

The seven areas of learning and development that are used to shape our educational programme at The Meadows Primary School are as follows. All areas of learning and development are important and inter-connected. Many of these opportunities will be developed within children's daily purposefully planned play opportunities



Reception Spring 1

All Around Me



Intent	Implementation	Impact
This half term we will be: • Learning about different seasons- especially winter and the environment around us. • Finding out about contrasting countries and their climates. Learn about animals associated with hot and cold places around the world including The Arctic and Antarctic regions. And revisit African animals from focus story Handa's surprise (Autumn 1). • Learn about different families and cultures • Learning about and understand why some people celebrate Chinese New Year. • Learn how to be safe on the internet as part of Safer Internet Day. • Develop balance and core stability through our balance bike sessions. • Learning about maps and how to use them to follow directions • Explore our school environment and look for seasonal changes. • Thinking about who we love and talking about Valentine's Day.	• All areas of learning are planned for explicitly as well as providing opportunity for knowledge and skills to develop during 'independent learning time' (Planning time) Children will learn to locate hot and cold countries around the world, along with beginning to understand simple climate zones Look at ways to keep warm in winter - clothes/eating/moving around/warm drinks. Have a selection of warm /cool clothes and sort depending on the location Talk about the ways that animals keep warm. Look at pictures of snowflakes close up and talk about how they are all different Small world provocation play with Arctic animals/Antarctic Read fiction and non-fiction books and poems and gather information on animals and places of interest Use a globe to talk about the North and South Poles Melting and Freezing activities inside and outside	Key Outcomes: Children will understand why maps are useful Will talk about clothing appropriate for hot and cold climates and may be able to name regions and animals that live in contrasting climates. Will be able to talk about the effects of Winter on our local environment and how it feels different to Autumn. Will know why ice melts and why water freezes in certain conditions. Will understand some families celebrate Chinese New Year and Valentine's Day and what that represents for them. Will be more aware of how to stay safe on the internet and what to do if they feel unsafe. Will develop core stability due to balance bike training and will be able to follow instructions. Will continue to develop key literacy and maths skills and use phonic knowledge to inform their learning.

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Develop language skills and foster a love of reading by enjoying focus stories, books about the seasons and non-fiction information texts to enhance our learning.	If it snows, bring some indoors and predict what will happen Learn about Chinese New Year and participate in a dragon dance. Listen to Chinese music and learn about the story of the lunar new year Through our focus story of Little Red-Riding Hood we will explore our school environment, look at maps and visit the local shops.	
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<i>Communication and Language - Prime Area</i>		
Educational Programme	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.	
Intent <i>Development Matters - Focus points</i>		Implementation <i>Activities/Provision/Teaching & Learning Opportunities</i>
- To know how to listen to a whole story and comment on what is happening. - To know how to ask questions	- To play and listen to others at the same time (change their own focus of attention). - To listen to and understand jokes/ humour. - To talk about non-fiction texts.	- On-going: - Daily circle time - Hello song, Days of the week, Weather - Weekly story focus - Echo reading - Reading areas with a range of text - inside and outside to share with adults and children - Range of songs within performance area - Daily story and reflection time

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	To use sentences that are well formed. To explore and use new vocabulary: Length, height, centimetre, metre, Winter, sleet, hail, Arctic, Chinese New Year, chopsticks, Ni hao, Chinese lanterns, Bikeability, helmet, brakes, balance bikes, glide, visibility.	
- Learn rhymes, poems and songs (see above). - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary about differing climates. - Ask questions to find out more. - Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary - Begin to think about 'why' events happen. - Respond to open questions that are about things I know but aren't visible. - Can concentrate for a larger period of time e.g. 10-15 minutes. - Understands negative terms, isn't, hasn't, can't. - Level 3 question example: - What will happen next? - Tell me what you know about (trees, frogs, etc) - Find one to use with this (things that go together) - Find the things that are not ____. - What could he say? (assuming the role of another person)	Specific activities related to this term Compare and contrast climates: Thought shower information about hot and cold climates and what children understand by habitat and climate. Children to generate own questions that they want to find out. Adults to scribe. Watch clips and use Non-Fiction books to talk about The Arctic/Antarctic regions and what animals live there. Contrast with Handa's surprise story and recap/research animals who live in a hot climate. (Previous learning from Autumn term) Talk about why we would use non-fiction books to help us research. Introduce key vocab- see across. Sort hot and cold clothes in home corner. Discuss with peers which clothes would be suitable for a particular adventure and why. Consider wondering questions- Why are Polar Bears white? Why do snowmen melt? Answer as a class.	

