



Sunnybrow Primary School EYFS: Long-term planning

Possible topics:

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	In the deep dark woods (Autumn)	Celebrations	Winter weather (North and South Pole)	Homes (Spring)	Eggs (Spring/Summer)	Food (Where does it come from)
Key experience:	Trip to the woods	Church to Christen a baby	Ice-skating	Builders yard/new building site	Farm next door/Hatch chicks	Visit Willington, Durham
Cross curricular links	-comparing woodland to rainforest -identifying different countries and climates -naming woodland animals -explore decay	-exploring traditions/celebrations from around the world -locating different countries	-Countries with Winter all year around -habitats of arctic animals -Hibernation and migration -freezing and melting -winter weather and effects weather has	-materials and their properties -How homes have changed -different types of homes around the world -where we live/home address -features of Sunnybrow	-Baby animals -Life cycles -past and present/ changes in our life time -explore decay	-identifying different countries that food comes from -Food from different cultures -History of food -Fair-trade
PSHE	*Est class rules *Describing feelings	*Playing co-op/affect of behaviour *Special people *Respect service workers	*Similarities and differences	*Body parts *Hygiene *Oral health	* Care and concern for the enviro *Road and river safety	*Growing and changing
R.E.	Let's find out about Harvest	*Let's find out about the Christmas story  Let's find out about Divali	*Let's find out about the Bible *Let's hear some stories about Jesus (Jesus and Zacchaeus, Jesus calming the storm)	*Let's find out about Easter	Let's find out about Christian baptism	*Let's find out about Raksha Bandhan
Music	Me	My stories	Everyone!	Our World	Big Bear Funk-A transition unit	Reflect, rewind and Replay

Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Hibernation (Autumn)	Letters	Night Including Arctic/winter	Journeys	Plants (Spring/Summer)	The coast (Summer)
Key experience	Trip to the woods	Walk around Sunnybrow and Willington	Star-gazing/Planetarium	Local garage visit/scrap car	Farm next door/ Allotments	Visit South Shields
Cross curricular links	-understanding why we get seasons -understanding why animals hibernate or migrate -locating places/exploring climates of animals around the world that hibernate -explore decay	-know home address -features of Sunnybrow -reasons we send mail (celebrations)	-Nocturnal animals -understanding why we get night/day and seasons -identifying countries that have day when we have night -identify different sources of light -exploring shadows -being safe in the dark	-How transport has changed -floating and sinking -travel to different countries	-Life cycles -setting up fair tests -naming wild plants/learning different parts of plants -explore decay	-Seaside holidays in the past -Comparing coastal location to Sunnybrow -seaside and river safety -Explore decay
PSHE	*Est class rules *Describing feelings	*Playing co-op/effect of behaviour *Special people * Respect service workers	*Similarities and differences	*Body parts *Hygiene *Oral health	* Care and concern for the enviro *Road and river safety	*Growing and changing
R.E.	Let's find out about Harvest in a church Let's find out about Shabbat	Let's find out about the Christmas story  Let's find out about Christmas celebrations in churches	*Let's find out about holy books (Qur'an, Torah, the Guru Granth Sahib) *Let's hear some stories about Jesus (Lost sheep, Lost coin)	*Let's find out about Easter celebrations in churches	*Let's find out about special buildings and worship there	
Music	Me	My stories	Everyone!	Our World	Big Bear Funk-A transition unit	Reflect, rewind and Replay

### Curriculum content for the year in Art and Design:

Painting	Drawing and Sketching	Textile, weaving or collage	Self-portrait	Printing	Sculpture
-Experimenting with and using primary colours (Wassily)	-Draw accurate representations of people	-Investigate a range of textures through rubbings	-Use a variety of tools -Explore and represent the features on the face	-Printing with common everyday items, including fruit (Andy Warhol)	-Exploring form-handling, feeling and manipulating materials

