



Curriculum Overview

EYFS 2025-27

"We believe, we achieve, we succeed in God's family"

'With God, all things are possible.' Matthew 19:26


THANKFULNESS ● **COMMUNITY** ● **COMPASSION** ● **TRUTHFULNESS** ● **COURAGE** ● **FORGIVENESS**

Early Years Foundation Stage

Year A	Marvellous Me!	Let's Remember & Rejoice	Super Space	Kings & Queens	All God's Creatures	The Oceans Around Us
Year B	Beautiful Books	Fireworks & Festivities	Author Study	I wonder if they are real...	Once Upon a Time	On the Move!
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 - ELG
<p align="center">Working in Partnership with families</p>	EYFS parents and carers Early Phonics & Early Reading Workshop EYFS parents and carers invited to share learning journals Parent and child consultations	EYFS parents and carers Christmas Craft workshops EYFS parents and carers invited to share learning journals Nativity Performance Visit to St Mary's Church	Learning through play workshop EYFS parents and carers invited to share learning journals	Significant Females Day - Mother's Day Easter Picnic EYFS parents and carers invited to share learning journals	EYFS parents and carers invited to share learning journals	Significant Males Day - Father's Day EYFS parents and carers invited to share learning journals Celebration of end of year say goodbye to Yr2s Teddy Bear Picnic Visits from new parents & children Parent and child consultations Books, Blankets & Biscuits
	Welcome and settling in Black History Celebrations Harvest Festival Performance The Secret Reader The Mystery Bag	Firework Celebrations Planting crocus for Polio Awareness Remembrance Day Visit from the British Legion Library Bus Visit Diwali Guru Nanak Anti-bullying Week Children in Need Christmas & The Nativity – Birth of Jesus Christ Writing letters to Santa Making Christmas Decorations in Forest Schools	Live Butterfly Garden Buddy reading with year 6 Chinese New Year The Easter Eucharist Chris Connaughton Author Visit Science Week	Easter Performance Visit to St Mary's Church Fossil finding	Call of the Wild or Colchester Zoo Vaisakhi Earth Day St Georges' Day World Dance Day Eid Pentecost	Canvey Island Transport Traffic survey on the crescent Art week Healthy Eating Week Father's Day Sports Day Seasonal Walk
<p align="center">Curriculum Enrichment & Experiences – this list is not exhaustive</p>	The development of children's spoken language underpins all seven areas of learning and development. Children back-and forth-interactions from an early age form the foundation for language and cognitive development. The number and quality of conversations that they have 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 have said 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, storytelling and role play where children share their ideas with support and modelling from their teacher and sensitive questioning which invites them to elaborate children become comfortable using a rich range of vocabulary and language structures .					
<p align="center">Communication and language</p> <p><i>C&L is developed throughout the year through high quality interactions, daily group discussions, circle time & the NELI programme</i></p>	<p align="center">Listening, Attention and Understanding</p> Adults to model high quality listening. Settling in activities.	<p align="center">Listening, Attention and Understanding</p> Listen attentively and respond appropriately when being read to and during	<p align="center">Listening, Attention and Understanding</p> Make comments about what they have heard and ask	<p align="center">Listening, Attention and Understanding</p> Make comments about what they have heard and ask	<p align="center">Listening, Attention and Understanding</p> Hold conversation when engaged in back-and-forth	<p align="center">Listening, Attention and Understanding</p> ELG - Children at the expected level of development will:

