

Year B	EYFS Long Term Curriculum Map -Prime Areas and Specific Areas		
	Autumn	Spring	Summer
	At Cottingham CE Primary School we will develop <b>Confident Communicators</b>		
<b>Communication and Language</b>	<p>During the Reception year the children in Willow class will be immersed in rich language through stories, talk time, Talk 4 Writing sessions and high-quality interactions. We understand that communication and language underpins all 7 area of learning and that a skilled communicator will be well equipped to access all areas of learning and make good progress. Through continuous provision and structured times, adults will support and continuously assess children’s speaking and listening skills on a day to day basis. All children will take part in Neli screening and those identified as high need will take part in daily small group and 1:1 sessions to develop these skills. Back and forth conversation, sharing moments in learning, commenting, responding and building on vocabulary as well as modelling will be the key role of the adults.</p> <p>Adults will develop a clear understanding of where the children are in their development of communication and language by noticing how they are developing the following skills: (Some children may be further on than this and others may need more support)</p>		
	<p>Hold a short conversation with children and adults, taking turns to speak. Listen to a story. Talk about a story and answer questions about a familiar story. Follow simple instructions. Stop and listen. Learn and use some new words. Develop talk partners.</p>	<p>Further develop listening skills in small and large groups, body language and without interrupting. Focus attention for longer periods of time. Ask and answer questions. Use new words in context. Develop oral recounts of stories, events and experiences. Describe something that has happened and anticipate events. Retell familiar stories. Listen and enjoy a range of books.</p>	<p>Hold a two-way conversation, respectfully taking turns to talk. Listen and respond appropriately during discussions. Take turns to speak using some clarity in a larger group using tenses correctly. Recount events with detail. Speak ion full sentences, using a wide range of word choices including recently learnt vocabulary. Confidently share ideas and opinions in a familiar group.</p>

<p><b>How we are going to help the children to achieve these goals.</b></p>	<ul style="list-style-type: none"> <li>• Taking turns to speak in carpet times, circle time – Jigsaw ‘Being Me in My World’ and ‘Celebrating Differences’. PSED</li> <li>• Talking about how we feel – calm area, use the sofa in book area for settling. PSED</li> <li>• Talk 4 Writing - Listen to a story and answer questions ‘The Rainbow Princess’ and ‘The Enormous Turnip’.</li> <li>• T4W -develop talk partners. (Cross-curricular).</li> <li>• Daily Reading Pledge - Develop inference using core texts.</li> <li>• Recount how to plant and care for a seed. UTW</li> <li>• Tidy up times/daily instruction and routines.</li> <li>• Talk about changes in seasons.</li> <li>• Garden centre role play</li> <li>• Stop and listen- learn new routines e.g. ‘One, two, three, eyes on me’.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular talk times, practicing talk time expectations.</li> <li>• Lots of opportunities for asking and answering Q’s. Use images in floor books.</li> <li>• Teach a new word each week, add actions and develop in contexts – across the areas of learning.</li> <li>• Talk 4 Writing – ‘Let me come in’ and ‘The Magic Porridge pot’.</li> <li>• Talk about how to recycle and why it is important. UTW <ul style="list-style-type: none"> <li>• Talk about old and new when looking at images of racing cars.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Poetry</li> <li>• Talk 4 Writing – ‘Goldilocks’ and ‘The Story of Billy the Brave Knight’.</li> <li>• Talk partners to listen and share news, discuss a question together.</li> <li>• Transition between sessions – use tenses to talk about what the children have and will be learning.</li> </ul>
	<p>At Cottingham CE Primary School we will encourage children to build <b>Strong Bodies</b> and become <b>Terrific Tool Users</b>.</p>		
<p><b>Physical Development</b></p>	<p>During the children’s time in Willow Class, the development of physical skills are central to their physical, emotional and health development. The children have access to outdoor activities where they can build skills in climbing, throwing, catching, balancing, using wheeled toys and negotiating space. A woodwork area also forms part of the continuous</p>		