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•How are these the same? (identifying similarities)

- Clearly use talk to organise my play.
- Use alliteration phrases in their play, e.g. sizzling sausages/chunky chips.
- Know how to ask + answer 'why' questions in context.

I know several previously unfamiliar words (related to my current and previous learning focus) and can use them in context.

**See Development Matters for further guidance*



- Compare two environments and talk about similarities and differences they see.
- Learn about animals you might find in the Arctic and Antarctic. -Locate poles on a globe. Talk about recent visits to hot or cold countries e.g. one child's trip to Lapland.

Provocation tuff spot Arctic and Antarctic

- Observe and discuss seasonal changes- winter, ice, frost etc during a winter walk

Icy tuff spot outside. Water frozen into different shapes inside water tray. Opportunities to use key vocab.



Predict what might happen to Immi in focus story. Make a new magical necklace. Explain the instructions for how to make it to a friend.

Talk about the seasonal changes discovered from Autumn walk to now. Look back at photos in learning journey from Autumn walk. How have things changed around school

environment and in the forest?



Little Red Riding Hood: use map to discover location of basket. Talk to peers about how to deliver lost basket back to LRRH. Use direction words. Answer questions about text with specific reference to Blank Level 3.

Chinese New Year:

Share the way each family celebrates

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| | <ul style="list-style-type: none">• Learning about different cultures through videos and non-fiction texts- including Chinese new year celebration• Chinese and Lunar New Year - CBeebies - BBC• Chinese New Year Story retelling and race• Dragon dance. Work together to create a dragon and move to the music.• Shrove Tuesday (NOT February 2023 Spring 1)• Following instructions to make pancakes• Pat-a-cake rhyme• Ask friends favourite toppings of pancake. |
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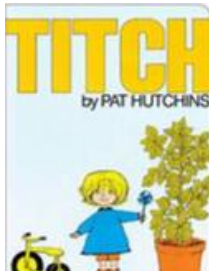
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Personal, Social and Emotional Development - Prime Area		
Educational Programme	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. 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.	
Intent <i>Development Matters - Focus points</i>		Implementation <i>Activities/Provision/Teaching & Learning Opportunities</i>
Self-Regulation knowledge: - To know and understand our school value-respect/kindness. - To know how to accept and value praise.	Self-Regulation Skill: To adapt behaviour to different events, social situations and changes in routine.	Ongoing: - Star of the day/Reward chart and class bear - Daily Routines and class/school rules - This terms school values - Respect and kindness - Well-being Wednesday - 5 to thrive - Daily reflection/collective worship - Daily Feelings check in -add 2 further emotions/feelings- 1)happy, 2)sad 3) excited 4) angry 5) tired once these have been introduced and explored - Open ended resources to encourage team building e.g. den-building, water area, large sand area, bikes etc.