<p>Daily BIG Read</p>	<p>Making friends. Make comments about what they have heard. Understand why listening is important and demonstrate attention in collective worship. Hear a wider range of vocabulary.</p> <p>Speaking Adults to model high quality speaking.</p> <p>Express their ideas and feelings about their experiences using full sentences – experiences that are familiar to them, talking about themselves.</p> <p>Rhyming & alliteration.</p> <p>Oral blending & segmenting. Use talk to organise play. Learn</p>	<p>whole class discussions and small group interactions – listen and respond stories. Follow instructions and understand how to listen carefully.</p> <p>Speaking Express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses.</p> <p>Share books which will develop children's vocabulary.</p> <p>Take part in quality discussions and develop social phrases.</p> <p>Learn rhymes, songs and poems.</p>	<p>questions to clarify their understanding. Maintain attention during appropriate activity. Consider the listener and take turns. Use and understand questions.</p> <p>Speaking Participate in small group, class and one to one discussion offering their own ideas using recently introduced vocabulary.</p> <p>Express their ideas and feelings about their experiences using full sentences, including accurate use of past, present and future tenses and making use of conjunctions with modelling and support from an adult.</p>	<p>questions to clarify their understanding. Ask questions to develop understanding. Connect ideas together.</p> <p>Speaking Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate.</p> <p>Describe events and interests in detail – incorporate new vocabulary.</p> <p>Demonstrate sustained focus when listening to a story.</p>	<p>exchanges with their teacher and peers.</p> <p>Speaking Use language to reason.</p> <p>Engage in larger group conversations and perform to an audience.</p> <p>Develop ability to relate stories to their own lives and use language to talk about it.</p>	<p>- 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.</p> <p>Speaking ELG - Children at the expected level of development will: - 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.</p>
<p>Physical development</p>	<p>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, by creating games and providing opportunities for play, both indoors and outdoors, adults can support children to develop their core strength, stability, balance and spatial awareness, coordination and ability. Gross motor skills provide the foundation for developing healthy bodies as well as social and emotional well-being. Fine motor control and precision helps with hand-eye coordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, arts and crafts and the practise of using small tools with feedback and support from adults allow children to develop proficiency, control and confidence.</p>					
	<p>Gross Motor Skills Practice and refine movement skills that they have already acquired.</p> <p>To begin to develop correct posture.</p>	<p>Gross Motor Skills Develop control when moving.</p> <p>Develop core strength.</p>	<p>Gross Motor Skills Combine different movements with ease.</p> <p>Develop core muscle strength and posture.</p> <p>Fine Motor Skills</p>	<p>Gross Motor Skills Confidently use small and large apparatus.</p> <p>Develop ball skills by taking part on group ball skills.</p>	<p>Gross Motor Skills Demonstrate strength, balance and coordination when playing.</p> <p>Develop balance when using large equipment.</p>	<p>Gross Motor Skills ELG - Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and</p>


