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|  | Advent 1 | Advent 2 | Lent 1 | Lent 2 | Pentecost 1 | Pentecost 2 |
| Main Theme | *I wonder what is special about me?* | *I wonder why we celebrate?* | *I wonder what changes in winter?* | *I wonder how plants grow?* | *I wonder who lives there?* | *I wonder why trees are green?* |
| Possible ideas/mini themes  *NB: These themes may be adapted at various points to allow for children’s interests* | Starting school / my new class / New Beginnings  My family  PSED focus /relationships/feelings  What am I good at? | Harvest  Diwali  Bonfire night  Hanukah  The Nativity  Christmas Lists  Letters to Father Christmas | Winter, Different  types of weather,  animals in winter,  Where in the  world?  (Comparing UK  weather to other  countries Arctic  and the North  Pole)  Chinese New  Year | Plants, exploring  food (healthy food  choices),  gardening | Animals including habitats  Minibeasts  Jungle animals | Looking after Our World  Recycling  Seasonal changes – Spring/Summer  Seaside and holidays |
| High quality texts | *Nursery*  Owl Babies  Where’s Spot  Hairy McLary  The Naughty Bus  *Reception*  Elmer  Funnybones  We’re going on a Bear Hunt  The Button Box | *Nursery*  Rosie’s Walk  Whatever Next!  The Billy Goats Gruff  *Reception*  The Three Little Pigs  Room on the Broom  Pumpkin soup  Sparks in the Sky | *Nursery*  The Gingerbread Man  Come on Daisy  *Reception*  Stickman  The Gruffalo’s Child  Lost and Found  The Emperor’s Egg | *Nursery*  Farmer Duck  The Tiny Seed  Jasper’s Beanstalk  *Reception*  Titch  The Little Red Hen  Jack and the Beanstalk | *Nursery*  The Very Hungry Caterpillar  Arrgghh Spider  *Reception*  The Jolly Postman  Dear Zoo | *Nursery*  The Snail and the Whale  *Reception*  Sharing a Shell  Billy’s Bucket |
| Possible experiences and Wow moments | Autumn Walk  Making pumpkin soup  Remembrance day  EYFS Nativity performance | | Winter Hunt  Making ice experiment.  Making hot chocolate  Mardi Gras  Looking for signs of Spring  Growing Plants  Sunflower growing competition  Easter egg hunt  Making Easter Nests | | Sports day  School trip  Beach Party | |
| Religious Education | | | | | | |
| Religious Education forms a valuable part of the educational experience of our pupils. Through engaging, practical and integrated activities, children can learn more about themselves, other people and the world around them and develop their religious knowledge, skills and understanding. Religious Education makes an active contribution to the areas of learning outlined in our curriculum but makes a particularly important contribution to: Personal, social and emotional development, Communication, language and literacy, Knowledge and understanding of the world and Creative development  Across our whole curriculum, we aim to deliver a Religious Education programme which meets the needs of all children; make provision for the spiritual, moral, social and cultural development of their pupils within a Catholic context; build upon and extend Religious Education begun in the home and work in active partnership with home and parish. | | | | | | |
| Term specific provision | *Domestic Church – Family: Myself*  Know and understand:  • The importance of my name  • God knows and loves me and each one by name  *Baptism/Confirmation: Belonging – Welcome*  Know and understand:  • What it is to welcome and be welcomed  • Baptism: a welcome to God’s family | *Judaism*  To look at, discover and respect the Jewish Faith  Advent/Christmas: Loving – Birthdays  Know and understand:  • what a birthday is; waiting for a birthday  • Advent: looking forward to Christmas, the birthday of Jesus | *Local Church: Community - Celebrating*  Know and understand:  • what a celebration is  • how the parish family celebrate  *Eucharist – Relating: Gathering*  Know and understand:  • how and why people gather together | *Eucharist – Relating: Gathering*  Know and understand:  • the joy of gathering together to celebrate atMass  *Lent/Easter: Giving – Growing*  Know and understand:  • Spring is a time when things begin to grow  • Lent – a time to grow in love to be more like Jesus and to look forward to Easter | *Pentecost - Good News*  Know and understand:  • That everyone has Good News to share  • Pentecost: the celebration of the Good News of Jesus  *Reconciliation -*  *Friends*  Know and understand:  • We can make friends  • Jesus had good friends; what Jesus tells us about friendship | *Reconciliation - Friends*  Know and understand:  • We can make friends  • Jesus had good friends; what Jesus tells us about friendship  *Universal Church - Our World*  Know and understand:  • what we love and wonder about our world  • God gave us this wonderful world |
