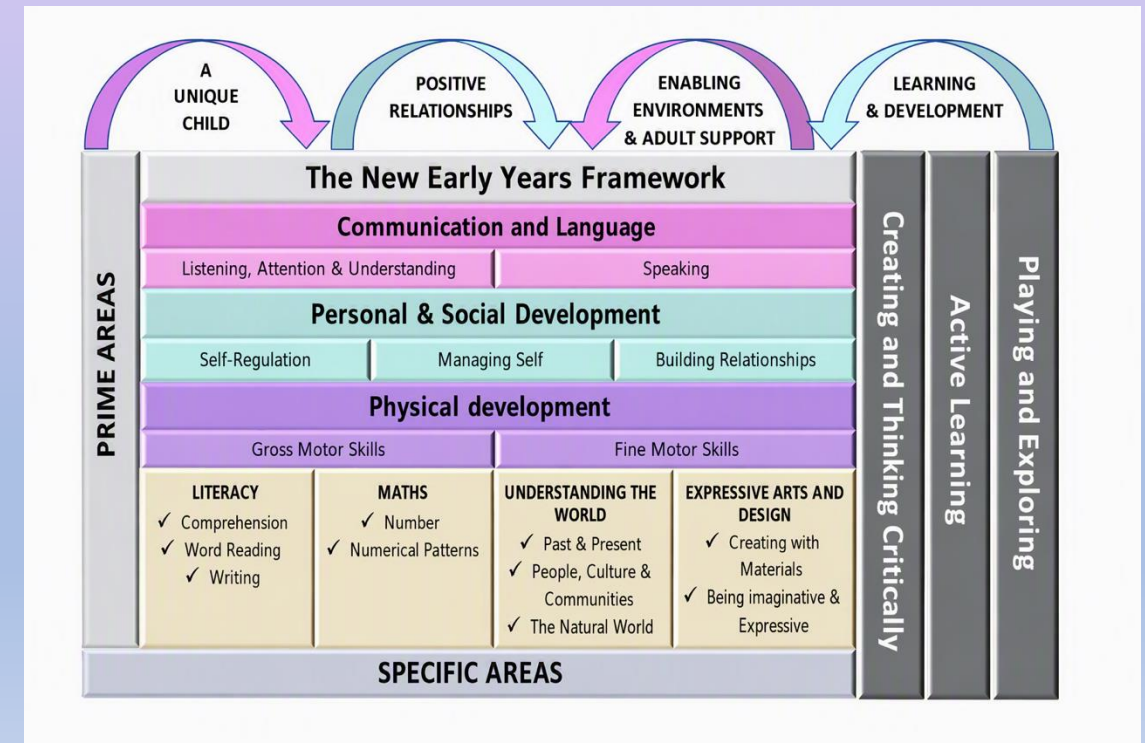




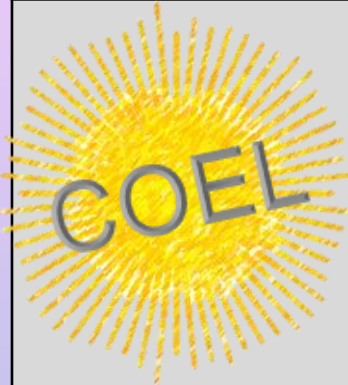
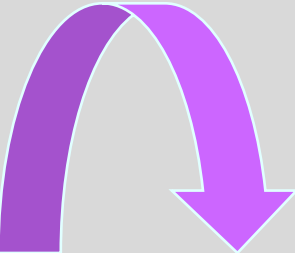
Two year old's long term plan

At Chapel End we aim for our children leave us as healthy, happy, well rounded individuals who:

