

EYFS CURRICULUM MATRIX

CYCLE 2021 - 2022

Bolton-le-Sands
Church of England
Primary School





BOLTON-LE-SANDS CURRICULUM MATRIX

	AUTUMN TERM	SPRING TERM	SUMMER TERM
THEME <i>The themes will be adapted at various points to allow the children's interests to flow through provision</i>	All About Me	Amazing Animal	Beside The Seaside
ENQUIRY QUESTION	How have you changed? How do we change? Are we all the same? What makes us different? How can we help each other?	What animal would you like to be any why? Are all the animals the same? How are we the same/different to animals?	What can we see under the sea? What would it be like to be a pirate? Has a trip to the beach always looked the same? Where in the world would you like to visit?
KEY LEARNING	Starting school/new beginnings Ourselves and our family What I am good at How I have changed – how the outdoors is changing God's wonderful world Our local area People who help us/People who Jesus helped Keeping healthy – the human body Superheroes	Dinosaurs Fantasy creatures – Julia Donaldson books Traditional tales Mini beasts Safari Life cycles – animals and plants Habitats – hot and cold places	Under the sea Pirates Transport – how we get to the seaside The seaside – past and present Where in the world shall we go? Where in the world have you been? Caring for God's wonderful world
PHILOSOPHICAL CONCEPTS	Change/family/community/friendship/love/happiness/fear	Strength/Identity/individuality/change	Diversity/democracy/wealth/change/belonging
KEY TEXTS	Harry and the bucketful of dinosaurs go to school It's a no money day (link to food bank) Ruby's worry Happy birthday Maisie I'm a girl The colour monster Oh the places you'll go The Rainbow Fish Happy in our skin Oliver's Vegetables	Stick Man Hello, friend! So Much Happy Funny bones Blocks This is our house Non-fiction – fire engine	The tiger who came to tea Sugar lump and the unicorn The singing mermaid Jack and the beanstalk Beware of the crocodile Walking through the jungle Handa's Surprise Stomp, chomp, big roars, here come the dinosaurs Non-fiction Mini beast texts We're going on a bear hunt and lion hunt
AUTHENTIC OUTCOMES/ENRICHMENT	Walks around the local area Autumn walk/treasure hunt around our school grounds Visitors in – police/nurse fire station Talent show – share with parents Favourite song video Go to a pantomime	Mini beast hunt Trip to Williamson Park – animals Easter egg hunt Create an animal art gallery Visits to the garden Walk to the woods to made a habitat Storytelling session in the outdoors	The night pirates Tiddler Billy's bucket The train ride Commotion in the ocean Surprising sharks - non-fiction/food chain Splash Anna Hibiscus Atlas The big blue whale



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THEME	All About Me	Amazing Animals	Beside The Seaside
PARENTAL INVOLEMENT	<ul style="list-style-type: none"> Home visits Stay and Play session Parent's evening Harvest festival service Phonics workshop Nativity Talent show invite Share Learning journeys Elf run – classroom time Library visits – parents invited 	<ul style="list-style-type: none"> Parents evening Share learning journeys Class assembly Storytelling sessions in the dell Art gallery for parents to visit Library visits – parents invited 	<ul style="list-style-type: none"> Share learning journeys Maths morning Perform punch and Judy shows Library visits – parents invited
ASSESSMENT OPPORTUNITIES	<ul style="list-style-type: none"> Analyse nursery assessment and transition reports Baseline line assessment – school/ National baseline Set up Learning Journeys Phonics groupings by half term Support plans evaluated and updated Moderate baseline/end of Autumn Term judgements across classes/local schools?? Pupil progress meetings Parents evening 	<ul style="list-style-type: none"> Analyse End of Autumn data – next steps for provision Predict % of GLD Parents evening Phase meetings Moderate end of Spring judgements across classes Moderation with local schools?? Pupil progress meetings Phonics/number trackers 	<ul style="list-style-type: none"> End of year data Moderation between classes Reports Pupil progress meetings Phonics/number trackers
CHARACTERISTICS OF EFFECTIVE LEARNING	<p>Playing and exploring – Children investigate and experience things, and ‘have a go’.</p> <p>Active learning – Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.</p> <p>Creating and thinking critically – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</p>		
OVERARCHING PRINCIPLES	<p>A unique child - Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self assured.</p> <p>Positive relationships -Children flourish with warm and strong relationships with all staff and parents/carers. This promotes independence.</p> <p>Enabling environments – Chd learn and develop in safe and secure environments where routines are established and adults respond to individual need and passions, building upon their learning over time.</p> <p>Learning and development – Chd develop at different rates, we must be aware of who needs more support than others.</p> <p><i>At Bolton -le-Sands we aim to develop independent, creative learners who love to discover and build on their knowledge. Play is at the heart of our curriculum and builds confidence for the chd to develop skills and knowledge. We work under a topic umbrella however the theme will be adapted to children’s interests. The provision will provide a balance of interest based, topic based and needs based activities.</i></p>		



