



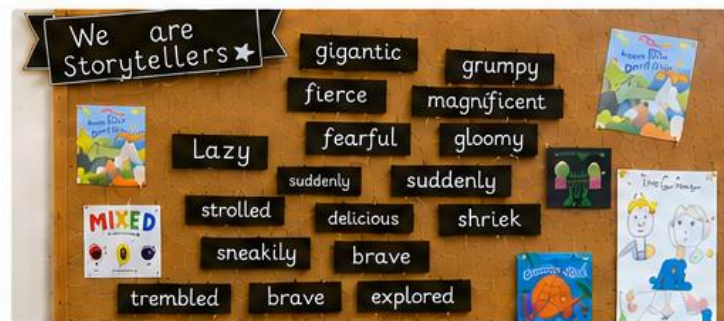
Gladstone Road Primary School — EYFS Long Term Plan



At Gladstone Road Primary School, our intent for the Early Years Foundation Stage is to inspire all children to become **active, confident and successful learners**. We recognise that every child arrives with different experiences, interests and starting points; therefore, we place great importance on building strong partnerships with families and local nurseries before children begin school. This ensures transition is carefully planned and that our curriculum reflects children's prior learning and individual needs.

Our **ambitious curriculum**, informed by the EYFS Statutory Framework and Development Matters, is rooted in **early language development** and securing the **strong foundations** children need to thrive academically, socially and emotionally. We believe that developing secure **foundational knowledge** in the Early Years is essential in preparing children for future learning and success. Through rich interactions, high-quality texts and purposeful provision experiences, children are immersed in a **language-rich environment** where vocabulary is prioritised and nurtured throughout the day. We strive to ensure every child develops the **communication, confidence, resilience and independence** needed to become lifelong learners, while building the key skills and foundational knowledge required across all areas of learning.

Our curriculum is implemented through carefully planned **adult-directed learning**, high-quality **intentional provision** and meaningful opportunities for exploration and discovery. Learning environments across our indoor and outdoor spaces promote **curiosity, exploration and sustained engagement**, with provision enhanced through children's interests and weekly **'book hook' inspirations**. Through **high-quality interactions**, practitioners extend children's thinking, model language and maximise every **teachable moment** to deepen learning and strengthen children's understanding. High expectations are embedded throughout our practice, ensuring children develop the knowledge, skills and attitudes needed for a successful transition and **preparedness for Year 1**.



Developing vocabulary and communication through high-quality texts and storytelling.

A rich language environment where vocabulary is valued, nurtured and used throughout the day.



Positive relationships support confident and resilient learners.

Children learn best within a safe, stimulating and nurturing environment where they feel valued, secure and ready to learn.



Book hook inspirations to deepen engagement and sustain learning.

Purposeful enhancements in provision spark curiosity and invite children to explore, imagine and sustain their learning.



Overarching Principles

A Unique Child

Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships

Children learn to be strong and independent through building positive relationships.

Enabling Environments

Children learn and develop well within safe and secure environments where routines are established and adults respond to children's individual needs and interests, supporting learning over time.

Learning and Development

Children develop and learn at different rates. We provide challenging and meaningful opportunities across the Prime and Specific Areas of Learning which foster the characteristics of effective teaching and learning.

Characteristics of Effective Learning

Playing and Exploring

Children investigate, experience and 'have a go'. Active engagement in provision enables children to develop knowledge, skills and experiences which support future learning.

Active Learning

Children concentrate, persevere and experience achievement. They develop resilience, independence and the confidence to take ownership of their learning.

Creating and Thinking Critically

Children develop their own ideas, make links between experiences and develop strategies for problem solving and reasoning. They think flexibly and draw upon previous learning to reach conclusions.

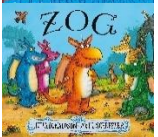
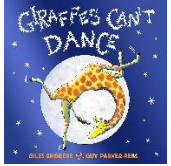


Themes and Key Driver Texts

Our curriculum is organised through high-quality themes and key driver texts which inspire curiosity, communication and exploration. Themes are carefully planned to develop **foundational knowledge**, vocabulary and experiences across all areas of learning, while remaining responsive to children’s interests and needs. All areas of the EYFS curriculum are taught throughout each theme, with identified learning focuses supporting progression and **strong foundations** for future learning.

