


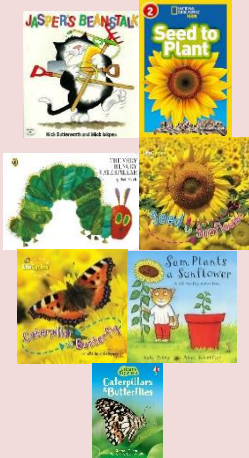




St Bega's Catholic Primary School

Early Years Curriculum Map 2025-26



| | <u>Autumn 1</u> <u>All About Me</u> <u>Amazing Autumn</u> | <u>Autumn 2</u> <u>Bears</u> <u>Once Upon a Time</u> <u>Celebrations (Christmas)</u> | <u>Spring 1</u> <u>Wonderful Winter</u> <u>Frozen Places</u> <u>People Who Help Us</u> | <u>Spring 2</u> <u>Exciting Easter</u> <u>Growing Plant/Life</u> <u>Cycles</u> | <u>Summer 1</u> <u>Down On The Farm</u> <u>Terrific Tales</u> | <u>Summer 2</u> <u>Summer Sunshine</u> <u>Holidays Home and Away</u> <u>Transport</u> |
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| Possible Celebrations & Experiences | Class rules and routines, Starting School, Halloween, Autumn, Black History Month | Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity | Valentine's Day, Chinese New Year, Numbers day, Safer Internet Day | World Book Day, Mother's Day, Pancake Day, World Art Day, Easter | International Museum Day, World Biscuit Day, World Food Safety day | Father's Day, Sports Day, Transition |
| Key Texts Texts – Fiction and Non-Fiction |  |  |  |  |  |  |
| <u>RE</u> | MYSELF - God knows and loves each one Judaism - Hannukkah WELCOME - Baptism: a welcome to God's family BIRTHDAY - Looking forward to Jesus' birthday | | CELEBRATING - People celebrate in Church GATHERING - Parish family gathers to celebrate Eucharist GROWING - Looking forward to Easter | | GOOD NEWS - Passing on the Good News of Jesus Islam - Special objects FRIENDS - Friends of Jesus OUR WORLD - God's wonderful world | |
| <u>RSHE</u> | CREATED AND LOVED MY GOD | | CREATED TO LOVE OTHERS | | CREATED TO LIVE IN COMMUNITY | |

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| Personal, Social and emotional development | <p>Express when they feel happy, sad, tired or upset, explore emotions through stories and discussions.</p> <p>Separate from a parent/carer with adult support.</p> <p>Begin to follow nursery rules and routines with adult support.</p> <p>Begins to take turns with support from an adult.</p> <p>Begin to make friends.</p> <p>Recognise and talk about different emotions.</p> <p>Follow classroom rules and routines with some reminders.</p> <p>Become more independent with daily routines.</p> <p>Build positive relationships with peers and staff.</p> <p>Use the toilet and wash hands independently.</p> <p>Seek support from adults and gain confidence to speak to peers and adults.</p> | <p>Is willing to have a go at new things.</p> <p>Washes hands after toileting with reminders to do so.</p> <p>Play with one child extending and contributing during play.</p> <p>Use their own preferences to choose what they want to do.</p> <p>Can put on their own coat and become more confident with buttons and zips.</p> <p>Talk about how they are feeling and to consider others feelings.</p> <p>Begin to take turns and share resources, developing patience and understanding.</p> <p>Understand the need to have rules.</p> <p>Begin to develop friendships.</p> | <p>Shows more independence when exploring areas in the setting.</p> <p>Uses the visual timetable to know what is happening during the day.</p> <p>Be able to sit during circle time.</p> <p>Develop ways of being assertive.</p> <p>Able to take turns in roleplay.</p> <p>Have a good understanding of the behaviour expectations and begin to guide others.</p> <p>Are proud of their achievements.</p> <p>Be able to focus during longer whole class lessons.</p> <p>Begin to show resilience and perseverance in the face of a challenge.</p> <p>Be able to use taught strategies to support turn taking.</p> | <p>Uses the toilet independently.</p> <p>Focuses on a task for longer periods of time.</p> <p>Shows they are able to follow rules.</p> <p>Play with one and more children, extending and contributing during play.</p> <p>Begins to talk about healthy food choices.</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Develop independence when dressing and undressing.</p> <p>Can talk about healthy food choices and what makes them healthy.</p> <p>Listen to the ideas of other children and agree on a solution and compromise.</p> | <p>Can manage when there are changes in routines.</p> <p>Share how they are feeling with a member of staff.</p> <p>Start to understand feelings. (happy, sad, tired, worried, angry and scared) and begin to control their emotions.</p> <p>Begin to understand how someone else might feel.</p> <p>Confident to try new things.</p> <p>Be able to control their emotions using a range of techniques.</p> <p>Manage own basic needs independently.</p> <p>Dress independently.</p> <p>Work as a group.</p> | <p>Becoming more independent.</p> <p>Shows more control over their feelings and behaviours.</p> <p>To sit during circle time and join in a class session.</p> <p>Able to choose resources to help them achieve.</p> <p>Show confidence with others during a social situation.</p> <p>Manages their behaviour in a range of situations.</p> <p>Uses reason and resolutions when playing with others.</p> <p>Be able to show a 'can do' attitude.</p> <p>Understand the importance of healthy food choices.</p> <p>Be able to have confidence to communicate with adults around the school.</p> |