- have respect for the world and understand their responsibilities as a global citizen in ensuring that it is conserved for future generations
- are aware of their place in society and their responsibility to contribute positively to it
- are polite, helpful and have respect and tolerance for others and their beliefs and cultures and possess the skills and knowledge that they will require to enable them to continue their learning and reach their full potential.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes NB: <i>These themes may be adapted at various points to allow for children's interests or whole school events</i>	All About me! Feelings Families Autumn Jobs and vehicles Goldilocks and growing We are different Celebrations & Halloween/Diwali	Let's celebrate! Lights & Sound/ Bonfire night Gingerbread Man Happy Birthday Bear Christmas Story Trees, Christmas celebration	Take one picture! New Beginnings Winter Wonderland Frosty Fun Chinese new year Arctic Animals Love & Kindness	Growing! Caterpillars & Hungry Tummies Growing Feelings Me Growing Bigger Seeds, Soil & Planting Flowers & Growing Things Easter & Springtime	Amazing animals! Frogs Jungle Animals Chickens Pets Goats & Farm Animals Dinosaurs	Our wonderful world! Little Red Riding Hood Space Sea & Seaside Around the World Caring for our world Minibeasts Transitions
Traditional tale & High quality Texts	<i>The Colour Monster</i> <i>Owl Babies</i> Family books and photographs <i>Goldilocks and the Three Bears</i> Autumn books <i>Funnybones</i> Halloween and Diwali stories	<i>The Gingerbread Man</i> <i>Happy Birthday Bear</i> <i>Stick Man</i> Christmas story books Bonfire Night books Books about festivals and celebrations	Winter stories <i>That's Not My Snowman</i> Chinese New Year stories Dragon stories Arctic animal books Penguin and polar bear books Friendship and Valentine's stories	<i>The Very Hungry Caterpillar</i> <i>Jasper's Beanstalk</i> <i>Guess How Much I Love You</i> Books about growing and feelings Spring and garden books Easter books	<i>Oi Frog!</i> <i>Rumble in the Jungle</i> <i>Rosie's Walk</i> <i>Dear Zoo</i> Farm animal books <i>Dear Dinosaur</i> Animal non-fiction books	<i>Little Red Riding Hood</i> Space books <i>Whatever Next!</i> <i>Maisy's Seaside Adventure</i> <i>Handa's Surprise</i> Recycling and environmental books <i>Mad About Minibeasts</i> Transition books
'Wow' moments / Enrichment	Family photograph display Autumn walk Goldilocks porridge making Growing/height activity Teddy bear picnic Halloween /Diwali party	Birthday party for Bear Exploring lights and sounds & Bonfire Night sensory experience Christmas tree decorating Christmas music and movement Christmas celebration Christmas parties	Ice investigation Winter walk Chinese New Year dragon dance Arctic small-world exploration Winter sensory experience Valentine's/friendship celebration	Fruit tasting Caterpillar investigation Baby photograph display Planting Day Garden exploration Flower hunt Easter egg hunt	Frog investigation Jungle sensory safari Chicken experience Pet-themed experience Farm visit/experience Dinosaur dig	Space Day Beach/seaside experience Around the World celebration Recycling investigation Minibeast hunt Curious Critters enhancement visit Transition activities

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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  Over Arching Principles	Characteristics of Effective Learning Playing and exploring: – Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: – Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: – Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others. <i>PLAY: At Chapel End we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'</i> <i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Let's celebrate!	Take one picture!	Growing!	Amazing animals!	Our wonderful world!
British Values Sharing circles	Kindness We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.	Honesty We know right from wrong. We recognise that we are accountable for our actions.	Resilience We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We must work together as a team when it is necessary. Class rules	Love We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Hope We are all unique. We all have the right to have our own views. We listen with intrigue and value and respect the opinions of others.	Tolerance We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.
Assessment opportunities	Observations to feed into 2 year checks In-house - Baseline data on entry EYFS team meetings	2 year checks and observations On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term judgements	Observations (and to 2 year check for new starters) Ongoing assessments LA moderation EYFS team meetings In house moderations	2 year checks for new starters and observations Ongoing assessments Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments	Observations (and to 2 year check for new starters) Ongoing assessments LA moderation EYFS team meetings	2 year checks for new starters and observations Ongoing assessments Pupil progress meetings Reports assessments EYFS team meetings EOY data
Parental Involvement	Stay and plays Dojo involvement	Dojo involvement Nativity Parent's Evening Christmas Fair	Dojo involvement	Dojo involvement Easter bonnet parade Parent's Evening	Dojo involvement	Dojo involvement Reports to parents Pack pick up day Setting visits Summer Fun Day

Diversity Texts to be read throughout the year during story time sessions

Different families, Cultural diversity, Neurodiversity, physical disabilities, Diversity, BAME main characters