	<p>provision, in this area children learn to handle tools carefully with safety and respect. They learn to hammer, drill (hand drill), saw and screw. During day to day activities the children have access to continuous provision such as puzzles, sewing, threading, cutting, hole punches, staplers, cutlery, malleable tools, scoops, spades, diggers, pipettes and much more. Further enhancements are added at different times in the year. Use of tools are taught explicitly as part of the adult's role in play. Kinetic Letters is the handwriting programme used throughout school, the children receive regular sessions to develop core strength and correct pencil hold as well as letter formation throughout each week. Reception children are offered two PE session each week following the REAL PE scheme. There are also regular opportunities for trying out a range of sports such as tennis, archery and curling.</p> <p>Adults will develop a clear understanding of children's physical skills by noticing how they are developing the following: (Some children may be further on than this and others may need more support)</p>		
	<p>Create marks on a large and small scale Use a dominant hand Put on own coat and wellies Use some wheeled toys with spatial awareness Use a pencil with correct hold, some control and accuracy Throw and catch a large ball Use scissors to snip Use tools such as garlic press, saw, hammer, hole punch Change own clothing (except fastenings)</p>	<p>Hold a pencil with control, following most Kinetic Letter formations Write with more automaticity Use scissors to cut along guidelines, moving the paper appropriately. Mould malleable materials with developing finger strength, pinch, poke, roll, ball, squeeze. Develop correct hold and use of cutlery. Throw and catch a small ball. Show good control and coordination in hopping, jumping, skipping, balancing etc, Do up some fastenings.</p>	<p>Negotiate space and coordinate body to create different movements. Develop upper body strength to do seat push ups and then planks. Jump and land appropriately. Climb with control. Hold a balance. Do up buttons. Form most letters correctly using Kinetic Letter style. Write with all letters sitting on the line. Use scissors to cut closely around a shape. Use a needle and thread to sew a running stitch. Use drawing and painting tools with good control and coordination.</p>
<p><b>How we are going to help the children to achieve these goals</b></p>	<ul style="list-style-type: none"> <li>• Provide opportunities to use large tools, paint brushes and water in the garden.</li> <li>• Adults to encourage independence in getting ready for the garden and Forest School.</li> </ul>	<ul style="list-style-type: none"> <li>• Kinetic Letters – Guided teaching</li> <li>• Guided writing in Literacy and Phonics.</li> <li>• Fine motor activities (enhancements and morning jobs)</li> <li>• Malleable play in continuous provision.</li> </ul>	<ul style="list-style-type: none"> <li>• Kinetic Letters – Guided teaching to include seat push ups and planks when starting sessions.</li> <li>• Guided writing in Literacy and Phonics.</li> <li>• Fine motor activities (enhancements and morning jobs)</li> </ul>