Kandinsky-squares with concentric circles)	-Use drawings to tell a story	-Create temporary collages using natural materials -Weave using recycled materials-paper, carrier bags etc	(Vincent Van Gogh)		-Creating simple constructions and sculptures with natural materials and everyday objects (Andy Goldsworthy)
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### **Our Intent**

By the time our children leave our EYFS unit, we want them to be able to:

Communication and Language	Personal, Social and Emotional Development	Physical Development
-Speak to friends and adults and have conversations -Listen to, enjoy and retell favourite stories -Use a range of vocabulary to talk about interests, intentions and things around them	-Be confident to talk about how they and others feel -Understand their feelings and emotions -Be independent and resilient learners	-Be active, healthy and happy -Be strong, coordinated and balanced -Be precise, proficient and confident

Literacy	Maths	Understanding the world	Expressive arts and design
-Develop a love for reading and listening to stories -Decode and recognise printed words -Communicate through print -Articulate ideas	-Know numbers to 10 -Count confidently -Notice patterns and relationships -Reason and explain	-Make sense of their community -Experience the wider world around them -Develop a rich and wide vocabulary -Have a secure understanding of simple scientific processes -Observe, analyse, justify and explain why and how	-Imagine and create -Explore and play -Communicate through what they see and hear

### Our Long-term objectives

Area	During their time in Nursery, children will develop the ability to...	During their time in Reception, children will develop the ability to...	Topic links	Delivery approaches
Listening, attention and understanding	<ul style="list-style-type: none"> <li>-Enjoy listening to stories (getting progressively longer in length) and can remember some of what happens</li> <li>-Pay attention to more than one thing at a time</li> <li>-Understand a question or instruction that has two parts</li> <li>-Understand what, when, where and why questions in relation to stories and their personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>-Understand what makes a good listener</li> <li>-Actively listen to others in a group and respond to what they have heard.</li> <li>-Make comments about what they have heard and ask questions to clarify their understanding</li> <li>-Listen attentively to stories, rhymes and non-fiction texts. Respond to what they hear with relevant questions, comments and actions</li> <li>-Understand and answer how and why questions</li> </ul>	See MTP	<ul style="list-style-type: none"> <li>Daily breakfast time</li> <li>Daily story/rhyme time</li> <li>Circle time activities</li> <li>Talking Partner work, using talking sticks</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>-Sing a large repertoire of songs</li> <li>-Know many rhymes, be able to talk about familiar books, and be able to tell a long story</li> <li>-Use longer sentences of four to six words</li> <li>-Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions</li> <li>-Start a conversation with an adult or friend and continue it for many turns</li> </ul>	<ul style="list-style-type: none"> <li>-Have conversations about things that interest them with their friends and familiar adults, speaking in full sentences</li> <li>-Chat to their friends and familiar adults, sharing their ideas and feelings using full sentences. Express their understanding of how and why using some causal conjunctions.</li> </ul>	See MTP	<ul style="list-style-type: none"> <li>Weekly subject-specific vocabulary to be identified and presented in provision areas if there is a weekly focus</li> <li>Circle time activities</li> <li>Adult-modelling in small group/continuous provision</li> <li>Daily phonics</li> <li>Talking partner work</li> <li>SALT interventions where necessary</li> </ul>