| Communication and Language | <p>Begin to listen to stories and nursery rhymes.</p> <p>Begins to listen to instructions given. Understands 1 key word instruction.</p> <p>Listens during adult guided activities. Focuses on an activity of own choice for a short period of time.</p> <p>Links words together when speaking.</p> <p>Use words to communicate their needs.</p> <p>Retell familiar nursery rhymes.</p> <p>Beginning to listen to others in the setting.</p> <p>Listens during story time and shows an interest in books being read to them.</p> | <p>Listens to simple stories.</p> <p>Listens to others when they to them.</p> <p>Shows an understanding of what has been read to them using the pictures.</p> <p>Understands simple concepts Big/small etc</p> <p>Use words to communicate their needs and make themselves understood.</p> <p>Asks What questions.</p> <p>Listens more attentively on the carpet and during guided activities to the teacher and peers.</p> <p>Can verbally retell a story.</p> <p>Understand a question how, where, when.</p> | <p>Listens to what others are saying and respond.</p> <p>Begin to pay attention to more than one thing at a time.</p> <p>Recall some key events from a story.</p> <p>Answers a simple question.</p> <p>Recite nursery rhymes from memory.</p> <p>Begin to link sentences using conjunctions.</p> <p>Develops listening skills in a different situation, carpet time, phonics, assembly etc.</p> <p>Shows a good level of attention and concentration during guided and independent activities.</p> | <p>Sits and listens during longer stories.</p> <p>Focuses more attention on a chosen activity.</p> <p>Retells a past event in their life.</p> <p>Take turns speaking and listening during a conversation.</p> <p>Maintains attention in different contexts.</p> <p>Shows attention to both adults and peers.</p> <p>Ask questions to clarify understanding and</p> <p>Shows a good understanding of texts they have heard using recall.</p> | <p>Listens more carefully.</p> <p>Beginning to know they have to wait their turn when speaking.</p> <p>Understand prepositional language on & under</p> <p>Asks why questions during a conversation.</p> <p>Begins to use a wider range of vocabulary during play.</p> <p>Be able to speak using 4 – 6-word sentences.</p> <p>Can follow a 3-part instruction.</p> <p>Uses new knowledge and vocabulary during play.</p> <p>Understand a question such as who, what,</p> | <p>Maintains attention in whole class and small groups for a short period of time.</p> <p>Begins to understand why questions.</p> <p>Understand 2 step simple instructions or question.</p> <p>Respond appropriately during a conversation.</p> <p>Use talk to organise their play.</p> <p>Listens attentively to adults and peers.</p> <p>Shows a good level of attention during learning tasks.</p> <p>Retells a story showing a good understanding.</p> <p>Understands and uses a wide</p> |

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| | <p>Understand how to listen carefully and know why it is important.</p> <p>Speaks in simple sentences.</p> <p>Recites simple rhymes, songs and poems.</p> <p>Talk in front of small groups and their teacher offering their own ideas.</p> | <p>Use expression to communicate meaning.</p> <p>Initiates conversations with peers and familiar adults Be able to have conversations with adults and peers with back-and-forth exchanges.</p> <p>Understand how and why questions.</p> <p>Use new vocabulary throughout the day.</p> | <p>Use talk to describe and explain during play.</p> <p>Uses past tense.</p> <p>Ask questions to find out more.</p> <p>Talk in sentences using connectives.</p> | <p>Uses talk to clarify their thinking and ideas.</p> <p>Speaks in well-formed sentences.</p> <p>To engage in non-fiction books and to use new vocabulary in different contexts.</p> | <p>where, when, why and how.</p> <p>Use talk to explain how things work, what has happened and why.</p> <p>Uses speech to reason and solve problems with their peers.</p> | <p>range of vocabulary in their conversations and discussion.</p> <p>Talk in sentences using a range of tenses.</p> |
