



# KIRKBY-IN-MALHAMDALE UVA PRIMARY SCHOOL EYFS Long Term Plan—Class 1

In the Early Years Foundation Stage our topics follow the interests of the children as well as the class units for the term. This overview details the key skills we support children to gain and the learning opportunities and provision in place throughout each term.

## Seven Key features of effective practice

1. The best for every child
2. High-quality care
3. The curriculum: what we want our children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation
7. Partnership with parents/carers

We use **sustained shared thinking** whenever possible to develop our children's vocabulary and skills in all areas.

Autumn Term Key Learning	Spring Term Key Learning	Summer Term Key Learning
Harvest, Autumn, Black History Month, Diwali, Bonfire Night, Christmas	Winter, Chinese New Year, Easter, Spring	Summer, Moving on to Reception/Year 1
Characteristics of Effective Teaching & Learning		
<i>Playing and exploring</i> —investigate, experience, 'have a go'	<i>Active learning</i> — concentrate, keep trying when difficulties are encountered and enjoy achievements.	<i>Creating and thinking critically</i> — have and develop own ideas, make links between ideas, develop strategies for doing things

### 3 Prime Areas: Communication and Language

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.

Educational Programme taken from DfE Statutory Framework for the Early Years Foundation Stage 2021

	Autumn Term	Spring Term	Summer Term
Key Skills	<ul style="list-style-type: none"> <li>◆ Enjoy listening to longer stories</li> <li>◆ Listen carefully</li> <li>◆ Start to follow a set of simple instructions independently.</li> <li>◆ Have conversations with interested adults and peers</li> <li>◆ Engage in story time</li> <li>◆ Listen to and learn rhymes and songs</li> <li>◆ Listen to and talk about stories</li> <li>◆ Develop social phrases and greetings</li> <li>◆ Learn new vocabulary</li> <li>◆ Ask questions and articulate ideas</li> <li>◆ Retell a story</li> <li>◆ Use longer sentences (using connectives) to describe events in my life, to organise my thinking or problem solve.</li> <li>◆ Begin to be able to ask others questions and respond to their answers.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Listen and join in with stories, expressing thoughts, ideas and reasons through discussion.</li> <li>◆ Listen attentively in a range of situations e.g. in a small group, class lesson or whole school assembly.</li> <li>◆ Learn and use new vocabulary</li> <li>◆ Ask questions and articulate ideas in well-formed sentences</li> <li>◆ Describe events in detail</li> <li>◆ Talk to work out problems and give explanations (e.g. how and why)</li> <li>◆ Retell and role play familiar stories using puppets, costumes/ props or small world figures.</li> <li>◆ Listen to non-fiction books, share knowledge and new vocabulary with others.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Learn rhymes, poems and songs</li> <li>◆ Start to make up my own story using one I know well as a model.</li> <li>◆ Talk about the characters in a story, their thoughts, feelings and motives.</li> <li>◆ Listen to and talk about non-fiction to deepen new knowledge and vocabulary</li> <li>◆ Learn and use new vocabulary in different contexts</li> <li>◆ Connect ideas using a range of connectives (including because, and, but)</li> <li>◆ Talk about why things happen, how things work, ask questions, explain their ideas and have conversations with my teachers and friends.</li> </ul>
Implementations / Provision	<ul style="list-style-type: none"> <li>◆ Time to Talk, EYBIC, basic Makaton and other non-verbal strategies (objects of reference/picture prompt cards) used to support those who need extra support with language development.</li> <li>◆ Key vocabulary is on display, discussed and modelled by adults.</li> <li>◆ WOW moments from home shared with class, children share their experiences and others ask questions.</li> <li>◆ Daily story time involving engaging fiction, non-fiction, poems and rhymes, including carefully chosen texts (mirrors and windows approach). Books on display throughout the classroom, a comfortable and welcoming book corner.</li> <li>◆ Celebrating Stories - weekly activity done in school plus opportunity to take class 'Celebrating stories' book home engaging whole family.</li> <li>◆ Role play area and small world areas where children can act out roles or retell familiar stories.</li> <li>◆ Key books used across the year, including key rhymes, songs and poems.</li> <li>◆ Weekly 'music' session with specialist music teacher Mrs Brown based on <b>Music Development Matters in EY By Nicola Burke</b></li> <li>◆ Visitors come into school to share their knowledge, children given opportunities to ask questions and share their knowledge or experiences.</li> <li>◆ 'Show and Tell' sessions—children show a special object, including answering questions from adults (model asking questions) and peers</li> <li>◆ Children take a story books (red sticker books) home each week from our library and parents given advice about how to use these to develop their child's understanding and vocabulary.</li> </ul>		