	Autumn		Spring		Summer	
<p>Themes</p> <p>These themes are planned starting points and may be adapted based on interest, engagement and child-initiated enquiry. All areas of learning will be covered during each theme but some will be a key learning focus</p> <p>*NC- National Curriculum foundation links</p>	<p><u>I Belong</u></p> <p>PSED- Managing Self UTW- Past and present EAD- Being imaginative NC links: PSHE/History//Music</p> <p><u>Once Upon A Time</u></p> <p>UTW- People, cultures and communities EAD- supporting ideas NC links: PSHE/RE/History/ Art /DT</p>	<p><u>All Creatures Great and Small</u></p> <p>UTW- The World EAD- Creating with materials EAD- Being imaginative NC links: Science/ Art /DT/PE</p>	<p><u>My World, Your World</u></p> <p>UTW- People, cultures and communities UTW- The world UTW- Past and present NC links: PSHE/RE/History/Science</p> <p><u>To Infinity and Beyond</u></p> <p>UTW- The World EAD- being imaginative EAD- Creating with materials NC links: Science/Art/DT/Geography/ ICT/PE</p>	<p><u>Adventure Island</u></p> <p>UTW- People, cultures and communities UTW- The world UTW- Past and present NC links: Geography /History/ Science</p>	<p><u>Growing Journeys</u></p> <p>UTW- The world PSED- Managing Self EAD- Creating with materials NC links: Science/History/Art/DT /PSHE</p> <p><u>To the Rescue!</u></p> <p>UTW- People, cultures and communities UTW- Past and present PSED- Managing Self NC links: Geography /History/ PSHE/Science</p>	<p><u>Jungles and Safaris</u></p> <p>UTW- People, cultures and communities UTW- The world EAD- Creating with Materials NC links: Science/Geography/Art/DT</p> <p><u>New Beginnings</u></p> <p>PSED- Managing Self UTW- Past and present EAD- Being imaginative NC links: PSHE/History//Music</p>



	Autumn		Spring		Summer		
Key Driver Texts	<p><u>I Belong</u></p>   <p><u>Once Upon A Time</u></p>    	<p><u>All Creatures Great and Small</u></p>  <p><u>The Tiger Who Came to Tea</u></p>    		<p><u>My World, Your World</u></p>     <p><u>To Infinity and Beyond</u></p>  	<p><u>Adventure Island</u></p>     	<p><u>Growing Journeys</u></p>     <p><u>To the Rescue!</u></p>   	<p><u>Jungles and Safaris</u></p>     <p><u>New Beginnings</u></p>  



Core Curriculum Long Term Plans

At Gladstone Road Primary School, the development of early communication, language, literacy and mathematical understanding is prioritised throughout our EYFS curriculum. Alongside our curriculum, children access carefully sequenced long term plans which ensure progression, revisiting of key knowledge and the development of strong foundations for future learning.

These progressive long term plans support children in developing the essential skills, vocabulary and foundational knowledge required to ensure preparedness for Year 1.

EARLY LITERACY LONG TERM PLAN

Our Early Literacy Long Term Plan encompasses the development of:

- **Communication and Language**
- **Reading**
- **Writing**

Through high-quality texts, rich vocabulary experiences, storytelling, oracy and systematic teaching, children develop early communication, comprehension, transcription and composition skills within a language-rich environment.

MATHEMATICS LONG TERM PLAN

Our Mathematics Long Term Plan provides carefully sequenced opportunities for children to develop:

- number sense
- subitising
- counting principles
- numerical patterns
- reasoning
- spatial awareness
- mathematical vocabulary.

Through practical exploration, repetition and purposeful mathematical experiences, children develop the foundational knowledge and confidence needed to support future mathematical understanding.



These are separate documents. They are planned in depth and taught alongside our curriculum to ensure consistent progression and strong foundations for Year 1.



