

## Little Foresters EYFS long term curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme (but not limited to ...)	At the seaside	Kings and queens	Where we live	Space	Hot and cold	Transport
Lead in question	Where is the nearest beach?	Who is the Queen?	What is the United Kingdom?	Who is Neil Armstrong?	Can you live in the Arctic?	How did people travel before cars?
Character muscles	Curiosity, Imagination, Risk taking, Enthusiasm, Concentration, Attention, Inclusiveness, Listening/communicating, Friendships					
Possible lines of enquiry	Mermaids, pirates, sea creatures, waves	Family trees, the royal family, Buckingham palace	Where in the world do we live? My house, houses and homes, Flags	Stars, planets, aliens, rockets, spaceships, astronauts	Different types of weather, different animals in hot and cold countries	Land, air and sea modes of transport
Texts to support	The Rainbow fish The littlest lighthouse keeper Smiley shark Soggy stories	Shhh! Don't wake the royal baby The new royal baby The queens handbag The queens knickers		Aliens love underpants Alien tea on planet Zum-zee Q Pootle 5 in space On the moon We're off to look for aliens Space tortoise How to catch a star The way back home		Amazing aeroplanes Brilliant boats Cool cars Dazzling diggers Flashing fire engines Roaring rockets Super submarines Terrific trains Tough trucks Tremendous tractors Bus driver

Possible experiences	Beach trip, walk around local area, Mobile rock pool	Trip to the church, Virtual tour round Buckingham palace, re-enact a wedding, the queens carnation		Launching rockets, space dome		Going on a train/bus/boat
Communication and language Reception	<p><b>To be making progress whilst using the correct tense and plural forms in spoken sentences.</b></p> <p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times.</p>	<p><b>To be making progress whilst using the correct tense and plural forms in spoken sentences.</b></p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Develop social phrases</p> <p>Engage in story times.</p>	<p><b>To articulate their ideas and thoughts in well-formed sentences.</b></p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p><b>To articulate their ideas and thoughts in well-formed sentences.</b></p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p>	<p><b>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use on conjunctions, with modelling and support from their teacher</b></p> <p>Listen to and talk about stories to build familiarity</p>	<p><b>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use on conjunctions, with modelling and support from their teacher</b></p> <p>Retell the story once they have developed a deep familiarity with</p>

					and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	the text; some as exact repetition and some in their own words
Communication and language Pre-school	To sing rhymes and look at picture books. To talk about the different characters and what they are doing. To talk about themselves and their families. Develop communication that can be understood by others. To know that stories have different	To talk about celebrations at home. To listen to stories on celebrations such as birthdays, Diwali, Christmas, Hanukah etc and to talk about them and why they are celebrated. To listen to, and follow simple instructions. To know that stories have a	To learn and talk about Where we live e.g. a house.. To begin to use a wide range of vocabulary in the correct context. To talk in short sentences that others can understand. To listen to, and follow simple instructions and respond to questions appropriately. To be able to differentiate and	To listen to traditional stories and retain key vocabulary. To be able to talk about the setting, characters and the structure of the story. To be able to use connectives e.g. Once upon a time and then. To listen to, and follow simple instructions and respond to	To listen to traditional stories and retain key vocabulary. To be able to answer questions and share opinions using the relevant vocabulary. To be able to talk about the setting, characters and the structure of the story. To be able to use connectives e.g.	To listen to different Nursery rhymes and be able to join in, singing words confidently and clearly. To be able to answer questions and share opinions using the relevant vocabulary. To be able to talk about the setting, characters and the structure of