| Nursery Curricular Goals | Know that they are special within their family and the community  Join in with simple prayers and hymns. | | | | | |
| Reception Curricular Goals | To know that God loves us all  Appreciate the awe and wonder of our beautiful world  Talk about stories that reflect our faith | | | | | |
| Communication and Language | | | | | | |
| 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. | | | | | | |
| Term specific provision | Settling in activities  Making friends  Children talking about experiences that are familiar to them  What are your passions / goals / dreams?  About family routines and special occasions  Show an interest in the lives of other people  Follow instructions (settling in, putting my things away) | Talking in small groups and 1:1 about times we celebrate.  Recall simple stories.  Ask questions about autumn.  Learn and use vocabulary linked to different celebrations.  EYFS Production – The Nativity | Learn and use new vocabulary related to winter and the weather.  Recall instructions for making hot chocolate.  Retell traditional tales.  Winter poetry. | Learn and use vocabulary linked to growing plants. | Learn and use vocabulary related to animals and their habitats. | Learn and use vocabulary related to our World.  Discuss the importance of taking care of the world. |
| Ongoing throughout the year | C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, Fun time, NELI and play interaction interventions. | | | | | |
| Nursery Curricular Goals | Ask simple questions  Follow simple instructions | | | | | |
| Reception Curricular Goals | Express ideas and feeling with confidence  Enjoy sharing own opinion in a discussion  Listen to friends and adults and respond with a relevant comment or question | | | | | |
| Personal, Social and Emotional Development | | | | | | |
| 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. | | | | | | |
| Term specific provision | *All about me*  What makes me special?  Me and my special people  Who can help me? (self-regulation)  Me and my feelings (naming different feelings, thinking about how to feel with ‘not so good feelings’, know some self-care techniques) | *Valuing Difference*  I’m special you are special  Same and different  Same and different families  Same and different homes  I am caring  Kind and caring | *Dreams and*  *Goals*  Challenges  Perseverance  Goal-setting  Overcoming  obstacles  Seeking help  Jobs  Achieving goals | *Healthy Me*  Exercising bodies  Physical activity  Healthy food  Sleep  Keeping clean  Safety | *Relationships*  Family life  Friendships  Breaking  friendships  Falling out  Dealing with  bullying  Being a good friend | *Changing Me*  Bodies  Respecting my body  Growing up  Growth and  change  Fun and fears  Celebrations |
| Ongoing throughout the year | Daily routines including Self-registration, book voting, ‘choose it, use it, put it away’ when using resources, change independently for PE, turning clothes the right way round, change into wet weather gear, use toilets independently, snack time (whole class or free-flow during CP time) lunchtimes, getting ready for homeStory time to Experience, explore and talk about positive relationships, feelings and emotions and diversity  Circle time to address issues as they arise to support children’s development. | | | | | |
| Nursery Curricular Goals | Know what to play with and where to find it  Understand the feelings of others | | | | | |
| Reception Curricular Goals | Show Empathy to others  Show Determination to complete a goal  Show Resilience in the face of a challenge | | | | | |

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| Physical Development | | | | | | |
| 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. | | | | | | |
| Term specific Provision | Threading, cutting, weaving, playdough, Fine Motor activities.  Manipulate objects with good fine motor skills  Draw lines and circles using gross motor movements  Hold pencil/paint brush beyond whole hand grasp  Pencil Grip  Taking shoes off and putting them on | Threading, cutting, weaving, playdough, Fine Motor activities.  Develop muscle tone to put pencil pressure on paper  Use tools to effect changes to materials  Show preference for dominant hand.  Putting on coat independently | Threading, cutting, weaving, playdough, Fine Motor activities.  Begin to form letters correctly  Handle tools, objects, construction and malleable materials with increasing control  Encourage children to draw freely.  