| Physical Development | <p>Explores moving their body in different ways.</p> <p>Climbs using two feet at a time.</p> <p>Scoops and pours sand.</p> <p>Claps and stamps to music.</p> <p>Shows can use one handed tools.</p> <p>Uses a palm grip while using mark making tools.</p> <p>Uses spring scissors to make snips in paper.</p> <p>Move safely in a space.</p> <p>Use tripod grip when using mark making tools.</p> <p>Develop scissor skills cutting around regular shapes.</p> <p>Form letters in their name correctly.</p> <p>Shows Increasing independence fastening zips and doing buttons.</p> | <p>Moves body to music showing when they can stop and start.</p> <p>Develop ball skills (rolling & kicking)</p> <p>Explores a range of fine motor activities.</p> <p>Explore different ways to travel using equipment.</p> <p>Accurately draw lines, circles and shapes to draw pictures.</p> <p>Begin to learn correct letter formation and use these in their writing</p> | <p>To be able to control a ball in different ways, balance on a variety of equipment and climb.</p> <p>Begin to hold mark making tools with a four-finger grip.</p> <p>Use construction equipment correctly to build e.g. Duplo</p> <p>Develop more independence with spring scissors.</p> <p>Shows increasing control over a ball.</p> <p>Continue to develop body strength, balance and co-ordination.</p> <p>Handle scissors, pencil and glue effectively.</p> <p>Develop correct letter formation.</p> | <p>To jump and land safely from a height.</p> <p>Begin to hold a pencil with a modified tripod grip to show control.</p> <p>Make more controlled marks when mark making.</p> <p>Manipulate dough through rolling, squeezing, patting and balling.</p> <p>Jump and land safely from a height.</p> <p>Negotiate space successfully and adjust speed and direction.</p> <p>Use cutlery appropriately.</p> <p>Form recognisable letters using an effective pencil grip.</p> | <p>To move safely with confidence and imagination in a range of ways.</p> <p>Child shows a preference for a dominant hand.</p> <p>Draw and paint using shapes and pictures.</p> <p>Demonstrate a growing independence putting on a coat and shoes, begin to do zips.</p> <p>Move in a range of ways confidently including running, jumping, dancing, hopping, skipping and climbing.</p> <p>Hold scissors correctly and cut out small shapes.</p> <p>Begin to use a tripod grip to draw and write accurately.</p> | <p>Develop and refine simple ball skills.</p> <p>Begin to form some letters of their name.</p> <p>Accurately copy prewriting shapes.</p> <p>Begin to use a knife and fork.</p> <p>Play by the rules and develop coordination.</p> <p>Negotiates space and obstacles safely.</p> <p>Use a range of small tools effectively.</p> <p>To form letters correctly using a tripod grip.</p> |
| Literacy | <p>Joins in with repeated phrases for familiar stories.</p> <p>Begin to recognise their own name.</p> <p>Recognise some print familiar out of context.</p> <p>Begin to show an interest in illustrations and print in books and print in the environment.</p> <p>Discriminates between sounds.</p> <p>Draw basic pictures.</p> <p>Use lines to look like writing.</p> | <p>Expresses simple likes about a shared story.</p> <p>Develops book handling skills.</p> <p>Can draw curved lines in both clockwise and anti-clockwise directions.</p> <p>Knows that print carries meaning.</p> <p>Write symbols and shapes that looks like writing.</p> <p>Assign meaning to marks during play.</p> | <p>Answers who and what questions linked to stories shared.</p> <p>Ascribes meanings to marks.</p> <p>Write random letters with no connection between letters and sounds.</p> <p>Begin to practically sequence letters in their name.</p> | <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Sequence 3 nursery rhyme pictures in the correct order.</p> <p>Identify words that rhyme in a word game.</p> <p>Responds to focus texts through mark making.</p> | <p>Recognise their own name and some familiar words e.g. mam, dad etc</p> <p>Shows an awareness of alliteration.</p> <p>Explain what has been read to them in their own words.</p> <p>Understand that print is read from left to right and from top to bottom.</p> <p>Begin to orally blend and segment.</p> | <p>Begin to recognise words that rhyme in stories.</p> <p>Expresses their ideas and views about the characters and events in the story.</p> <p>Begin to understand Where Questions.</p> <p>Retell some of the things that have happened in a story that has been read to them.</p> <p>Order 3 simple events in a story</p> |