	<p>Fine Motor Skills Use a range of small tools including scissors, paintbrushes, and cutlery.</p> <p>To hold a pencil.</p> <p>Attempt to manage own hygiene.</p> <p>To be able to put on and take off own coat.</p>	<p>Develop overall body strength, balance, co-ordination and agility</p> <p>Fine Motor Skills Use a range of small tools including scissors, paintbrushes, and cutlery.</p> <p>To hold a pencil using the tripod grip.</p> <p>Develop the skills to manage the school day – dressing and undressing, putting on own shoes.</p>	<p>Establish the correct pencil grip and posture for writing.</p> <p>To hold a pencil effectively, in preparation for more fluent writing- using the tripod grip.</p> <p>To be able to fasten coat – with zips and buttons.</p>	<p>Fine Motor Skills To be able to cut with precision.</p> <p>Confidently use cutlery and cut up their own food.</p> <p>To be able to load and unload a paintbrush/glue spreader.</p> <p>Talk about how I can keep healthy and active.</p>	<p>Develop confidence and accuracy when using a ball.</p> <p>Develop coordination.</p> <p>Fine Motor Skills Begin to show accuracy and care when drawing.</p> <p>To hold a pencil effectively, in preparation for more fluent writing- using the tripod grip.</p> <p>Develop handwriting style.</p> <p>To start to risk assess their own environment and whether an activity is safe to do so.</p>	<p>others;</p> <ul style="list-style-type: none"> - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
<p>Forest School</p>	<p>Forest School sets learning in a different context for children where they can undertake a range of practical activities and carry out small achievable tasks. At Forest School children can develop their team working skills and also learn to become more independent. Confidence - Forest School helps children to grow in confidence as a result of the freedom, time and space they are given in their learning. This allows them to demonstrate independence at each individual child's rate. Social skills - Activities such as sharing tools and participating in play help teach the children to work together as a group, which strengthens their bonds and social ties. Communication - The sensory experiences provided by Forest School's helps prompt language development. Improving communication skills has a positive effect on a child's self-esteem and is a crucial part of their development. Motivation and concentration - High levels of interest lead to high levels of attention. Spending time in the woodland is exciting for a child. It tends to fascinate them which develops a strong will to participate and concentrate over long periods of time. Physical skills - The increase in outdoor activity is bound to have a positive physical impact. Not only does the development of physical stamina improve but also gross and fine motor skills. Knowledge and understanding - Children develop an interest in the great outdoors and respect for the environment. Encouraging children to develop a relationship with the natural world will help in protecting the environment for generations to come. New perspectives - Forest School isn't just beneficial to children it is also beneficial to teachers. Observing their class in a different setting allows them to gain a new perspective and understanding of their class. Ripple effects - When children really engage with Forest Schools they will take their experiences home to share with friends and family. This will often encourage families to visit their local woodlands more frequently. Levels the playing field - Taking children outside of the classroom removes the pressures of academia and allows them to play to their strengths. This is beneficial to children who struggle in the classroom because there is more of an opportunity for them to learn at their own pace. Enjoyable for the children - Forest Schools are fun! It is educational whilst also allowing children to play, explore and discover.</p>					
<p>Personal, social, and emotional development- including HRSE</p>	<p>Self-regulation To develop sense of responsibility and membership of a community.</p> <p>Getting used to new routines and rules.</p> <p>Managing Self Be confident to try new activities and show independence.</p> <p>Manage their own basic hygiene and personal needs, including going to the toilet.</p>	<p>Self-regulation Give focused attention to what the adult says, responding appropriately, even when engaged in an activity.</p> <p>Managing Self Manage their own basic hygiene and personal needs, including going to the toilet and dressing.</p> <p>Explore feelings.</p> <p>Increasingly following rules and boundaries.</p> <p>Building relationships Work and play cooperatively and take turns with others.</p>	<p>Self-regulation Identify the range of feelings and how others may feel.</p> <p>Set and work towards simple goals, bring able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Demonstrate independence in selecting and using resources.</p>	<p>Self-regulation Begin to show resilience in the face of challenge.</p> <p>Managing Self Manage their own basic hygiene and personal needs, including going to the toilet, dressing and understanding the importance of healthy food choices.</p> <p>Show independence in managing their needs.</p> <p>Building relationships Work and play cooperatively and take turns with others.</p>	<p>Self-regulation Express and moderate feelings.</p> <p>Show and understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>Managing Self Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p>Self-regulation ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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

	<p>Selecting and using resources in their new classroom setting.</p> <p>Building relationships Building relationships with adults and peers in the setting.</p>	<p>Continue to develop friendships and relationships.</p>	<p>Building relationships Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p>	<p>Form positive attachments to adults and friendships with peers.</p>	<p>Building relationships Show sensitivity to own and others' needs.</p> <p>Find solutions to conflicts.</p> <p>Explain reasons for rules.</p>	<p>involving several ideas or actions.</p> <p>Managing Self ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>Building relationships ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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
<p>RE</p> <p>Essex Agreed Syllabus</p>	<p>EYFS Enquiry 1 - Why is the word God so important to Christians?</p>	<p>EYFS Enquiry 2 - Why do Christians perform Nativity plays at Christmas?</p>	<p>EYFS Enquiry 3 - Why do Christians put a cross in an Easter garden?</p>		<p>EYFS Philosophy - Noah's Ark Should Noah trust God?</p>	
<p>Phonics</p> 	<p>Phase 1</p> <p>Phase 2 Units 1 & 2 s, a, t, p, i, n, m, d</p> <p>Common Irregular Words/ High-frequency Words: n/a</p> <p>Phase 2 Unit 3 g, o, c, k</p> <p>Common Irregular Words/ High-frequency Words: to</p>	<p>Phase 2 Unit 4 ck, e, u, r</p> <p>Common Irregular Words/ High-frequency Words: the, no, go</p>	<p>Phase 2 Unit 5 h, b, f, ff, l, ll, ss</p> <p>Common Irregular Words/ High-frequency Words: l, into, her</p> <p>Phase 3 Unit 6 j, v, w, x</p> <p>Common Irregular Words/ High-frequency Words: me, be</p>	<p>Phase 3 Unit 7 y, z, zz, qu</p> <p>Common Irregular Words/ High-frequency Words: he, my, by, she</p> <p>Phase 3 Unit 8 ch, sh, th, ng</p> <p>Common Irregular Words/ High-frequency Words: they</p>	<p>Phase 3 Unit 9 ai, ee, igh, oa, oo (long), oo (short)</p> <p>Common Irregular Words/ High-frequency Words: we, are</p> <p>Phase 3 Unit 10 ar, or, ur, ow, oi</p> <p>Common Irregular Words/ High-frequency Words: you</p>	<p>Phase 3 Unit 11 ear, air, ure, er</p> <p>Common Irregular Words/ High-frequency Words: all, was, give, live</p> <p>Phase 3/4 Consolidate phase 2 and 3 skills. Read CVCC words Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr</p>

