b>F1 Theme</b>  Main Book Drivers	<b>All About Me</b> F1 – Who are you? F2 - Leafman  What makes you special?		<b>Celebrations</b> F1 – Spot’s Birthday F2 - Winnie’s Birthday  How do people celebrate and remember special events?		<b>Traditional Tales</b> F1 – The magic porridge pot F2 - Little Red Riding Hood What makes a good storyteller?		<b>Plants</b> F1 - Titch F2 - The Tiny Seed  How do plants grow and change?		<b>Animals</b> F1 - Spinderella F2 – Superworm  How do animals grow and change?		<b>Holidays</b> F1 – What the ladybird heard at the seaside. F2 - The Lighthouse Keepers Lunch  Where in the World would you like to go on holiday?	
<b>F1 T4W Texts</b>		<b>Brown Bear, Brown Bear</b>		<b>Polar Bear, Polar Bear</b>		<b>Goldilocks and the Three Bears</b>		<b>Jasper’s beanstalk</b>		<b>Hurray for Fish</b>		<b>Train Ride</b>
		<b>Dear Zoo</b>		<b>Dear Santa</b>		<b>The Three Little Pigs</b>		<b>The Enormous turnip</b>		<b>Come on Daisy</b>		<b>We’re Going on a Bear hunt</b>
<b>F1 Non-Fiction links</b>	<b>Information text – zoo animals</b>		<b>Information text – animals from cold places</b>		<b>Instructions – making porridge</b>		<b>Information – lifecycle of animals</b>		<b>Recount – Ian’s mobile farm</b>			
<b>Nursery Rhymes / poems</b>	Twinkle Twinkle Little Star Head, Shoulders, knees and toes		5 little men in a flying saucer 5 Currant Buns Hickory Dickory Dock Hey Diddle Diddle		1, 2, 3, 4,5 Once I caught a fish alive 5 little speckled Frogs 5 Little Ducks Baa Baa White sheep		Baa Baa Black Sheep Hop little bunny Old Macdonald- 5 animals		Wheels on the Bus- 5 actions Row Row Row your boat		Two little Dickey Birds Mary Mary Quite Contrary There was a princess long ago	

		Wind the Bobbin Up I'm a little teapot Humpty Dumpty Pat a cake Jack and Jill	Incy Wincy Spider If you're Happy and you know it clap your hands How much is that Doggy in the Window Tommy Thumb	5 little monkeys jumping on the bed	Chick, Chick, Chick , Chick chicken Little Peter Rabbit	Isn't it funny how a bear likes honey 10 fat sausages 10 Green Bottles	The Wheels on the Bus. Jack and Jill					
<b>F2 T4W Texts Fiction</b>		<b>The Little Red Hen</b>		<b>Owl Babies</b>		<b>The Gingerbread Man</b>		<b>Jack and the beanstalk</b>		<b>The Hungry Caterpillar</b>		<b>Mr Gumpy's Outing</b>
<b>Non-Fiction</b>		<b>Information</b> Facts about hens	<b>Information</b> Facts about owls	<b>Instructions</b> How to make gingerbread	<b>Instructions</b> How to grow beans	<b>Recount</b> Ian's mobile farm	<b>Recount</b> visit to the seaside					
<b>Nursery Rhymes/poems</b>		Daffodils are all around Polly put the Kettle on There was an old lady who swallowed a fly It's Raining, It's pouring... Miss Polly Had a Dolly	Twinkle Twinkle Chocolate Bar 3 Blind Mice Star Light, Star Bright Here we go around the Mulberry Bush This old man Michael Finnegan	Little Bo Peep Little Miss Muffat Peter Piper Roses are Red, Violets are Blue Pease Porridge Hot	Old Macdonald- 10 animals Sing a Song of six pence Mary had a little lamb 10 in a bed	Wheels on the Bus- 10 actions Ring o Ring o roses Dingle Dangle Scarecrow We're all going to the Zoo tomorrow	The Grand old duke of York London Bridge London's Burning Frerejacques Oranges and Lemons					
<b>Supporting Texts</b>	FS1	Daddy's Sandwich – Pip Jones  Billy's Bucket – Kes Grey  Bathroom boogie – Clare Foges  I went to the Zoopermarket  Chocolate Mousse for Greedy Goose – Nick Sharratt  Ketchup on your Cornflakes – Nick Sharratt  Meg and Mog  Rosie's Hen	Little Mouse -Rod Campbell  10 Red Apples – Rod Campbell  Fox's Socks – Axel Scheffler  The Very Hungry Caterpillar's Creepy Crawley Halloween – Eric Carl  Spinderella – Julia Donaldson  10 Little Monsters – Mike Brownlow	Pancakes Pancakes - Eric Carle  The Magic Porridge Pot – Alan Macdonald (Ladybird Version)  Beware of the Bears! – Alan Macdonald  The Three Little Super Pigs – Claire Evans  Goldilocks and Just One Bear – Leigh Hodgkinson  Hansel and Gretel (Ladybird version) –  Three Billy Goats Gruff	Spot Goes to the Farm- Eric Hill  Spot's Birthday Party- Eric Hill  The Gigantic Turnip- by Aleksey Nikolayevich Tolstoy	The Rhyming Rabbit- Julia Donaldson  There Was an Old Lady Who Swallowed a Fly – Pam Adams  The Very Busy Spider – Eric Carle  What the Ladybird Heard at the Seaside- Julia Donaldson  The Bad-Tempered Ladybird- Eric Carle  Caterpillars (non-fiction)  What the ladybird heard  Monkey puzzle	Where the Wild Things Are – Maurice Sendak  Can't you Sleep Little Bear- Martin Waddell  Waking Through the Jungle – Julie Lacomé  The Little Red Train: Runaway Train – Benedict Blathwayt  Bears love squares- Caryl Hart  Bear says thanks- Karma Wilson					