Personal, Social and Emotional Development

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 9 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. Educational Programme taken from DfE Statutory Framework for the Early Years Foundation Stage 2021

	Autumn Term	Spring Term	Summer Term
Key Skills	<ul style="list-style-type: none"> <li>◆ Confidently separate from my parents or carers.</li> <li>◆ See and feel themselves to be a valuable individual</li> <li>◆ Build constructive and respectful relationships with key adults and peers</li> <li>◆ Start to understand and follow the rules and values of our school and classroom.</li> <li>◆ Confidently choose what I want to play with and try new activities.</li> <li>◆ Begin to understand the needs of others and use this awareness to share and work together</li> <li>◆ Manage own needs—personal hygiene, healthy relationships, tooth brushing, independence i.e. putting coat on/ using knife and folk.</li> <li>◆ Express their feelings and consider the feelings of others</li> </ul>	<ul style="list-style-type: none"> <li>◆ Talk about my feelings and emotions, start to consider what others might be feeling.</li> <li>◆ Identify and moderate own feelings</li> <li>◆ Talk about what I like and don't like.</li> <li>◆ Talk about <i>health</i> and <i>wellbeing</i>—healthy relationships, physical activity, healthy eating, people who help us (being safe/emergency services)</li> <li>◆ Persist and start to problem solve when I find something tricky.</li> <li>◆ Talk about healthy and unhealthy choices.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Be able to play as part of a group; listening and responding to others, sharing, cooperating, and negotiating independently.</li> <li>◆ Identify and talk about emotions, know some ways I can help myself to manage my emotions.</li> <li>◆ Seek challenges and set goals, reflect and evaluate things I have done.</li> <li>◆ Know how I can stay safe at home/ school and online.</li> <li>◆ Talk about health and wellbeing—healthy relationships, screen time, internet safety, sleep routines, being a safe pedestrian</li> </ul>
Implementations / Provision	<ul style="list-style-type: none"> <li>◆ Zones of Regulation Curriculum is used to support children with developing their understanding of emotions and how to manage them.</li> <li>◆ Use of calm area (book corner) to support children with regulating their emotions.</li> <li>◆ Adults model social language such as 'can I have a go after you?'</li> <li>◆ Social situations are modelled using roleplay/ puppets, children explore how characters feel and the effect of their actions on others.</li> <li>◆ Adults use stories to identify others perspectives, feelings, what is right and wrong encouraging children to discuss and explore different feelings, emotions and opinions</li> <li>◆ Adults model a growth mind-set and talk about the value of mistakes.</li> <li>◆ Class rules are created together and their importance discussed regularly (Golden Rules)</li> <li>◆ Conflict resolution is supported by adults who help the children to explore how they feel, the impact of their actions on others, model negotiation skills and support ideas for restoring relationships.</li> <li>◆ Children's achievements are celebrated in displays and using our on line journal both at school and at home.</li> <li>◆ Children's different cultures are celebrated and parents are encouraged to visit and tell us about their culture and traditions (greetings in different languages)</li> <li>◆ Dental hygiene week and a visit from the school nurse/dentist (parent—Mrs Naylor)</li> <li>◆ Discussions about healthy and unhealthy foods, limiting screen time, being safe at home/ school/ online.</li> <li>◆ Visit from PC Lee Britton (Schools Liaison Officer) to discuss road safety/stranger danger/safety online</li> <li>◆ Opportunity to attend weekly pre-school group to 'get to know the setting' and build positive relationships with staff —KiMCOM</li> </ul>		