PSED Progression

Children's personal, social and emotional development (PSED) is crucial for children to **lead healthy and happy** lives, and is **fundamental to their cognitive development**. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 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** peacefully.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Autumn	Spring	Summer
	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> • Talk about their feelings using a range of words like 'happy', 'sad', 'angry' and 'worried'. • Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour. 	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> • Express their feelings and consider the feelings of others. • Thinks about the perspectives of others and how to deal with challenges. • Seeks different ways to manage conflict, for example through sharing, holding back, negotiation and compromise. • Shows confidence in selecting resources and demonstrates perseverance in carrying out a chosen activity 	<p><u>Self-Regulation</u></p> <ul style="list-style-type: none"> • Identify and moderate their own feelings socially and emotionally, using strategies independently. • Confidently talks about their own and others' feelings and behaviour, and consequences for their actions. <p><i>ELG: 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 to follow instructions involving several ideas or actions.</i></p>
	<p><u>Managing Self</u></p> <ul style="list-style-type: none"> • Begins to show more confidence in new social situations and will ask adults for help. • Understand why rules are important. • Begin to make healthy choices about food, drink, activity and tooth brushing. 	<p><u>Managing Self</u></p> <ul style="list-style-type: none"> • Sees themselves as a valuable individual. • Shows confidence in speaking to others about their own needs, wants, interests and opinions in a familiar group. • Consistently manages their own basic needs such as daily personal hygiene and dressing. 	<p><u>Managing Self</u></p> <ul style="list-style-type: none"> • Show resilience and perseverance in the face of challenge. • Has a clear idea about what they want to do in their play and how they want to go about it • Know and talk about a range of factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian. <p><i>ELG: 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.</i></p>
<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • Enjoys playing alone, alongside and with others, inviting others to play and attempting to join others' play • Represents and recreates what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others • Is proactive in seeking adult support and able to articulate their wants and needs 	<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • Builds constructive and respectful relationships with friends and familiar adults. • Develop particular friendships with other children, which help them to understand different points of view and to challenge their own and others thinking. • Begins to talk with others to solve minor conflicts. 	<p><u>Building Relationships</u></p> <ul style="list-style-type: none"> • Builds constructive and respectful relationships with less familiar peers and adults. • Is increasingly socially skilled and will take steps to resolve conflicts with other children by negotiating and finding a compromise. • Is increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours <p><i>ELG: Work and play cooperatively and take turns with others Forms positive attachments to adults and friendships with peers Shows sensitivity to their own and to others' needs.</i></p>	

<p>PSED VITAL KNOWLEDGE</p> <p>Foundation of: PSHE</p> <p>Our minimum taught 'knowledge' requirements in PSED to ensure Year 1 preparedness.</p>	<p><u>Children will know:</u></p> <ul style="list-style-type: none"> • what a rule is and why rules are important • vocabulary to express feelings including sad, happy and angry • familiar adults can provide comfort, support and safety • the meaning of family and how family members may be related to them • the meaning of healthy and unhealthy • fruit and vegetables help keep our bodies healthy • exercise means physical activity we do with our bodies • the importance of brushing teeth twice daily. 	<p><u>Children will know:</u></p> <ul style="list-style-type: none"> • vocabulary to express feelings including worried, scared, proud, excited and loved • hands should be washed regularly, particularly before eating and after toileting • how to independently put on coats and shoes • people are individuals with different interests, opinions and ideas • exercise helps keep our bodies healthy • familiar forms of exercise including running, skipping, jumping and dancing • strategies to manage conflict including sharing and compromise. 	<p><u>Children will know:</u></p> <ul style="list-style-type: none"> • some foods and drinks support good oral health including milk, water, fish and green vegetables • sugary foods and drinks can be harmful to oral health • the meaning of problem and solution when resolving disagreements • a consequence is something that happens because of a choice or action • sleep and sensible amounts of screen time are important for a healthy lifestyle • the meaning of safe and unsafe in different contexts • how to be a safe pedestrian in the local area • perseverance means continuing to try when something feels difficult • the meaning of goal and achievement.
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Physical Development Progression

Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness, co-ordination and agility**. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