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| | <p>Scribble writing left to right direction. Begin to assign meaning.</p> <p>Engages and enjoys an increasing range of books. Answer simple retrieval questions Say what they think will happen next in a story. Have an awareness of 5 concepts of print. Names Labels Hear and say sounds in VC & CVC words. Link sounds with letters.</p> <p>Focus: Name CVC words</p> <p>Sounds Write Units 1-4</p> | <p>Acts out stories using recently introduced vocabulary. Show that they have understood what has been read to them by answering how and why questions. Write simple lists. Link sounds to letters Use phonic knowledge to spell simple words. Form letters with care. Sequence stories.</p> <p>Focus: Name CVC words List/labels</p> <p>Sounds Write Units 5-7</p> | <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Talk about the characters in the books they are reading. Use phonic knowledge to spell simple words and write simple captions.</p> <p>Focus: List/labels Captions</p> <p>Sounds Write Units 8-10</p> | <p>Use letter strings which travel from left to right and top to bottom.</p> <p>Sequence stories. Compare and contrast characters from stories. Use phonic knowledge to spell simple words and write simple captions. Read and write high frequency words.</p> <p>Focus: Recipes/Instructions Captions</p> <p>Sounds Write Unit 11</p> | <p>Write letters with spaces. between them to resemble the idea of words.</p> <p>Overwrite name.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use phonics to spell. Write simple sentences. Read and write high frequency words.</p> <p>Focus: Story Writing Sentences</p> <p>Sounds Write Unit 11</p> | <p>Have an awareness of 5 concepts of print. Develop oral blending and segmenting skills. Beginning to record some sounds in sequence. Copies words seen in the environment.</p> <p>Attempts to write name.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems Able to answer a range of questions about what they have read. Use phonics to spell words and write sentences. Use Phonic knowledge to read their own work out aloud. Read and write high frequency words.</p> <p>Focus: Post cards Recount</p> <p>Sounds Write Bridging Unit</p> |
| Mathematics | <p>Explore colour (& colour mixing) Match and sort objects. Develop fast recognition of up to 2 objects Say one number for each item in order: 1,2,3, Know that the last number reached when counting a small set of objects tells you how many there are in total Begin to show ‘finger numbers’ up to 3 then 5. Link numerals and amounts Compare sizes using gestures and language: ‘bigger/little/small’ Talk about and identify the patterns around them Talk about and explore 2D and 3D shapes</p> <p>Match and sort objects. Compare amounts using language more and fewer.</p> | <p>Develop fast recognition of up to 3 objects, without having to count them individually (‘subitising’). Say one number for each item in order: 1,2,3,4,5. Show ‘finger numbers’ up to 5. Begin to recite numbers past 5. Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’). Begin to link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’; ‘straight’, ‘flat’, ‘round’</p> | <p>Explore composition of numbers to 5 Recite numbers past 5 Begin to compare quantities using language: ‘more than’, ‘fewer than’. Know that the last number reached when counting a small set of objects tells you how many there are in total (‘cardinal principle’) Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Solve real-world mathematical problems with numbers up to 5 Begin to describe sequence of events in daily routines, familiar nursery rhymes and stories. Understand position using pictures and objects.</p> | | | |

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| | <p>Recite numbers to 5. Show 'finger numbers' up to 5. Link numerals and amounts to 5. Know that the last number reached when counting a small set of objects tells you how many there are in total Count objects, actions and sounds to 5 Compare numbers up to 5 Experiment with their own symbols and marks as well as numerals. Understand the 'one more than/one less than' relationship between consecutive numbers within 5. Explore the composition of numbers to 5 Develop fast recognition of up to 3 objects Make comparisons between objects relating to size, length, weight and capacity. Talk about and identify the patterns around them. Extend and create ABAB patterns Talk about and explore 2D shapes using informal and mathematical language Understand position through words alone. Discuss routes and locations Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' Compose and decompose shapes Select, rotate and manipulate shapes to develop spatial reasoning skill</p> | | <p>Make comparisons between objects relating to size, length, weight and capacity.