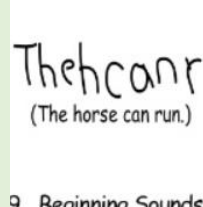

	FS2	<p>A Squash and a Squeeze – Julia Donaldson</p> <p>Room on th Broom – Julia Dinaldson</p> <p>Wow Said the Owl – Tim Hopgood</p> <p>Apple Trouble! – Ragnhild Scamell</p> <p>Ouch! – Ragnhild Scamell</p> <p>A T-Wit for a T-Woo – Charley Farley</p> <p>There’s a Tiger in The Garden – Lizzy Stewart</p> <p>Mog book series – Judith Kerr</p> <p>All About Alfie – Shirley Hughes</p> <p>Katie Morag and the Two Grandmothers – Mairi Hedderwick</p>	<p>Farmer Duck (link to LRG – similar theme) Jez Albrough</p> <p>Stanley’s Stick – YouTube story version</p> <p>The Pet Shop – Allan Ahlberg</p> <p>The ghost Train – Allan Ahlberg</p> <p>Funny Bones – YouTube version</p> <p>Winnie the Witch Book Series – Valerie Thomas</p> <p>The Way Back Home – Oliver Jeffers</p> <p>How to Catch a Star – Oliver Jeffers</p> <p>Pumpkin Soup – Helen Cooper</p> <p>Funny Bones – Allan Ahlberg</p> <p>Winnie the Witch Book Series– Valerie Thomas</p>	<p>Trust Me, Jack’s Beanstalk Stinks! – Eric Braun</p> <p>The Princess and the Pea – Caryl Hart</p> <p>Mr Wolf’s Pancakes – Jan Fearnley</p>	<p><b><u>Fiction Texts</u></b></p> <p>Supertato Book Series – Sue Hendra</p> <p>Kitchen Disco – Clare Foges</p> <p>And then it’s spring- Julie Fogliano</p> <p>The Extraordinary Gardener</p> <p>Oliver’s Vegetables-Vivian French</p> <p>A Rainbow of my Own- Don Freeman</p> <p>Kitchen Disco- Clare Foges</p> <p><b><u>Non-Fiction</u></b></p> <p>The Flower Seeds- Rosie Hankin</p> <p>Growing Food- Claire Llewellyn</p> <p>Ten Seeds- Ruth Brown</p> <p>A Seed in Need- Sam Godwin</p> <p>How a Seed Grows- Helene J.Jordan</p> <p>Life Cycle series</p>	<p><b><u>Fiction Texts</u></b></p> <p>Fix It Duck, Super Duck– Jez Alborough</p> <p>Duck in a truck – Jez Alborough</p> <p>We’re Going on an Egg Hunt-Martha Mumford</p> <p>Hairy Maclary (series) – Lynley Dodd</p> <p>Rainbow Fish – Marcus Pfister</p> <p>Dolphin Baby- Nicola Davies</p> <p>Mog (series)- Judith Kerr</p> <p>Our very own Dog- Amanda McCardie</p> <p>The Lonely Giraffe- Peter Blight</p> <p>One Duck Stuck- Phyllis Root</p> <p>Saving Mr Hoot- Helen Stephens</p> <p>Alan’s Big, Scary Teeth- Jarvis</p> <p>Welcome- Barroux</p> <p>Hattie Peck- Emma Levey</p> <p>Pet Poems- John Foster</p>	<p><b><u>Fiction Texts</u></b></p> <p>Lucy and Tom at the Seaside – Shirley Hughes</p> <p>Mr Gumpy’s Motor Car – John Burningham</p> <p>Picnic – John Burningham</p> <p>The Lighthouse Keeper..- Armitage</p> <p>Commotion in the Ocean- Giles Andreae</p> <p>Sharing a Shell- Julia Donaldson</p> <p>The Rainbow Fish- Marcus Pfister</p> <p>Once Upon a Mermaid’s Tail- Beatrice Blue</p> <p>Clumsy Crab- Ruth Galloway</p> <p>Starlight Sailor- James Mayhew</p> <p>(Various pirate stories)</p> <p><b><u>Non-Fiction</u></b></p> <p>Usborne On the Beach</p> <p>Horses of the Sea- Carol Hosking</p> <p>Living Beside the Sea- Ellen Labrecque</p>