PHYSICAL DEVELOPMENT	Autumn	Spring	Summer
	<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills they have already acquired e.g. rolling, crawling, walking, jumping, running, skipping climbing. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Progress towards a more fluent style of moving with developing control and grace. <p style="text-align: center;"><u>Fine Motor</u></p> <ul style="list-style-type: none"> Manipulates a range of tools and equipment in one hand, tools include paintbrushes, scissors, hairbrushes, toothbrush, scarves or ribbons. Uses a comfortable grip with good control when holding pens and pencils. 	<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility <p style="text-align: center;"><u>Fine Motor</u></p> <ul style="list-style-type: none"> Develop their fine motor skills so that they can use a range of tools competently, safely and confidently e.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Begins to form recognisable letters independently 	<p style="text-align: center;"><u>Gross Motor</u></p> <ul style="list-style-type: none"> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Combine different movements with ease and fluency <p><i>ELG: 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.</i></p> <p style="text-align: center;"><u>Fine Motor</u></p> <ul style="list-style-type: none"> Handles tools, objects, construction and malleable materials safely and with increasing control and intention Begins to use anticlockwise movement and retrace vertical lines Develop the foundations of a handwriting style which is fast, accurate and efficient. <p><i>ELG: 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</i></p>

<p>PD VITAL KNOWLEDGE AND SKILLS</p> <p>Foundation of: PE</p> <p>Our minimum taught 'knowledge' and 'skills' requirements in PD to ensure Year 1 preparedness.</p>	<p><u>Children will know:</u></p> <ul style="list-style-type: none"> • how to sit correctly on a chair with two feet on the floor • the meaning of hopping, skipping, jumping and crawling • what a tripod grip is and how to use fingers to achieve this • the word balance means to keep upright. <p><u>Children will develop the skills to:</u></p> <ul style="list-style-type: none"> • control simple movements including walking and sitting • move across a simple obstacle course by walking • move their bodies in different ways to represent animal movements. 	<p><u>Children will know:</u></p> <ul style="list-style-type: none"> • how to hold a large ball using two hands for greater control • how to throw a ball towards a large target • how to prepare hands for catching a ball. <p><u>Children will develop the skills to:</u></p> <ul style="list-style-type: none"> • balance on feet and larger parts of the body • move across simple apparatus using walking, climbing and balancing • take turns safely when using apparatus • walk and run at different speeds • balance on one foot for five seconds. 	<p><u>Children will know:</u></p> <ul style="list-style-type: none"> • how to jump and land safely using two feet • how to roll and stop a ball using two hands • how coordination supports accuracy and control. <p><u>Children will develop the skills to:</u></p> <ul style="list-style-type: none"> • skip, jump and crawl at different speeds • avoid obstacles when running and jogging • roll a ball towards a target with increasing control • work collaboratively to create a simple dance sequence using movements such as turning, jumping, squatting and stretching.
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Understanding The World Progression

Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our **culturally, socially, technologically and ecologically diverse world**. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. **Enriching and widening children's vocabulary** will support later reading comprehension.

UNDERSTANDING THE WORLD	Autumn	Spring	Summer
	<p>Past and present</p> <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history through sharing photographs and memories. Begin to understand that some familiar stories were set in a time before they were born Through listening to familiar stories, begin to be familiar with language to describe the past such as 'once upon a time' and 'long ago' <p>People, Cultures and Communities</p> <ul style="list-style-type: none"> Recognise and describe special times or events for family e.g., Eid, christening, Christmas Become familiar with location names such as the town they live in and the road our school is on <p>The Natural World</p> <ul style="list-style-type: none"> Talk about what they see when exploring natural objects, using a wide vocabulary i.e. comparing rocks, leaves, shells etc. Describe what they see, hear and feel whilst outside. Begin to talk about why things happen and how things work such as exploring moveable objects, wind-up toys etc. 	<p>Past and present</p> <ul style="list-style-type: none"> Talk about members of their immediate family and community. Comment on images of familiar situations in the past. Remember and talk about significant events in their own experiences e.g. birthdays and experiences <p>People, Cultures and Communities</p> <ul style="list-style-type: none"> Understand that some places are special to members of their community. Draw information from a simple map and comment on what they notice. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Recognise that people have different beliefs and celebrate special times in different ways. <p>The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them i.e. Make observations of animals and plants; discuss how to care for animals and the environment. Talks about the features of their own immediate environment and how environments might vary from one another 	<p>Past and present</p> <ul style="list-style-type: none"> Name and describe people who are familiar to them within their wider community Compare and contrast characters from stories, including figures from the past. Use appropriate language to describe the past and present, such as, 'in the past', 'then' and 'now' <p><i>ELG: Talk about the lives of the people around them and their roles in society</i> <i>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</i> <i>Understand the past through settings, characters and events encountered in books read in class and storytelling</i></p> <p>People, Cultures and Communities</p> <ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. <p><i>ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps</i> <i>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</i> <i>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</i></p> <p>The Natural World</p> <ul style="list-style-type: none"> Understand the effect of changing seasons on the natural world around them. Recognise some environments that are different from the one in which they live. Knows about similarities and differences in relation to places, objects, materials and living things Explains why some things occur, and talks about changes <p><i>ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants.</i> <i>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.</i> <i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></p>

