"Christ at the heart of all we do."

St Anne's Catholic Primary School

Long Term Curriculum Plan - Early Years Foundation Stage

Curriculum Implementation:

We deliver a highly ambitious, aspirational curriculum; carefully considered progression maps ensure content of the curriculum is taught in a logical, hierarchical progression. Summative and formative assessment is used sensitively to monitor individual and cohort attainment and progress and to ensure that teaching and learning opportunities are correctly pitched and suitably challenging for all.

Our pedagogy is influenced heavily by child-initiated learning; the curriculum plan provides an outline of proposed teaching sequences for the academic year. The classroom is set to enable independent exploration and engagement with first hand learning experiences that promote interpersonal skills, build resilience and foster creative, critical thinkers whilst challenging imagination and valuing originality. Following the interests of the children is central to the delivery of the curriculum; children's spontaneous engagement with ideas and themes are, wherever possible, embraced and used to inform planning for learning. Curriculum changes are monitored to ensure that all areas of learning are taught in line with statutory requirements.

	Autumn		Spring		Summer	
THEME	**I am unique!**	**Helping Hands**	**Sharing and Caring**	**Once Upon a Time…**	**Growing**	**All kinds of Animals**
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Out of school enhancement		Nantwich Civic Hall - Christmas show		Nantwich museum - Toys		Reaseheath Farm St Anne's Church
Calendar Events	October – Harvest Oct/Nov – Diwali Nov – Bonfire night Nov – St Andrew's day Nov – Thanks Giving Nov – Remembrance Day Nov-Dec – Advent / Christmas (How Christmas is celebrated around the world) Dec – Hanukkah		Jan – Epiphany Jan/Feb – Chinese New Year Feb – Safer Internet Day Feb – Valentine's Day Feb/Mar – Ash Wednesday Feb – NSPCC Number Day Mar – St David's Day Mar – World Book Day Mar – St Patrick's Day Mar – Mother's Day May – Mental Health Week		Apr – St George's Day Easter June – Father's Day	
RE	God's World *Creation and Covenant* *God made our beautiful world and everything in it. *Looking after God's world. *God made me and loves me. *Looking after me. *Giving thanks	God's Family *Prophecy and Promise* *The Annunciation *Advent *The Nativity	Getting to know Jesus *Galilee to Jerusalem* *The Wise Men visit Jesus *Jesus is the Son of God; He loves everyone *Jesus welcomes the children *Feeding the 5000	Sorrow and Joy *Desert to Garden* *Lent *Holy Week *How different cultures celebrate Easter	New Life *To the Ends of the Earth* *The story of Pentecost *Jesus went back to His Father *The Holy Spirit is our friend	The Church *Dialogue and Encounter* *Getting to know the parish church *Gathering at the church
Catholic Social Teaching (CST)	Human Dignity: We are beautifully made in the image and likeness of God Everyone is special; we celebrate diversity. **Show kindness to everyone** Stewardship: We are guardians of God's creation, living sustainably and enhancing the wellbeing of our planet. *Caring for the world* *The Creation* **Show kindness to our world**		Participation: Help ourselves and others, showing our love to God. **Share with others**		The Common Good: The fruits of the earth belong to everyone. ***Show kindness to our classroom and school***	
Focus Texts	Little Red Hen Creation story Guess How Much I Love You The Skin You Live In Tidy Pete the Cat Our Favourite Day	The Three Little Pigs Oh Dear, Look What I Got Simon Sock Stickman Room for a Little One First Christmas	If I Were King The Dictionary Story The Rainbow Fish Love Monster The Big Red Umberella **Star in a Jar**	Gingerbread Man Goldilocks Star in a Jar Oi Frog **Little Red**	The Very Hungry Caterpillar Supertato Jack and the Beanstalk **The Extra Ordinary Gardener** **The River**	Bringing Rain to Kapiti plain Town Mouse & Country Mouse Farmer Duck The Journey **The Storm Whale** **Saving Mr Hoot**