	<p>characters which could be real and pretend. To know to sing words clearly so that they are audible. To know that it is OK to talk to others about wants and needs.</p>	<p>beginning, middle and an end. To be able to understand simple instructions.</p>	<p>categorise objects based on their properties. To remember new words when talking to others. To be able to understand simple instructions, questions and commands.</p>	<p>questions appropriately. To talk in short sentences that others can understand. To know that stories have a beginning, middle and an end. To be able to answer questions related to the story. To be able to understand simple instructions, questions and commands.</p>	<p>Once upon a time and then. To know that stories have a beginning, middle and an end. To be able to answer questions related to the story. To be able to use vocabulary learnt to have a conversation with others.</p>	<p>the story with confidence. To be able to independently sequence familiar rhymes and to be able to say what happens next in a story. To use the words they know appropriately to organise themselves and their play.</p>
PSHE	Being me	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
Personal, social and emotional Reception	<p><b>Settle in and become a confident learner - Have a go Hippo</b> Learn and follow the rules and routines of the setting Identify and moderate their own feelings socially and emotionally.</p>		<p><b>To become a resilient and determined learner. - Keep going Koala</b> Show resilience and perseverance in the face of challenge. Give focused attention to what the teacher says, responding</p>		<p><b>To maintain focus and build resilience in preparation for transition to Key Stage 1 - Ideas Iguana</b> Think about the perspectives of others. Manage their own needs.</p>	

	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Express their feelings and consider the feelings of others.</p>		<p>appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Work and play cooperatively and take turns with others</p>		<p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	
<p>Personal, social and emotional Pre-school</p>	<p>To separate from main carer and learn to adapt to the pre-school environment.</p> <p>To select and use activities and resources, with some support if needed.</p> <p>To wash hands after using the toilet.</p> <p>To know that they can approach adults in pre-school when needed.</p>	<p>To learn about daily routines and classroom rules.</p> <p>To be aware of behavioural expectations in the pre-school.</p> <p>To select and use activities and resources, with some support if needed.</p> <p>To show an awareness of the importance of oral health.</p> <p>To know how to adapt behaviour</p>	<p>To learn how to share resources and play in a group.</p> <p>To learn to look after resources within the class.</p> <p>To listen to, and follow rules set.</p> <p>To take turns whilst playing and waiting patiently to have a go.</p> <p>To know how to manage their emotions in different situations.</p>	<p>To show independence in accessing and exploring the environment.</p> <p>To independently put on coats and use the toilet.</p> <p>To listen to, and follow rules set.</p> <p>To learn to look after resources within the class.</p> <p>To be aware of the different areas in the pre-school and how to explore them safely.</p>	<p>To be able to initiate play with peers and keep play going by giving ideas.</p> <p>To become more outgoing with unfamiliar people.</p> <p>To show more confidence in new social situations.</p> <p>To begin to find solutions to conflicts.</p> <p>To show an awareness of how others may be feeling.</p>	<p>To gain enough confidence to talk to adults and peers.</p> <p>To begin to be assertive towards others where necessary.</p> <p>To know how to talk politely and develop an understanding of what is appropriate.</p> <p>To know that it is OK to challenge others, but they must remember to always be kind.</p>

		<p>to suit classroom routines.</p> <p>To show confidence in asking adults for support.</p> <p>To know that oral hygiene is important and know that eating fruits and vegetables is healthy for teeth and our bodies.</p>	<p>To know that there are boundaries set.</p> <p>To know about different feelings and be able to talk about them during circle time, 'happy', 'sad', 'angry' or 'worried'.</p> <p>To know that we must respect our resources and out them back when we have finished with them.</p> <p>To know that when playing in a group they need to share and know that they will get a turn.</p>	<p>To approach an adult if they need support.</p>	<p>To know that to play nicely it's important to share and take turns.</p> <p>To know that if I am upset, I can use phrases such as "stop it, I don't like it" to convey my discomfort.</p> <p>To know that it is OK to engage with others, even if in a different environment.</p>	<p>To know that people show their emotions in different ways, for example smiling if they are happy, cry if they are sad etc.</p>
Physical development	<p>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. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoons. Use their core muscle strength to</p>					

	achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility.					
Fine motor Reception	<p><b>To have pincer grip in order to use one handed tools and equipment, for example, making snips in paper and scissors.</b></p> <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene</p> <p>Show a preference for a dominant hand</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p><b>To have pincer grip in order to use one handed tools and equipment, for example, making snips in paper and scissors.</b></p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Use one handed tools and equipment, for example, making snips in paper and scissors.</p>	<p><b>To begin to establish the tripod grip whilst using 'chunkier' mark making materials such as chalks, thick crayons/ whiteboard pens/ pencils.</b></p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p>	<p><b>To begin to establish the tripod grip whilst using 'chunkier' mark making materials such as chalks, thick crayons/ whiteboard pens/ pencils.</b></p> <p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p> <p>Develop the foundations of a</p>	<p><b>To hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</b></p> <p>Combine different movements with ease and fluency</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>To hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</b></p> <p>Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.</p> <p>Demonstrate strength, balance and coordination when playing.</p>

				handwriting style which is fast, accurate and efficient.		
Gross motor	Fundamentals	Dance and gymnastics	Target skills	Net and wall skills	Striking and fielding	Athletics

	<p>Pre-school</p>	<p>To take care of toileting needs independently.          To begin to show a preference for a dominant hand.          To climb apparatus safely.          To begin to show awareness of moving equipment safely with peers.          To know about personal hygiene and the importance of being clean and tidy.          To know that washing hands is important after using the toilet and before we eat.          To know that books in English should be read from left to</p>	<p>To independently put on their coats, with some support for the zipper and buttons.          To copy dance moves and to move to different kinds of rhythms.          To use mark making resources with increasing independence.          To show confidence in dressing up and self-care activities.          To know how to move on different beats and rhythms e.g. slowly for slow music and fast on quicker beats.          To know how to use mark making resources</p>	<p>To learn about different fine motor activities, e.g. threading, cutting, using tools, holding a pencil, mark making, Dough Disco etc.          To mark make in sensory trays and copy different patterns.          To mark make using a comfortable grip when using pencils and pens.          To move in different ways, e.g. climbing, running, jumping etc. in order to develop gross motor skills.          To hold jugs and containers confidently and pour from one</p>	<p>To hold the pencil correctly using a tripod grip.          To begin to form numbers and familiar letters, e.g. letters in their name.          To look at books independently whilst turning pages one at a time.          Using balancing apparatus.          To mark make using a comfortable grip when using pencils and pens.          To know that the pencil needs to be held comfortably and with one hand to form letters and numbers.</p>	<p>To hold the pencil confidently, using the tripod grip and forming letters and numbers mostly correctly.          To be able to use scissors confidently and make straight, zig zag and circular snips using one hand.          To run skilfully and be able to negotiate space.          To mark make using a comfortable grip when using pencils and pens.          To know the correct ways of forming letters.          To know that snips should be made on the line and the pattern</p>	<p>To be secure in holding the pencil, using the tripod grip and forming letters and numbers mostly independently.          To independently write their name.          To confidently use scissors and other tools safely.          To mark make using a comfortable grip when using pencils and pens.          To know how to hold the pencil correctly and recognise and self-correct when they form letters incorrectly.          To successfully take part in group games with</p>
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		<p>right and one page at a time.          To use alternate feet when climbing apparatus.          To show independence with eating and drinking, e.g. being able to feed self and ask for help with opening containers.</p>	<p>effectively, e.g. how to use scissors to snip or how to use a paint brush to paint.</p>	<p>container into another.          To show awareness of healthy food choices and impact on our body.          To know what the different tools in the Nursery are and how to use them safely.          To know that they need to use tools with a dominant hand.          To know what making right food choices looks like.          To show independence in self-help skills such as toileting and dressing.</p>	<p>To know how to use one handed tools effectively.          To be able to follow a simple sequence of movements to music and rhythm.          To be able to fill containers with different materials, e.g. sand, water etc and to show confidence in carrying them from one point to another without dropping.</p>	<p>should be followed.          To know how to feed paper/materials through hand when cutting around objects.          To be aware of obstacles whilst running, riding a scooter/bike etc and display some spatial awareness.</p>	<p>support from an adult.          To move confidently and safely in a range of ways, avoiding obstacles; running/ hopping/ skipping etc.</p>