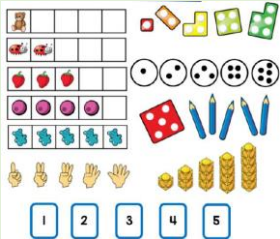
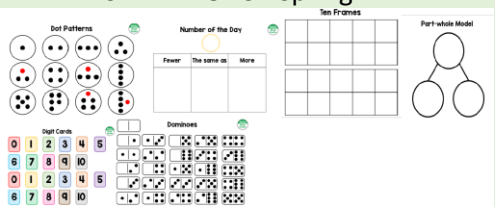
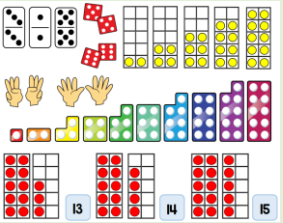

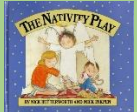
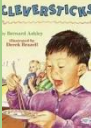


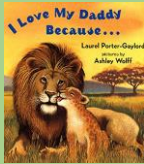
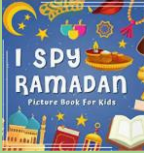
					RHS Howe does my Garden Grow? Extraordinary- Penny Harrison Tree- Britta Teckentrup	Rumble in the Jungle- Giles Andrae Mad About Minibeasts <u>Non-Fiction</u> Flip-Flap Pets- Axel Scheffler Not Like the others- Jana Brecker Lifecycles (series) Usborne (series) Over in the.. (series) Counting Creatures- Julia Donaldson Say Hi top Hedgehogs- Jane McGuinness	Exploring Coasts- Anita Ganeri I love Oceans- Lisa Regan 100 facts on Wales and Dolpins- Steve Parker
<b>Communication and Language</b> -Listening and attention -Speaking  <i>C&amp;L is developed throughout the year through high quality interactions, daily group discussions, PSHE times, stories, singing, Pie Corbett T4W actions, EYFS productions, assemblies and interventions</i>	FS1	Settling in activities Joining in with the registers Children talking about experiences that are familiar to them What do you need? Expressing needs This is me! Exploring & making sounds Listening too and singing nursery rhymes Modelling language Asking questions	Enrich vocabulary Listen to stories - roleplay Story language Sound hunts Listening and responding to stories/rhymes Following simple instructions Favorite stories/rhymes Welcomes praise	Using language Re-enact a story with story language Modelling language of play within a small group Model language through commentating on play, marks made, paintings. Describe events Ask for resources Listen to and talk about stories Learn nursery rhymes	Describe events Responding to others in play Sharing books Building up rhyming knowledge More outgoing in new situations Developing language and increasing vocab Building up a bank of rhymes Encouraging word play – making up new rhymes	Talk to other children when playing Communicate about own home and community. Ask adults for help. Sharing interests Commenting on their work Rhyming and alliteration games	Confident to speak to others about own needs, wants, interests and opinions extending and elaborating play ideas through talking together. Initiates conversations Extending vocabulary
	FS2	<b>This is me!</b>  Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams?	<b>Tell me a story!</b>  Develop vocabulary Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions	<b>Tell me why!</b>  Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Story invention – talk it!	<b>Talk it through!</b>  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:	<b>What happened?</b>  Discovering Passions Reread some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives	<b>Time to share!</b>  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.