	<ul style="list-style-type: none"> <li>-Use talk to organise their play</li> </ul>	<ul style="list-style-type: none"> <li>-Use a rich and varied vocabulary, developed from their new experiences, stories and non-fiction texts.</li> <li>-Retell a range of familiar and well-loved stories, drawing on some story language and new vocabulary introduced in the texts shared</li> </ul>		
Gross Motor	<ul style="list-style-type: none"> <li>-Develop their movement, balancing, riding and ball skills</li> <li>-Increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm</li> <li>-Develop large body movements to make marks</li> <li>-Collaborate with others to manage large items, such as moving a plank safely, carrying large hollow blocks</li> <li>-Throw, catch, roll and kick a large ball</li> <li>-Play games with a partner</li> <li>-Cross the mid-line</li> </ul>	<ul style="list-style-type: none"> <li>-Revise and refine fundamental movement skills (running, crawling, walking etc)</li> <li>-Negotiate space and obstacles safely</li> <li>-Demonstrate strength, balance and co-ordination when playing</li> <li>-Engage in 'risky-play', starting to take 'risks' and push themselves beyond their immediate comfort zones</li> <li>-Throw, catch, roll and kick a medium-sized ball with some accuracy</li> <li>-Play team games with a scoring system and understand the need to apply rules</li> </ul>	See P.E. MTP	<p>Outdoor messy art</p> <p>Funky Fingers table top activities</p> <p>Writing opportunities provided in different areas</p> <p>Dough Disco/ Squiggle While you Wiggle</p> <p>OPAL resources arranged on yard/assault courses</p> <p>Wheeled toys</p> <p>Forest school</p>
Fine motor skills	<ul style="list-style-type: none"> <li>-Use one-handed tools and equipment</li> <li>-Developing a comfortable grip with good control when holding pens and pencils and other mark-making equipment</li> <li>-Starting to form pre-writing shapes with different types of medium (fingers, paint, brushes)</li> <li>-Start eating independently and learning how to use a knife and fork</li> </ul>	<ul style="list-style-type: none"> <li>-Use a range of small tools, including scissors, paint brushes and cutlery</li> <li>-Holding a writing tool with a comfortable grip. Mark-making shows recognisable letters, some of which are correctly formed. Drawings are clearer representations of people and houses.</li> <li>-Use a knife and fork effectively when eating</li> </ul>	See MTP/weekly planning	<p>Dough disco</p> <p>Squiggle While you Wiggle</p> <p>Continuous provision opportunities and enhancements</p> <p>Fine motor table jobs</p> <p>Friday 'draw' session</p>

	<ul style="list-style-type: none"> <li>-Show a preference for a dominant hand</li> <li>-Be increasingly independent as they get dressed and undressed</li> </ul>	<ul style="list-style-type: none"> <li>-Get dressed and undressed independently. Manage zips and buttons.</li> </ul>		
Self-regulation	<ul style="list-style-type: none"> <li>-Select and use activities and resources, with help when needed (to help them achieve a goal)</li> <li>-Find solutions to conflicts or rivalries, such as accepting a situation and suggesting other ideas</li> <li>-Develop appropriate ways to be assertive</li> <li>-Talk about their feelings using words like 'happy', 'sad', 'angry' or worried</li> <li>-Understand gradually how others might be feeling</li> </ul>	<ul style="list-style-type: none"> <li>-Talk about how they are feeling and identify the feelings of others using developing descriptive vocabulary</li> <li>-Start to see things from someone else's point of view and begin to reach compromises and solutions (still with adult support). Know ways to help themselves and others.</li> <li>-Be able to wait for what they want and control their immediate impulses when appropriate</li> <li>-Follow the wishes and requests of others (such as a teacher)</li> </ul>	See PSHE MTP	<ul style="list-style-type: none"> <li>Circle time activities</li> <li>Breakfast time</li> <li>PSHE lessons</li> </ul>
Managing self	<ul style="list-style-type: none"> <li>-Develop their sense of responsibility and develop their awareness of belonging to a class</li> <li>-Increasingly follow rules, understanding why they are important</li> <li>-Remember rules without needing an adult to remind them</li> <li>-Understand road and river safety</li> <li>-Understand the importance of good oral health</li> </ul>	<ul style="list-style-type: none"> <li>-Be confident to try new activities and to go outside our comfort zones</li> <li>-Show resilience and perseverance when a situation is challenging</li> <li>-Understand road and river safety</li> <li>-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> <li>-Understand the importance of good oral health</li> </ul>	See PSHE MTP	<ul style="list-style-type: none"> <li>PSHE lessons</li> <li>Zones of regulation check-in</li> <li>Tooth-brushing program (possibility)</li> </ul>