Personal, Social and Emotional Development			
	AUTUMN TERM	SPRING TERM	SUMMER TERM
THEME	All About Me	Amazing Animals	Beside The Seaside
EDUCATIONAL PROGRAMME	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 peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.		
END OF YEAR EXPECTATIONS ELG	<p>Self- regulation</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>Managing Self</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>Building Relationships</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
SELF REGULATION	<p>Identify and name some common feelings in themselves or others e.g. happy, sad, upset, cross, lonely, worried – The colour monster, Ruby’s worries, blocks</p> <p>Explain to an adult when they are upset</p> <p>Class rules and routines</p> <p>Follow , routine instructions independently</p> <p>Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Follow 2 step instructions</p> <p>Wait with increased patience when necessary, e.g. When waiting for a turn on the computer.</p> <p>Begin to solve small conflicts through speaking to each other</p> <p>Link events (in books, real life etc) with feelings and discuss them</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour</p> <p>Winning and losing – group games e.g. sports day</p> <p>Follow instructions carefully in sequence</p>
MANAGING SELF	<p>Use the toilet independently and wash their hands</p> <p>Talk about why washing hands is important</p> <p>Put on own coat and undress independently for PE</p> <p>Try activities which are less familiar to them</p> <p>Have an understanding of some of the classroom rules</p>	<p>Can dress and undress independently for PE</p> <p>Talk about some ways to keep healthy and discuss healthy food choices</p> <p>Beginning to persevere if something is challenging before asking an adult for support</p> <p>Follow the classroom rules and talk about the reasons for them</p> <p>Try new activities</p>	<p>Manage own basic needs independently such as dress and undress for PE and beginning to fasten or unfasten buttons</p> <p>Understand and talk about how to keep healthy</p> <p>Be confident to try new activities and show independence, resilience and perseverance</p> <p>Explain the reasons for rules and follow them well</p>
BUILDING RELATIONSHIPS	<p>Supporting children to build relationships</p> <p>Children play alongside new peers and play with familiar peers, leading into joining in play with others</p> <p>Form some closer friendships</p> <p>Initiate conversations</p> <p>Communicate with peers during play activities</p> <p>Beginning to share and take turns with adult support</p>	<p>Have conversations with peers and respond appropriately</p> <p>Show empathy to peers e.g. if they have hurt themselves</p> <p>Take turns with a little support from adults</p>	<p>Take turns and negotiate with others well</p> <p>Have formed positive relationships with peers and adults</p> <p>Show sensitivity and empathy to others needs</p>



