



Reception Summer 1

Come Outside



Intent	Implementation	Impact
This half term we will be: • Learning about different seasons-particularly focussing on Spring/Summer and the environmental changes around us. • Finding out about plants and what they need to grow. • Planting seeds and bulbs and observing changes. • Finding out about a range of animals and their habitats. • Will explore the life cycle of a butterfly by watching real caterpillars grow into butterflies. • Learning about the Christian and Islamic creation story. • Taking part in Art Week. • Visiting the Forest. • Getting changed for PE and exploring large apparatus.	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: • How to use gardening equipment safely and plant bulbs and seeds. They will observe what happens to the plants as they grow. They will create their own bean diary and record changes. • Talk about different animals and find out where they live and why not every animal needs the same habitat. Will have a visit from Animals UK. • Read fiction and non-fiction books and poems and gather information about plants and animals. • Observe caterpillars turning into butterflies and find out about life cycles. • Learn about the Creation story from an Islamic and Christian viewpoint. • Through our focus story of Jack and the beanstalk we will explore beans and watch them grow. • Through our focus artists Georgia O'Keefe and Wassily Kandinsky we will compare these artists work and try techniques in these styles. • Through our PE sessions we will be focussing on large apparatus equipment and jumping/landing safely.	Key Outcomes: • Children will understand that plants need air, sunlight, warmth and nutrients from soil to grow. - Parts of plants include roots, stem, leaves, flowers and petals. • Will be able to name the basic parts of a plant. • Will be able to talk about the effects of summer on our local environment and how it feels different to Autumn/Winter/Spring. • Will know key vocabulary, e.g. habitat, bulb, seed, shoot, stem, petal, flower, bud, trowel, soil. • Will remember key facts about plants and growing obtained from information texts. • Will observe first hand and know the life cycle of a butterfly. • Will understand some people think the creation story in their Bible/Qur'an is important to them. • Will reflect on their own understanding of the world and what they believe is beautiful/awe-inspiring. • Will develop core stability and coordination, be able to link movements in a sequence and land safely off equipment due to PE apparatus sessions. • Will be able to follow two-part instructions. • Will continue to develop key literacy and maths skills and use phonic knowledge to inform their learning. • Celebrate Art week as a school.

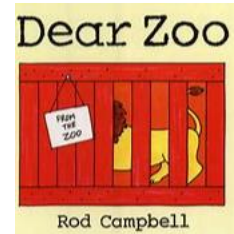
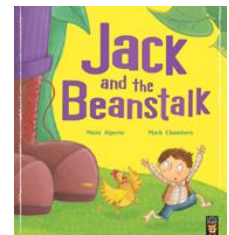
Communication and Language – Prime Area

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, storytelling 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>
Key Knowledge - To know how to engage in story times using predictions before and during stories. - To know and be able to explain a range of facts related to our topic. Listening Attention and Understanding: - Learn rhymes, poems and songs (see above). - Engage in non-fiction books. - Articulate ideas and thoughts in well-formed sentences. Sustain listening and attention for a longer period of time.	Key Skills - To listen to stories to develop familiarity and understanding. - To retell a story in detail with exact repetition and own words. - To use new vocabulary in different contexts Communication and Language-Speaking: - Use talk to help work out problems and organise thinking and activities. - Explain how things work and why they might happen. - Respond during whole class discussions. - Connect one idea or action to another using a range of connectives. - Articulate their thoughts and ideas in well-formed sentences.	- 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

**See Development Matters for further guidance*

Specific activities related to this term

- Learn about different animals and ask questions about their habitats. Animals UK visit to generate questions.
- Look at and discuss different types of non-fiction text e.g. instructions on seed packets-using imperative verbs (bossy verbs), non-fiction leaflets about pet care, fact files about insects and plants.
- Topic related vocabulary introduced:
- **Art week:** Colour, shade, observe, bold, vibrant, bright, mix, geometric shapes, artist, style.
- **Plants:** stem, petal, flower, bud, soil, conditions,
- Find out about growth of plants and animals using non-fiction books and texts. Be able to recall facts that they know about plants and animals. Thought shower/floor book at beginning of topic and end. Reflect on how much more we now know. - Plants need air, sunlight, warmth and nutrients from soil to grow. - Parts of plants include roots, stem, leaves, flowers and petals.
- Jack and the beanstalk /Dear Zoo story retelling opportunities.
- Explain the life cycle of a butterfly to another child/adult following observing our own caterpillars turning into butterflies.



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

Development Matters – Focus points

Self-Regulation knowledge:

- To know and understand our school values of resilience and determination.
- To know how to look after the resources in our environment.

Self-Regulation Skill:

- To identify and moderate own feelings, socially and emotionally
- Express their feelings and consider the feelings of others.
- See themselves as a valuable individual.