						<p>Read tricky words do, when, out what, said, have, like, so.</p> <p>Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling.</p> <p>Write longer sentences using phonic knowledge, write digraphs and trigraphs.</p>
<p>Literacy – further guidance is detailed in the <i>Writing and Reading Progression and Skills overview</i> which is published on the website</p>	<p>It is crucial for children to develop a life-long love of reading. Reading consistent of two dimensions – language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth, developing when adults talk with children about the world around them and through the sharing of books. Skilled word reading, taught later, involves both the speedy working out of both 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>					
	<p>Comprehension Joining in with rhymes and stories with repeated refrains.</p> <p>Enjoy and talk about features of a book – both fiction and non-fiction.</p> <p>Word Reading Children to engage in story time and listen to new vocabulary.</p> <p>Enjoyment of new vocabulary in a range of texts.</p> <p>Children begin to recognise their name.</p> <p>Writing Identify a dominate hand.</p> <p>Give meaning to the marks that they are making.</p> <p>Start to write some letters from their name.</p>	<p>Comprehension Suggest words that rhyme together.</p> <p>Children to listen to stories and have discussions about new/unfamiliar vocabulary.</p> <p>Adults model features of a book e.g. cover, title, author, illustrator, blurb.</p> <p>Word Reading Begin to read words consistent with their phonic knowledge by sound-blending.</p> <p>Blend CVC words in 1:1 and small groups.</p> <p>Children to be able to say the correct phoneme for the corresponding grapheme for some letters.</p> <p>Writing Children to hear and write initial sounds in words.</p> <p>Record their stories through drawings and mark making.</p>	<p>Comprehension Children to be able to listen to texts, discuss new vocabulary in small groups or with a familiar adult.</p> <p>Word Reading Read simple phrases/sentences and demonstrate understanding.</p> <p>Children to use decoding as their sole strategy.</p> <p>Writing Children to be able to segment and blend CVC words for reading and writing.</p> <p>Be able to independently write their own name.</p> <p>Begin to form letters correctly.</p> <p>Begin to write for a purpose.</p>	<p>Comprehension Develop own narratives and explanation by connecting ideas/events.</p> <p>Children to listen and enjoy a range of stories and make comments about what they hear.</p> <p>Children independently discuss the features of a text e.g. cover, title, author, illustrator, blurb.</p> <p>Word Reading Blend and read words and sentences using phonemes taught so far.</p> <p>Read simple captions.</p> <p>Read environmental print in the wider world.</p> <p>Writing Write CVC words, labels and simple captions.</p> <p>Begin to form upper- and lower-case letters.</p> <p>Begin to use phonetically plausible attempts at words.</p> <p>Begin to use capital letters, finger spaces and full stops.</p>	<p>Comprehension Re-read books to build confidence, fluency and understanding.</p> <p>Individual predictions of texts and events.</p> <p>Re-tell stories in sequence – story mapping.</p> <p>Word Reading Read simple sentences and tricky words.</p> <p>Link sounds to known phonemes and graphemes.</p> <p>Spell words using their phonetic knowledge</p> <p>Writing Write recognisable letters, most of which are correctly formed.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Write simple sentences based on basic observations.</p> <p>Form upper- and lower-case letters.</p>	<p>Comprehension ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>Word Reading ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>Writing</p>

													Use capital letters, finger spaces and full stops more consistently.	ELG - Children at the expected level of development will: - 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.
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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 **numbers to ten**, the relationship between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives – 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.