NC Subject - English – Spoken Language							

		<p>Rhyming and alliteration Familiar Print Sharing facts about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>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>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>"What colour is it? Where would you find it?" Sustained focus when listening to a story</p>	<p>Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
<p><b>Physical Development</b> -Gross motor skills -Fine motor skills</p> <p>NC Subject - PE - English – Writing (Handwriting) - PSHE - Science</p>	FS1	<p><b>FINE MOTOR EXPECTATIONS – whole hand / palmer grasp</b></p>  <p>Children will also access Dough Disco</p> <p><b>GROSS MOTOR</b> Access to outdoor CP and climbing equipment.</p> <p><b>PE</b> <b>Sports Coach</b> <b>Autumn Term 1</b> Develop their movement, including skipping hopping and balancing on one leg Begin to develop simple floor sequences <b>Autumn Term 2</b> Further develop movement and balancing Develop confidence to climb up, jump off and move on apparatus Use equipment to throw and push</p>	<p><b>FINE MOTOR EXPECTATIONS – overhand grasp</b></p>  <p>Children will also access Dough Disco</p> <p><b>GROSS MOTOR</b> Access to outdoor CP and climbing equipment.</p> <p><b>PE</b> <b>Sports Coach</b> <b>Spring 1</b> Further develop use of apparatus Continue to work on more refined sequences both with and without equipment Develop ball skills which include rolling, throwing, pushing, dribbling, and bouncing <b>Spring Term 2</b> Continue to build confidence in movements on and off apparatus Further develop ball skill</p>	<p><b>FINE MOTOR EXPECTATIONS – 4 finger grasp</b></p>  <p>Children will also access Dough Disco</p> <p><b>GROSS MOTOR</b> Access to outdoor CP and climbing equipment.</p> <p><b>PE</b> <b>Sports coach</b> <b>Summer Term 1</b> Take part in more complex sequences which are related to music and rhythm Use and refine movements in different scenarios including in simple games and activities <b>Summer Term 2</b> Further develop &amp; refine all areas of physical development for 3- and 4-year-olds and encourage to make their own decisions in physical development activities</p> <p>PE Summer Sports Day</p>		
	FS2	<p><b>FINE MOTOR EXPECTATIONS – 4 finger grasp</b></p>  <p><b>GROSS MOTOR</b> Access to outdoor CP and climbing equipment.</p> <p><b>PE</b> <b>Sports Coach</b> <b>Autumn Term 1</b> Revise &amp; develop fundamental skills movement skills</p>	<p><b>FINE MOTOR EXPECTATIONS – tripod grasp / quad grasp</b></p>  <p><b>GROSS MOTOR</b> Access to outdoor CP and climbing equipment.</p> <p><b>PE</b> <b>Sports Coach</b> <b>Spring Term 1</b> Combine different movements with ease and fluency</p>	<p><b>FINE MOTOR EXPECTATIONS – dynamic tripod grip</b></p>  <p><b>GROSS MOTOR</b> Access to outdoor CP and climbing equipment.</p> <p><b>PE</b> <b>Sports Coach</b> <b>Summer Term 1</b></p>		