Communication and Language			
	AUTUMN TERM	SPRING TERM	SUMMER TERM
THEME	All About Me	Amazing Animals	Beside The Seaside
EDUCATIONAL PROGRAMME	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		
END OF YEAR EXPECTATIONS ELG	<p>Listening Attention and Understanding</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 		<p>Speaking</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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 accurate use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
LISTENING, ATTENTION AND UNDERSTANDING	<p>Daily story time/ worship, People who help us visitors/Grandparents Pantomime/nativity performance following instructions in Enjoy a Ball/PE sessions step by step painting activities going to the library stories in Church/Harvest festival Walk in the village</p>	<p>Trip – Williamson Park Minibeast hunt, following instructions asking questions Listen with sustained interest Follow instructions walking to the woods Answer how and why questions Reading area/story time</p>	<p>Beach trip Winter Gardens – answer questions based on visit Certificates and news telling – questions Punch and Judy show Explaining why we are litter picking More challenging/longer texts used at story time</p>
SPEAKING	<p>Home visits and small group stay and plays sharing circles/PHSE time singing songs presenting their ‘all about me’ poster making friends talking about familiar experiences exploring in the other classroom modelled talk through out the day group discussions, word hunts explaining changes that are happening in God’s wonderful world</p>	<p>Using language to answer the ‘how’ and ‘why’ questions Retell a story using story language Describe the main events of a story Recall an event – minibeast hunt/trip using time connectives Recall poems, rhymes and songs Understand how to listen and why it is important Use picture cue cards to talk about an object Story telling workshop for parents Role playing traditional tales</p>	<p>Read and reread favourite books so children learn the language Make a list of WOW words, encourage to use in context Role playing pirates using language learnt Encourage interaction with locals when litter picking Class assembly Explaining our traffic survey results to others Talking about own experiences at the beach</p>



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Physical Development			
	AUTUMN TERM	SPRING TERM	SUMMER TERM
THEME	All About Me	Amazing Animals	Beside The Seaside
EDUCATIONAL PROGRAMME	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 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		
END OF YEAR EXPECTATIONS ELG	Gross Motor Skills Children at the expected level of development will: - 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 Skills Children at the expected level of development will: - 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.
FINE MOTOR	Dough disco, playdough, cutting, threading, tweezers, chunky pencils/chalk/mark making materials Writes some letters which are recognisable but not yet formed correctly Uses loops scissors to cut around a shape, can make snips in paper with 2 holed scissors Uses a knife and fork to eat independently Draws lines and circles	Dough disco, playdough, cutting, threading, tweezers, chunky pencils/chalk/mark making materials Can form recognisable letters where most are correctly formed Holds pencil effectively Holds scissors in one hand and uses helping hand to hold and guide paper to cut along a straight and curved shape Uses a knife and fork independently and begins to cut food by themselves Handles one handed tools and equipment with increasing control Draws recognisable pictures	Dough disco, playdough, cutting, threading, tweezers, chunky pencils/chalk/mark making materials Forms all letters correctly Holds pencil in a trigrip pencil grip Uses 2 hole scissors to cut around complex shapes Uses a knife and fork independently and can cut up some food Uses one hand consistently for fine motor tasks Draws pictures which are recognisable with detailed features
GROSS MOTOR	Throw and catch a large ball with some accuracy Experiments with different ways of moving such as running, walking, jumping Can move freely with confidence and change body shape	Beginning to throw a variety of objects with different throwing skills e.g. over arm, under arm, push throw Greater accuracy with ball skills such as kicking, pushing, patting, dribbling Can jump off an object and land safely using arms to stabilise and balance	Races/team games involving gross motor movements Runs skilfully and negotiates space, adjusting direction or speed to avoid obstacles Use climbing equipment competently and confidently Can throw objects with different throwing skills with great accuracy Can catch objects with consistency