Implementation

Activities/Provision/Teaching & Learning Opportunities

Ongoing:

- Star of the day/Reward chart and class bear
- Daily Routines and class/school rules
- This terms school values – resilience and determination
- 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 and 6) **calm** 7) **nervous 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.

Managing Self Knowledge: - To know and understand our school values. - To know how to look after the resources in our environment	Managing Self Skill: To show resilience and perseverance in the face of challenge	- New experiences this term to add to the routine:- 1)Introduce one challenge a week During 5 To Thrive sessions explore feelings using scenarios. Discuss ideas for how people can self-regulate and show resilience 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 to develop gross motor skills and resilience and determination using large apparatus - Take part in science investigations – focus on testing and resilience if an initial idea does not work.
Building Relationships Knowledge: To know how resolve conflict with others in a play situation	Building Relationships Skill: To build relationships, showing care and respect for others.	Specific activities related to this term: - Should we care for our world? - Is it everyone’s responsibility? - How do we care for plants? - What do they need to grow? - How do we care for each other? - What do we need to grow? Creation story links. - Christians and Muslims believe God would want them to help care for our world. - What can we do to care for it? - Well-being Wednesday Focuses: The image is a painting of a black dog, possibly a Labrador, standing in a forest. The dog is holding a black wire basket in its mouth. Above the dog, the word 'TIDY' is written in large, bold, black letters. The background shows trees with green and yellow leaves, suggesting an autumn setting. The artist's signature 'Emily Givett' is visible at the bottom right of the painting. Connect: team building games. Introduce the value of resilience. Have a group of no more than six children and a large piece of paper. Give each child a different coloured pen and explain that they can go wherever they want on the paper, as long as their pens are friendly. Can each child’s pen make friends by carefully touching everyone else’s pen at some point? Emphasise when two pens have made friends – and encourage adults to join in too. When the drawing is finished, talk about how all the children have created it by working together. Explore feelings and emotions by passing a different facial expression around the group. Ask a child to make a happy face and pass it on. Ask another child to make a sad face and pass it on. Other possibilities include an excited face, a cross face, a sleepy face, a scary face and a shy face. The children can

also take it in turns to share their memories of when they felt sad, happy, excited, scared and so on. Introduce new emotions: calm and nervous for our feelings chart. What might make you feel this way?

Connect with the whole school Coronation celebrations for the King. (May 2023)

Be Active: team building hoop games, PE circuit training with apparatus. Gardening focus- planting bulbs. Den building. Sports day race practise.

Take notice: Bean diary- watching our plants grow. Watching caterpillars grow and finally releasing the butterflies when they are fully grown. Observing changes in our own bodies when we are active and doing PE. Baby photo competition- Can you guess the adult? Ask parents for baby photos on seesaw. Can we guess the child? How have I changed?



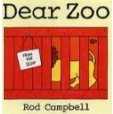
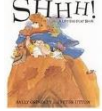
Be curious: Animals UK visit- learn about interesting minibeast and animals. Touch them and ask questions about their habitats etc.

Learn about Sports Day and practise races that we will do on the day.

Give: Plant carrot seeds and flowers, etc. round the environment in preparation for new Reception children in September to make their own harvest soup like we did this year.

Plant a sunflower to take home and look after. What do we need to give it to help it grow?

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 negotiate space successfully when travelling with a ball. - To know how to land safely and know large apparatus rules. - To know how to participate in a race. - To know what Sports Day is.	Key Skills Gross Motor - To develop ball skills to include throwing, catching, kicking, passing and aiming. - To be able to jump and land safely from equipment. - To be able to sequence 2-3 movements.	<i>Ongoing</i> - Gross motor skills focus within outdoor environment – The Meadow/physical trolley/ up-levelled bikes and scooters, variety of balls to continue ball skill challenges in the Meadow. - Continued use of trim trail /forest and playground at lunch times with small apparatus - Brain breaks	
Key Knowledge Fine Motor To know how to form letters correctly, using the Monster Phonics patter to support.	Key Skills Fine Motor To develop an accurate and efficient handwriting style	- Range of tools and equipment to support fine manipulative skills in all areas of the environment. - Handwriting/jotter opportunities x3 weekly.	
<i>Ongoing physical knowledge and skills:</i> - Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. - Develop their small motor skills so that they can use a range of tools competently, safely and confidently.		- Apparatus PE 1x weekly - Sports day practise and teaching time about what Sports Day is and what will happen. - Funky fingers table with opportunities to practise new skills- see environment plans, e.g. lift the flap book inspired by ‘Dear Zoo’ and ‘Shhhh!’ with clues about the animal hiding underneath the flap. - Design own seed packet and learn how to fold the paper and join using double sided sticky tape.  	