Zipping up coat independently  Cutting with Scissors | Threading, cutting, weaving, playdough, Fine Motor activities.  Hold pencil effectively with comfortable grip  Forms recognisable letters most correctly formed  Developing control to do up buttons | Threading, cutting, weaving, playdough, Fine Motor activities.  Develop pencil grip and letter formation  Use one hand consistently for fine motor tasks  Cut along a straight line with scissors  Start to cut along a curved line, like a circle | Threading, cutting, weaving, playdough, Fine Motor activities.  Form letters correctly  Cut a shape out using scissors  Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture  Draw pictures that are recognisable  Build things with smaller linking blocks, such as Duplo or Lego |
| On-going provision | During continuous provision children will; revise and refine fundamental movement skills; develop strength, balance, agility and co-ordination; refine and develop fine motor skills; use a range of tools competently and safely; combine movements; develop ball skills.  PE lessons will be taught by the PE coach once per week to develop children’s ability. | | | | | |
| Nursery Curricular Goals | Use the toilet independently  Climb, run and jump with confidence; give new challenges a go! | | | | | |
| Reception Curricular Goals | Hold a pencil effectively  Use simple tools with confidence  Develop control, co-ordination, balance and strength | | | | | |

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| Literacy | | | | | | |
| 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). | | | | | | |
| Term Specific Nursery Provision | *Phonics*  Phase 1 Aspect 1 General sound discrimination Environmental sounds  *Reading*  Pick up their name card at the start of the session and start to recognise name.  Understand that print has a meaning.  Enjoy songs and rhymes  *Writing*  Become aware that writing has meaning. Use drawings and mark making in play.  *Squiggle wiggle*  Up and down movements | *Phonics*  Phase 1 Aspect 2 General sound discrimination Instrumental sounds  Phase 1 Aspect 3 General sound discrimination Body Percussion  *Reading*  Pay attention to stories respond to some of the stories or words  Enjoy songs and rhymes and copying sounds  *Writing*  Mark making used in play for a purpose.  *Squiggle wiggle*  Upwards and downwards lines | *Phonics*  Phase 1 Aspect 4  Rhythm and  rhyme  Rhyming Books  Songs and Rhymes  *Reading*  Engage in conversations about stories and spotting rhymes.  *Writing*  Talk about the  marks and letters  they write,  ascribing meaning.  *Squiggle wiggle*  Side to side lines | *Phonics*  Phase 1 Aspect 5  Alliteration  I spy names  Sounds around  Alphabet song  *Reading*  Recognise words with the same initial sounds.  Discuss new vocabulary in stories  *Writing*  Use some of their print and letter knowledge in early writing attempts  *Squiggle wiggle*  Wavy lines | *Phonics*  Phase 1- Aspect 6  Voice Sounds  Mouth movements  Voice sounds Sound story time    Phase 1-Aspect 7 Oral segmenting & blending  *Reading*  Understand that print can have different purposes  Recognise the different parts of a book  *Writing*  Write some or all of their name  *Squiggle wiggle*  Zig zag lines | *Phonics*  Phase 1 – Aspect 7  Oral blending and segmenting  Introducing set 1 sounds – linking sounds to letters.  *Reading*  Talk about their favourite story with an adult.  *Writing*  Write some letters accurately  *Squiggle wiggle*  Arches |
| Ongoing provision | Daily story time linked to main theme and children’s interests  Provide opportunities in a wide range of ways to encourage mark making in different areas of the provision  Wide range of physical skills development to help children learn to form shapes and letters accurately | | | | | |
| Nursery Curricular Goals | Enjoy listening to and making stories  Write their name | | | | | |
| Term specific Reception provision | *Read, Write, Inc*  Teach set 1 sounds  Reading groups  Letter formation  Baseline Assessment through:  *Dough disco* malleable \*Pencil grasp noted.  *Big Moves*: core strength and stability.  *Squiggle Wiggle* coordination, gross and small movements with scarves / chunky crayons or felt tips.  *Squiggle Wiggle* handwriting patterns – scarves, chunky crayons, messy play using different textures and items such as cars. Intervention for those children not accessing the Nursery level patterns.  *Emergent writing:* Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning.  Give meaning to marks they make. Understand that thoughts can be written down.  Write their name copying it from a name card or try to write it from memory.  *Composition:*  Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.  *Spelling:*  Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.  *Handwriting:*  Know that print carries meaning and in English, is read from left to right and top to bottom.  Draws lines and circles. | *Read, Write, Inc* Teach set 1 sounds Read red words (Red ditty level) Reading groups Letter formation, Fred Fingers  *Dough disco* continuing weekly  with malleable area now  including clay.  *Emergent writing:*  Copies adult writing behaviour  e.g., writing on a whiteboard,  writing messages. Makes marks  and drawings using increasing  control.  Know there is a  sound/symbol relationship.  Use  some recognisable letters and  own symbols.  Write letters  and strings, sometimes in  clusters like words. Beginning  to form other recognisable  letters that have been taught.  Using handwriting phrases to support  *Composition:* Orally compose  a sentence and hold it in  memory before attempting to  write it.  *Spelling:*  Orally spell VC and CVC words by identifying the sounds.  Write own name.  *Handwriting:*  Form letters from their name correctly. Recognise that after a word there is a space. Focus on modelling comfortable pen grip | *Read, Write, Inc* Recap set 1 sounds Teach set 2 sounds Read red words (Red ditty level) Reading groups Letter formation Fred Fingers Writing groups – words, phrases  *Dough Disco*  now used as  intervention.  *Emergent writing:*  Use appropriate letters for  initial sounds.  *Composition:* Orally compose  a phrase and hold it in memory before attempting to write it.  Spelling: Spell to write VC and  CVC words independently  using set 1 graphemes.  *Handwriting:* Shows a  dominant hand. Write from left  to right and top to bottom.  Begin to form recognisable  letters.  Focus on modelling and  using the tripod finger grasp  when writing, painting, chalking  etc.  Able to retrace vertical lines and working on improving  anticlockwise movements. | *Read, Write, Inc*  Recap set 1 sounds Teach set 2 sounds Read red words (Green level) Reading groups Letter formation Fred Fingers Writing groups – words, phrases  *Emergent writing:*  Build words using letter sounds  in writing.  *Composition:*  Use talk to organise describe  events and experiences.  Begin to write a simple sentence with support.  *Spelling:*  Spell to write VC,  CVC and CVCC words  independently using set 1 graphemes.  Spell some irregular common  (tricky) words e.g., the, to, no,  go independently.  *Handwriting:*  Holds a pencil effectively to  form recognisable letters.  Know how to form clear ascenders and descenders.  Focus on developing a  comfortable way of writing –  tripod pencil grip, position on  paper, writing from left to write  when writing. Anticlockwise  movements focussed; children should be able to retrace vertical lines. | *Read, Write, Inc* Recap set 1 and 2 sounds  Read red words (Green level) Reading groups Letter formation Fred Fingers Writing groups – words, phrases, sentences.  *Emergent writing:* Continue to build on knowledge of letter sounds to build words in writing.  Use writing in play.  Use familiar words in their writing.  *Composition:* Write a simple sentence with a full stop.  *Spelling:*  Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.  *Handwriting:* Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words. | *Read, Write, Inc* Recap set 1 and 2 sounds  Read red words (Green/Purple level)  Reading groups Letter formation Fred Fingers  *Emergent writing:* Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.  *Composition:* Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g., lists, stories, instructions. Begin to discuss features of their own writing e.g., what kind of story have they written.  *Spelling:*  Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. |
| Ongoing provision | Daily story time linked to main theme and children’s interests  Provide opportunities in a wide range of ways to encourage mark making in different areas of the provision  Wide range of physical skills development to help children learn to form shapes and letters accurately  Big moves, dough disco and other physical interventions used to support children’s writing.  RML intervention for children who need additional support.  Reading books and library changed weekly for parents to support children’s reading at home. | | | | | |
| Reception Curricular Goals | Retell a story though play  Read simple sentences and books containing taught sounds  Write a simple story | | | | | |

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| Mathematics | | | | | | |