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Managing Self Knowledge: • To know and understand our school value. • To know how to accept and value praise. To know the effect that actions have on others	Managing Self Skill: • To describe self in positive terms and talk about abilities. • Begins to show resilience	• New experiences this term to add to the routine:- • 1) balance bikes • 2) Join whole school celebration assembly. Introduced class nomination. • 3) Introduce Discovery Zone in outdoor area and explorers back packs During 5 To Thrive sessions explore feelings angry and tired. Use scenarios and photos to explore these feelings. Discuss ideas for how people can self-regulate if they feel this way. Discuss what makes us proud about ourselves and share Learning Journeys and Patches to show how we have all improved since being in Reception. • Learning about and listening to how their peers celebrate different events e.g. Christmas time, New Year, special events for some families. • Learning to develop skills on balance bike and try something new with a sports coach • Taking part in Science investigations - focus on testing and resilience if an initial idea does not work • Learn about Chinese New Year and why this is special for some people.
Building Relationships Knowledge: • To know how to play with others	Building Relationships Skill: • To identify ways of being helpful to others and how this will make them feel	Add extra blocks, tape measures and props to deconstructive area to enhance teamwork. Introduce costume area to role play- to encourage collaborate and imaginative play. Introduce tidy up roles for groups of children to check each area and develop responsibility.

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• To know the effect that actions have on others. • To be more able to recognise the impact of their choices and behaviours/actions on others and knows that some actions and words can hurt others' feelings. • To independently follows daily routines using visual timetable. • To begin to show resilience. • To learn about Internet safety during Safer Internet Day. • To seek out companionship with adults and other children, sharing experiences and play ideas. • To show increasing consideration of other people's needs can share without adult support. • To learn about stranger danger	• Hot and Cold Climates: group discussions and team work for what to take on holiday and which clothes will keep you warm/ cool. Pack suit cases in role play area. • Safer Internet day activities. Home - Safer Internet Day 7/2/23 • Stranger Danger- incorporate this into Philosophy for you activities • Little Red Riding Hood- should she have talked to the Wolf and told him where she was going? • Hot seating of Wolf. Tell him how he could have shown respect and been kind to Granny and LRRH • Road safety- visit to the Co-op to buy ingredients  • Measuring focus - It doesn't matter how tall you are- it is what is inside that counts.
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Physical Development - Prime Area		
Educational Programme	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.	
Intent <i>Development Matters - Focus points</i>		Implementation <i>Activities/Provision/Teaching & Learning Opportunities</i>
Key Knowledge Gross Motor To know how to control own movements and speed.	Key Skills Gross Motor - To travel with confidence and skill around, under, over and through balancing and climbing equipment. - To negotiate space successfully especially during Bikeability.	Ongoing - Gross motor skills focus within outdoor environment - The Meadow/physical trolley/ uplevelled bikes and scooters and at the forest - Continued use of trim trail and playground at lunch times with small apparatus - Brain breaks
Key Knowledge Fine Motor To know why it is important to handle different apparatus safely- scissors, hole punches.	Key Skills Fine Motor - To handle tools, objects, construction and malleable materials safely and with increasing control- paintbrushes, cotton buds, pencils for drawing and writing, scissors, knives, forks and spoons, hole punches.	- Range of tools and equipment to support fine manipulative skills in all areas of the environment - Squiggle whilst you wiggle opportunities x3 weekly - Create curved lines, zig zags, lines crossing the midline and loops.

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Ongoing physical knowledge and skills:

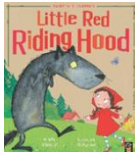
- Continue to develop their movement i.e. balancing, riding, skipping, hopping, holding a pose.
- Progress towards a more fluent style of moving, with developing control and grace
- Combine different movements with ease and fluency
- Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes
- Use one handed tools and equipment.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently.

- Balance Bike sessions (Bikeability) 1x weekly
- Funky fingers table with opportunities to practise new skills- see environment plans
- Introduction of letter/number formation within teaching of phonics and maths - rhymes to support
- Physical trolley in outdoor area to be up-levelled. Aiming apparatus and netball net
- Doing up and unbuttoning/zips on items of clothing focus-funky fingers table/whilst lining up to go outdoors on own personal coats
- A wider range of building bricks added to deconstructive area
- Stage area to include streamers and Indian bells during learning about Chinese New Year.
- Making large dragon head for dragon dance- shared experience with LL
- Racing games inspired by the animals race Chinese Zodiac story
- Creative area: teach children joining techniques with hole punches and treasury tags, different folds and tapes. Design a new basket/bag for Little Red Riding Hood's Granny to put her shopping in.
- Make a new necklace for IMMI using threading technique and hole punches
- Use of cotton buds and fan technique for Chinese New Year dragon making/fans
- Painting Chinese writing on banners and practise numbers with black pens
- Use of chopsticks and tweezers- funky fingers table
- Drawing and making maps using small world/writing resources
- Walk to Co-op to buy ingredients- road safety

