Waltham Gateway Academy

Waltham Gateway Academy LTP 2026-2027

Intent
Our aim is for every reception child to have a happy, settled start to their education at Waltham Gateway Academy. Our dedicated Early Years team will support children to reach a Good Level of Development as we learn together, thriving within a language-rich, enabling learning environment which supports and challenges every child to achieve their goals and reach their full potential. At Waltham Gateway Academy, the Early Years Foundation Stage is viewed as a distinctive phase of education which integrates the care and education of our youngest children. We believe that all children are unique and bring with them a diverse range of previous experiences and learning which must be acknowledged and built upon. Our goal is to inspire a love for learning through a broad curriculum that equips children with the essential foundations to flourish as confident young learners prepared for Year 1.
Implementation
There are seven areas of learning and development that shape the Early Years Foundation Stage curriculum. The three prime areas are Communication and Language, Physical Development and Personal, Social and Emotional Development. The curriculum specific areas are Literacy, Mathematics, Understanding the World and Expressive Arts and Design. Permeating throughout the curriculum are the three characteristics of effective learning which include playing and exploring (engagement), active learning (motivation) and creating and thinking critically (thinking). The prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, build relationships and thrive. **The 3 prime areas are:** • Communication and language - Listening, attention and understanding - Speaking • Physical development - Gross motor skills - Fine motor skills • Personal, social and emotional development - Self-regulation - Managing self - Building relationships The prime areas are strengthened and applied through **4 specific areas:** • Literacy - Comprehension - Word reading - Writing • Mathematics - Numbers - Numerical patterns • Understanding the world - Past and present - People, culture and communities - The natural world • Expressive arts and design - Creating with materials - Being imaginative and expressive

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EYFS – Chicks						
Area of Learning	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Themes	**Marvellous me!**	**Look at us glow**	**What a wonderful world**	**Tell me a tale**	**Let's go**	**Life is an adventure**
Lines of enquiry	Myself My family My community My body	Celebrations and festivals around the World	Animals and their habitats	Traditional tales and fairy tales	Different types of transport Important places within the local community	Superheroes and everyday heroes People who help us
Key texts (literacy)- linked to Power of Reading	**Fiction**: Who are You? **Poetry:** People need people	**Fiction**: Little Glow, Billy's Bucket **Non-fiction**: Celebrations around the world	**Fiction**: The Gruffalo, The Lighthouse Keeper's Lunch **Non-fiction**: Surprising sharks, Yucky Worms, Gruffalo Crumble	**Fiction**: Jack and the Beanstalk, What the Ladybird Heard **Non-fiction**: My First Baking Book	**Fiction**: There's a Tiger on the Train, On Sudden Hill **Non-fiction**:	**Fiction**: Astro girl, Emily Brown and the thing
Songs and nursery rhymes	Head, shoulders, knees and toes If you're happy and you know it Wheels on the bus	Remember, Remember the 5th November London's burning Music man Hokey Cokey	Down in the jungle Little Peter rabbit 5 little Monkeys Old McDonald One, two, three, four, five	Humpy Dumpty Grand Old Duke of York 5 Little buns Hickory Dickory Sing a song of sixpence	Row, row, row your boat A sailor went to sea The wheels on bus Ring o ring o roses Yellow Submarine	Miss Polly had a dolly 5 little fireman Pat a cake Jake and Jill Mary had a little lamb
Trips, experiences and hooks		Christmas Nativity	Wolds' Wildlife Park	Nunny's farm	Cleethorpes light railway and beach	'Future me - When I grow up' day
Parental involvement	Phonics workshop	Parents evening	Literacy event	Parents evening	Parents and children make a vehicle afternoon	Sports day

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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.**

Prime areas	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language  Communication and Language is developed throughout the year through high quality interactions, daily group discussions, circle times, stories and singing.	**Listening, Attention and Understanding** Understand how to listen carefully and know why it is important. Begin to understand new vocabulary. Follow simple directions. Begin to engage in story times.	**Listening, Attention and Understanding** Understand 'why' questions. Ask questions to find out more and to check they understand what has been said to them. Engage in story times	**Listening, Attention and Understanding** Ask questions to find out more. Listen to and talk about stories to build familiarity and understanding. Understand a range of different sentences.	**Listening, Attention and Understanding** Retell a story and follow a story with and without pictures or props. Listen to and engage in selected non-fiction to develop their understanding and build vocabulary of different topics. Understand a question such as who, what, where, when, why and how.	**Listening, Attention and Understanding** Understand a question such as who, what, where, when, why and how. Ask questions to find out more and to check they understand what has been said to them Listen carefully to rhymes and songs, paying attention to how they sound	**Listening, Attention and Understanding** Have conversations with adults and peers with back-and-forth exchanges.