## **Physical Development**

*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.*

### **Educational Programme taken from DfE Statutory Framework for the Early Years Foundation Stage 2021**

	Autumn Term	Spring Term	Summer Term
Key Skills	<ul style="list-style-type: none"> <li>◆ Be able to safely use one handed tools, such as, scissors, pencils, forks/spoons/knives, paintbrushes independently.</li> <li>◆ Use the toilet, wash hands and get changed independently</li> <li>◆ Gain confidence and independence when using a knife and forks during lunchtimes.</li> <li>◆ Have an effective pencil grip and be able to write correctly formed letters and write my name independently.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Experiment with different ways of moving and travelling/ balancing, negotiating space safely.</li> <li>◆ Travel across and negotiate a range of apparatus safely.</li> <li>◆ Play ball games throwing, catching, kicking, passing, batting, and aiming a ball.</li> <li>◆ Confident with negotiating space and avoiding obstacles while running.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Have good control of body movements combining them fluently.</li> <li>◆ Correctly form all letters so that I can begin to write quickly and fluently.</li> <li>◆ Taking part in ball games with precision and accuracy.</li> </ul>
Implementations / Provision	<ul style="list-style-type: none"> <li>◆ A wide range of equipment available during child initiated play to support children's gross and fine motor development; pencils, pens, chalk, crayons, hole punches, tweezers, peg boards, marbles, paintbrushes, balancing boards, stilts, bikes, scooters, climbing equipment, obstacle course equipment, ropes, balls, hoops, ribbons.</li> <li>◆ Enhanced provision activities include finger gym and colouring which develop fine motor strength and skills.</li> <li>◆ Intervention for a small group for children needing extra support.</li> <li>◆ Weekly PE sessions develop a wide range of physical skills.</li> <li>◆ Let's Move session developing C &amp; L as well as Physical skills</li> <li>◆ Gardening—planting vegetables in Spring/Summer</li> <li>◆ Dance sessions to support development of combining movements and balance.</li> <li>◆ Opportunities for muscle development by big paper drawing, drawing/ writing on a variety of surfaces outside, using brooms to sweep.</li> </ul>		

#### 4. Specific Areas: Literacy

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 nonfiction) 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).

Educational Programme taken from DfE Statutory Framework for the Early Years Foundation Stage 2021

	Autumn Term	Spring Term	Summer Term
Key Skills	<ul style="list-style-type: none"> <li>◆ To begin to make marks using different mark making tools</li> <li>◆ Explore different sounds using various resources including musical instruments</li> <li>◆ To draw detailed pictures.</li> <li>◆ Write name, forming all letters correctly</li> <li>◆ Recognise letters and their sounds (Set 1)</li> <li>◆ Be confident with blending the sounds in CVC words and start to read them independently.</li> <li>◆ Start to hear and write some of the sounds I can hear in words.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Develop their phonological awareness so they can spot and suggest rhymes, recognise words with the same initial sound and count and clap syllables in a word (their name)</li> <li>◆ Recognise and write some of their name</li> <li>◆ As appropriate start to learn Set 1 sounds</li> <li>◆ Begin to Recognise and say letter groups that say one sound e.g. 'ee', 'igh', 'ay' (Set 2)</li> <li>◆ Read words and short sentences with increasing independence.</li> <li>◆ Start to be able to write words and short phrases, writing the sounds I can hear in words.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Engage in extended conversations about stories, learning new vocabulary.</li> <li>◆ 'Have a go' at write all of their name (recognisable letters)</li> <li>◆ Use some of their print and letter knowledge in their early writing.</li> <li>◆ Read short books independently and talk about what I have read.</li> <li>◆ Read and write some red words independently (common exception words).</li> <li>◆ Write sentences that others can read using my phonics knowledge.</li> <li>◆ Use full stops and capital letters.</li> </ul>
Implementations / Provision	<ul style="list-style-type: none"> <li>◆ A daily phonics sessions using the Read, Write, Inc. programme (children assessed every 6/7 weeks* to determine phonics teaching group/1:1 groups for children at risk of falling behind)</li> <li>◆ Children read <i>Read, Write, Inc.</i> books that are determined by regular assessment* - book read as a small group at school first, then goes home (children get R,W,Inc. book, Book Bag Book including some non-fiction and a 'red sticker' real book from class library).</li> <li>◆ Parents are invited to a 'help your child' reading and writing training session so that they can learn how to support their child with reading at home (Read, Write, Inc. materials used)</li> <li>◆ Weekly 'Celebrating stories' session—talking about books (VIPERS), writing about stories and drawing own favourite illustration/characters from story</li> <li>◆ Class key text—book (high-quality text that include 'windows and mirror' approach) read by an adult, discussed as a class (VIPERS), activities including enhancements to core provision based on book (see book plans)</li> <li>◆ Weekly support writing sessions give the children opportunities to practice writing at their level and be supported by an adult so that they develop their skills (e.g. diary writing)</li> <li>◆ Writing is encouraged throughout the environment and celebrated on our display boards and shared with parents.</li> <li>◆ Red words (CEW) that are being learnt are displayed in the classroom and regularly practiced.</li> <li>◆ Our book corner is designed to foster a love of reading and adult regularly spend time in there with children, reading to them and also letting the children tell the story.</li> <li>◆ Small world and other props provided to encourage children to tell own stories or re-tell stories they know.</li> <li>◆ Toni box with actual book for the children to listen to and share together in pairs</li> </ul>		