</p> <p>Count to 10 and beyond Compare numbers to 10 using language: more, fewer, less, equal to Count objects, actions and sounds to 10 Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Conceptual subitising to 5 Begin to recall number bonds for numbers 0-5 and some to 10. Begin to know doubles to 5 Explore odd and even Continue to talk about and explore 2D and 3D shapes using informal and mathematical language Select, rotate and manipulate shapes to develop spatial reasoning skills Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can Compare length, weight and capacity. Continue, copy and create repeating patterns</p> | | <p>Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater, less than or the same as another quantity. Explore and represent patterns within numbers up to 10, including evens, odds double facts how quantities can be distributed evenly. Continue to explore 2D and 3D shapes using mathematical language Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Continue, copy and create repeating patterns</p> | |
| Understanding of the World | <p>Explore changes in Autumn. Talk about their immediate family and their role in the family. Use all of their senses to explore collections of natural materials, e.g., shells, leaves talking about what they can see.</p> | <p>Explore collections of different materials with similar and different properties. Use language to describe common features of materials, e.g. colour, texture, size. Know about family celebrations.</p> | <p>Explore what happens on cold winter days. Talk about the clothes they need for different seasons/weather and why. Know about people who help us. Understand how people help us.</p> | <p>Explore growing seeds, begin to understand that plants need water and light to survive and grow. Explore plants using all their senses to learn more about them. Begin to use basic scientific vocabulary to describe parts of plants. Explain a simple lifecycle, E.g., sunflower Know why we celebrate Easter.</p> | <p>Examine animals to find out more about them using their senses to explore. Use simple language to describe animals. Understands the need for care and respect for living things.</p> | <p>Explore changes over time. Explore how things work, using push and pull toys. Understand there is a range of transport available, and these serve a purpose. Know the difference between old and new.</p> |
| | <p>Understand and describe how the seasons can affect the natural world and how things grow e.g. acorns and conkers are found in autumn and some trees have no leaves in winter. Know there are different types of housing.</p> | <p>Learn about the solar system and stars. Learn about space travel. Explore collections of different materials with similar and different properties.</p> | <p>Talk about the lives of people around them. Talk about features of the environment they are in and learn about the different environments.</p> | <p>Make close observations of plants in the natural world, make comparisons and</p> | <p>Understand how animals and humans grow and change over time. Use the correct basic scientific vocabulary to describe parts of their bodies and animals.</p> | <p>Explore how things work Explore and talk about different forces they can feel Know that there are many countries around the world. Know that people in other countries may speak different languages.</p> |

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| | <p>Understand they live in Hartlepool. With help, locate Hartlepool on a globe and map.</p> <p>Know where the local Headland shops, school and Church are</p> <p>Know why there is a need for shops, schools, churches, etc.</p> <p>Understand there are different places on the globe (land and water)</p> <p>Know that the name of the sea where we live is the North Sea.</p> <p>Know about their own life story and know they have changed.</p> <p>Know about features of the immediate environment.</p> <p>Explore and ask questions about the natural environment around them</p> <p>Talk about past and present events in their lives</p> | <p>Name some common natural and man-made materials, e.g. sand, wood, glass, brick, plastic, clay, fabric etc with adult support.</p> <p>Describe and make comparisons between materials.</p> <p>Experiment with making changes to materials.</p> <p>Ask and answer 'how' and 'why' questions such as how things happened and how things work.</p> <p>Classify objects according to their properties.