| 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 | | | | | | |
| Nursery | Colours  Sorting  Patterns | Size  Counting  Comparing | Number 1  Number 2  Number 3 | Number 4  Number 5  Counting to 5 | Shapes  My day  Short, Long and Tall – comparing length | Weight  Capacity  Positional Language |
| Nursery Curriculum goals | Know how to solve everyday problems in their play  Use mathematical language and begin to count. | | | | | |
| Reception | *Getting to know*  *You*  *Just like me*  Match and sort  Making comparisons  (Compare  amounts  Compare size,  mass and  capacity)  Exploring Pattern  (Make simple  patterns) | *It’s me 1, 2, 3!*  Representing 1, 2,  3  Comparing 1, 2, 3  Composition of 1,  2, 3  Geometry and  spatial thinking  (Circles and  triangles  Spatial awareness)  *Light and dark*  Numbers to 5  (Four and Five  One more and  one less) | *Alive in 5!*  Introducing zero  Comparing  numbers to 5  Composition of 4  and 5  Compare mass  Compare capacity  *Growing 6, 7, 8*  6, 7 and 8  Making pairs  Combining 2  groups  Length and height  Time | *Building 9 and 10*  9 and 10  Comparing  numbers to 10  Bonds to 10  3D shape  Pattern  *Consolidation* | *To 20 and beyond*  Building numbers  beyond 10  Counting patterns  beyond 10  Spatial reasoning  *First, then, now*  Adding more  Taking away  Spatial reasoning | *Find my pattern*  Doubling  Sharing and  grouping  Even and odd  Spatial reasoning  *On the move*  Deepening  understanding  Patterns and  relationships  Spatial reasoning |

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| Reception Curriculum goals | Understand in depth numbers to 10, including number bonds  Recognise the pattern of the counting system.  Compare quantities in different contexts. |

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| Understanding the World | | | | | | |
| 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. | | | | | | |
| Term specific provision | Children will make new friends and become confident with new people.  Know some of the things that make them unique.  Talk about some of the similarities and differences about their own and others families | Autumn walk  Festivals  Diwali  Hanukkah  Christmas  Children can talk about special events  Nocturnal animals and hibernation | Making hot chocolate  Keeping warm in the cold weather – what clothes should we wear?  Investigate how clothes keep us warm  Ice experiment | Signs of spring and new life  Easter celebration  Talk about the work of farmers and the work that they do.  Investigation -What do seeds need to grow? | Become familiar with the names of animals and their babies.  Where do animals live?  What do animals need to grow?  Small world jungle, farm, zoo. | Taking care of our Wonderful World  Recycling  Summer holidays  Sea creatures  Seaside holidays now and then  Create a rock pool |
| Ongoing provision | Share traditions, stories and food from traditional festivals and celebrations and the seasons.  Observe seasonal changes, play with seasonal objects and read books relating to the seasons.  Celebrate diversity and ensure books from different cultures and ethnicities are read with the children. | | | | | |
| Nursery Curricular Goals | Use all of their senses to explore the world around them.  Take care of a plant and talk about how it grows. | | | | | |
| Reception Curricular Goals | Know their own family tree  Care for an animal  Respect and share their own and other cultures | | | | | |

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| Expressive Arts and Design | | | | | | |
| 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. | | | | | | |
| Term specific Provision | Explore a wide range of media and experiment with making different marks.  Self portraits  Creating family artwork  Mixing colours to explore feelings | Colour mixing autumn colours  Firework pictures and songs  Creating Rangoli patterns for Diwali  Making Christmas Cards  Making Christmas decorations  Decorating home corner for Christmas  Nativity performance | Exploring cold colours and hot colours  Marbling  Ice paintings | Observational drawings of flowers.  Mixing colours to create different shades | Animal collages  Junk modelling animals | Collaborative artwork  Large scale seascapes |
| Ongoing provision | Weekly music lesson with music specialist.  Daily story and song time  Songs linked with main themes and specific learning outcome | | | | | |
| Nursery Curricular Goals | Sing nursery rhymes to an audience  Experiment with colours and materials | | | | | |
| Reception Curricular Goals | Explore art processes and use them in own creations  Perform to an audience | | | | | |