	<ul style="list-style-type: none"> <li>• Free access to the garden-a range of wheeled toys, gradients/speed/direction and avoiding obstacles.</li> <li>• Kinetic letters – guided teaching</li> <li>• Provide scissors and other tools in the creation station and malleable area for free access during continuous provision. <ul style="list-style-type: none"> <li>• Woodwork access during continuous provision – first term focus on using a hammer and nails..</li> </ul> </li> <li>• Regular mark-making opportunities within the environment as well as guided writing in Literacy and Phonics. <ul style="list-style-type: none"> <li>• Drawing and printing tools – AD</li> <li>• Digging and planting seeds – UTW</li> <li>• Preparing festival food – Diwali and Christmas (links to Y1 D&amp;T)</li> <li>• REAL PE lessons alongside large apparatus <ul style="list-style-type: none"> <li>• Dough Disco</li> </ul> </li> <li>• Snip play dough, card, leaves etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for cutting with cutlery at snack time and lunchtime (also play dough in the home corner).</li> <li>• REAL PE lessons alongside large apparatus</li> <li>• Develop further independence in fastening coats and other items of clothing-Getting ready for the garden and Forest School, increase independence-focus on zips). <ul style="list-style-type: none"> <li>• Free access to the garden.</li> </ul> </li> <li>• Woodwork in continuous provision – teach winding the vice and using a small hack saw .</li> <li>• Provide basic guide lines for cutting.</li> </ul>	<ul style="list-style-type: none"> <li>• Malleable play in continuous provision</li> <li>• Opportunities for cutting with cutlery at snack time and lunchtime (also play dough).</li> <li>• REAL PE lessons alongside large apparatus <ul style="list-style-type: none"> <li>• Free access to the garden.</li> </ul> </li> <li>• Woodwork in continuous provision. <ul style="list-style-type: none"> <li>• Sewing in creation station.</li> </ul> </li> <li>• Lots of opportunities for cutting around a picture.</li> </ul>
	<p>At Cottingham CE Primary School we will support children in becoming a <b>Great Friend</b> to others, <b>Confident, Healthy Beings</b> with the ability to <b>Manage Feelings</b> and <b>Respect Others</b>.</p>		
<p><b>Personal, Social and Emotional Development</b></p>	<p>In Willow Class, we understand that children will learn best when their well-being is high. Children must feel safe and content in order to be able to access learning and build cognitive development. Personal, social and emotional development of children must weave through everything that we provide for the children from the moment they take a step through the school gate. Warm and trusting relationships are at the heart of all that we do, Children are supported in developing relationships with their peers and also other adults across the school. Through the provision in class they learn to be a good friend by listening, turn-taking, negotiating, responding and understanding emotions. Adults work alongside children to support these relationships and model this at all times. Learning to wait and accept delay or disappointment also forms part of this as our own wants may not always be met and children must learn this. They are supported in dealing with these emotions and learn to accept the needs and feelings of others. We develop vocabulary to name feelings and encourage children to talk about how they feel. We encourage children to begin to understand diversity and differences and to celebrate who they are. We build a strong sense</p>		

of belonging and community where children are proud to be part of our school family. Developing a healthy attitude and life style runs through healthy snacks, explicit learning about the human body, taking part in PE, keeping active and rest. The children learn about good dental hygiene, hand washing and keeping their bodies clean.

Begin to manage feelings and talk about feelings using words such as 'happy', 'sad', 'angry'.  
 Choose where to put self-register name and say why.  
 Come into school independently, building relationships with adults.  
 Begin to develop friendships, take turns and negotiate with support.  
 Use the toilet and wash hands independently.  
 Identify when hungry or thirsty and accessing snacks and water.  
 Talk about other ways to keep healthy.  
 Access the provision independently and 'choose it, use it, put it away'.  
 Approach changes to the day, new people and new experiences with confidence.

Manage own personal hygiene and talk about healthy practices.  
 Continue to develop strong friendships and close relationships with adults.  
 Show sensitivity towards others.  
 Tolerate waiting.  
 Show understanding of school behaviour expectations and values.  
 Develop resilience and perseverance.  
 Manage and regulate some feelings with support using learnt strategies.

Have secure friendships and positive relationships with adults.  
 Confidently talk to other adults around school.  
 Show patience in turn taking and control feelings during this time.  
 Follow expectations in school and talk about why this is important.  
 Manage feelings using learnt strategies to regulate.  
 Carry out plans to reach a goal.  
 Show high levels of resilience and perseverance.  
 Manage some tasks independently.  
 Show empathy towards others.  
 Focus attention, stop and listen.  
 Manage own hygiene own hygiene and talk about ways to stay/become healthier.