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<p>Literacy Reception</p>	<p>Children have the blending skills to independently read CVC words, using their established phase 2 phonic knowledge. Children have the segmenting skills to independently write CVC words, using their established phase 2 phonic knowledge. Read individual letters by saying the sounds for them. Begin to blend sounds into words, so that they can read short words made up of known-letter</p>	<p>Children have the blending skills to independently read CVC words, using their established phase 2 phonic knowledge. Children have the segmenting skills to independently write CVC words, using their established phase 2 phonic knowledge. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Form lower-case correctly. Spell words by identifying the sounds and then</p>	<p>To be secure in phase 2 and beginning to develop phase 3 phonic skills. To become more consistent with their phonic knowledge by sound-blending. To be secure in phase 2 and beginning to develop phase 3 phonic skills. To begin to use finger spaces and break the flow of speech into words. Write captions with words with known sound-letter correspondences. Learning how to</p>	<p>To be secure in phase 2 and beginning to develop phase 3 phonic skills. To become more consistent with their phonic knowledge by sound-blending. To be secure in phase 2 and beginning to develop phase 3 phonic skills. To begin to use finger spaces and break the flow of speech into words. Read simple phrases and sentences made up of words with known letter-sound</p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some phase 3 digraphs and trigraphs and some tricky words. Write simple phrases and sentences that can be read by others including some phase 3 digraphs and trigraphs and phase 2 tricky words. Form lower-case and capital letters correctly.</p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some phase 3 digraphs and trigraphs and some tricky words. Write simple phrases and sentences that can be read by others including some phase 3 digraphs and trigraphs and phase 2 tricky words. Say a sound for each letter in the alphabet and at least 10 digraphs. Write simple phrases and sentences that can be read by others</p>
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	<p>sound correspondences. Write some or all of their name. Read some letter groups that each represent one sound and say sounds for them. Begin to record initial sounds with good GPC.</p>	<p>writing the grapheme. Read simple phrases and captions made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to the school's phonic programme.</p>	<p>break the flow of speech down into words and use finger spaces correctly.</p>	<p>correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write recognisable letters, most of which are correctly formed.</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>Re-read what they have written to check that it makes sense. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>
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<p>Literacy Pre-school</p>	<p>To be able to mark make and identify their marks. To recognise familiar logos and labels within the environment. To know that text can be used as a form of identification. To know that text has a meaning. To know that text is read from left to right and top to bottom in English. To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages To learn a range of Nursery Rhymes.</p>	<p>To find and identify familiar letters, e.g. letters in their names. To talk about and retell a range of familiar stories. To begin to explore initial sounds in familiar words. To know that letters are used to make up words. To know that each letter makes a sound - focussing on sounds in their names. To learn that stories have a sequence; beginning, middle and end. To know that text is read from left to right and</p>	<p>To begin to attempt writing familiar letters, e.g. letters in their name. Adults will consistently model correct formation. To find and identify familiar letters, e.g. letters in their names. To talk about and retell a range of familiar stories. To know that each letter makes a sound - focussing on sounds in their names. To join in with repetition within stories and rhymes. To be able to talk about different</p>	<p>To be able to mark make and give meaning to their marks. To begin to form some letters correctly, e.g. letters in their name. To be able to talk about their marks with confidence. To talk about the sounds they have identified. To join in with repetition within stories. To be able to talk about different parts of the story.</p>	<p>To begin to identify some sounds during oral blending games. To begin to make predictions about a story, sometimes supported by an adult with vocabulary. To know that blending sounds makes words. To identify the pictures with corresponding. To join in with repetition within stories. To be able to talk about different parts of the story.</p>	<p>Lots of Robot talking games focussing on oral blending. Children are able to identify initial sounds and blend familiar CVC words. Make predictions about a story using the relevant vocabulary with independence. To mark make for a purpose and be able to talk about the marks. To identify CVC words orally. To be able to segment sounds in CVC words. To know that letters make sounds. To join in with repetition within stories.</p>
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		top to bottom in English. To name and talk about the different parts of a book, e.g. front and back cover/pages To begin to acknowledge initial sounds and their relevance in the environment	parts of the story.			To engage in extended conversations about stories.
Phonics Reception	Phase 1/2	Phase 2	Phase 3	Phase 3/4	Phase 4	Phase 4
Phonics Pre-school	Follow Early years phonics planning covering all six aspects of phase 1 letters and sounds					
Mathematics Reception	Numbers - Routine Shapes - Routine Match Sort Compare Amount Compare size, mass and capacity Introduce 1 and 0	Introduce 2 Introduce 3 Introduce 4 Introduce 5 1 more/ 1 less	Composition of 1 - 5 (concrete) Comparing numbers to 5. Composition of 4 and 5 Capacity and Mass 6,7,8 Combining two groups Height, length and time	9, 10 and comparing number to 10. Bonds to 10 3d shape and pattern SSM focus: 3d shape/mass/heigh t and length/ time/pattern SSM focus: 3d shape/mass/heig	Building numbers beyond 10  Counting patterns beyond 10  Spatial reasoning: match, rotate and manipulate Adding more  Taking away	Doubling  Sharing and grouping Even and Odd Deepening Understanding Patterns and Relationships Spatial Reasoning