## 5. Mathematics

*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.*

### Educational Programme taken from DfE Statutory Framework for the Early Years Foundation Stage 2021

	Autumn Term	Spring Term	Summer Term
Key Skills	<ul style="list-style-type: none"> <li>◆ Develop fast recognition of up to 3 objects, without having to count them individually ('subitising')</li> <li>◆ Recite numbers past 5</li> <li>◆ Say one number for each item in order: 1,2,3,4,5</li> <li>◆ Talk about and identify patterns</li> <li>◆ Recognise numbers to 5 and beyond, linking their names to their value.</li> <li>◆ Subitise up to 5 and is beginning to talk about the different ways that amounts of numbers to 5 can be made.</li> <li>◆ Use some shape names appropriately and understands prepositional language.</li> <li>◆ Create a repeated pattern with colour and shape.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').</li> <li>◆ Show 'finger numbers' up to 5</li> <li>◆ Compare quantities using language 'more than', 'fewer than'</li> <li>◆ Notice and correct an error in repeating pattern.</li> <li>◆ Accurately count a set of items, give the value of the set and be able to compare this using the language; same as, less than, more than.</li> <li>◆ Confidently talk about the different ways of making numbers to 5, including addition and subtraction number bonds, and start to apply this knowledge to numbers to 10.</li> <li>◆ Count confidently beyond 10, beginning to recognise patterns in the counting system to help count beyond 10.</li> <li>◆ Use mathematical language to compare and talk about shape and size.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Link numerals and amounts: show the right number of objects to match the numeral (up to 5)</li> <li>◆ Experiment with their own symbols and marks as well as numerals.</li> <li>◆ Explore and use 2D and 3D shapes to build, naming some shapes and words to describe shapes e.g. sides, corners</li> <li>◆ Have a deep understanding of numbers to 10.</li> <li>◆ Explore and represent patterns within numbers up to 10, including doubling and halving.</li> <li>◆ Begin to understand the reasons why numbers and quantities can be described as odd or even.</li> <li>◆ Beginning to develop a deeper understanding of numbers to 20 and beyond.</li> <li>◆ Count beyond 20 and continue to recognise patterns in the counting system.</li> <li>◆ Developed range of mathematical language to describe and compare size, shape, length, weight and position.</li> </ul>
Implementations / Provision	<ul style="list-style-type: none"> <li>◆ Daily Maths sessions as a class and deepening of understanding during small group work.</li> <li>◆ Daily subitising activity.</li> <li>◆ Maths is encouraged throughout the learning environment and a differentiated weekly 'maths challenge' provided</li> <li>◆ 'Mobile maths' to support different elements of mathematics in all areas</li> <li>◆ Range of story books with Maths links accessible to children.</li> <li>◆ Wide range of Maths resources (manipulatives) and everyday toys/items used to reinforce learning.</li> <li>◆ Sing songs and nursery rhymes with Maths links.</li> <li>◆ 2D &amp; 3D shapes and open ended objects provided for construction</li> </ul>		

## 7. Understanding the World

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.