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Great Big Book of Families – Mary Hoffman A Family Is a Family Is a Family – Sara O'Leary Love Makes a Family – Sophie Beer	Festival of Colours – Kabir Sehgal & Surishtha Sehgal Brenda's Bhangra – Dalbir Kaur Rama and the Demon King – Saviour Pirotta	The Superhero Brain – Christel Land Benji, the Bad Day and Me – Sally J. Pla All My Stripes – Shaina Rudolph & Danielle Royer	Let's Play Monsters – Lucy Cousins (inclusive representation) We Can Do It! – Anna McQuinn Just Ask! – Sonia Sotomayor	The Same but Different Too – Karl Newson Mixed: A Colourful Story – Arree Chung The Colours of Us – Karen Katz	Look Up! – Nathan Bryon Clean Up! – Nathan Bryon Baby Goes to Market – Atinuke

Brilliant Books to be read throughout the year during story time sessions

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Colour Monster – Anna Llenas The Family Book – Todd Parr The Invisible String – Patrice Karst	The Jolly Christmas Postman – Janet & Allan Ahlberg The Christmas Pine – Julia Donaldson Maisy's Christmas Eve – Lucy Cousins	Lost and Found – Oliver Jeffers The Storm Whale – Benji Davies Love Makes a Family – Sophie Beer	The Tiny Seed – Eric Carle Oliver's Vegetables – Vivian French Tad – Benji Davies	Andreae The Lion Inside – Rachel Bright The Way Back Home – Oliver Jeffers	Baby Goes to Market – Atinuke Clean Up! – Nathan Bryon Julian Is a Mermaid – Jessica Love

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General Themes	All about me!	Let's celebrate!	Take one picture!	Growing!	Amazing animals!	Our wonderful world!
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. Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in the setting.					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, Daily story time using high quality texts (from the EYFS brilliant reads list)	Talk about themselves, families and experiences Name and describe emotions Learn and use new vocabulary Listen to and discuss familiar stories Join in with repeated phrases Follow two-part instructions Begin asking and answering simple questions Talk about what they can see, hear and feel Key Vocabulary family, grandparent, friend, feelings, happy, sad, kind, different, same, Autumn, leaf, grow, community, help, celebrate	Retell familiar stories Use story vocabulary Listen carefully and respond to questions Join in repeated phrases Talk about celebrations Develop descriptive vocabulary Follow instructions when cooking and creating Listen to simple stories and re read regularly – introduce a short story time Key Vocabulary celebrate, festival, birthday, bonfire, firework, gingerbread, bear, Christmas, tradition, special, present, decorate, together	Use vocabulary to describe winter Talk about what they observe Learn animal vocabulary Listen to and discuss stories Ask and answer simple questions Join in with songs and repeated phrases Key Vocabulary winter, cold, ice, frost, snow, dragon, celebrate, China, Arctic, penguin, polar bear, friendship, kindness, love	Talk about feelings Describe growth and change Learn plant and animal vocabulary Retell familiar stories Talk about photographs Follow instructions when planting Develop descriptive language Key Vocabulary grow, change, seed, soil, plant, flower, root, stem, caterpillar, butterfly, healthy, feeling, Easter, spring	Name and describe animals Learn animal sounds and features Use descriptive vocabulary Talk about where animals live Ask and answer questions Retell animal stories Develop topic-specific vocabulary Key Vocabulary frog, jungle, chicken, chick, pet, farm, goat, dinosaur, animal, habitat, wild, domestic, baby, adult, care	Develop vocabulary linked to different environments Retell familiar stories Talk about journeys and experiences Learn names of countries, animals and places Ask and answer questions Discuss caring for the environment Talk about moving to the next stage Key Vocabulary story, wolf, space, planet, moon, star, sea, beach, shell, journey, country, recycle, reuse, minibeast, habitat, change, transition

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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.					
Managing Self Self regulation Making relationships	Develop relationships and friendships Recognise and express feelings Begin to manage emotions with adult support Develop confidence and independence Understand kindness and gentle behaviour Recognise that families may be different Develop a sense of belonging	Share experiences with others Develop turn-taking Participate in group celebrations Develop confidence performing Talk about special people and events Recognise that people celebrate in different ways	Develop friendships Talk about feelings Explore kindness and caring Develop confidence Begin resolving simple conflicts with adult support Understand that people celebrate differently	Recognise and manage feelings Talk about how they have changed Celebrate achievements Develop confidence and independence Care for plants and living things Develop responsibility	Develop caring behaviour Learn how to treat animals gently Take turns Work together Develop confidence around unfamiliar experiences	Develop independence Manage change with support Talk about feelings around transition Develop confidence in unfamiliar situations Work cooperatively Develop responsibility for the environment