				ht and length/ time/pattern SSM focus: 3d shape/mass/heig ht and length/ time/pattern	Spatial reasoning: Compose and Decompose	
Mathematics Pre-school	SSM - sorting, the same, 2 groups of the same objects, colours Number 1 and 2	SSM - sort by size big, little, small Positional language Number 3	Number 4 and 5 SSM - odd one out, copy a pattern	Number - same and different with numbers, compare 2 different numbers SSM - explore using shapes to construct	SSM- naming shapes Number - counting objects to 5, selecting numerals to 5, order numbers to 5	Number - use language to compare two numbers SSM - use heavy and light to compare to objects
Understanding the world Reception	<b>To follow a range of outdoor learning rules.</b> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries.	<b>To follow the safety procedures through listening, understanding and self- regulation to toast a marshmallow.</b> Recognise some environments that are	Understand that some places are special to members of their community. Describe their immediate environment using knowledge from observation, discussion, stories, non- fiction texts and maps.	<b>To follow a range of different of instructions to make some food.</b> Explore the natural world around them. Draw information from a simple map. Recognise similarities and differences	<b>To follow and be able to verbally explain the need for safety procedures to make their own fire.</b> Talk about the lives of people around them and their role in society.

	members of their community.		different to the one in which they live. Understand some important processes and changes in the natural world around them, including seasons and changing states of matter.		between life in this country and life in other countries.	Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. Know similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
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<p>Understanding the world Pre-school</p>	<p>To explore the different jobs that people in our families do. How do these people help us? To be able to identify similarities and differences between themselves and peers. Operate simple equipment e.g., turn on CD player or use a remote control. To make patterns on the computer.</p>	<p>To make self-portraits. To know about family structures and be able to talk about who is part of their family. To know that everyone has a birthday, and they are usually celebrated in a similar manner around the world. To know that some celebrations are specific to some cultures, for example, Diwali is usually celebrated by Hindu's and Sikhs, Hanukah is celebrated by Jewish people and Christmas is celebrated by Christians.</p>	<p>To use the computer to complete a simple task. To know that adults do a variety of jobs and that they are not all the same. To begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from. To listen to traditional stories such as Goldilocks and Three Little Pigs and talk about the habitats. Make comparisons between habitats of farm animals and wild animals.</p>	<p>To listen to traditional stories such as Jack and the Beanstalk and talk about plants. Plant their own seeds and check how tall the plants grow. Continue to use the computer to gain confidence in using the mouse. To learn about Easter. To use senses to explore the world around them. To know that every living being has a life cycle and they change in shape and size as they grow. To know that living beings follow a similar growth pattern</p>	<p>To know the difference between farm animals and wild animals. To be able to categorise animals by their characteristics. Talk about the life cycle of a plant and animals. Make own habitats using a range of resources. To use senses to explore the world around them. To know that difference creatures live in different places based on their characteristics, e.g., farm animals can live around people, however wild animals can be dangerous, so</p>	<p>To learn about different modes of transportation and who operates them, how they travel to school, local area and natural environment. To know similarities and differences between modes of transportation. Talk about where food comes from and bake a range of things. To know that different animals and birds produce food that we consume and there are different people who make food that we can buy in the supermarket.</p>