### Educational Programme taken from DfE Statutory Framework for the Early Years Foundation Stage 2021

	Autumn Term	Spring Term	Summer Term
Key Skills	<ul style="list-style-type: none"> <li>◆ Use all senses to explore natural materials indoors and out</li> <li>◆ Talk about own life-story and family's history</li> <li>◆ Understand that some places are special to members of their community</li> <li>◆ Explore the natural world around them and describe what they see, hear, feel outside</li> <li>◆ Talk about and describe their families, friends and people in the community who are familiar to them.</li> <li>◆ Explore and talk about photos, objects and stories from the past.</li> <li>◆ Talk about what their home is like.</li> <li>◆ Visit our Church and talk about why it is a special place.</li> <li>◆ Talk about how people celebrate Diwali, Bonfire night, Christmas.</li> <li>◆ Talk about what they see, hear, touch using our outdoor areas and wildlife garden.</li> <li>◆ Understand the effects of the changing seasons on the world around them.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Understand that some places are special to members of their community</li> <li>◆ Continue developing positive attitudes about the differences between people.</li> <li>◆ Develop positive attitudes about differences between people through stories.</li> <li>◆ To talk about where they live and go to school and what's special about it. Discuss landmarks on aerial photos of the area.</li> <li>◆ Draw information from simple maps</li> <li>◆ Talk about, photograph, identify and draw some plants, trees, insects and animals in our school grounds.</li> <li>◆ Understand the effects of the changing seasons on the world around them.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise similarities and differences between life in this and other countries (Fairtrade)</li> <li>Recognise that people have different beliefs and celebrate in different ways</li> <li>Recognise some environments that are different to where they live</li> <li>Explore life cycles</li> <li>Talk about life cycles of animals and plants</li> <li>Talk about how Muslim people celebrate Eid and how this is similar or different to other celebrations they know.</li> <li>◆ Talk about similarities and differences between environments in Britain and in Australia/Africa.</li> <li>◆ Show care towards living things and talk about how we can care for the natural world.</li> <li>◆ Understand the effects of the changing seasons on the world around them.</li> </ul>
Implementations / Provision	<ul style="list-style-type: none"> <li>◆ Explore the book 'Peepo!' and look at the pictures and about how life was similar or different to now. Visit Kirkby Malham church</li> <li>◆ Talk about and share own life story and families history through memories and photos.</li> <li>◆ Seasons—Explore the changes that we can see in each season in our school grounds</li> <li>◆ Weekly activities allowing children to explore nature, identify plants/ animals/insects and experience the seasons changing.</li> <li>◆ Learn about life in other countries through stories, non-fiction, videos, artefacts and visitors coming into the classroom to talk about their countries of birth.</li> <li>◆ Join school worships and trips to our Church, meet members of our church community and ask them questions.</li> <li>◆ Learn about people in our community who help us, have visits from the emergency services e.g. police officer, fire fighter and dentist, doctor etc.</li> <li>◆ Growing vegetables e.g. carrots</li> <li>◆ Enjoy books that explore different countries and the differences between people who live in these countries e.g. Handa's Surprise, The Ugly Five, Billabong, Why The Koala has a stumpy Tail (eBook) My Lost Mob</li> </ul>		



## 8. Expressive Arts and Design

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.

### Educational Programme taken from DfE Statutory Framework for the Early Years Foundation Stage 2021

	Autumn Term	Spring Term	Summer Term
Key Skills	<ul style="list-style-type: none"> <li>◆ Take on a role in play and play co-operatively as part of a group.</li> <li>◆ Sing some familiar songs, learn new songs and hymns.</li> <li>◆ Begin to build and create with a purpose in mind, selecting the resources and tools that will be needed. (construction and modelling)</li> <li>◆ Talk about what I like/ dislike about a piece of music.</li> <li>◆ Explore, use and refine artistic effects to express ideas and feelings</li> <li>◆ Explore, use and refine artistic effects to express ideas and feelings</li> <li>◆ Prepare and cook food</li> <li>◆ Perform in whole school production</li> </ul>	<ul style="list-style-type: none"> <li>◆ Act out familiar roles, experiences and stories in a group through role play or using small world toys.</li> <li>◆ Return to and build on previous learning, refining ideas and how to represent them</li> <li>◆ Develop storylines in pretend play</li> <li>◆ Talk about what I will make, use a variety of tools and joining techniques. Problem solve when problems arise.</li> <li>◆ Start to keep a steady beat, tap out rhymes and sing in a group keeping to the melody.</li> <li>◆ Prepare and cook food</li> </ul>	<ul style="list-style-type: none"> <li>◆ Develop storylines in my play, take on a role and interact with others.</li> <li>◆ Draw with increased complexity and detail, such as representing a face with a circle and including detail.</li> <li>◆ Share ideas, thoughts and feelings through designs, artwork, music, dance, role play and stories.</li> <li>◆ Independently decide what I want to make and use tools and materials safely. Answer questions about it and discuss how I can improve it.</li> <li>◆ Tap out a simple rhyme.</li> <li>◆ Create my own music using familiar instruments.</li> <li>◆ Prepare and cook food</li> <li>◆ Perform in whole school production</li> </ul>
Implementations / Provision	<ul style="list-style-type: none"> <li>◆ Weekly music lessons which support the children to develop a love and understanding of music through active involvement in listening, appraising, composing and performing (Specialist Music teacher—Mrs Brown) Weekly pre-school group with parents/carers—KiMCOM</li> <li>◆ Weekly whole school Singing gives the opportunity to sing in a large group, to develop keeping to the melody and changing pitch.</li> <li>◆ Class nativity play and class worships give the opportunity to learn songs, to play musical instruments, dances and to perform in front of an audience.</li> <li>◆ Creative area of the classroom (Art and Music den) with a wide range of resources, equipment and tools which the children can access themselves.</li> <li>◆ Specific teaching of how to use tools safely and art/ craft techniques.</li> <li>◆ Work of famous artists and musicians from a range of cultures is explored.</li> <li>◆ Opportunity to work with local artist, Stephen Waterhouse on a whole school project e.g. 'our church', 'animals of the dale'</li> </ul>		