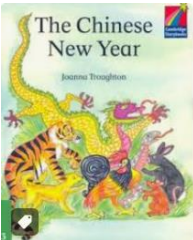
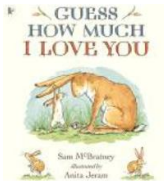
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<i>Literacy - Specific Area</i>		
Educational Programme	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading 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).	
Intent <i>Development Matters - Focus points</i>		Implementation <i>Activities/Provision/Teaching & Learning Opportunities</i>
Literacy Key Knowledge Comprehension: To understand the difference between fiction and non-fiction	Literacy Key Skills Comprehension: - To listen to stories and begin to predict what may happen next. - Use new vocabulary to retell a known story. - To understand and answer questions based on what they have just read	- On-going: - Well stocked reading and writing areas alongside books and mark making within all areas of provision inside and outside. - Continuation of Monster Phonics programme - embedded in the environment - Phonic posters and writing prompts displayed. - Daily phonics sessions alongside interventions and scaffolding activities - Monster phonics/Dandelion reader books sent home matched to phonics sounds taught. - Squiggle whilst you wiggle - Use of Seesaw to engage and update parents and provide learning at home opportunities that support the literacy and phonic learning in school - Virtual classroom - Continuation of e-books matched to Monster Phonics weekly learning - Label models and display in model museum.
Word Reading: To understand how to recognise rhyme.	Word reading: Read simple phrases and sentences made up of words with known letter-sound correspondences and taught common exception words.	

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Read the phonemes- oo, ow, ee, ur, ai, or,	• To read Phase 3 common exception words (see Monster Phonics progression map) • Blend these sounds into words. • Read captions.	
Writing Key Knowledge: • To know how to spell some familiar words by segmenting the sounds and then writing graphemes (GPC).	Writing Key Skills: • To write captions and labels using recognisable letters. • To begin to rehearse orally before writing	• Focus HFW sessions daily during lining up times and lunchtime queuing • HFW's sent home for children to practise with additional games for children who are struggling. • Precision teaching for key children • Use of focus stories to create reading and writing opportunities e.g.  • Finding basket and letter/map from Little Red Riding Hood - write back and tell her where her basket is. • Label and or write instructions for a new bag created to hold Granny's shopping • Draw story map of story and retell. • Echo reading and putting story in order • Writing a list of instructions for the Wolf to explain how to be kind and show respect • Shopping list of new items needed by granny or for our walk to CO-OP  • Creating a story map using IMMI as the guide- for a new adventure. • Design own special object and label or a new necklace and explain super powers.

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		• Create maps in deconstructive area/outside for own adventures • Introduce Explorers back packs outside  • Use of non-fiction books to research different climates and animals. Children to create own non-fiction books about favourite animal or place. Use of labels when children are making own small world in water tray and tuff spot   • Retelling of story using props and masks inside and out • Dragon dancing- make up own dance moves and write down for others to follow • Write own messages and put in lucky pocket or on wishing tree, encourage parents to do the same as homework. • Chinese writing and numbers using black paint and red paper, calligraphy pens, sticks outside • Use of non-fiction texts to explore Chinese culture  • Valentine's day cards, messages, clues.
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Mathematics - Specific Area			
Educational Programme	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.		
Intent <i>Development Matters - Focus points</i>		Implementation <i>Activities/Provision/Teaching & Learning Opportunities</i>	
Mastering Number Programme Subitising - increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements - explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part - experience patterns which show a small group and '1 more' - continue to match arrangements to finger patterns.	Mastering Number Programme Cardinality, Ordinality and Counting - continue to develop verbal counting to 20 and beyond - continue to develop object counting skills, using a range of strategies to develop accuracy - continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 - order numbers, linking cardinal and ordinal representations of number.	Mastering Number Programme Composition - continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5 - explore the composition of 6, linking this to familiar patterns, including symmetrical patterns - begin to see that numbers within 10 can be composed of '5 and a bit'.	Mastering Number Programme Comparison - continue to compare sets using the language of comparison, and play games which involve comparing sets - continue to compare sets by matching, identifying when sets are equal - explore ways of making unequal sets equal.
Key Knowledge SSM To know that measuring is a life skill.	Key Skills SSM	On-going: - Counting songs and rhymes - familiar ones and introduce new ones Falling snowflakes, 5 little penguins,	