<p><b>How we are going to help the children to achieve these goals</b></p>	<ul style="list-style-type: none"> <li>• Circle time/group time-Jigsaw PSHE <ul style="list-style-type: none"> <li>• Beginning of the day – separation/talk about how they feel.</li> </ul> </li> <li>• Adults in provision focus on self-regulation strategies.</li> <li>• Teach strategies for self-regulation (Use of reflection area and calm area) <ul style="list-style-type: none"> <li>• Turn -taking games</li> </ul> </li> <li>• New experiences – visitors into school. PCO, Diwali etc.</li> <li>• Invite adults/walk around school to get to know adults and new environment. <ul style="list-style-type: none"> <li>• Belonging unit - RE</li> </ul> </li> <li>• Use of stories in literacy to develop talk around characters feelings and behaviour.</li> <li>• Use a visual timetable for all.</li> <li>• Remind to access snacks and water.</li> <li>• Spend the first two weeks teaching where to access and tidy as well as routines and charter.</li> </ul>	<ul style="list-style-type: none"> <li>• Circle time/group time – Jigsaw PSHE ‘Dreams and Goals’ and ‘Heathy Me’.</li> <li>• Adults in provision – How did you feel when? What do our school values tell us about...? <ul style="list-style-type: none"> <li>• Reinforce strategies for self-regulations (Use of reflection area) <ul style="list-style-type: none"> <li>• Turn -taking games</li> </ul> </li> <li>• Use a visual timetable for all.</li> <li>• Remind to access snacks and water.</li> </ul> </li> <li>• Attend worships and learn school values.</li> <li>• Set challenge activities to develop perseverance. <ul style="list-style-type: none"> <li>• Build on regulation strategies – yoga.</li> </ul> </li> <li>• Board games to encourage turn-taking, rules and patience. <ul style="list-style-type: none"> <li>• Develop resilience and perseverance focus in Forest School.</li> </ul> </li> <li>• Think about others and the wider world when learning about recycling – UTW.</li> </ul>	<ul style="list-style-type: none"> <li>• Circle time/group time -Jigsaw PSHE</li> <li>• Adults in provision – I wonder how...felt when...?</li> <li>• Use a visual timetable for all.</li> <li>• Develop responsibilities within school, taking messages, showing work to the head teacher etc.</li> <li>• Access and play board games with more independence.</li> <li>• Encourage attributes of being a good friend – helping each other, encouraging, giving.</li> <li>• Begin to plan activities, reach an end goal, showing pride. Offer opportunities to plan, do, review.</li> <li>• Jigsaw PSHE ‘Relationships and ‘Changing Me’.</li> </ul>
<p>At Cottingham CE Primary School we aim to support children in becoming <b>Radical Readers</b>.</p>			

<p style="text-align: center;"><b>Literacy – Comprehension and Word Reading</b></p>	<p>In the Early Years we have a fidelity to Ruth Miskin -Read, Write Inc programme of Phonics. Our fully trained staff deliver sessions daily to all children. At the beginning of September, the Reception class begin all together, learning all of the Set 1 sounds and developing skills in blending and segmenting. Once the children have completed this part of the programme we then use assessments to group the children accordingly. Each group will then focus on where the children are. Each child is assessed every short term, this enables fluidity in groupings and close monitoring of individual progress and gaps. We are committed to ensuring that that the children have access to a wealth of books, Story time is enjoyed daily after lunch, building up a spine of treasured stories which the children become familiar with. We use Pie Corbett – Talk for Writing (T4W) to deliver high quality literacy sessions. T4W supports the children in developing story patterns, understanding structure, building inference, developing vocabulary and comprehension. Through T4W, story times, continuous provision and following children’s interests, the children have access to stories, non-fiction and poetry. The children become competent in performing and innovating. All children read 1:1 with an adult each week, the lowest 20% have extra time to read with an adult. A banded reading book and a book linked to sounds (when appropriate) are sent home with the children along with a top 100 book to enjoy with an adult.</p>		
	<p>Be able to talk about a familiar story. Use pictures and small world to create a narrative. Retell a story with actions. Recognise all Set 1 sounds. Hear initial sounds in words. Blend and segment CVC words. Choose books independently, handling carefully. Talk about what might happen next in a story.</p>	<p>Read CVC words. Read some common exception words. Answer questions about a familiar text. Recognise all set 1 sounds and some set 2 sounds. Create a story map to show understanding of a familiar text. Use some story language and new vocabulary. Predict what a text might be about.</p>	<p>Discuss stories with others, developing ideas and demonstrating an understanding of the text. Use new vocabulary in context. Read sentences. Read words with digraphs. Recognise all set 1 and Set 2 sounds. Read a number of common exception words. Recognise capital letters. Innovate a familiar text. Use pictures from a text to make inference.</p>