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	Speaking Talk in front of small groups and their teacher offering their own ideas. Begin to ask questions	**Speaking** Use new vocabulary throughout the day. Develop social phrases and ask everyday questions. Join in with repeated phrases.	**Speaking** Talk in sentences using conjunctions, e.g. and, because. Articulate their ideas and thoughts in well-formed sentences. Speak to adults with confidence. Retell a story using their own words and phrases.	**Speaking** Describe events in some detail Use talk to help work out problems and organise thinking and activities to explain how things work and why they might happen.	**Speaking** Use talk to organise, sequence and clarify thinking, ideas, feelings and events.	**Speaking** Use talk in sentences using a range of tenses. Use new vocabulary in different contexts.
ELG	**Listening, Attention and Understanding:** 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. **Speaking:** Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
Personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life**.**						

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Personal, Social and Emotional Development  Children develop their personal, social and emotional skills throughout the year through circle times, social stories, diversity stories, etc. Children will focus during short whole class activities which will increase in length throughout the course of the year. Discrete PSHE lessons are taught through the story project.	**Self-Regulation** Children will be able to follow one step instructions. Children will recognise different emotions. Children will be able to focus during a short class activity.	**Self-Regulation** Children will talk about how they are feeling and begin to consider others feelings. .	**Self-Regulation** Children will be able to focus during longer whole class lessons. Children will be able to follow instructions with more than one step.	**Self-Regulation** Children will identify and adapt their own feelings socially and emotionally. Children are aware of behavioural expectations and sensitive to ideas of justice and fairness	**Self-Regulation** Children will be able to control their emotions using a range of techniques.	**Self-Regulation** Children will be able to follow instructions of three steps or more. Children will understand the importance of healthy food choices. Think about the perspectives of others.
	Managing Self Children will learn to wash their hands independently. Children will be able to go to the toilet independently. Children will be able to fasten their coats.	**Managing Self** Children will understand the need to have rules. Children will begin to adapt their behaviour in different situations. Children will have the confidence to try new activities	**Managing Self** Children will begin to show resilience and perseverance in the face of a challenge. Children will develop independence when dressing and undressing.	**Managing Self** Children will manage their own basic needs independently. Children will learn to dress themselves independently.	**Managing Self** Children will show a 'can do' attitude. Children will learn to dress themselves independently.	
	Building Relationships Children will seek support from adults and gain confidence to speak to peers and adults. Begin to build relationships with their peers.	**Building Relationships** Children will begin to develop friendships. Children will be able to join in with play/games that others are engaging in.	**Building Relationships** Children will be able to use taught strategies to support in turn taking. Children will learn to work as a group.	**Building Relationships** Children will listen to the ideas of other children and agree on a solution and compromise. Children will be able to find solutions to	**Building Relationships** Children will have the confidence to communicate with adults around the school.	**Building Relationships** Children will have the confidence to communicate with adults around the school.

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	Recognises that they belong to different communities and social groups and communicates freely about own home and community	Children will have positive relationships with familiar staff.		conflicts when playing in a group. Children will develop respectful relationships with their peers.		
The story project (PSHE)	Jar of Happiness	Barbara Throws a Wobbler	Luna Loves a Library day	Oliver's Vegetables	Here we are	The new Small Person
ELG	**Self-Regulation:** Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability. **Managing Self:** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. **Building Relationships:** Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.					
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, coordination 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**, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision help with hand-eye coordination**, 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.**						
Physical Development	**Gross Motor** Children will learn to move safely in a space.	**Gross Motor** Children will be able to copy and create their own actions.	**Gross Motor** Children will travel confidently in a range of ways.	**Gross Motor** Children will be able to combine different movements.	**Gross Motor** Children will control a ball and move it around their body and	**Gross Motor** Children will be able to kick a range of