<p>UTW- VITAL KNOWLEDGE</p> <p>Foundations of:</p> <p>Science</p> <p>History</p> <p>Geography</p> <p>RE</p> <p>Our minimum taught 'knowledge' requirements in UTW to ensure Year 1 preparedness.</p>	<p><u>Geography</u></p> <ul style="list-style-type: none"> immediate environments are places close to them, including home and school Scarborough is the town where they live winter is colder than other times of the year seasonal changes include rain, snow, ice, darker mornings and warmer clothing. <p><u>Science</u></p> <ul style="list-style-type: none"> natural objects including shells, sticks, soil and rocks have different physical properties natural objects are not made by humans simple mechanisms include sliders, levers, buttons and strings. <p><u>History</u></p> <ul style="list-style-type: none"> the meaning of once upon a time and long ago past experiences can be discussed and recalled. <p><u>RE</u></p> <ul style="list-style-type: none"> the meaning of celebration and festival Diwali is an important celebration for Hindus Sukkot is an important celebration for Jewish people Christmas celebrates the birth of Jesus. 	<p><u>Geography</u></p> <ul style="list-style-type: none"> Scarborough is a town in England and England is our country other countries may have different weather, homes and traditions maps use symbols and pictures to represent places human and physical features can be identified within the local environment. <p><u>Science</u></p> <ul style="list-style-type: none"> animals live within different habitats familiar plants and animals can be identified and named materials including wood, metal, fabric and plastic have different properties. <p><u>History</u></p> <ul style="list-style-type: none"> photographs, videos and paintings can help us learn about the past. <p><u>RE</u></p> <ul style="list-style-type: none"> Chinese New Year is a celebration from another culture the Bible is the holy book of Christianity the Qur'an is the holy book of Islam churches are places of worship for Christians mosques are places of worship for Muslims Easter celebrates the resurrection of Jesus Ramadan is a special time for Muslims which leads to Eid al-Fitr. 	<p><u>Geography</u></p> <ul style="list-style-type: none"> England differs from environments found in Africa and Asia African animals and British farm animals have similarities and differences summer is warmer than other times of the year seasonal changes include warmer temperatures, increased sunshine and different clothing choices. <p><u>Science</u></p> <ul style="list-style-type: none"> freezing changes water into ice melting changes ice into water plants need water and sunlight to grow the basic lifecycle of a frog the basic parts of a flower including stem, petal, leaf, roots and seed baking ingredients change when heated. <p><u>History</u></p> <ul style="list-style-type: none"> important events from their own lives can be discussed in chronological order vocabulary linked to the past includes king, queen, castle, knight and battle. <p><u>RE</u></p> <ul style="list-style-type: none"> festivals around the world may include different traditions, food, clothing and entertainment.
<p>RE- North Yorkshire Agreed Syllabus (SACRE)</p> <p><i>EYFS: Developing a growing sense of the child's awareness of self, own community and their place within this.</i></p>	<p><u>Which times are special and why?</u></p> <ul style="list-style-type: none"> Sukkot is a Jewish harvest festival where people thank God for food Diwali is a Hindu festival celebrating good overcoming evil Christmas celebrates the birth of Jesus, who Christians believe is the Son of God festivals and celebrations may include special objects including candles, cards, wrapping paper and celebratory foods. 	<p><u>What is special about our world and why?</u></p> <ul style="list-style-type: none"> Christians believe God created the world Muslims believe Allah created the world Christians and Muslims believe they should care for the Earth people may have different beliefs about the world around them. 	<p><u>Which times are special and why?</u></p> <ul style="list-style-type: none"> Sukkot is a Jewish harvest festival where people thank God for food Diwali is a Hindu festival celebrating good overcoming evil Christmas celebrates the birth of Jesus, who Christians believe is the Son of God festivals and celebrations may include special objects including candles, cards, wrapping paper and celebratory foods.



Expressive Arts and Design Progression

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.