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		To learn about the different stories related to Autumn festivals.		and make comparisons. To know about who celebrates Easter and what is its significance. To begin to understand the importance of looking after our environment and all living things and where we can collect natural resources from.	we must be careful. Wild animals live in forests/jungles/safari and sometimes zoos or aquariums.	
RE	What is God like?	Why is Christmas special to Christians?	Who is Muslim and do they live?	Why is Easter special to Christians?	What is a sacred place?	How do we care for others?

<p>Forest/outdoor Reception</p>	<p>Name the 4 seasons and say a fact about each. Name some animals that migrate and explain why. Talk about at least 4 woodland creatures and their habitats. Explain what harvesting means and talk about which vegetables are harvested in autumn. Explain why leaves change colour in autumn. Talk about how rocks and fossils are formed.</p>	<p>Explain what hibernation means and say what animals do to prepare for it. Explain how to make a hedgehog home and why they are important. Explain what birds like to eat and independently make a bird feeder. Explain what bird boxes are for and why they are important. Explain what happens to mud, grass and other surfaces when it rains. Draw and label a leaf</p>	<p>Explain how ice is formed. Explain how mud can be different in different areas. Explain how worms move and their main characteristics. Measure rainfall and talk about how it was measured. Explain what flowers need to grow. Explain your knowledge of the wind and storms.</p>	<p>Explain when you can see stars and what they are. Explain why it's dark at night. Explain why the moon looks different every night. Explain the key characteristics of a beetle. Explain the different places you would find beetles and minibeasts. Draw and label a plant. Identify what animals are born in spring. Explain the life cycle of a chick.</p>	<p>Explain how hills and valleys are formed. Explain what plants need to grow. Explain the life cycle of a tadpole or caterpillar. Explain why grass grows differently in different areas. Explain what a stream is and where you might find them. Identify the correct clothing for different weather.</p>	<p>Explain how bees make honey. Explain the process of planting herbs. Explain the dangers of the sun. Explain how shadows are formed. Draw and label a flower.</p>
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<p>Forest/outdoor Pre-school</p>	<p>Name 1 season. Name at 1 animal that migrates. Identify 4 woodland creatures. Name 2 vegetables that are harvested in autumn. Talk about what trees look like in autumn. Talk about what they can see when looking at a rock.</p>	<p>Talk about what 1 animal does to get ready for winter. Talk about how you make a hedgehog home. Talk about what birds like to eat. Explain what bird boxes are for. Talk about what happens to the ground when it rains. Talk about the different colours of leaves.</p>	<p>Talk about how ice or snow feels. Talk about how mud feels. Observe how worms move. Talk about what happens when it rains and what you need to wear. Talk about how you planted some seeds. Talk about what you observe in the rain. Explain how to plant some seeds Talk about what happens when its windy.</p>	<p>Talk about when you see stars. Talk about the sky at night. Talk about the different shapes of the moon you see. Talk about what you observe beetles doing. Name at least 4 minibeasts. Plant a seed and make observations as it grows. Name 2 baby animals</p>	<p>Describe how hills and valleys look. Talk about what you observed of a plant growing. Talk about the changes of a tadpole or caterpillar. Talk about how grass can look different. Observe and talk about a stream. Talk about what you need to wear in the cold and rain.</p>	<p>Observe and talk about what bees do. Plant herbs independently. Talk about how to take care of yourself in the sun. Observe and talk about shadows. Talk about how a flower grew.</p>
<p>Expressive Arts and Design Reception</p>	<p>Develop storylines in their pretend play. Sing a range of well-known nursery rhymes and songs.</p>	<p><b>To follow a design process to create their own stickman.</b> Sing in a group or on their own, increasingly matching the</p>	<p>Create collaboratively sharing ideas, resources and skills. Explore, use and refine a variety of artistic effects to</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them Make use of props and</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and</p>	<p>Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music. Invent, adapt and recount</p>