Literacy			
	AUTUMN TERM	SPRING TERM	SUMMER TERM
THEME	All About Me	Amazing Animals	Beside The Seaside
Educational Programme	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).		
End of year expectation ELG	<p>Comprehension</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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. 	<p>Word Reading</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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 CE words. 	<p>Writing</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
Writing	<p>Dominant hand, mark making, meaning to labels and marks, shopping lists.</p> <p>Writing initial sounds and CVC words to label pictures</p> <p>Initial sounds to write family names, label maps</p> <p>Write own name, Message centre!!, Pen disco/dough disco, Tricky words, letter formation</p> <p>Support writing a caption</p>	<p>Writing tricky words I, me, my, no, go, to the</p> <p>Writing CVC words/labels</p> <p>Begin guided writing in a meaningful context</p> <p>Make story maps</p> <p>3 word captions/sentences to describe animals</p> <p>Write simple sentences to accompany photos/life cycle etc</p> <p>Being to use finger space</p>	<p>Writing for a purpose using phonetically plausible attempts at words.</p> <p>Develop use of finger spaces, capital letter and full stop, form lower case and capital letters</p> <p>Letters are formed correctly</p> <p>Sentences using a range of tricky words</p> <p>Story writing, character description</p> <p>Adult led writing inputs</p>
Word reading	<p>Phonic sounds: s, a, t, p, l, n, m, d, g, o, c, k, e, u, r, h, b, f, ff, ll, ss</p> <p>Tricky words: I, to, no, go, into, the</p> <p>Differentiated groups by half term</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall.</p> <p>Fast recognition of sounds, rhyming. Listen to children read every week aloud</p>	<p>Phonics sounds: j, v, w, x, y, z, zz, qu, ch, sh, th, th, ng, ai, ee, igh, oa, oo, oo</p> <p>Tricky words: her, she, we, we, be, was, my, you,</p> <p>Differentiated groups</p> <p>Chd to become familiar with the above sounds. Provide children opportunity to read words containing these sounds. Smooth read sentences</p> <p>Read traditional tales</p>	<p>Phonics sounds: ar, or, ur, ow, oi, ear, air, ure, er – then phase 4 CCVC and CVCC words</p> <p>Tricky words: are, her, all, said, so, have, like, come, some, one, when, little, out, what</p> <p>Begin to internally blend, distinguish between lower and upper case, name letters of the alphabet.</p> <p>Read simple sentences with fluency. Reading CVCC and CCVC words confidently.</p>
Comprehension	<p>Join in with rhymes and repeated refrains, show an interest in stories and environment print, understand it gives us meaning. Sequence parts of a familiar story, engage in conversations about stories. Retell stories through acting/images, sequence a story – beginning, middle and end.</p> <p>Enjoys books.</p>	<p>Make up stories with them as the character, record stories, read sentences made up of known words, discuss, reread books to build confidence, use vocab and forms of speech influenced by reading of books. Develop own narrative by connecting ideas and events.</p> <p>Stories from other cultures/storytelling event in Dell</p>	<p>Retell a story with actions or picture prompt with a group using story language. Rhyming words. Read with parents – share a story,</p> <p>Draw picture of the main event, character, setting. Listen and predict, responding with questions. Understand non-fiction/fiction and main points.</p>

Maths						
AUTUMN TERM		SPRING TERM		SUMMER TERM		
THEME	All About Me		Amazing Animals		Beside The Seaside	
EDUCATIONAL PROGRAMME	<p>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.</p>					
END OF YEAR EXPECTATION ELG	<p style="text-align: center;">Number</p> <p>Children at the expected level of development will: - Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aides) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts</p>			<p style="text-align: center;">Numerical Patterns</p> <p>Children at the expected level of development will: - Count confidently 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.</p>		
NUMBER AND NUMERICAL PATTERNS	<p>Just like me Match and sort Comparing amounts Compare size, mass and capacity Exploring pattern</p> <p>It's me 1, 2, 3 Representing 1, 2, 3 Comparing 1, 2, 3 Composition of 1, 2, 3 Circles and triangles</p> <p>Light and dark Representing numbers to 5 One more, one less Shapes with 4 sides Time</p>		<p>Alive in 5 Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity</p> <p>Growing 6, 7, 8 6, 7 and 8 Making pairs Combining 2 groups Length and height Time</p> <p>Building 9 and 10 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern 2</p>		<p>To 20 and beyond Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning 1 Match, rotate, manipulate</p> <p>First, then, now Adding more Taking away Spatial reasoning 2 Compose and decompose</p> <p>Find my pattern Doubling Sharing and grouping Even and Odd Spatial reasoning 3 Visualise and build</p> <p>On the move Deepening understanding Patterns and relationships Spatial reasoning 4</p>	