	<ul style="list-style-type: none"> <li>-Select the resources they want or need from adult-provided selection in continuous provision</li> <li>-Tidy away resources they have been using, with adult modelling</li> </ul>	<ul style="list-style-type: none"> <li>-Select the resources they want or need to complete self-chosen activity. Be confident to ask for resource if what they need isn't provided.</li> <li>-Tidy-away resources they have been using, using labels etc to support organisation</li> </ul>		<ul style="list-style-type: none"> <li>-Self-serve dough and paint stations</li> <li>-Deconstructed role-play</li> <li>-Carefully labelled resources</li> </ul>
Building relationships	<ul style="list-style-type: none"> <li>-Become more outgoing with unfamiliar people, in the safe context of their setting</li> <li>-Show more confidence in new social situations</li> <li>-Play with one or more other children, extending and elaborating play ideas</li> <li>-Understand the role of service workers (such as fire, police etc) in keeping us safe</li> </ul>	<ul style="list-style-type: none"> <li>-Work and play cooperatively and take turns with others</li> <li>-Form positive attachments to adult and friendships with peers</li> <li>-Show sensitivity to their own and to others' needs</li> <li>-Have respect for others, including our service workers (police, fire, ambulance)</li> </ul>	See PSHE MTP Celebrations Letters	PSHE lessons Zones of regulation check-in
Comprehension	<ul style="list-style-type: none"> <li>-Immerse themselves in the joys of reading and story-time</li> <li>-Have favourite stories, enjoy sharing these stories and be able to talk about their likes and dislikes</li> <li>-Understand the five key concepts about print (it has meaning, can have different purposes, read from left to right, top to bottom, names of different parts of a book, page sequencing)</li> <li>-Chat to others about stories, learning new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-Immerse themselves in the joys of reading and story-time</li> <li>-Have favourite stories, enjoy sharing and retelling these stories and be able to talk about their likes and dislikes</li> <li>-Learn, understand and use new vocabulary learnt through stories, non-fiction, rhymes and poems</li> <li>-Anticipate and make predictions on key events in stories</li> <li>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Answer, why and how</li> </ul>	See MTP/weekly planning	Book corner Daily story/poem time Vote of the day for story/poem choice Daily rhyme time

	-Answer what, where, when questions related to stories. Begin to explore why questions.	questions related to things read or heard.		
Reading	<ul style="list-style-type: none"> <li>-Develop their phonological awareness, so that they can spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound</li> <li>-Have favourite rhymes and be able to sing these rhymes</li> <li>-Recognise their first name without pictorial supports</li>   <li>-Sing the alphabet song</li> </ul>	<ul style="list-style-type: none"> <li>-Recite a range of stories, rhymes, poems and songs for fun and enjoyment</li> <li>-Say a sound for each letter in the alphabet and learn to read digraphs and trigraphs within words</li> <li>-Read words consistent with their phonic knowledge by sound blending</li> <li>-Read tricky words or common everyday words by sight</li>   <li>-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li>   <li>-Recognise their first and surname without pictorial supports</li> <li>-Sing the alphabet song</li> </ul>	See MTP/weekly planning	<ul style="list-style-type: none"> <li>Daily phonics sessions</li> <li>Daily 'vote' for story time/shared story time</li> <li>Music lessons</li> <li>Phonics station</li> <li>Reading-specific lessons</li> <li>Home reading books matched to phonics level</li> <li>Daily Nursery rhyme time, learning 8 new rhymes a term (see Literacy LTP)</li> </ul>
Writing	<ul style="list-style-type: none"> <li>-Enjoy mark-making for their own purposes</li>   <li>-Form pre-writing shapes correctly</li> <li>-Ascribe meaning to the marks they make. Make purposeful representation of a person. (Head, body, arms and legs)</li> <li>-Use some of their print and letter knowledge in their early writing</li> <li>-Write some or all of their name</li> <li>-Write some letters accurately</li> </ul>	<ul style="list-style-type: none"> <li>-Enjoy writing and mark-making for their own purposes</li>   <li>-Write recognisable letters, most of which are correctly formed, including capital letters</li> <li>-Spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>-Write simple phrases and sentences that can be read by others</li> <li>-Write their first name and surname</li> </ul>	See MTP/weekly planning	<ul style="list-style-type: none"> <li>Daily Phonics lessons/activities</li> <li>Dough disco and squiggle while you wiggle</li> <li>Planned Gross and fine motor opportunities in continuous provision</li> <li>Weekly 'draw'</li> </ul>

