

	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
Main Theme	<i>I wonder what is special about me?</i>	<i>I wonder why we celebrate?</i>	<i>I wonder what changes in winter?</i>	<i>I wonder how plants grow?</i>	<i>I wonder who lives there?</i>	<i>I wonder why trees are green?</i>
Possible ideas/mini themes <i>NB: These themes may be adapted at various points to allow for children's interests</i>	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	<i>Nursery</i> Owl Babies Brown Bear Hairy McLary The Naughty Bus <i>Reception</i> Elmer We're going on a Bear Hunt The Button Box	<i>Nursery</i> The Billy Goats Gruff The Gruffalo <i>Reception</i> The Three Little Pigs Room on the Broom Pumpkin soup Sparks in the Sky	<i>Nursery</i> The Gingerbread Man Come on Daisy <i>Reception</i> Stickman Whatever Next! The Gruffalo's Child	<i>Nursery</i> Farmer Duck The tiny seed Jasper's Beanstalk <i>Reception</i> Titch The Little Red Hen Jack and the Beanstalk	<i>Nursery</i> The Very Hungry Caterpillar Arrgghh Spider <i>Reception</i> The Jolly Postman Dear Zoo	<i>Nursery</i> The Snail and the Whale <i>Reception</i> 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		Sports day School trip Beach Party	

		Easter egg hunt Making Easter Nests				
Religious Education						
<p>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</p> <p>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.</p>						
Term specific provision	<p><i>Domestic Church – Family: Myself</i> Know and understand:</p> <ul style="list-style-type: none"> • The importance of my name • God knows and loves me and each one by name <p><i>Baptism/Confirmation: Belonging – Welcome</i> Know and understand:</p> <ul style="list-style-type: none"> • What it is to welcome and be welcomed • Baptism: a welcome to God's family 	<p><i>Judaism</i> To look at, discover and respect the Jewish Faith</p> <p>Advent/Christmas: Loving – Birthdays Know and understand:</p> <ul style="list-style-type: none"> • what a birthday is; waiting for a birthday • Advent: looking forward to Christmas, the birthday of Jesus 	<p><i>Local Church: Community – Celebrating</i> Know and understand:</p> <ul style="list-style-type: none"> • what a celebration is • how the parish family celebrate <p><i>Eucharist – Relating: Gathering</i> Know and understand:</p> <ul style="list-style-type: none"> • how and why people gather together 	<p><i>Eucharist – Relating: Gathering</i> Know and understand:</p> <ul style="list-style-type: none"> • the joy of gathering together to celebrate at Mass <p><i>Lent/Easter: Giving – Growing</i> Know and understand:</p> <ul style="list-style-type: none"> • 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 	<p><i>Pentecost - Good News</i> Know and understand:</p> <ul style="list-style-type: none"> • That everyone has Good News to share • Pentecost: the celebration of the Good News of Jesus <p><i>Reconciliation - Friends</i> Know and understand:</p> <ul style="list-style-type: none"> • We can make friends • Jesus had good friends; what Jesus tells us about friendship 	<p><i>Reconciliation - Friends</i> Know and understand:</p> <ul style="list-style-type: none"> • We can make friends • Jesus had good friends; what Jesus tells us about friendship <p><i>Universal Church - Our World</i> Know and understand:</p> <ul style="list-style-type: none"> • what we love and wonder about our world • God gave us this wonderful world
Nursery Curricular Goals	<p>Know that they are special within their family and the community Join in with simple prayers and hymns.</p>					

<p>Reception Curricular Goals</p>	<p>To know that God loves us all Appreciate the awe and wonder of our beautiful world Talk about stories that reflect our faith</p>					
<p>Communication and Language</p>						
<p>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.</p>						
<p>Term specific provision</p>	<p>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)</p>	<p>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</p>	<p>Learn and use new vocabulary related to winter and the weather. Recall instructions for making hot chocolate. Retell traditional tales. Winter poetry.</p>	<p>Learn and use vocabulary linked to growing plants.</p>	<p>Learn and use vocabulary related to animals and their habitats.</p>	<p>Learn and use vocabulary related to our World. Discuss the importance of taking care of the world.</p>
<p>Ongoing throughout the year</p>	<p>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.</p>					
<p>Nursery Curricular Goals</p>	<p>Ask simple questions Follow simple instructions</p>					

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	<i>All about me</i> 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)	<i>Valuing Difference</i> I’m special you are special Same and different Same and different families Same and different homes I am caring Kind and caring	<i>Dreams and Goals</i> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	<i>Healthy Me</i> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	<i>Relationships</i> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	<i>Changing Me</i> 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 home Story 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						
<p>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.</p>						
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 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