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Understanding the World			
	AUTUMN TERM	SPRING TERM	SUMMER TERM
THEME	All About Me	Amazing Animals	Beside The Seaside
Educational Programme	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 familiarity with words that support understanding. Enriching and widening children’s vocabulary will support later reading comprehension.		
End of year expectation ELG	<p>Past and Present</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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; - Recall some important narratives, characters and figures from the past encountered in books read in class and storytelling 	<p>People Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, maps; - 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; - 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. 	<p>Natural World</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
PAST AND PRESENT <i>(Focus in Autumn)</i>	Identifying family, talking about, drawing Look at baby photos and how they have changed Grandparents visit – how things have changed People who help us – visitors, occupations How our local area has changed – shops in area Visit park – discuss when we have been here before Figure - who helps – Sir Tom/Florence Nightingale Guy Fawkes – Bonfire Night	Dinosaurs – develop a sense of time How things have changed Learn about a palaeontologist – Mary Anning	How seaside holidays have changed from the past. Objects – what were they used for How Morecambe has changed – Visit Winter Gardens Transport – now and then and in other countries Eric Morecambe
PEOPLE CULTURE AND COMMUNITIES <i>(Focus in Spring)</i>	Map making of our local area/school area/journey to school Photos of where you live – house number/street – houses around the world. Compare cars Finding UK on the map Diwali Christmas/birthdays - how we celebrate Visit Church – People who God helped Stories from other countries – same but different	Chinese New Year Easter Gingerbread man hunt – map African culture/safari animals Stories from other countries	Pirate treasure hunt – map making Special places – Churches around the world Taj Mahal – place of worship Links seaside in Morecambe to around the world – draw on children’s experiences Take children to places of worship Use Google Earth
NATURAL WORLD <i>(Focus in Summer)</i>	Autumn changes - observational drawings Harvest Senses walk outdoors Printing with Autumn leave/autumn trees	Exploring habitats – visit to the woods Mini beast hunt - TRIP Learn names of animals – similarities and differences How to take care of animals Planting beans Caterpillars - butterflies Melting chocolate – Easter cakes Explore season entering – drawing/compare	Freezing ice – observe what happens Floating and sinking Taking care of our environment – litter picking, recycling Food chains Explore new session – repeat drawing to compare Waterproofing materials

Expressive Art and Design			
	AUTUMN TERM	SPRING TERM	SUMMER TERM
THEME	All About Me	Amazing Animals	Beside The Seaside
Educational Programme	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		
End of year expectation ELG	<p>Creating with Materials</p> <p>Children at the expected level of development will: -</p> <ul style="list-style-type: none"> 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>Being Imaginative and Expressive</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - 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.
CREATING WITH MATERIALS	<ul style="list-style-type: none"> Colour mixing – self portraits Salt dough natural portraits of trees Colour mixing paint the colour monsters Open ended resources in role play Drawing their family Junk modelling – photos and labels – our car Explore colour and texture cutting and making rainbow fish Firework pictures Diva lamps – clay Christmas cards/decorations – paper chain join Natural art – collecting and creating pictures/cut and stick 	<ul style="list-style-type: none"> Introduce ways of joining materials together Introduce white and black to make shades of colour Materials and role play to recreate traditional stories. Make an animal mask – Papier Mache Clay mini beasts Textures to make houses for the three little pigs Make Chinese lanterns and writing Rousseau’s Tiger, animal prints, Matisse the snail art Collage, printing 	<ul style="list-style-type: none"> Apply range of joining materials in provision Mix colours for purpose Follow instructions to paint a pirate Use material/objects to make a pirate ship Provide child with a range of materials to construct with Sand art Water pictures/underwater pictures
BEING IMAGINATIVE AND EXPRESSIVE	<ul style="list-style-type: none"> Sing familiar nursery rhymes using instruments Call and response songs Tap out simple rhythms Opportunities to choose independently and listen Small world story telling Role play – home corner Puppet to retell simple stories Simple story maps Learn dance to pop songs for the talent show Traditional folk dance and music related to Diwali Costumes and material - Diwali 	<ul style="list-style-type: none"> Music/songs from around the world – listen and perform Chinese music/dance Songs – traditional tales to perform Become storytellers adapting and changing traditional tales for performance Use story maps to retell traditional tales Learn the Dinosaur Stomp 	<ul style="list-style-type: none"> Learn ‘Bring me Sunshine’ with a dance Make range of puppets – spoon/sewing/shadow puppets to link to Punch and Judy show – develop own show Compose under the sea music Learn ‘When I was one’ and perform with instruments Listen to sea music, under the sea Wedding music – move in time Pyjama drama