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Physical development Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities Gross motor Weekly PE session, Brains and bodies crossing midline activities and disco balls	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.					
	Develop balance and coordination Climb, jump and negotiate obstacles Develop hand strength Use mark-making tools with increasing control Practise self-care skills Develop independence with dressing, eating and toileting routines	Dance and move to music Develop coordination through action songs Use tools for baking and creative activities Develop fine motor control Practise independence with clothing and self-care	Balance and negotiate obstacles Explore ice using tools Develop gross motor control through animal movements Practise fine motor skills Develop independence	Dig, scoop and pour Plant seeds Use tools safely Develop fine motor control Explore climbing, balancing and movement Develop self-care skills	Move like different animals Jump like frogs Crawl like dinosaurs Develop coordination Dig and scoop Use tools with increasing control	Space movement Beach and outdoor challenges Minibeast movement Obstacle courses Develop fine motor control Practise independence in self-care

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General Themes	All About me!	Let's celebrate!	Take one picture!	Growing!	Amazing animals!	Our wonderful world!
Literacy Comprehension Developing a passion for reading Children will take a library book home weekly Word Reading Writing	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)					
	Enjoy and discuss favourite stories. Talk about characters, pictures and events. Join in with repeated story language. Enjoy nursery rhymes, songs and rhythm.. Handle books carefully and turn pages independently. Recognise their own name. Notice familiar print, signs and symbols. Begin to understand that print carries meaning. . Make marks for a variety of purposes. Explore lines, circles and shapes. Use a range of writing and mark-making tools.	Enjoy and discuss familiar stories. Join in with repeated phrases and rhymes. Talk about characters and events. Begin to sequence familiar parts of a story. Talk about celebrations and personal experiences. Recognise their own name. Notice familiar letters, signs and symbols. Develop awareness of environmental print. Explore books independently. Begin to recognise familiar words and symbols. Make marks for meaningful purposes, e.g. cards, lists and messages. Explore patterns and repeated marks. Use drawing to represent ideas..	Listen and concentrate for longer during stories. Retell familiar winter stories. Join in with repeated phrases, actions and rhymes. Talk about characters and events. Use puppets and props to recreate familiar stories. Notice familiar letters, signs and symbols. Develop interest in environmental print. Explore books and print with curiosity. Talk about pictures and what they can see in books. Develop pencil and hand control through fine motor activities Make purposeful marks linked to experiences.	Listening and Attention: Playing sound games like "What's in the Box?" where children listen to and guess different sound effects. Rhythm and Rhyme Encouraging children to join in with clapping along to rhythms, developing their awareness of beats and syllables in words. Voice Sounds: Using mirrors to watch how their mouths move when making different sounds, helping them develop mouth control. Early Awareness of Initial Sounds Using songs and games that highlight initial sounds, although not with formal phonics teaching Develop pencil and hand control through fine motor activities Make purposeful marks linked to experiences.	Sound Discrimination: Continued practice with distinguishing between different sounds, with some more complex auditory games like: Alliteration: Playing with words that begin with the same sound, e.g., "Silly Sam sips soup," and emphasizing the repeating sound. Rhyme and Rhythm: Continuing with rhymes but now focusing on matching rhyming objects or images, like finding pictures of a 'cat' and a 'hat.' Interactive Storytelling: Using props and puppets to encourage sound effects and making up stories that incorporate sound play. Use drawing and marks to represent ideas. Talk about what their marks mean.	Sound Discrimination: Listening walks in different environments, e.g., inside vs. outside, to identify a wider variety of sounds. Alliteration: Simple tongue twisters or fun phrases that make children laugh and engage with alliteration. Rhyme and Rhythm: Clapping out rhythms to longer words and listening to syllable patterns. Interactive Storytelling: Using props and puppets to encourage sound effects and making up stories that incorporate sound play. Use drawing and marks to represent ideas. Talk about what their marks mean.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Let’s celebrate!	Take one picture!	Growing!	Amazing animals!	Our wonderful world!
Maths "Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." – Shakuntala Devi	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.					
	Number sense Join in with number rhymes. Count people and familiar objects.. Explore one, two, more. Begin to recognise small quantities. Use number language during routines and play Comparing Compare objects by size – big/small, tall/short, long/short. Explore more, less and the same. Notice differences between groups of objects. Exploring Shapes and Patterns: Explore shapes in the environment. Match and sort objects by shape, colour or size. Develop positional language – in, on, under, next to. Compare height and size using everyday objects. Notice patterns in the environment, clothing and natural objects. Match objects that are the same.	Number Join in with counting songs and rhymes. Count objects during play. Comparing Compare quantities using more, less/fewer and same. Match one object to one person or place. Compare sizes of objects and decorations. Shape, Space & Measure Explore shapes Sort and match objects. Compare size and length. Explore capacity through water, sand and baking. Use language such as full, empty, more and less. Patterns & Sequences Notice patterns in decorations and the environment. Create and copy simple repeating patterns. Explore simple sequences through stories and routines – first, then, next.	Number Join in with counting songs and rhymes. Begin to recognise small quantities without counting each object. Comparing Compare groups of animals and objects. Explore more, fewer and the same. Begin to predict which group has more or fewer. Shape, Space & Measure Explore shapes Develop positional language – under, on, next to, behind. Compare size and length. Explore capacity through ice and water play. Explore weight through sensory play. Patterns & Sequences Explore colour and shape patterns. Use first, next, then during play.	Counting and Number Recognition: Introducing number recognition for numbers 1- 5 through play, like matching the number to sets of objects. Comparing Quantities: Simple activities like comparing sets of items to determine which has more or fewer. Exploring Shapes and Patterns: Creating simple repeating patterns with colors or shapes, using beads, blocks, or paper. Spatial Awareness: Building with blocks or exploring obstacle courses where they need to understand positioning.	Number Sense: Developing an understanding of quantities up to 5 through hands-on, play-based counting activities, like counting steps or toys. • Shape, Space, and Measures: Continuing to explore 2D shapes and introducing very basic 3D shapes, like spheres (balls) and cubes (dice). • Patterns and Sequences: Extending pattern activities to include color and shape patterns, e.g., red-blue-red-blue or circle-square-circle. • Positional Language: Reinforcing understanding of positional words, perhaps through treasure hunts where children need to find items "under" a chair or "next to" a tree. Exploring Comparisons: Comparing lengths, sizes, and weights with more emphasis, using language like "taller," "shorter," "heavier," and "lighter."	Number Sense: Introducing very simple addition and subtraction concepts using language like "adding one more" or "taking one away." Shape, Space, and Measures: Simple measurement activities like filling and emptying containers in water or sand play, using language like "full," "empty," "big," and "small." Patterns and Sequences: Simple sequencing activities using picture cards or toys that represent a daily routine. Positional Language: Reinforcing understanding of positional words, perhaps through treasure hunts where children need to find items "under" a chair or "next to" a tree. Continuing Comparisons: :Comparing lengths, sizes, and weights with more emphasis, using language like "taller," "shorter," "heavier," and "lighter."