<p>-Word reading -Writing</p> <p>NC Subject - English</p>		 <p>1. Pictures</p> <p><b>Word Reading/Phonics</b> Launchpad to literacy pre-phonics skills</p>	 <p>2. Random Scribbling</p> <p><b>Word Reading/Phonics</b> Launchpad to literacy pre-phonics skills</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p> <p><b>Word reading/Phonics</b> Introduction to ELS SSP &amp; harder to read words</p> <p>Launchpad to literacy pre-phonics skills</p>	 <p>4. Symbols That Represent Letters</p> <p><b>Word reading/Phonics</b> Introduction to ELS SSP &amp; harder to read words</p> <p>Launchpad to literacy pre-phonics skills</p>	 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p> <p><b>Word reading/Phonics</b> Introduction to ELS SSP &amp; harder to read words</p> <p>Launchpad to literacy pre-phonics skills</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p> <p><b>Word reading/Phonics</b> Introduction to ELS SSP &amp; harder to read words</p> <p>Launchpad to literacy pre-phonics skills</p>
	<p>FS2</p>	<p><b>WRITING PROGRESSION</b></p>  <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	<p><b>WRITING PROGRESSION</b></p>  <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	<p><b>WRITING PROGRESSION</b></p>  <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>	<p><b>WRITING PROGRESSION</b></p>  <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	<p><b>WRITING PROGRESSION</b></p>  <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	<p><b>WRITING PROGRESSION</b></p>  <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>
<p><b>Word reading/phonics – Development through ELS SSP &amp; harder to read words</b> <b>Launchpad to Literacy</b></p>							
<p><b>Maths</b></p> <p>-Number -Numerical Patterns</p> <p>NC Subject - Maths</p>	<p>FS1</p>	<p><b>KEY REPRESENTATIONS</b></p>  <ul style="list-style-type: none"> <li>-Colours - Recognising, naming and matching colours</li> <li>-Sorting - Sorting by various attributes</li> <li>-Pattern - Continuing AB patterns</li> <li>- Counting Principles - One-one principles, stable-order principle, cardinal principle, abstraction principle, order-irrelevance principle</li> <li>-Comparing - Comparing number of objects</li> <li>-Exploring number 1</li> <li>-Exploring number 2</li> </ul>	<p><b>KEY REPRESENTATIONS</b></p>  <ul style="list-style-type: none"> <li>-Exploring and understanding number 1</li> <li>-Exploring and understanding number 2</li> <li>-Exploring and understanding number 3</li> <li>-Shapes - Focus on properties of shapes</li> <li>- Exploring and understanding number 4</li> <li>-Exploring and understanding number 5</li> <li>-Size - Using the language of size</li> </ul>	<p><b>KEY REPRESENTATIONS</b></p>  <ul style="list-style-type: none"> <li>-Length and height - Long, short, tall and comparing lengths</li> <li>-Comparing - Comparing amount of objects</li> <li>Exploring and understanding number 1</li> <li>-Exploring and understanding number 2</li> <li>- Heavy and Light</li> <li>- Capacity -Full, half full, empty</li> <li>- Positional language</li> <li>-composition of number 3</li> <li>-Exploring and understanding number 4</li> <li>-Exploring and understanding number 5</li> <li>Composition of numbers</li> </ul>			