<p><b>How we are going to help the children to achieve these goals</b></p>	<ul style="list-style-type: none"> <li>• Continuous provision and Enhanced provision – book area, small world, role play etc..</li> <li>• T4W sessions – whole class and small groups.</li> <li>• 1:1 reading.</li> <li>• Daily phonics sessions.</li> <li>• Daily reading pledge.</li> <li>• Morning jobs</li> <li>• <b>Key texts:</b> Talk 4 Writing - Listen to a story and answer questions ‘The Rainbow Princess’ and ‘The Enormous Turnip’.</li> <li>• Reading Pledge list and weekly rhymes.</li> <li>• Pinny time</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous provision and Enhanced provision – book area, small world, role play etc..</li> <li>• T4W sessions – whole class and small groups.</li> <li>• 1:1 reading.</li> <li>• Daily phonics sessions.</li> <li>• Daily reading pledge.</li> <li>• Morning jobs</li> <li>• <b>Key texts:</b> Talk 4 Writing – ‘Let me come in’ and ‘The Magic Porridge pot’.</li> <li>• Reading Pledge list and weekly rhymes.</li> <li>• Pinny time</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous provision and Enhanced provision – book area, small world, role play etc..</li> <li>• T4W sessions – whole class and small groups.</li> <li>• 1:1 reading.</li> <li>• Daily phonics sessions.</li> <li>• Daily reading pledge.</li> <li>• Morning jobs</li> <li>• Challenge activities.</li> <li>• <b>Key texts:</b> Talk 4 Writing – ‘Goldilocks’ and ‘The Story of Billy the Brave Knight’.</li> <li>• Reading Pledge list and weekly rhymes.</li> <li>• Pinny time</li> </ul>
	<p>At Cottingham CE Primary School we will help the children to become <b>Wonderful Writers</b> and <b>Awesome Authors</b></p>		
<p><b>Literacy - Writing</b></p>	<p>In line with teaching reading as outlined above we use both Read. Write Inc and Talk for Writing to support the teaching of writing. Mark-making is encouraged through continuous provision where many materials and tools are accessible to all. Adults model writing through play, whole class sessions and small groups. We know from our knowledge and experience that the children’s development of physical skills is imperative to the development of writing, therefore we use a programme of Kinetic Letters in order to teach the physical skills of letter formation.</p>		
	<p>Develop meaning for marks. Explore mark-making in different areas of the provision. Write circles, lines, symbols and letter-like shapes. Write own name.</p>	<p>Write set 1 sounds and some set 2 sounds. Hold a pencil with more control. Write CVC words. Use phonic knowledge to attempt to write in meaningful context. Write labels, lists and messages.</p>	<p>Form most letters correctly, including capital letters. Write in simple sentences using phonic knowledge. Orally rehearse a sentence. Re-read own writing aloud to an adult.</p>