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Let's celebrate!	Take one picture!	Growing!	Amazing animals!	Our wonderful world!
Understanding the world RE/Festivals Our Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	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.					
	Talk about family and community Explore Autumn changes Learn about people who help us Explore similarities and differences Talk about celebrations and traditions Explore past and present through family photographs	Explore light and dark Talk about Bonfire Night Explore Christmas traditions Learn that people celebrate different festivals Explore trees and natural materials Talk about past events	Notice winter weather Explore ice and frost Learn about Arctic animals Explore Chinese New Year traditions Talk about similarities and differences Explore hot and cold	Explore life cycles Notice changes in themselves Plant seeds and observe growth Explore flowers, leaves and soil Notice signs of Spring Learn about baby animals Develop understanding of caring for living things	Explore wild and domestic animals Compare animal habitats Learn about farms Explore jungle animals Talk about baby animals Notice animal features Explore dinosaurs as animals from the past	Explore space Investigate the seaside Explore different places and cultures Talk about journeys Learn about recycling and reusing Explore minibeasts and habitats Develop care for the natural environment

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Expressive Arts and Design Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Work will be displayed in the classroom lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.	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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	Explore colour and texture Create Autumn artwork Role play familiar experiences Retell Goldilocks Explore music and movement Create using natural materials	Explore colour, light and sound Make Christmas decorations Use music and movement Perform familiar songs Develop role play around celebrations Create gingerbread characters Perform Nativity song in front of an audience	Dragon dance Winter artwork Ice painting Arctic small world Music and movement Chinese New Year creative activities	Caterpillar and flower artwork Fruit printing Nature art Spring music Movement and dance Small-world life cycle play	Animal movement Animal sound games Jungle artwork Small-world habitats Role play Music and dance	Story enactment Space music and movement Seaside artwork Cultural music and dance Recycled-material creations Minibeast art Role play around journeys and different environments