Mathematics <i>We follow the White Rose Maths Scheme of Learning</i> 	Phase	Getting to know you <i>Opportunities for settling in, introducing the areas of provision and getting to know the children. Key times of the day, class routines. Exploring the continuous provision, inside and out. Where do things belong? Positional language.</i>	Just like me!	It's Me 1, 2, 3!	Light & Dark	Alive in 5!	Growing 6, 7, 8	Building 9 & 10	To 20 and beyond	First Then Now	Find my Pattern	On the Move
	Number		Match & sort Compare amounts	Representing, comparing & composition of 1, 2, 3	Representing numbers to 5 One more & one less	Introducing zero Comparing numbers to 5 Composition of 4 & 5	6, 7 & 8 Combining two amounts Making pairs	Counting to 9 & 10 Comparing numbers to 10 Bonds to 10	Building numbers beyond 10 Counting patterns beyond 10	Adding more Taking away	Doubling Sharing & grouping Even & odd	Deepening understanding Patterns & relationships
	Measure, Shape & Spatial Thinking		Compare size, mass & capacity Exploring pattern	Circles & triangles Positional language	Shapes with 4 sides Time	Compare mass (2) Compare capacity (2)	Length & height Time	3-d shapes Spatial Awareness Patterns	Spatial reasoning (1) Match, rotate and manipulate	Spatial reasoning (2) Compose & decompose	Spatial reasoning (3) Visualise & build	Spatial reasoning (4) Mapping

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 significant members of the community such as police officers, nurses and firefighters. Allow opportunities within the provision to challenge stereotypes in society as well as through historical figures.

Understanding the world	Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Talk about their individual history, share photographs of when they were babies and discuss their development and experiences. Explore children's aspirations of what they would like to be when they are older.	Past and Present Recall some important narratives, characters and figures from the past encountered in books read in class. Talk about the days of the week, language such as yesterday and tomorrow. Talk about familiar situations from the past. People, Culture and Communities Talk about members of their family and community.	Past and Present Talk about the lives of the people around them and their roles in society. Order events in chronological order. Use artefacts to support understanding of historical events. Discuss key events in history such as Neil Armstrong landing on the moon.	Past and Present Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Compare and contrast farming from the past and how it is today. People, Culture and Communities Know some similarities and differences between different religious and cultural communities in this country, drawing on their	Past and Present Talk about the lives of the people around them and their roles in society. Recall some important narratives, characters and figures from the past encountered in books read in class. Explore significant figures such as David Attenborough – discuss his early work and compare to his later work. Revisit children's aspirations of what they would like to be	Past and Present ELG - Children at the expected level of development will: - 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;
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	<p>People, Culture and Communities Develop a relationship with Rev Carol and our church.</p> <p>Understand their place within the school community and the roles that pupils play.</p> <p>Celebrate festivals through the enrichment opportunities.</p> <p>Explore the role that their parents have in the community.</p> <p>Participate in community events.</p> <p>Talk about people who are familiar to them</p> <p>Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Look at the effect of the changing seasons on their surroundings.</p> <p>Allow children time and space to explore their new natural environment.</p> <p>Children will learn to understand and respect their environment.</p>	<p>Foster an understanding of others and their beliefs.</p> <p>Look at special places and special members of the community.</p> <p>Explore different beliefs and different celebrations.</p> <p>Natural World Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Children learn how to respect their environment; making shelters for the creatures and minibeasts, ensuring that they do not disturb habitats.</p>	<p>Explore significant scientists and figures from the past and their contributions to society.</p> <p>People, Culture and Communities Look at some similarities and differences between life in this country and life in other countries.</p> <p>Look at simple maps and draw information from them.</p> <p>Make their own maps of the school.</p> <p>Use Google Maps to compare and contrast geographical differences.</p> <p>Natural World 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.</p> <p>Look at the effect of the changing seasons on their surroundings.</p> <p>Explore the effect the change of seasons has on their learning in Forest Schools, e.g. when it is appropriate to build a shelter or light a fire.</p>	<p>experiences and what has been read in class.</p> <p>Discuss food from around the world – sample foods from around the world.</p> <p>Discuss conditions for growing. Understand where food comes from and what part of the world certain foods originate from.</p> <p>Natural World 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.</p> <p>Children will develop their understanding of respect for their environment – ensuring that they maintain and care for their Forest School site – discuss the language of sustainability.</p> <p>Use the natural world to make resources and use different materials - using tool skills to whittle such as paintbrushes and skewers).</p>	<p>when they are older – discuss and compare answers.</p> <p>People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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</p> <p>Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Understand the effect of changing seasons on the natural world around them – growing and planting in the reception garden.</p>	<p>People, Culture and Communities ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. <p>Natural World ELG - Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
The Natural World - children participate in weekly Forest School sessions.						
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.						
<p>Expressive arts and design</p> <p>We use AccessArt to support the</p>	<p>Creating with Materials Explore a variety of tools and media to create artwork.</p> <p>Explore the primary colours.</p>	<p>Creating with Materials Make use of props and materials when role playing characters in narratives and stories.</p>	<p>Creating with Materials Draw people / objects with hands/paws/feet etc.</p>	<p>Creating with Materials Observational drawings of the natural environment.</p>	<p>Creating with Materials Draw/paint bodies appropriate to size.</p>	<p>Creating with Materials ELG - Children at the expected level of development will:</p>