Literacy						
<p>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).</p>						
Term Specific Nursery Provision	<p><i>Phonics</i> Phase 1 Aspect 1 General sound discrimination Environmental sounds</p>	<p><i>Phonics</i> Phase 1 Aspect 2 General sound discrimination Instrumental sounds</p>	<p><i>Phonics</i> Phase 1 Aspect 4 Rhythm and rhyme Rhyming Books Songs and Rhymes</p>	<p><i>Phonics</i> Phase 1 Aspect 5 Alliteration I spy names Sounds around Alphabet song</p>	<p><i>Phonics</i> Phase 1- Aspect 6 Voice Sounds Mouth movements Voice sounds Sound story time</p>	<p><i>Phonics</i> Phase 1 – Aspect 7 Oral blending and segmenting</p>
	<p><i>Reading</i> Pick up their name card at the start of the session and start to recognise name.</p> <p>Understand that print has a meaning.</p> <p>Enjoy songs and rhymes</p> <p><i>Writing</i> Become aware that writing has meaning. Use drawings and mark making in play.</p> <p><i>Squiggle wiggle</i> Up and down movements</p>	<p>Phase 1 Aspect 3 General sound discrimination Body Percussion</p> <p><i>Reading</i> Pay attention to stories respond to some of the stories or words</p> <p>Enjoy songs and rhymes and copying sounds</p> <p><i>Writing</i> Mark making used in play for a purpose.</p> <p><i>Squiggle wiggle</i></p>	<p><i>Reading</i> Engage in conversations about stories and spotting rhymes.</p> <p><i>Writing</i> Talk about the marks and letters they write, ascribing meaning.</p> <p><i>Squiggle wiggle</i> Side to side lines</p>	<p><i>Reading</i> Recognise words with the same initial sounds.</p> <p>Discuss new vocabulary in stories</p> <p><i>Writing</i> Use some of their print and letter knowledge in early writing attempts</p> <p><i>Squiggle wiggle</i> Wavy lines</p>	<p>Phase 1-Aspect 7 Oral segmenting & blending</p> <p><i>Reading</i> Understand that print can have different purposes</p> <p>Recognise the different parts of a book</p> <p><i>Writing</i> Write some or all of their name</p> <p><i>Squiggle wiggle</i> Zig zag lines</p>	<p>Introducing set 1 sounds – linking sounds to letters.</p> <p><i>Reading</i> Talk about their favourite story with an adult.</p> <p><i>Writing</i> Write some letters accurately</p> <p><i>Squiggle wiggle</i> Arches</p>

		Upwards and downwards lines				
Ongoing provision	<p>Daily story time linked to main theme and children's interests</p> <p>Provide opportunities in a wide range of ways to encourage mark making in different areas of the provision</p> <p>Wide range of physical skills development to help children learn to form shapes and letters accurately</p>					
Nursery Curricular Goals	<p>Enjoy listening to and making stories</p> <p>Write their name</p>					
Term specific Reception provision	<p><i>Read, Write, Inc</i> Teach set 1 sounds Reading groups Letter formation</p> <p>Baseline Assessment through: <i>Dough disco</i> malleable *Pencil grasp noted.</p> <p><i>Big Moves:</i> core strength and stability.</p> <p><i>Squiggle Wiggle</i> coordination, gross and small movements with scarves / chunky crayons or felt tips.</p> <p><i>Squiggle Wiggle</i> handwriting patterns – scarves, chunky crayons, messy play using different textures and items such as cars. Intervention for those children not accessing</p>	<p><i>Read, Write, Inc</i> Teach set 1 sounds Read red words (Red ditty level) Reading groups Letter formation, Fred Fingers</p> <p><i>Dough disco</i> continuing weekly with malleable area now including clay.</p> <p><i>Emergent writing:</i> 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</p>	<p><i>Read, Write, Inc</i> Recap set 1 sounds Teach set 2 sounds Read red words (Red ditty level) Reading groups Letter formation Fred Fingers Writing groups – words, phrases</p> <p><i>Dough Disco</i> now used as intervention.</p> <p><i>Emergent writing:</i> Use appropriate letters for initial sounds.</p> <p><i>Composition:</i> Orally compose a phrase and hold it in memory before attempting to write it.</p> <p>Spelling: Spell to write VC and</p>	<p><i>Read, Write, Inc</i> Recap set 1 sounds Teach set 2 sounds Read red words (Green level) Reading groups Letter formation Fred Fingers Writing groups – words, phrases</p> <p><i>Emergent writing:</i> Build words using letter sounds in writing.</p> <p><i>Composition:</i> Use talk to organise describe events and experiences. Begin to write a simple sentence with support.</p> <p><i>Spelling:</i> Spell to write VC, CVC and CVCC words</p>	<p><i>Read, Write, Inc</i> Recap set 1 and 2 sounds Read red words (Green level) Reading groups Letter formation Fred Fingers Writing groups – words, phrases, sentences.</p> <p><i>Emergent writing:</i> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p><i>Composition:</i> Write a simple sentence with a full stop.</p> <p><i>Spelling:</i></p>	<p><i>Read, Write, Inc</i> Recap set 1 and 2 sounds Read red words (Green/Purple level) Reading groups Letter formation Fred Fingers</p> <p><i>Emergent writing:</i> 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.</p> <p><i>Composition:</i> Write a simple narrative in short sentences with known letter-sound correspondences</p>