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To know key vocabulary: • Heavy/ier/est • Long/er/est • Short/er/est • Light/er/est	• To use non-standard measures- cubes to solve problems	• Daily circle time incorporating a range of maths skills including counting boys and girls- whose photos will be displayed on a tens frame pp, building the total with n=Numicon, recording the total and those absent. • Mastering number programme - 10 minutes daily focused maths sessions and Numberblocks clips • SSM focus 1xweekly- see White Rose maths • High quality maths provision embedded within the environment to support both number and SSM • Maths Display - Number line with focus numbers/representations, working wall, vocab, maths in action • Numbers in the environment outside and inside
<i>*See Development Matters for further guidance</i>		Focus on Ordinal numbers through races and games including the need to find who came first, second, third etc. CNY • Cars and ramps races and timers - • Use of non-standard measures on funky fingers table using paper clips, • measuring Arctic/Antarctic animals and putting the animals in order, • Measuring ribbons • Scales in malleable area/ provocation table • Socks in sand investigation • Variety of lengths of pipes and guttering in provision • Challenges e.g. creating a bag for Granny LRRH and measuring the materials needed • New blocks added to deconstructive area. Need to measure the height and use rule that it cannot go past hip height. Add measuring tapes as an enhancement. • Draw round children on large paper and measure using non-standard units.

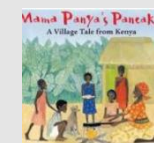
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	Shoe challenge- find things longer/shorter/heavier/lighter than my shoe
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<i>Understanding the world – Specific Area</i>			
Educational Programme	Understanding the world involves guiding children 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.		
Intent <i>Development Matters - Focus points</i>		Implementation <i>Activities/Provision/Teaching & Learning Opportunities</i>	
Key Knowledge Past and present To know that people have different religions and celebrations. Chinese New Year	Key Skills Past and Present - To show an interest in learning about different celebrations - To talk about what they have done with their families during Christmas in the past.	On-going: Exploring seasonal change Using all senses in hands-on exploration of materials. Celebrating families, similarities, differences and achievements - Discussions and pictorial evidence show on our timeline to show events from our Reception journey - RE sessions- see Lincolnshire Agreed Syllabus - Well-being Wednesday activities, - PSHE group times - daily collective worship linked to value - Visits to the Forest for forest fun - Daily weather observation and record - circle time	
Key Knowledge People, Culture and Communities - To know that people have different religions and celebrations – Chinese New Year, Shrove Tuesday. - To know what a map is for - Recognise some similarities and differences between life	Key Skills People, Culture and Communities - To comment and ask questions about aspects of their familiar world such as the place where they live and the festivals that they celebrate. - To draw information from a simple map - Recognise and comment about some environments that are		