EXPRESSIVE ARTS AND DESIGN	Autumn	Spring	Summer
	<p style="text-align: center;"><u>Creating with Materials</u></p> <ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Explore colour and simple colour-mixing e.g. making green and orange. • Use simple tools for a purpose e.g. scissors to cut. • Use different techniques for joining materials, such as adhesive tape and different sorts of glue <p style="text-align: center;"><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • Begin to develop simple stories using small world equipment and construction kits. • Creates sounds, movements, drawings to accompany stories • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs <p>Play instruments, including body percussion, with increasing control to express feelings and ideas</p>	<p style="text-align: center;"><u>Creating with Materials</u></p> <ul style="list-style-type: none"> • Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking • Define colours, shapes, texture and smells in their own words. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. <p style="text-align: center;"><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • Begins to create representations of imaginary and real-life ideas, events, people and objects. • Chooses particular movements, instruments, sounds, colours and materials for their own imaginative purposes. • Watch and talk about dance and performance art, expressing their feelings and responses. <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p style="text-align: center;"><u>Creating with Materials</u></p> <ul style="list-style-type: none"> • Continue to explore colour-mixing techniques to match the colours they see and want to represent • Return to and build on their previous learning, refining ideas and developing their ability to represent them • Create collaboratively, sharing ideas, resources and skills. <p>ELG: 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.</p> <p style="text-align: center;"><u>Being Imaginative and Expressive</u></p> <ul style="list-style-type: none"> • Develop or retell storylines in their pretend play, using a variety of interesting resources, such as own creations, instruments and open-ended materials. • Explore and engage in music making and dance, performing solo or in groups. • Listen attentively, move to and talk about music, expressing their feelings and responses. <p>ELG: 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.</p>

<p>EAD- VITAL KNOWLEDGE</p> <p>Foundations of:</p> <p style="text-align: center;">Art</p> <p style="text-align: center;">Design & Technology</p> <p style="text-align: center;">Music</p> <p>Our minimum taught 'knowledge' requirements in EAD to ensure Year 1 preparedness.</p>	<p><u>Art and Design</u></p> <ul style="list-style-type: none"> glue and tape can join materials to different surfaces scissors can cut materials including paper, card, fabric and felt primary colours can be mixed to create green and orange chalk pastels can create effects including light on dark backgrounds an artist is a person who creates art in different forms including drawing, painting, collage and sculpture. <p><u>Design and Technology</u></p> <ul style="list-style-type: none"> movable toys may include simple mechanisms including sliders, levers, buttons and strings fixed resources can be transformed to create imaginative worlds and story settings own creations can support storytelling including puppets, backgrounds and role-play resources natural materials can be used within imaginative storytelling. <p><u>Music</u></p> <ul style="list-style-type: none"> voices can be used in different ways including singing, speaking and whispering simple repeated patterns can be recognised within music instruments can create sound effects and accompany stories different body movements can represent characters and animals songs can be performed as part of a group performance. 	<p><u>Art and Design</u></p> <ul style="list-style-type: none"> collages can be created using paper, card and tissue paper different paintbrushes create different effects pressure can change the appearance of lines when drawing curved lines can be cut with increasing accuracy. <p><u>Design and Technology</u></p> <ul style="list-style-type: none"> stick puppets can be created using templates and resources simple structures can be made by joining materials together split pins can create moving parts resources can be transformed imaginatively within storytelling creations can be revisited and adapted to improve outcomes. <p><u>Music</u></p> <ul style="list-style-type: none"> songs can be sung in groups by increasingly matching pitch and melody music can create different responses and feelings listening helps us discuss preferences and opinions about music. 	<p><u>Art and Design</u></p> <ul style="list-style-type: none"> materials can create different textures including rough, smooth and shiny primary colours can be mixed to create brown and purple mixed media can be used to create collages creations can be discussed and evaluated. <p><u>Design and Technology</u></p> <ul style="list-style-type: none"> different materials have different properties which affect how they are used simple foods can be prepared using appropriate tools stick puppets can be created independently using a range of resources story maps can support oral storytelling and narrative recall creations can be evaluated for purpose and effectiveness. <p><u>Music</u></p> <ul style="list-style-type: none"> different instruments create different sounds and effects music and instruments can create mood and suspense within storytelling movement can match changing tempo and beat.
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