	<p>Begin to hold a pencil correctly. Begin to form set 1 letters Write initial sounds and some obvious sounds in words.</p>		<p>Use a full stop.</p>
<p><b>How we are going to help the children to achieve these goals</b></p>	<ul style="list-style-type: none"> <li>• Continuous and enhanced provision – mark-making opportunities-cornflour, water, sand, chunky chinks, paint brushes and water, message centres etc.</li> <li>• Daily writing opportunities in phonics sessions.</li> <li>• Adult modelling writing daily.</li> <li>• Talk for Writing opportunities.</li> <li>• Morning jobs.</li> <li>• Kinetic letter sessions.</li> <li>• Fine motor and gross motor activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous and enhanced provision – mark-making opportunities. Writing with purpose in the message centre, mud kitchen, role play, construction etc.</li> <li>• Daily writing opportunities in phonics sessions.</li> <li>• Adult modelling writing daily.</li> <li>• Talk for Writing opportunities – guided writing.</li> <li>• Morning jobs.</li> <li>• Kinetic letter sessions.</li> <li>• Fine motor and gross motor activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous and enhanced provision – mark-making opportunities and specific literacy linked challenges.</li> <li>• Daily writing opportunities in phonics sessions – guided writing.</li> <li>• Adult modelling writing daily.</li> <li>• Talk for Writing opportunities.</li> <li>• Morning jobs.</li> <li>• Kinetic letter sessions.</li> <li>• Fine motor and gross motor activities.</li> </ul>
	<p>At Cottingham CE Primary School we will encourage children to become <b>Masters of Maths</b>.</p>		
<p><b>Maths – Number and Numerical Patterns</b></p>	<p>In Willow Class the children are immersed in maths throughout each day. Adults understand the importance of building maths language and skills across the curriculum. Although there are set times for specific maths teaching, maths is happening all of the time. The early counting principles form the core foundations for developing maths concepts – one to one principle, stable order, cardinal principle, abstraction principle, order irrelevance principle and subitising. We use White Rose Maths to guide daily maths sessions and support activities in the enhanced provision. Adults work with groups and individual children to develop skills and concepts. Areas of the provision</p>		

	<p>are enhanced to develop concepts, skills and language with specific challenges being set towards the end of the year. Each term activities are designed to check key skills, gaps are identified to ensure individual progress. Five minute maths sessions also take place daily, this is #Mathsfactor, during this time there is a large focus on shape, time and money.</p>		
	<p>Count to 5 and beyond. Recognise numbers to 5. Match amount to numeral. Respond to and begin to use the language of more/fewer. Subitise to 3. Count out totals to 5 and recognise that this is still the same even if the arrangement is different. Join in with familiar counting rhymes, respond with claps, jumps, hops, holding up fingers.</p>	<p>Subitise to 3 and beyond. Use language to compare numbers. Recognise and order numbers to 5. Develop a deep understanding of numbers to 5. Make 5 in different ways. Share 5 in different ways. Count to 10 and beyond. Recognise, count and develop a deep understanding of numbers 6-10.</p>	<p>Recognise numbers to 10. Count out objects to 10 and match to numerals. Fast recall of number bonds to 5, some to 10. Deep understanding of numbers to 10. Compare, order and make 10 in different ways. Share 10 in different ways. Count to 20 and recognise the pattern. Compare quantities using more and less. Recognise odds, evens, doubles and halves.</p>
<p><b>How we are going to help the children to achieve these goals</b></p>	<ul style="list-style-type: none"> <li>Counting how many children at the beginning of maths sessions.</li> <li>#Mathsfactor – see KIRFS.</li> <li>Whole year group and small group maths sessions.</li> <li>Play and exploration in the environment using practical resources. Continuous and enhanced provision.</li> <li>White Rose Maths – Autumn Term.</li> </ul>	<ul style="list-style-type: none"> <li>#Mathsfactor – See KIRFS.</li> <li>Daily maths sessions, following inputs, 1:1 and small group work activities planned to secure key skills and concepts.</li> <li>Continuous and enhanced provision – specific maths application.</li> <li>White Rose Maths – Spring Term.</li> </ul>	<ul style="list-style-type: none"> <li>#Mathsfactor – See KIRFS.</li> <li>Daily maths sessions following inputs, 1:1 and small group work activities planned to secure key skills and concepts.</li> <li>Continuous and enhanced provision – specific maths application.</li> <li>Maths challenges.</li> <li>White Rose Maths –Summer Term.</li> </ul>