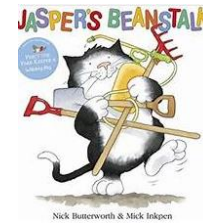
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

- 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, target throwing, range of different sized balls, bats etc.
- A wider range of building bricks added to deconstructive area
- Stage area to include props for retelling stories and further dance equipment.
- Racing games inspired by Sports Day
- Creative area: teach children how to use water colours and fine brushes- links with art week Georgia O'Keefe.
- Use of pastels and shapes to draw in the style of Kandinsky.
- Handwriting practice x 3 weekly in books Focus on lines and keeping writing a consistent size.
- Morning jobs- fine motor focus, e.g. threading beads, pin boards, tricky word writing, etc.
- Use of small scissor scoops in sand area inside
- Wavy /zig-zag scissors added to creative area
- Gardening tools and potting shed set up in Meadow. Vegetable patch development through summer term.

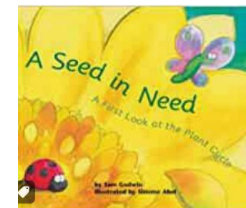
Literacy – Specific Area

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 justify a preference when choosing texts when learning.	Literacy Key Skills Comprehension: - To understand a sentence that they have just read. - 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.	- 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 scaffolded activities - Monster phonics/Dandelion reader books sent home matched to phonics sounds taught. - 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. - Morning jobs with literacy focus.
Word Reading Knowledge: - To know how to blend sounds to read cvcc and ccvcc words. - To know that compound words are words made from two words combined – sandpit, windmill - Read the phonemes-	Word reading Skills: - To be able to read aloud simple sentences and books that are consistent with phonic knowledge, including taught exception words. - To read compound words.	

oa,er,igh,air,oi, ear, ure. Blend these sounds into words. Read captions. • Read cvcc,ccvc,cvc+,ccvcc words. • Blend these sounds into words. Read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few common exception words		
Writing Key Knowledge: • To know that a sentence starts with a capital letter and ends with a full stop. • To know that print carries meaning. • To know how to make phonetically plausible attempts at word building.	Writing Key Skills: • To begin to use capital letters and full stops. • To construct orally and write simple sentences that make sense to the reader and can be read by themselves. • Spell words by identifying the sounds and then writing the sounds with letters. • Write short captions and sentences with words with known sound-letter correspondences using a capital letter and a full stop. • Re-read what they have written to check that it makes sense. • Write dictated sentences using known GPCs. • Write instructions.	Extras this term: • 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: Retelling of the story using props and our focus story language. Story mapping. Design own beanstalk journey – what is at the top of your cloud? Write a sentence to describe it. Wanted poster to help the giant catch Jack. Sequencing the story. Add on one more picture! What happened next...?

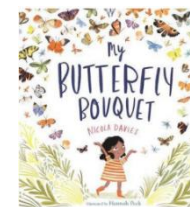


Following planting own seeds and looking at real life seed packets- write instructions for how to plant a seed on a seed packet for the giant/Jasper to explain what to do.



Label the parts of a plant.

Non-fiction book making. Life cycle of a seed.



Butterfly life cycle. Sequencing and labelling with words or captions. Write/draw what has happened to our butterflies. Write the butterfly a wish before we set it free.

		Children to design their own lift the flap book. Write clues for which animal might be hiding underneath the flap! Write a letter to Mrs Simmons to ask if we can have a class pet. Read/write facts about animals and their habitats. Following visit, children to use their favourite photo and write about the experience. Design a poster to go round school to help other children remember how to care for our world/environment.
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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 •Continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns •Use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number •Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10 •Be encouraged to identify when it is appropriate to count and when groups can be subitised.	Mastering Number Programme Cardinality, Ordinality and Counting •Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers •Continue to develop confidence and accuracy in both verbal and object counting.	Mastering Number Programme Composition Explore the composition of 10.	Mastering Number Programme Comparison •Order sets of objects, linking this to their understanding of the ordinal number system.
Key Knowledge SSM To know that even number quantities can be shared equally	Key Skills SSM	• On-going:	

	To share objects between a group of people equally.	- Counting songs and rhymes – familiar ones and introduce new ones e.g. doubles song, if you subtract like a pirate, counting in 2's, 5's, 10's, Were stuck on the motorway - 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 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 and NCETM Document for further guidance</i>		- See NCETM weekly Planning. - SSM: potting shed handling real objects. - Sharing opportunities within provision e.g. on malleable table - Creating models using 3D shapes and blocks. - Opportunities for composition of numbers to 10.    Giant's feet or hands measuring Challenge