		-Draw a person with head, body, legs, arms, hand, fingers and facial features		
Number	<ul style="list-style-type: none"> <li>-Develop fast recognition of up to 3 objects</li> <li>-Show finger numbers up to 5</li> <li>-Link numerals and amounts up to 5</li> <li>-Experiment with their own symbols and marks as well as numerals</li> <li>-Solve real world mathematics problems with numbers up to 5</li> </ul>	<ul style="list-style-type: none"> <li>-Have a deep understanding of number to 10, including composition of each number</li> <li>-Subitise up to 5</li> <li>-Develop recall of number bonds to 5 and some number bonds to 10, including double facts</li> <li>-Understand the concepts of addition and subtraction using concrete apparatus</li> <li>-Apply maths knowledge and understanding to real world problems</li> </ul>	See MTP/ weekly planning	<ul style="list-style-type: none"> <li>Daily counting warm-up</li> <li>Daily Maths activity</li> <li>Maths resources part of continuous and enhanced provision</li> <li>Daily dashboard</li> </ul>
Numerical Patterns (& other aspects of Maths Curriculum)	<ul style="list-style-type: none"> <li>-Recite numbers past 5</li> <li>-Say one number of each item in order</li> <li>-Know that the last number reached when counting a small set of objects tells you how many there are in total</li> <li>-Compare quantities using language more than, fewer than</li> <li>-Talk about common 2D and 3D shapes using everyday language. Begin to use some of their correct names.</li> <li>-Explore capacity, mass, length and height in practical contexts. Use some of the related mathematical vocabulary to describe and compare.</li> <li>-Complete simple puzzles</li> <li>-Talk about, recreate, extend and create simple AB patterns (2 variables)</li> </ul>	<ul style="list-style-type: none"> <li>-Verbally count beyond 20, recognising the pattern of the counting system</li> <li>-Explore counting in tens to 100</li> <li>-Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>-Explore and represent patterns within numbers up to 1, including evens and odds, double facts and how quantities can be distributed equally</li> <li>-Develop spatial reasoning skills</li> <li>-Identify and describe common 2D and 3D shapes and their properties using correct mathematical vocabulary</li> <li>-Compare and order objects by capacity, mass, length and height</li> <li>-Talk about, recreate, extend and create repeating patterns with more than 2 variables</li> </ul>	See MTP/weekly planning	<ul style="list-style-type: none"> <li>Daily counting warm-up</li> <li>Daily Maths activity</li> <li>Maths resources part of continuous and enhanced provision</li> <li>Daily dashboard</li> </ul>