	<p>Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent others.</p>	<p>pitch and following the melody. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.</p>	<p>express their ideas and feelings.</p>	<p>materials when role playing characters in narratives and stories.</p>	<p>performance art, expressing their feelings and responses Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<p>narratives and stories with peers and their teacher. Share their creations, explaining the process they have used.</p>
<p>Expressive Arts and Design Pre-school</p>	<p>Listening to and join in with Nursery rhymes and use musical instruments to tap out a rhythm. Uses various construction materials. To know that different musical instruments make different sounds</p>	<p>Sing familiar Nursery Rhymes. To make Christmas cards and decorations for friends and family using a range of media. To make patterns with paint and different objects, exploring what</p>	<p>To use scissors effectively. To begin to act out different scenarios using props to enhance imaginative play. Sing familiar songs or make up own songs. Beginning to construct, stacking blocks</p>	<p>To learn about different textures and talk about them. Feely bag activities with different objects for children to feel and describe. To engage in role play by making stick puppets of</p>	<p>To use puppets and props to act out different traditional stories. To make masks for role play. Uses available resources to create props to support role-play. To show different</p>	<p>Sing familiar Nursery Rhymes alongside playing instruments and follow the rhythm. To listen to music and create movements to the different beats. To construct with bricks and</p>

	<p>and to differentiate between the sounds, sharing thoughts and feelings about what they have heard.</p> <p>To know that certain art types belong to different cultures. E.g., Africa.</p> <p>For children to be able to construct with a purpose and safely.</p>	<p>happens when you mix colours.</p> <p>Joins construction pieces together to build and balance.</p> <p>To know how different colours and materials can be used to create things.</p>	<p>vertically and horizontally, making enclosures and creating spaces.</p> <p>To play instruments with increasing control.</p> <p>To know how colours can be mixed to make a new colour.</p> <p>To use their imagination to create different works of art.</p> <p>For children to be able to construct with a purpose and safely.</p> <p>To play instruments to express feelings and ideas.</p>	<p>different story characters.</p> <p>Sing familiar Nursery Rhymes.</p> <p>Realises tools can be used for a purpose.</p> <p>To create closed shapes with continuous lines which represent objects that can be spoken about or identified.</p> <p>To know about the different materials and what can be created with them.</p> <p>To use their knowledge of stories in acting them out with friends.</p> <p>Sing songs clearly using correct words that have been learned.</p>	<p>emotions in pictures clearly.</p> <p>To draw with increasing control, representing features and detail clearly.</p> <p>To know that they can change their voices whilst singing or acting out stories to create a dramatic effect.</p> <p>For children to be able to construct with a purpose and safely.</p> <p>To know how to use available props to develop stories and make imaginative play more purposeful.</p>	<p>blocks to make an enclosure.</p> <p>Explore different materials freely, using them with a purpose.</p> <p>To know that body movements can be changed depending on the rhythm to achieve a desired effect.</p> <p>To know that different construction toys can be used to make new things that can be used in pretend play.</p> <p>To show confidence in choice of media when creating a model or picture.</p>
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