	-Exploring number 3 - shapes – naming and recognising in environment	--My Day					
FS2	<p><b>KEY REPRESENTATIONS - Autumn</b></p>  <p><b>WEEK 1-3 Getting to know me</b>          Opportunities for settling in / provision areas / where do things go / positional language / daily routines / days of the week</p> <p><b>WEEK 4-6 – Just like me</b>          - Match and sort (same/different/colour/size)          - Compare amounts (equal/more/fewer)          - Compare size mass and capacity (tall/tallest / big/little/short/shortest)          - Exploring pattern</p> <p><b>WEEK 7-9 Its Me 1, 2, 3</b>          -Representing 1,2,3 (equal/not/circle/ 1p)          - comparing 1, 2, 3,          - composition of 1, 2, 3          - circles and triangles (3 step patterns)          - positional language</p> <p><b>WEEK 10-12 Light and Dark</b>          - Representing numbers 1-5          - One more and one less (subtraction and addition symbol)          - Shapes with 4 sides (squares / rectangles)          - Time – days of the week</p>	<p><b>KEY REPRESENTATIONS - Spring</b></p>  <p><b>WEEK 1-3 Alive in 5</b>          -Introducing 0 Comparing and ordering numbers to 5          -Composition of 4 and 5          -Comparing mass and Capacity</p> <p><b>WEEK 4-6 Growing 6, 7, 8</b>          -Introducing 6, 7, 8, (making pairs / combining 2 groups)          -Combining groups (addition)          -Length, Height &amp; Time</p> <p><b>WEEK 7-9 Building 9, 10</b>          -Introducing 9 and 10 – comparing and ordering (making sets / combining groups)          -Number bonds to 10          -3d shape and pattern</p> <p><b>WEEK 10-12 – Consolidation / revisit</b></p>	<p><b>KEY REPRESENTATIONS – Summer</b></p>  <p><b>Week 1-3 To 20 and beyond</b>          - Building numbers beyond 10          - Counting patterns beyond 10          - Spatial reasoning (match, rotate, manipulate)</p> <p><b>Week 4-6 First, then, now</b>          - Adding          - Take away          - Spatial reasoning (Compose and decompose)</p> <p><b>Week 7 – 9 Find my pattern</b>          - Doubling          - Sharing and grouping          - Odd and Even          - Spatial reasoning (Visualise and build)</p> <p><b>Week 10-12 On the move</b>          - Deepening understanding – problem solving          - Patterns and relationships          - Consolidation          - Spatial Reasoning (Mapping)</p>				
<p><b>Understanding the World</b></p> <p>-Past and present          -People, culture and communities          -The natural world</p> <p>NC Subject          - History          - Geography          - Science          - RE</p>	Celebrations	<p>Halloween          Harvest</p> 	<p>Bonfire Night          Diwali          Black History Month          Remembrance Day          Hanukah          Christmas</p> 	<p>Chinese New Year          Valentine's Day          Pancake Day          Easter          Mother's Day</p>  	<p>Eid-il-Fitr</p> 	<p>Father's Day          Ramadan</p>  	



		<p>Talk about different festivals and how they are celebrated – watch films, look at photos and compare to how we dress, celebrate, food etc          Make/cook traditional food eaten at the celebrations – taste, describe and compare to the food we eat everyday          Share any first hand experience the children have of celebrations          Find out where the celebrations take place – what country do they originate from – look at maps          Find out where the festivals are held – what the place of worship looks like</p>					
	ALL EYFS	<p>Identifying their family, commenting on photos naming who they can see and what relation they are to them          They can talk about what they do with their families and the places they have been with their family. Name and describe people who are familiar to them          Read stories about families and start to tell the difference between real and fiction.          Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.          Talk about where they live, their home and who lives in their home          Walk round the school grounds discuss what we might see using drawing and photos          Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate.          Encourage interactions with the outdoors, give children freedom to touch, smell and hear</p>	<p>Introduce the children to NASA and America.          Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.          Look at what they can see in the night sky          Compare day and night animals and activities</p>	<p>New Year Resolution – keeping our body healthy.          Winter weather Introduce the children to a range of transport and where they can be found.          Show different cultures versions of famous fairy tales</p>	<p>Change in living things – changes in leaves, weather, seasons          Explore the world around us and see how it changes as we enter Summer.          Provide opportunities for children to note and record the weather.          Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.          Plant seeds and care for plants, observe changes as plants grow</p>	<p>Observe the changes of caterpillars/tadpoles/chicks within the classroom          Talk about the children’s pets and how they care for them          Look at farms and how they are similar/different to our environment          Visit a farm – look at and compare animals</p>	<p>Explore a different country using the book as a focus for a place          Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.          Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.          Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons.          Environments – Features of local environment Maps of local area          Comparing places on Google Earth – how are they similar/different?          Can children differentiate between land and water.          Take children to places of worship and places of local importance to the community.</p>
<p><b>Expressive Arts and Design</b>          -Creating with materials          -Being imaginative and expressive            NC Subject          - Art and Design          - DT          - Music</p>	FS1	<p><b>Expectations for drawing/Painting</b>          -Scribble stage – records of enjoyable kinaesthetic movements, no attempts at portraying the real world.</p> 	<p><b>Expectations for drawing/Painting</b>          -Stages of scrobbling (random / controlled) Scribbles take on shapes, the first being circular movements.</p> 	<p><b>Expectations for drawing/Painting</b>          -Naming the scribble - drawings may look like scribble but children ascribe meaning to them</p>  <p>eg, " This is a firework picture!"</p>			
	FS2	<p><b>Expectations for drawing/Painting</b>          -Pre schematic stage – children create a tangible record of their thoughts. Symbols for different images may change as they search for new concepts.</p>	<p><b>Expectations for drawing/Painting</b>          -Schematic stage – children have a definite way to portray certain objects using simple shapes.</p>	<p><b>Expectations for drawing/Painting</b>          -Realism stage – children add detail to their work and compare it to that of others work and real objects/images.</p>			