Communication and Language	Educational Programme – EYFS Framework 2021 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, storytelling 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. Listening, Attention and Understanding – ELG • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking: ELG • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
	Adults working in Reception Class value each individual child within the class; relationships based on respect, trust and understanding are forged. Encouraging, and supporting, children to develop their communication and language skills permeates daily life through spontaneous interactions and more structured activities such as… Join in with songs and rhymes Daily story time - Listen to and talk about stories and rhymes Join in with class worship and prayer Role-play and small world experiences to promote vocabulary and communication skills Share personal experiences with adults and peers - explain what has happened Share ideas and thoughts with adults and peers Give opinions with confidence in different situations Make predictions – share thinking and reasoning Discussion with others – Turn Taking Respond and question Following instructions – daily routines, learning tasks Use full sentences Use conjunctions in sentences Use a full vocabulary including technical language Use past, present and future forms					
RE within Communication and Language	Understand: * Commenting on and echoing back using key religious vocabulary about what children have heard, how people believe, celebrate and live. * Engaging children in Bible and religious stories that enable them to use new key words and phrases from Scripture, hymns and prayers. Discern: * Providing quality conversations and questions with adults abd peers about the Catholic faith, other faiths and religions, and from the Bible and religious stories they have heard. * Using the Bible and religious stories they have heard in conversation, storytelling, and role-play. * Sensitive questioning that invites children to elaborate on the Bible and religious stories, prayers, and hymns they have heard and used. Respond: * Sharing their understanding and what they are wondering about with support. * Confidently speak in a familiar group and talk about their ideas. * Express themselves effectively, showing awareness of listeners' needs.					

Personal, Social and Emotional Development	Educational Programme – EYFS Framework 2021 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. Self-regulation – ELG Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self – ELG • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships – ELG • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.					
	As with Communication and Language, Personal, Social and Emotional development permeates all aspects of school life. The ethos of St Anne's nurtures respectful, fruitful relationships between all. The school day presents many, many opportunities to encourage and support each child's development within this area. In addition to skilled, knowledgeable adults optimising spontaneous interactions to ensure each child's best progress and attainment, there are some specific learning outcomes which are planned for discretely…					
	Class Rules and responsibilities linked to feelings Building independence Looking after me (inc teeth, food, exercise) Building friendships Resolving conflict RSE: Created and loved by God	Creating & maintaining relationships Friendship Working together and building play RSE: Created and loved by God	Keeping safe – road safety, stranger danger RSE: Created to love others	Online safety RSE: Created to love others	Healthy lifestyles – food and exercise RSE: Created to live in a community	Moving 0n – transition into Year One RSE: Created to live in a community
RE within PSED	Understand: Hear how scripture shares how people make good friends, cooperate with one another, and resolve conflicts peaceably. Discern: * Develop strong, warm, and supportive relationships with adults in their care as their role models. * Learn how to be a good friend, cooperate, and resolve conflicts peaceably Respond → → →	Understand: Hear how scripture shares how people make good friends, co-operate with one another, and resolve conflicts peaceably. Discern: Enable children to learn how to understand their own feelings and those of others.	Discern: Develop an understanding that Jesus is a role model.	Discern: * Say sorry. * Shake hands to share peace with their friends.	Respond: Set simple goals that help them to live out the Scripture. * Talk about their feelings and emotions in response to how they can live out the Scripture messages.	

	* Look after themselves and others. * Know that they are precious in the eyes of God. * Develop a positive and confident sense of self, knowing they are made in the image and likeness of God.					
Physical Development	Educational Programme – EYFS Framework 2021 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 wellbeing. 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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. Gross Motor Skills – ELG • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills – ELG • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.					
	Physical Development permeates all aspects of school life from independently negotiating the demands of school life such as toileting, eating and drinking to gross physical play and more small scale, fine motor activities such as colouring, painting, threading, play-dough play etc The learning environment enables independent access to a vast range of activities and resources that support development in this area. Additionally, more adult direct learning tasks are introduced such as handwriting practice.					
	Develop skills necessary to negotiate the school day e.g. lining up, negotiating space and obstacles safely PE – Games that incorporate locomotor skills (running, jumping, hopping, crawling etc) Developing a comfortable pencil grip Forming patterns	PE –Balls games that incorporate manipulative skills (throwing, catching, rolling, kicking) Use core muscle strength to achieve good posture (developing handwriting posture) Developing a comfortable pencil grip Letter formation – long ladder / robot arms letters	Use different movement styles to match situations e.g. crawling through tunnels etc. PE – Football to develop locomotor and manipulative development Use a range of tools effectively including pencils and scissors Letter formation – curly cat letters	Demonstrate strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc. PE – Gymnastics which incorporates stability skills (twisting, stretching, rolling, balancing, landing) Letter formation – zig-zag letters	Use of large-scale movements and balancing PE – track and field games and competitions (Preparation for Sports Day) Revise letter formation	Using one handed tools and equipment PE – Cricket which incorporates locomotor and manipulative skills Revise letter formation
RE within Physical Development	Understand: * Support gross and fine motor skills with Scripture stories. * Small world activities, puzzles, arts, crafts related to people and stories they have heard. Discern: * Repeated and varied opportunities to re-enact Scripture stories. Respond:					