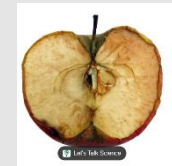
Understanding the world - Specific Area

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 facts about the life and works of Georgia O'Keefe and Wassily Kandinsky	Key Skills Past and Present To compare and contrast artists from the past. Georgia O'Keefe and Wassily Kandinsky	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- "Our special places?" Unit. - Well-being Wednesday activities, - PSHE/NELI group times - Daily collective worship linked to values-Resilience and Determination - Visits to the Forest for forest fun - Daily weather observation and record – circle time	
Key Knowledge People, Culture and Communities - To know facts about the Islamic religion. - - Muslims may worship in a Mosque, they may pray 5 times a day, some women wear a hijab. - To know the Muslim creation story. - To know the Christian creation story.	Key Skills People, Culture and Communities - To show an interest in different faiths, communities, and cultures. - To recognise that people have different beliefs and celebrate special times in different ways.		
Key Knowledge The natural world To know that plants need - water, light, food to help them grow	Key Skills The natural world To develop an understanding of growth, decay, and changes over time.		

To know the vocabulary: 'seed, bulb, stem, plant, flower, leaf, petal, root, shoot'	- To make observations of plants and explain why things occur. - To compare how materials change over time and in different conditions.	- Share pictures from special events, e.g. baby photos to talk about and notice how individuals have grown, family achievements, Coronation celebrations on Seesaw. - Put photos on map in snack area for where families have travelled in holidays and where are focus stories are from this term - Talking about how families can be the same and different and that's ok! - Listen to a range of multi-cultural stories. - Finding out about Artists- Kandinsky and Georgia O'Keeffe and their lives during whole school Art Week - Sports day preparation and races. - Learn about the creation story in the bible and Qur'an and think about why these are special stories for Christians and Muslims - Look at Muslim artefacts and explore their use. - Create own Story map –Jack and the Beanstalk-focus story. - Explorers back packs introduced outside. Insect books added and bug finders/viewers. Small hut turned into explorer's den/camp. Potting shed/garden centre created in outdoor provision. - Information about multi-cultural musical instruments and where they come from in music area. - Summer walk. Explore the changes of the season and look back on timeline at the autumn walk/winter walk/spring walk. How does the air feel now? What changes can you see? Feel? Hear? What will happen next in the seasons? - Look at non-fiction texts and clips to get information about the lifecycle of a butterfly, seed and habitats for different animals. - Have a delivery of caterpillars and observe them growing until they become butterflies. Set them free. Knowledge during this time to include: Female butterflies lay eggs on plants. Caterpillars hatch from the eggs. - Caterpillars eat until they are fully grown, then they become a pupa. - A caterpillar pupa is called a chrysalis. - A butterfly emerges from a chrysalis. - Butterflies drink nectar from flowers with their long tongues. - Butterflies, ladybirds, and bees are insects. - Insects are small animals. - Insects have six legs and a hard outer shell. Some insects have wings. - Visit from Animals UK as a springboard into habitats and next term's learning.
Talk about members of their immediate family and community. Name and describe people who are familiar to them Compare and contrast characters from stories, including figure from the past. Comment on images of familiar situations in the past. Understand that some places are special to members of their community. 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>		



Science Assessment-Browning apples-
changes over time which may alter the
look or feel.



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 the different uses and purposes of a range of media and materials.	Creating and Materials Skills - To select appropriate resources and adapt work where necessary. - To use a variety of creative effects to express ideas and feelings, inspired by artists' work	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 - Performance area with CD player – Focus on cultural music/instruments. - Continue developing costume shop in home corner
Being Imaginative and Expressive Knowledge To know a wide range of songs and nursery rhymes	Being Imaginative and Expressive Skills To create collaboratively, sharing ideas, resources and skills.	- Introduce further props, e.g. ramps and cardboard boxes and paper to create signs in deconstructive area - Develop outdoor creative area and explore mud paint/painting with flowers and sticks etc. - Introduce mop painting outside! - Garden centre/potting shed - Include science resources across provision inside and outside. - Weekly music sessions – Charanga/Music Express See music plan on LTP
Focus Artists: Georgia O'Keeffe, Wassily Kandinsky and Andy Goldsworthy - 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. Explicit music focus: New vocab- timbre-the tone quality of the sound- rough, smooth, scratch.		Focus artists to inspire art week next term.

Daily routine songs

Listening and responding

Nursery Rhymes – see nursery rhyme plan

Instruments- guiro and cabasa

Charanga- Me Unit

Composer- Saint Saens- carnival of the animals

**See Development Matters for further guidance*



Georgia O'Keeffe
Flowers
Watercolour technique



Wassily Kandinsky

Shape

Drawing to music



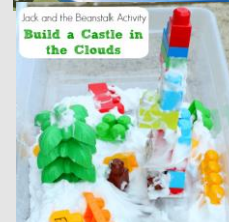
Andy Goldsworthy

Natural sculpture



Fairy garden provision

Potting shed/planting
resources tuff spot



Build a castle in the clouds challenge



Small world storytellers'

provocation
table

Design your
own seed
packet and
write

instructions for how to plant a seed on it.