	<p>At Cottingham CE Primary School we will encourage children to be <b>Super Scientists, Cultural Citizens and Helpful Historians.</b></p>		
<p><b>Understanding the World – Past and Present, People, Culture and Communities, The Natural World.</b></p>	<p>During the children’s first year in school we aim to develop their curiosity about how things work, where things come from, where we fit into the world and what is unique about us. We encourage children to explore what different places and life styles might be like. How is this the same or different to ours and what is important to ourselves and others. Children learn about growth of animals, including humans and plants. Lots of time is spent outdoors with a particular focus on Forest school activities. The children in our setting are predominantly white British so we seek to offer opportunities which will broaden children’s knowledge of different cultures and heritage.</p>		
	<p>Use pictures and books to talk about different places.          Closely observe animals and the natural world.          Plant seeds, care for them and talk about the process.          Recognise different role/jobs.          Talk about own family.          Begin to find out about different cultures and religions.          Engage in practical activities to find out how things work.</p>	<p>Explore roles of different people in society.          Recognise some simple features on a map.          Compare our local environment to a different environment.          Talk about the changes in seasons through first-hand experience.          Recognise and talk about the past using books and pictures.          Know that there are different religious and cultural communities.          Understand some scientific processes such as melting, freezing, floating and sinking.          Recognise some properties of materials.</p>	<p>Talk about people and their roles.          Talk about past and present.          Recognise and talk about some different cultures and religions, recognising similarities and differences.          Describe and talk about environments using knowledge of maps.          Explore and observe the natural world, talking about changes.</p>
<p><b>How we are going to help the children to achieve these goals</b></p>	<ul style="list-style-type: none"> <li>• Continuous and enhanced provision -science lab and geography hub.</li> <li>• Learning Quest about Plants – Planting seeds, how to grow and care for, basic parts.</li> <li>• Learning Quest ‘Remember, Remember – Why fireworks?’</li> <li>• Planting seeds.</li> <li>• Preparing foods including vegetables.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous and enhanced provision - science lab and geography hub.</li> <li>• Finding out about weather patterns, compare to other countries.</li> <li>• Learning Quest about ‘Formula 1’ history..</li> <li>• Learning Quest – Recycling. Roles of people in recycling process/Recyclable materials.</li> <li>• Walk to East Carlton Park to look at seasonal changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuous and enhanced provision -science lab and geography hub.</li> <li>• Learning Quest – ‘Seaside’ and ‘Kings and Queens.</li> <li>• What were the roles of kings and queens?</li> <li>• Use books and pictures to explore Kings and Queens from the past and the seaside.</li> </ul>

	<ul style="list-style-type: none"> <li>• Finding out about the work of artists. – Claude Monet, Vincent van Gogh, Jean Metzinger.</li> <li>• Walk to East Carlton Park to identify seasonal changes.</li> <li>• Local walk to identify flowers and trees.</li> <li>• Books and artefacts to celebrate cultural diversity, different places and celebrations.</li> <li>• ‘Being Me in My World’ and ‘Celebrating Differences’ – Jigsaw PSHE.</li> <li>• RE – Belonging – exploring our own and other communities. Why do Christians perform Nativity plays at Christmas?</li> <li>• Christmas celebrations.</li> <li>• Wood work area, science lab etc – part of Continuous provision.</li> <li>• Celebrations – Harvest, Diwali, Christmas, Remembrance Day.</li> </ul>	<ul style="list-style-type: none"> <li>• Finding out about materials.</li> <li>• Looking at world maps.</li> <li>• Experience Easter.</li> <li>• Exploring ice, melting chocolate to make Easter Cakes.</li> <li>• Books and artefacts to celebrate cultural diversity, different places and celebrations.</li> <li>• Celebrations - Chinese New Year, Shrove Tuesday through to Easter Sunday. <ul style="list-style-type: none"> <li>• Talk about how to recycle and why it is important. UTW</li> </ul> </li> <li>• Science investigation -materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Walk to East Carlton Park to identify seasonal changes.</li> <li>• RE – What places are special and why?</li> <li>• Explore a seaside area in the UK.</li> <li>• Explore humans and animals – sorting, naming.</li> <li>• Books and artefacts to celebrate cultural diversity, different places and celebrations.</li> <li>• Celebrations...</li> </ul>
	<p>At Cottingham CE Primary School we aim to support children to become <b>Dazzling Designers, Amazing Artists, Marvellous Musicians</b> and <b>Proud Performers</b>.</p>		
<p><b>Expressive Arts and Design – Creating with Materials, Being</b></p>	<p>We encourage lots of creativity in the early years and beyond. Our continuous provision is set out in a way that enables children to access a range of tools and materials in order to express themselves through music, art, dance and drama. Music sessions take place through ‘Charanga’ music lessons, experienced visiting musicians, access to musical instruments and singing rhymes and familiar songs. Role play areas and small world form part</p>		