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 Children improve their gross and fine motor skills daily by engaging in different Funky Fingers activities (threading, cutting, weaving, playdough), mark making, construction, drawing, writing, Dough Disco, flappers and squiggle me into a writer.	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. Children will be able to negotiate space and stop safely and move large objects outside. Draw lines and circles using gross motor movements.	Children will be able to move with control and coordination. Children will be able to move in time to music.	Children will develop their strength, coordination and balance.	Children will control their core muscle strength to achieve a good posture.	move it in a range of ways. . Children will pat a ball and make it bounce. Children will catch a range of objects. Children will throw an object at a target. Children will show good control when using equipment in a range of ways.	objects towards a goal. Children will be able to control an object when it's coming towards them.
	Fine Motor Children will begin to use a tripod grip when using mark making tools. Develop muscle tone to put pencil pressure on paper Children will use cutlery appropriately. Children will begin to hold scissors correctly.	**Fine Motor** Children will accurately draw lines, circles and shapes to draw pictures. Manipulate objects with good fine motor skills Show preference for dominant hand Children will be able to hold scissors to make snips and cuts.	**Fine Motor** Children will handle scissors, pencil and glue effectively. Use scissors to cut along a straight edge. Children will begin to show some accuracy in their drawing. Children will continue to use a range of fine motor equipment such as beads and pegs.	**Fine Motor** Continue to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Hold pencil effectively with comfortable grip Encourage children to draw freely. Holding Small Items / Button Clothing	**Fine Motor** Children will hold scissors correctly and cut out small shapes. Start to draw pictures that are recognisable	**Fine Motor** Children will form letters correctly using a tripod grip. Children will be able to use a range of small tools effectively.

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			Form taught letters correctly.	Cut along a curved line with scissors		
PE	Movement and sequence		Strength and balance		Object control	
ELG	**Gross Motor:** Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. **Fine Motor:** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.					
It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding)** and the **speedy recognition of familiar printed words.** Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).						
Specific areas	**Autumn 1**	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Literacy  Children will read books matched to their phonics ability. Stories and rhymes	***Comprehension*** Independently look at a book, hold it the correct way and turn pages. Understand that print has meaning and we read from left to right and top to bottom. Joining in with rhymes and familiar stories. Sequencing familiar stories through the	***Comprehension*** Children will engage and enjoy an increasing range of books. Children will be able to answer questions about what they have read.	***Comprehension*** Children will act out stories using recently introduced vocabulary. Knows that information can be retrieved from books, computers and mobile digital devices. Can answer and ask questions about what they have read.	***Comprehension*** Talk about the characters in the books they are reading Retell a story using vocabulary influenced by their book. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.	***Comprehension*** Answer questions about what they have read. Create own stories based on language from familiar books.	***Comprehension*** Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead.

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are an everyday occurrence throughout linking to all areas of the curriculum. The Power of Reading is used to teach Literacy and engage children in a range of texts.	use of pictures to tell the story.			Can explain the main events of a Answer who, why, how questions to show their understanding of the text.		Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.
	Word Reading Recognising initial sounds. Read individual letters by saying the sounds for them. Reading own name Begin to segment and blend sounds orally to create words. Begin to recognise some HFW.	**Word Reading** Blend sounds to read words using taught sounds. Read taught HFW Continue to recognise taught sounds (phase 2).	**Word Reading** Read books matched to their phonics ability. Re-read books to build their fluency. Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Recognise taught digraphs in words and blend the sounds together.	**Word Reading** Read taught phase 2 and 3 sounds Read words containing taught digraphs and taught HFW. Segment and blend to read sentences.	**Word Reading** Read longer sentences containing basic 3 words and tricky words. Read at least 10 digraphs in simple captions and sentences.	**Word Reading** Read longer sentences, with fluency, containing phase 3 and 4 words and tricky words.
	Writing Give meanings to the marks they make. Begin to write initial sounds for words. Copy their name.	**Writing** Begin to write CVC words. Begins to use anticlockwise movements and retrace vertical lines.	**Writing** Begin to write short, dictated captions. Form letters correctly. Spell words using taught sounds.	**Writing** Writing captions using phase 2 and 3 sounds and begin to attempt sentence.	**Writing** Write simple phrases and sentences using recognisable letters and sounds	**Writing** Writing can be read by myself and others. Letters are formed correctly. Write short sentences with words with