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in this country and life in other countries.	different from the one in which they live	
Key Knowledge The natural world - To know what the word 'season' means. - To know that we are in the season of 'winter' - To know the words 'habitat' and 'climate'	Key Skills The natural world - To talk about the changes observed in the environment - Season - To understand some animals live in specific climates.	- Share pictures from special events and Christmas traditions on Seesaw. Put photos on map in snack area for where families have travelled in holidays. Talking about how families can be the same and different and that's ok! - Listen to a range of multi-cultural stories including Handa's surprise, IMMI, Little Red and the very Hungry Lion, Mama Panya's pancakes - Learn about Chinese New Year culture and find China on a map. Chinese fortune cookie tasting. - Introduce word map and globe - Treasure hunt around the school environment. Read then write own clues. - Create own Story map - Little Red riding hood -focus story - Find clues from LRRH and follow map round environment. Draw own mas to help her get to granny's house. - Maps and globes in deconstructive area. Pictures of journeys and explorers. - Explorers back packs introduced outside. Small hut turned into explorers den/camp. - Sorting hot and cold climate clothes into 2 suitcases. - Information about multi-cultural musical instruments and where they come from in music area - Exploring ice/snow - Science investigation
- Talk about members of their immediate family and community. - Name and describe people who are familiar to them - Comment on images of familiar situations in the past. - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways. - Explore the natural world around them. - Describe what they see, hear and feel whilst outside. - Understand the effect of changing seasons on the natural world around them. <i>*See Development Matters for further guidance</i>		

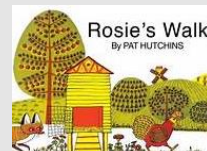


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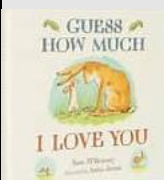
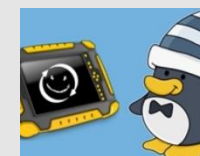
- Winter walk. Explore the changes of the season and look back on time line at the autumn walk. How does the air feel now? What changes can you see? Feel? Hear? What will happen next in the seasons?
- Talking about which animals live in the cold, and which live in hot places whilst reading and comparing

Immi/Handa's surprise. Look at non-fiction texts and clips to get information about the Arctic/Antarctic. Contrast to where we live in Lincoln.



walk?

- Smartie the Penguin- internet safety.



February.

- Valentine's day activities and explore why some people celebrate this event. Secret messages.

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Expressive Arts and Design - Specific Area		
Educational Programme	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.	
Intent <i>Development Matters - Focus points</i>		Implementation <i>Activities/Provision/Teaching & Learning Opportunities</i>
Creating and Materials Knowledge - To know that different media produce different effects- - To understand the importance of using tools correctly and safely.	Creating and Materials Skills - To construct with a purpose in mind, using a variety of resources and techniques. - fanning, folding, printing, treasury tags and hole punches, staplers - To create collaboratively sharing ideas, resources, and skills.	On-going: - Creative area with continuous provision and enhancements based on topic/interests/next steps - Home corner, deconstructed role play, prop box - Storytelling through small world and construction play
Being Imaginative and Expressive Knowledge To know that different music can evoke different forms of expression.	Being Imaginative and Expressive Skills - To create movement in response to music - To explore and learn how sounds can be changed	- Performance area with CD player - Focus on cultural music/instruments - Introduce costume shop in home corner - Introduce further props e.g. measuring tape, costumes, maps in deconstructive area - Include map resources across provision inside and outside - Weekly music sessions - Charanga/Music Express

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	Listen attentively, move to and talk about music, expressing their feelings and responses.	- Creating own Dragon head and taking part in Dragon Dance with LL - Creative area challenges e.g. snowman potato masher printing/ make a necklace for IMMI, make a new bag or basket using resources of choice e.g. junk modelling/paper/card for LRRH Granny to carry her shopping. - Hot and cold climate scenes using tissue paper. Landscapes. - Painting with frozen blocks of ice and paint. - Read "A box can be many things" as stimulus. - Watching traditional CNY dragon dances and responding to it - Listening to traditional Chinese music. Learn 'Gung Hei Fat Choi' - Focus skills: fanning and folding, concertina, printing, joining techniques treasury tags and hole punches, staplers - Focus artist to inspire artwork next term focus. Roy Liechtenstein- pop art	
- Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Create collaboratively, sharing ideas, resources and skills. - Watch and talk about dance and performance art, expressing their feelings and responses - Sing in a group or on their own. - Develop storylines in their pretend play - Explore and engage in music making and dance, performing solo or in groups. <i>*See Development Matters for further guidance</i>			   