<p>implementation of these ELGs – further information can be found in the <i>Art & Design Progression and Skills overview</i> which is published on the website.</p>	<p>Explore colour mixing.</p> <p>Draw and paint using a range of materials, tools and techniques, experimenting with colour, texture.</p> <p>Being Imaginative and Expressive Start to learn a range of well-known nursery rhymes and songs – build up the children's repertoire of traditional rhymes and songs.</p> <p>Start to develop confidence to perform songs to an audience by giving children opportunities such as hymn practice and Harvest Festival performances.</p>	<p>Draw and paint people with basic limbs – legs/arms.</p> <p>Children to take inspiration from the greats – introduce children to a range of different artists.</p> <p>Start to refine tool handling skills – scissors, paintbrushes, glue spreaders.</p> <p>Being Imaginative and Expressive</p> <p>Perform songs, rhymes, poems, and stories with others, and – when appropriate – start to try and move in time with music.</p> <p>Share likes and dislikes about a performance.</p>	<p>Join items together with glue or tape to create their idea.</p> <p>Join malleable media together to create 3d ideas.</p> <p>Use a variety of media to create art with depth.</p> <p>Use loose parts to build and construct objects such as a moon buggy or a rocket.</p> <p>Being Imaginative and Expressive</p> <p>Compose their own songs building on their knowledge of familiar songs.</p> <p>Begin to follow a rhythm of a song with an instrument.</p>	<p>Tear materials for a purpose.</p> <p>Collect and use natural materials to produce artwork – taking inspiration from the greats – such as Archimboldo</p> <p>Join and assemble junk modelling with a purpose in mind.</p> <p>Scrunch, tear and fold materials.</p> <p>Use natural materials to make paint and mud pictures – still life art.</p> <p>Being Imaginative and Expressive</p> <p>Use their own narrative within role play.</p> <p>Sing songs with growing confidence.</p>	<p>Draw and paint using a range of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Explain which primary colours mix together to make secondary colours.</p> <p>Introduce children to Austin's Butterfly - be a 'critical' friend to evaluate peer work and suggest improvements.</p> <p>Add black/white to colours to alter shades.</p> <p>Design and adapt their plans when making junk models.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Being Imaginative and Expressive Show increasing confidence when performing to an audience.</p> <p>Demonstrate independence to show techniques learnt.</p> <p>Appraise, listening a variety of music and giving reasons why.</p>	<p>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>- Share their creations, explaining the process they have used;</p> <p>- Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive ELG - Children at the expected level of development will:</p> <p>- Invent, adapt and recount narratives and stories with peers and their teacher;</p> <p>- Sing a range of well-known nursery rhymes and songs;</p> <p>- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>
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