</p> <p>Know some similarities and differences between things in the past and now.</p> <p>Know about the past through settings, characters.</p> | | <p>identify similarities and differences.</p> <p>Understand what plants need to survive and grow healthily (water, light and warmth).</p> <p>Use the correct basic scientific vocabulary to describe parts of plants.</p> <p>Understand through books and observations that plants change, and I explain a range of lifecycles.</p> <p>Understand how plants grow and change.</p> <p>Explore plants in the natural world, making observations and drawings of plants.</p> <p>Know that people around the world have different religions.</p> | <p>Through books and observations understand that animals change.</p> <p>Explore animals in the natural world, making observations and drawings.</p> <p>Make close observations of animals in the natural world. I make comparisons and identify similarities and differences.</p> | <p>Know that people around the world have different religions.</p> <p>Look at objects from the past and comment on appearance with adult prompts.</p> |
| Expressive Arts and Design | <p>Claude Monet Poppy Field Autumn 2, Van Gogh Sunflowers Spring 2</p> <p>Shows an interest in artists encouraged in adult directed activities</p> <p>Begin to represent their ideas through art.</p> <p>Discuss likes and dislikes about artwork</p> <p>Recall some information about artists encountered in class teaching and adult directed activities</p> <p>Look at and discuss different artworks using simple sentences, expressing a simple opinion about an artwork.</p> <p>Identify colours, objects and shapes in the artwork.</p> <p>Discuss their own artwork using simple language.</p> | | | | | |
| | <p>Use large muscle movement to paint and make marks</p> <p>Use a brush or other tool to make marks with paint.</p> <p>Choose from a range of pre-mixed colours to create painted artworks.</p> <p>Begin to use mixed media to create simple 3-d sculptures.</p> | | | <p>Paint simple shapes and images that can be recognised or explained by the child</p> <p>Begin to represent their ideas and feelings through art.</p> <p>Use mixed media to create simple 3-d sculptures.</p> | | |

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| | <p>Join different materials together. Use pre-made stamps & found objects to explore printmaking. Join in with simple repetitive rhymes and songs.</p> <p>Experiment mixing with colours. Sing and perform nursery rhymes.</p> <p>Use pre-made stamps & found objects to explore printmaking. Notice and continue simple patterns (ABAB).</p> | <p>Make choices about which materials to use when creating.</p> <p>Perform songs and dances in a Christmas performance.</p> <p>Experiment with different textures.</p> <p>Experiment with different instruments and their sounds.</p> | <p>Create closed shapes with continuous lines.</p> <p>Explore sounds that can be made from percussion.</p> <p>Safely explore different techniques for joining materials.</p> <p>Create narratives based around stories.</p> | <p>Begin to include details on drawings.</p> <p>Follows teacher's signals/instructions when playing instruments (play and stop)</p> <p>Make props and costumes for different role play scenarios.</p> <p>Move in time to the music.</p> | <p>Represent feelings, noises and movements through drawing.</p> <p>Create own songs using musical accompaniments.</p> <p>Explore and use a variety of artistic effects to express their ideas and feelings.</p> <p>Play an instrument following a musical pattern.</p> | <p>Explore colouring mixing. Join different materials together.</p> <p>Begin to cut and tear materials.</p> <p>Share likes and dislikes about a piece of music.</p> <p>To share creations, talk about process and evaluate their work.</p> <p>Use junk objects to create their own designs.</p> <p>Make to create an outcome.</p> <p>Begin to consider how to join materials together.</p> <p>Invent their own narratives, stories and poems.</p> |
| Roleplay Areas | Home Corner | Hot Chocolate Stand/Santa's Workshop | Hospital/Vets Supermarket Police station | Garden Centre | Pizza Shop Farm shop | Travel Agents/Airport |
| Possible Visits Events | Ward Jackson Park Pumkin Picking | Walk to the Post office (letter to Santa) Pantomime | Fire station Visit Nurse visitor Police Visitor | Butterfly world Garden Centre Observe life cycle of butterflies/ chicks | Farm Visit | Beach Picnic |
| Home/School links | Parents Curriculum Meeting Phonics and fun morning | Nativity Performance Stay and Play | Reading and rhyme stay and play | Easter Stay and Play | Stay & Play Reports | Sports Day Reception New Starters Meeting |