	<p>the Nursery level patterns.</p> <p><i>Emergent writing:</i> 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.</p> <p><i>Composition:</i> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p><i>Spelling:</i> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p><i>Handwriting:</i></p>	<p>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</p> <p><i>Composition:</i> Orally compose a sentence and hold it in memory before attempting to write it.</p> <p><i>Spelling:</i> Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p><i>Handwriting:</i> Form letters from their name correctly. Recognise that after a word there is a space. Focus on</p>	<p>CVC words independently using set 1 graphemes.</p> <p><i>Handwriting:</i> 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.</p>	<p>independently using set 1 graphemes. Spell some irregular common (tricky) words e.g., the, to, no, go independently.</p> <p><i>Handwriting:</i> 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.</p>	<p>Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p><i>Handwriting:</i> 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.</p>	<p>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.</p> <p><i>Spelling:</i> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p>
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	<p>Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>modelling comfortable pen grip</p>				
Ongoing provision	<p>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.</p>					
Reception Curricular Goals	<p>Retell a story through play Read simple sentences and books containing taught sounds Write a simple story</p>					

Mathematics						
<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.</p> <p>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>						
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	<p>Know how to solve everyday problems in their play Use mathematical language and begin to count.</p>					
Reception	<p><i>Getting to know You</i></p> <p><i>Just like me</i> Match and sort Making comparisons (Compare amounts Compare size, mass and capacity) Exploring Pattern (Make simple patterns)</p>	<p><i>It's me 1, 2, 3!</i> Representing 1, 2, 3 Comparing 1, 2, 3 Composition of 1, 2, 3 Geometry and spatial thinking (Circles and triangles Spatial awareness)</p> <p><i>Light and dark</i> Numbers to 5 (Four and Five One more and</p>	<p><i>Alive in 5!</i> Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass Compare capacity</p> <p><i>Growing 6, 7, 8</i> 6, 7 and 8 Making pairs Combining 2 groups Length and height Time</p>	<p><i>Building 9 and 10</i> 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern</p> <p><i>Consolidation</i></p>	<p><i>To 20 and beyond</i> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning</p> <p><i>First, then, now</i> Adding more Taking away Spatial reasoning</p>	<p><i>Find my pattern</i> Doubling Sharing and grouping Even and odd Spatial reasoning</p> <p><i>On the move</i> Deepening understanding Patterns and relationships Spatial reasoning</p>

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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						
<p>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.</p>						
Term specific provision	<p>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</p>	<p>Autumn walk</p> <p>Festivals Diwali Hanukkah Christmas</p> <p>Children can talk about special events</p> <p>Nocturnal animals and hibernation</p>	<p>Making hot chocolate</p> <p>Keeping warm in the cold weather – what clothes should we wear?</p> <p>Investigate how clothes keep us warm</p> <p>Ice experiment</p>	<p>Signs of spring and new life Easter celebration</p> <p>Talk about the work of farmers and the work that they do.</p> <p>Investigation - What do seeds need to grow?</p>	<p>Become familiar with the names of animals and their babies.</p> <p>Where do animals live?</p> <p>What do animals need to grow?</p> <p>Small world jungle, farm, zoo.</p>	<p>Taking care of our Wonderful World</p> <p>Recycling</p> <p>Summer holidays</p> <p>Sea creatures</p> <p>Seaside holidays now and then</p> <p>Create a rock pool</p>
Ongoing provision	<p>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.</p>					
Nursery Curricular Goals	<p>Use all of their senses to explore the world around them. Take care of a plant and talk about how it grows.</p>					
Reception Curricular Goals	<p>Know their own family tree Care for an animal Respect and share their own and other cultures</p>					

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