	-Understand and use positional language to accurately describe the position of objects	-Understand and use positional language to accurately describe position, give and follow instructions		
Past and present	<ul style="list-style-type: none"> <li>-Understand the stages in the life cycle of plants and animals</li> <li>-Know how we have changed and will continue to change</li> <li>-Talk about members of family and relate to different stages in life cycle</li> <li>-Share stories about experiences, events and celebrations from the past</li> <li>-Begin to understand yesterday, today, tomorrow</li> </ul>	<ul style="list-style-type: none"> <li>-Understand and explain decay</li> <li>-Identify how humans and other animals change as they get older</li> <li>-Understand how different stages in the life cycle bring responsibilities and different levels of independence</li> <li>-Know some similarities and differences between things in the living past and now, drawing on their experiences and what has been read in class</li> <li>-Use everyday language related to the passing of time</li> </ul>	<ul style="list-style-type: none"> <li>Food/In the deep dark wood</li> <li>Plants</li> <li>Plants</li> <li>Eggs</li> <li>Homes</li> <li>Journeys</li> <li>Coast</li> <li>Food</li> </ul>	<ul style="list-style-type: none"> <li>Topic sessions</li> <li>Forest school</li> <li>Trips to the farm/allotments</li> <li>Topic sessions</li> <li>Forest school</li> <li>Trips to the farm</li> <li>Topic sessions</li> <li>Guest visitors</li> <li>Trips to places of interest (Beamish, Shildon railway, Tesco/bakery)</li> </ul>
People, Culture and Communities	<p><u>Local Area</u></p> <ul style="list-style-type: none"> <li>-Understand that they live in a place called Sunnybrow</li> <li>-Identify the type of home they live in</li> <li>-Recognise, observe and describe some of the human and physical features of their local area</li> <li>-Show interest in different occupations</li> </ul> <p><u>The wider world</u></p> <ul style="list-style-type: none"> <li>-Continue developing positive attitudes about the differences between people</li> <li>-Know that there are different countries in the world and talk about</li> </ul>	<p><u>Local Area</u></p> <ul style="list-style-type: none"> <li>-Know home address</li> <li>-Understand that they live in a small village in England</li> <li>-Identify human and physical features of Sunnybrow</li> <li>-Use and draw simple pictorial maps and plans</li> </ul> <p><u>The wider world</u></p> <ul style="list-style-type: none"> <li>-Understand that the world is made up of lots of countries and we live in England</li> <li>-Understand that the weather and climate of a place is determined by their place on Earth</li> </ul>	<ul style="list-style-type: none"> <li>Homes</li> <li>Letters</li> <li>In the deep dark woods</li> <li>Winter Weather</li> <li>Homes</li> <li>Celebrations</li> <li>The Coast</li> </ul>	<ul style="list-style-type: none"> <li>Topic sessions</li> <li>Walks around the local area</li> <li>Topic sessions</li> <li>Links with other schools around the world</li> <li>Visits to church and other places of worship</li> </ul>

	<p>the differences they have experienced or seen in photos</p> <p>-Understand that people around the world live in different types of homes and be able to identify and name some of the different types of homes</p>	<p>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –where appropriate-maps</p> <p>-Identify the human and physical features of a place and compare with Sunnybrow</p> <p>-Identify and name some of the different types of homes people live in around the world and understand what home type can be affected by wealth, weather, tradition of culture</p> <p>-Know some similarities and differences between religious and cultural communities in their country, drawing on their experiences and what has been read in class</p>	<p>-Homes</p> <p>-Celebrations</p> <p>-Letters</p> <p>-Food</p>	
<p>The Natural World</p>	<p><u>Weather and Seasons</u></p> <p>-Identify different types of weather and understand how this affects our daily life (clothing, dangers etc)</p> <p><u>Plants</u></p> <p>-Talk about common wildflowers and name them (daisy, dandelion, snowdrop, buttercup, daffodil, forget-me-not)</p> <p>-Name common plants and animals and find different ways to sort and categorise them</p>	<p><u>Weather and Seasons</u></p> <p>-Name the four seasons and observe and discuss seasonal changes in the local area (including weather)</p> <p><u>Plants</u></p> <p>-Observe wildflowers and trees, draw them and find ways to sort and categorise them</p> <p>-Identify evergreen and deciduous trees and understand the terms</p> <p>-Identify the parts of a plant</p>	<p>Winter Weather Night</p> <p>Plants In the deep dark woods Food</p>	<p>Daily Dash Board Forest School</p> <p>Topic sessions Forest school</p>