<b>Imaginative and Expressive.</b>	of the continuous provision, these are often enhanced or changed to follow children’s interests or led by learning quests. A home corner is consistent throughout the year. The ‘creation station’ is set up to provide self-access art and design resources, these are carefully thought out to match skill levels such as different ways of joining and learning to colour mix independently. A malleable area is constant with a range of materials to encourage creativity. Explicit art skills are taught each week in order for the children to develop and learn new skills whilst still applying this in line with their own creativity.		
	Explore a range of art skills such as printing, painting and joining. Explore colour mixing-mix two colours and talk about the new colour. Draw with some accuracy to represent an object. Develop pretend play by taking on a role in the role play area. Bring the small world to life with words and movements. Use a range of instruments, talk about and explore the sounds that they make. Join in with some familiar songs.	Begin to perform songs alone or with others. Further develop art skills – printing, drawing, modelling, painting. Work collaboratively to create with others. Talk about processes. Develop stories in play. Develop detail in drawings – e.g. facial features. Use some musical instruments correctly following rhythm and tempo.	Develop a narrative in play. Use a wide range of materials and processes to create models and pictures. Innovate stories. Perform a song, story, dance, poem or music. Add detail to drawings. Represent experiences in drawings.
<b>How we are going to help the children to achieve these goals</b>	<ul style="list-style-type: none"> <li>• Charanga Music sessions weekly – Me! /My Stories.</li> <li>• Continuous and enhanced provision – creation station, role play areas, music stage, mud kitchen, small world.</li> <li>• Explicit weekly teaching of art/DT skills.</li> <li>• Talk for Writing -performing stories and poems.</li> <li>• Story/rhyme time-see nursery rhyme list Literacy LTP</li> <li>• Exploring work of famous artists - Claude Monet, Vincent van Gogh, Jean Metzinger</li> </ul>	<ul style="list-style-type: none"> <li>• Charanga Music – Everyone! /Our World.</li> <li>• Continuous and enhanced provision – creation station, role play areas, music stage, mud kitchen, small world.</li> <li>• Explicit weekly teaching of art/DT skills such as drawing and collage.</li> <li>• Talk for Writing -performing stories and poems.</li> <li>• Story/rhyme time.</li> <li>• Car garage roleplay.</li> <li>• Chinese New Year and Easter crafts.</li> <li>• Creating art from recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Charanga Music – Big Bear Funk/Reflect, Rewind and Replay</li> <li>• Textiles and weaving under the sea.</li> <li>• Exploring artist Gustav Klimt.</li> <li>• Continuous and enhanced provision – creation station, role play areas, music stage, mud kitchen, small world.</li> <li>• Explicit weekly teaching of art/DT skills.</li> <li>• Music sessions.</li> <li>• Talk for Writing -performing stories and poems.</li> </ul>

- Creating Diwali diwas, Christmas cards, firework art and decorations.
- Nativity story and songs.

- Explore the work of famous artists - Marc Quinn, Michelle Reader, Barbara Hepworth

- Story/rhyme time.