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		Writing CVC words using basic 2 sounds. Write phase 2 tricky words. Write their name.	Spell taught HFW words. Know that a sentence starts with a capital letter and end with a full stop.	Form lower-case and capital letters correct Writing taught HFW/Tricky words	Re-reading what they have written. Enjoys creating texts to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories.	known sound-letter correspondences using a capital letter and full stop.
ELG	**Comprehension:** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. **Word Reading:** Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. **Writing:** Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.					
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.						
Mathematics	**Mastering number** Subitising		**Mastering number** Develop their subitising and counting skills		**Mastering number**	

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 Whole class Maths will be delivered daily. Children will have the opportunity to explore their learning through play in their continuous provision, along with adult led activities.	Counting cardinality and ordinality Composition Comparison **Shape, space and measure** Prepositional language Noticing and visualising	Explore the composition of numbers within and beyond 5. Identify when two sets are equal or unequal and connect two equal groups to doubles. Begin to connect quantities to numerals **Shape, space and measure**	Consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. Secure knowledge of number facts through varied practice. **Shape, space and measure**
ELG	**Number:** Have a deep understanding of numbers to 10, including composition of each number. Subitise (recognising numbers 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. **Numerical patterns:** 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 than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.		
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 increase their knowledge and sense of the world around them – from visiting parks, our forest school area, 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.			
Understanding the World	**Past and present** Talk about members of their immediate	**Past and present** Compare and contrast characters from	**Past and present** Children will know some similarities and differences between
	Past and present Compare and contrast characters from	**Past and present** Know about people who help us within the community.	

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 Understanding the World is taught through topic, circle times, stories and play.	family and community Name and describe people who are familiar to them.	stories, including figures from the past.	things in the past and now.		stories, including figures from the past. Compare transport from the past to present day.	Recognise some similarities and differences between life in this country and life in other countries
		People, cultures and communities Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community	**People, cultures and communities** Know that some environments are different to the one we live in.	**People, cultures and communities** Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries	**People, cultures and communities** Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps	**People, cultures and communities** Describe and name people who are familiar to them (e.g. vets) including immediate family and the community.
	The natural world Seasonal changes	**The natural world** Seasonal change	**The natural world** Know some important processes and changes in the natural world including states of matter	**The natural world** Explore the natural world around them. Talk about different processes linked to life cycles. Talk about different environments and habitats.	**The natural world** Talk about similarities and differences between the natural world around them and contrasting environments.	
ELG	**Past and Present:** Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. **People, Culture and Communities:** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their					

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	experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. **The Natural World:** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
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. Give children an insight into new musical worlds. Invite musicians to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.						
Expressive Arts and Design  Expressive Art and design is taught through provision and is weaved into all aspects of learning. It is weaved into Literacy through the use of role play and storytelling.	Begin to use a variety of drawing tools. Draw on different surfaces, exploring texture. Make a variety of marks to create a portrait. Use drawings to tell a story.	To explore colouring mixing with primary colours. To deepen understanding use black and white to change the tone of paint. Experience and experiment with different types of paint. For example, poster, powder, watercolour and painting tools. Brushes, sticks, sponges. To discuss resource preference.	Handle and manipulate a variety of materials to create texture. To cut, tear and shape paper to make a collage. Collect and use natural materials to include in a collage. To use ribbon through movement and binding materials.	Print with a variety of objects onto different surfaces. Evaluate findings through discussion. Take rubbings of textured surfaces in the outdoors. Use stencils alongside different materials – sponges, brushes, rollers.	Handle and manipulate different malleable materials such as clay, dough, sand to form models. Build with recyclable resources. Manipulate materials by cutting, tearing, folding to add decorations to a sculpture or model.	To spot natural patterns in the environment. To create patterns by laying out objects. Create repeated patterns through print focusing on colour, shape and objects. Use fabric alongside pattern printing.

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		To create a painting and to talk about it.				
	Developing drawing skills	Colour Palettes	Textures and materials	Media-printing	Form (3D sculpture)	Pattern
ELG	**Creating with Materials:** Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. **Being Imaginative:** Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.					