	<p>-Understand the stages in the life cycle of a plant. Plant seeds and care for them.</p> <p><u>Animals</u>          -Name common animals (woodland, farm, zoo, sea creatures, minibeasts)          -Talk about the similarities/differences/key features of animals          -Understand the stages in the life cycle of an animal. Show care and concern for living things.</p> <p><u>Materials</u>          -Explore the properties of different materials using senses (soft, hard, rough, bendy, stiff)</p>	<p>-Know what plants need to help them grow and carry out simple fair tests to check hypothesis</p> <p><u>Animals</u>          -Observe common animals, draw them and find ways to sort and categorise them          -Know the names of baby animals          -Explore the habitats of different animals and make comparisons</p> <p><u>Materials</u>          -Distinguish between object and material          -Name common materials and describe their properties          -Observe how some materials change then they have heated/cooled          -Carry out simple fair experiments to test properties</p>	<p>In the deep, dark woods          Hibernation          Winter Weather          Night          Eggs</p> <p>Homes</p>	<p>Topic sessions          Forest school</p> <p>Topic sessions          Friday Cooking sessions (2 per half-term)</p>
Technology	<p>-Knows how to operate simple equipment          -Can complete a simple program on an iPad          -Can move a mouse, moving the cursor around the screen and using the left button to select an item</p>	<p>-Select and use technology for a specific purpose          -confidently use a mouse to complete a simple programme          -become familiar with a keyboard</p>	See MTP/weekly planning	<p>Topic sessions          Focused enhancements</p>
Creating with materials	<p>-Explore different materials freely, in order to develop their ideas about how to use them and what to make</p>	<p>-Use different joining techniques          -Construct with a specific purpose in mind          -Use real tools competently for a purpose</p>	See MTP/weekly planning	<p>Topic sessions          Continuous provision enhancements          Malleable area          Making area</p>

	<ul style="list-style-type: none"> <li>-Develop their own ideas and decide which materials to sue to express them</li> <li>-Join different materials and explore different textures</li> <li>-Create closed shapes with continuous lines, and begin to use these shapes to represent objects</li> <li>-Draw with increasing complexity and detail, use drawing to represent ideas and show different emotions in their drawings and paintings</li> <li>-Explore colour and colour-mixing</li> </ul>	<ul style="list-style-type: none"> <li>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>-Share their creations, explaining the process they have used</li> <li>-Make use of props and materials when role playing characters in narratives and stories</li> <li>-Create increasingly accurate representations</li> </ul>		<ul style="list-style-type: none"> <li>Small world Area</li> <li>Dressing-up area</li> <li>Role-play kitchen</li> <li>Outdoor messy art</li> </ul>
<p>Being imaginative and Expressive</p>	<ul style="list-style-type: none"> <li>-Take part in pretend play, using an object to represent something else even if they are not similar</li> <li>-Begin to develop story-lines using small world equipment</li> <li>-Respond to what they have heard, expressing their thoughts and feelings</li> <li>-Remember and sing entire songs</li> <li>-Sing the pitch and tone sung by another person</li> <li>-Create or improvise their own song</li> <li>-Play instruments with increasing control to express their feelings and ideas</li> </ul>	<ul style="list-style-type: none"> <li>-Create or adapt their own story-lines in their play</li> <li>-Find favourite ways to positively express themselves</li> <li>-Sing a range of well-known nursery rhymes and songs</li> <li>-Listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>-Perform songs, rhymes, poems and stories with others, and-when appropriate-try to move in time with music</li> <li>-Explore and engage in music making and dance, performing solo or in groups</li> </ul>	<p>See MTP/weekly planning</p>	<ul style="list-style-type: none"> <li>Small world</li> <li>Open-ended provocations</li> <li>Role-play house</li> <li>Music sessions</li> <li>Trips and guest speakers</li> <li>Topic sessions</li> </ul>