ALL  
EYFS

The careful Planning of continuous and enhanced provision will provide children with the experiences needed to achieve the ELG for Expressive arts and design.  
Continuous provision will be planned to provide skills such as:

**Art and DT**

**Drawing** – To use a variety of materials including pens, pencils, charcoal and pastel / to experiment drawing lines and circles / to accurately draw a person.

**Texture** – Handling and manipulating objects (clay, sand, textiles, dough) / collage / sensory experiences.

**Colour** – Paint, pencils, crayons, pastels / using and naming primary colours / Mixing colours / make marks and give meaning.

**Form** – 3D work at the creative area / joining, fixing and handling tools / constructing / building / planning.

**Pattern** – To experiment with irregular and repeating patters / simple symmetry

Music- Charanga

Hearing and listening – Can distinguish between the sounds of instruments / dynamics / rhythm

Vocalising and singing – Sings songs / rhymes and make up own songs

Moving and dancing – Claps/moves to a beat / moves in different ways in response to music

Exploring and playing – Explores different instruments



Me! - explore: growing, homes, colour, toys, how I look

My Stories - explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time

Everyone! - explore: family, friends, people and music from around the world

Our World - explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space

Big Bear Funk - A Transition Unit:  
A. Listen and Appraise  
B. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments  
C. Perform and Share

Reflect, Rewind and Replay: Consolidation of learning and contextualising the history of music

**Parental Links**

Book bag launch  
Reading meeting  
Stay and play

Mid-term report  
Parents evening  
Nativity

Stay and play

Mid-term report  
Parents evening  
Easter Bonner Parade

Stay and play

Litter Muncher  
Performance  
Annual report  
Transition meetings

**Visits/ Experiences**

Fire station  
St Mary's Church

Constellations Science  
Dome

Visiting Farm

Filey beach

**Assessments and Moderation**

Baseline  
RAG assessment and meetings (monthly)  
Phonics tracker assessments half termly  
PM Benchmarking assessments half termly  
Moderation – Garforth cluster- Autumn 2  
Moderation- Delta cluster- termly  
Moderation in school – EYFS/ KS1/ Whole school

Baseline (Nursery new starters)  
RAG assessment and meetings (monthly)  
Phonics tracker assessments half termly  
PM Benchmarking assessments half termly  
Moderation- Garforth cluster- Spring 2  
Moderation – Delta cluster termly  
Moderation in school – EYFS/ KS1/ Whole school

Baseline (Nursery new starters)  
RAG assessment and meetings (monthly)  
Phonics tracker assessments half termly  
PM Benchmarking assessments half termly  
Moderation- Garforth cluster- Spring 2  
Moderation – Delta cluster termly  
Moderation in school – EYFS/ KS1/ Whole school  
Phonics screening – summer 2