	* Respond in a variety of ways eg: dance, song, movement and art to express and share their religious understanding.					
Literacy	Educational Programme – EYFS Framework 2021 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). Comprehension – ELG • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.					
	Circle time – sharing news, views and ideas Story time – listen and respond to stories Join in with familiar parts and repeated refrains. Sharing the Bible, hearing and responding to the word of God Small world and role-play activities	Circle time – sharing news, views and ideas. Story time – listen and respond to stories. Describe main features and events of familiar stories. Make predictions about stories shared. Sharing the Bible, hearing and responding to the word of God Small world and role-play activities	Circle time – sharing news, views and ideas. Respond appropriately to others Story time – listen and respond to stories. Retell main events of a familiar story. Sequence main events of a story Sharing the Bible, hearing and responding to the word of God Retell main features of what is heard Responding to independent reading, developing comprehension skills Small world and role-play activities	Circle time – sharing news, views and ideas. Respond appropriately to others Story time – listen and respond to stories, sharing thoughts and opinions Draw vocabulary and knowledge from stories and non-fiction books Retell familiar stories independently Sharing the Bible, hearing and responding to the word of God Retell main features of what is heard Responding to independent reading, developing comprehension skills Small world and role-play activities	Circle time – sharing news, views and ideas. Respond appropriately to others; ask questions based on what they hear Story time – listen and respond to stories; discuss features, events, predictions, personal preferences Use and understand new vocabulary from stories, poems and non-fiction Discuss what they know/ have found out Sharing the Bible, hearing and responding to the word of God Retell main features of what is heard; personal reflection Responding to independent reading, developing comprehension skills, answering questions about text read Small world and role-play activities	Circle time – sharing news, views and ideas. Respond appropriately to others; ask questions based on what they hear Story time – listen and respond to stories; discuss features, events, predictions, personal preferences Adapt narratives Use and understand new vocabulary from stories, poems and non-fiction Sequence and retell stories Sharing the Bible, hearing and responding to the word of God Retell main features of what is heard; personal reflection Responding to independent reading, developing comprehension skills, answering questions about text read Small world and role-play activities
	Word Reading – ELG • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.				Validated Phonic Scheme: My Letters and Sounds	
	Consolidate Phase 1 skills: Listening Discrimination of sounds Initial sounds Oral blending and segmenting of words	Phase 2 phonics - 20 graphemes - 3 double letter digraphs - 6 tricky words - Independent sound-talking and blending	Phase 3 phonics - 6 graphemes - 20 digraphs/trigraphs - 12 tricky words - Polysyllabic words		Phase 4 phonics - Consonant blends - 14 tricky words - Polysyllabic words - Compound words	
	Writing – ELG					

	Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.					
	Drawing Club Mark Making – ascribes meaning to pictures Name writing	Drawing Club Writing initial sounds and basic CVC labels	Ready Steady Write – focused work from Star in a Jar CVC words and phrases – including vowel digraphs Spell Phase 1 tricky words correctly	Ready Steady Write – focused work from Little Red Short sentences- finger spaces, full stops and capital letters	Ready Steady Write – focused work from The River / The Extraordinary Gardener Sentences- finger spaces, caps letter, full stops Spell Phase 2 tricky words correctly Writing for a range of reasons – lists, labels, recount, instruction	Ready Steady Write – focused work from Saving Mr Hoot / The Storm Whale Sentences- finger spaces, caps letter, full stops Writing for a range of reasons – recount, instruction, letter, story telling
Maths	Educational Programme – EYFS Framework 2021 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 ten-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 – ELG • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns – ELG • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally					
	Subitising within 3; objects and sounds. Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than. 1:1 counting skill; explore how all numbers are made of 1s. Composition of 3 and 4 Copy and continue simple patterns 2D shapes – circles and triangles	The 'five-ness of 5' using one hand and the die pattern for 5. Comparison of sets; use language of comparison: more than, fewer than, equal. Concept of 'whole' and 'part' Composition of 3, 4 and 5 Match numerals to quantities within 5 Verbal counting beyond 20. 1 more / 1 less 2D shape – rectangle, square	Subitise within 5 focus on die patterns. Compare sets and use language of comparison; make unequal sets equal. Ordinality and the 'staircase' pattern; see that each number is one more than the previous number. 6 and 7 as '5 and a bit' Match numerals to quantities within 10 Mass Capacity	Use language of less than. Ordering of numbers to 8. Doubles – explore how some numbers can be made with 2 equal parts. Sorting numbers according to attributes - odd and even numbers. 3D shapes Conceptual subitising to 10 Compare numbers to 10 Composition of numbers to 10	Subitising – to 6 Comparison – linked to ordinality Composition – '5 and a bit'. Build numbers beyond 10 Subtraction facts within 10	Automatic recall of number bonds to 5. Composition of numbers to 10. Number patterns Sharing and grouping Even and odd

	Time – days of the week		Length / Height Time – months of the year	Addition facts within 10 – double facts		
	Educational Programme – EYFS Framework 2021 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. Past and Present – ELG • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.					
Understanding the world	Human growth – baby to elderly Timeline of self from baby to now People who help me – link to parent's work where possible	Know Jesus lived a long time ago – hear what life was like when Jesus was born Homes in the past How Christmas was celebrated in the past	Contrasting environments – town / country; city Transport in the past	Develop understanding of the past using stories, photographs and artefacts Observe similarities and difference over time. Visit a museum, interact with artefacts from the past Understand dinosaurs lived in the past		
	People, Cultures and Communities – ELG • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.					
	Circle time – sharing news, discussing past events in personal lives Discover heritage of children and compile on world map – link observation of relevant festivals, customs, celebrations throughout the year	Celebrations and traditions: Diwali Bonfire night Remembrance Day Advent Christmas around the world	Celebrations and traditions: Chinese New Year Valentine's Day Explore basic features of a map – create maps of simple journeys Create maps for Bee-Bots			Contrasting environment – locality / Kenya Maps and the globe – describe key natural features Use basic map convention to make maps of imaginary places
	Seasonal changes around the school setting are observed and celebrated through weekly Forest School sessions.					
	The Natural World – ELG • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
	Discussion about themselves and their similarities and differences- highlight diversity between people Classification - living/non-living; plants, animals	Describe the local environment, using all their senses to explore the natural and urban world Look at and create maps of the local area. Winter walk – photograph setting	Know some similarities and differences between the world around them and contrasting environments - Describe other environments using a wide vocabulary – London City	Spring walk – photograph setting	Make observations of plants and animals- mini beasts Explore life cycles and use senses through exploration * Observe caterpillars to butterflies * Plant sunflower seeds	Summer walk – photograph setting

RE within Understanding the World	Autumn walk – photograph setting Harvesting apples – changing state; making apple crumble Looking after God's World – recycling	Changing states – freezing and melting			Understand the need to care for and respect the environment	
	Understand: * Invite parish priest into class; talk about their role and how they help the community. * Talk about the Sacrament of Baptism – being welcomed into God's family. * Talk about our local environment; develop appreciation for God's world. Discern: * Recognise key people within the parish * Know that we are all in God's family and that he made each one of us and loves us. * Recognise that God made the world.	Understand: * Visit to St Anne's church * Talk about what happens when we gather together as a parish for Mass. * Listen to stories about children and families of different faiths. * Talk about people who live in other countries around the world. Explore similarities and differences. Discern: * Recognise that God gave us talents to build upon – what will we be when we grow up? How will we help others? * Respond to different faiths and religions creatively.	Understand: * Listen to stories that help us to understand and show love, peace, and kindness, saying sorry just as Jesus told us about. * Listen to stories about children and families of different faiths. * Respond to different faiths and religions creatively Respond: * Talk about past and present events in their own lives.	Respond: * Talk about own behaviour and that of others and its consequences.	Understand: * Visit to St Anne's church * Talk about what happens when we gather together as a parish for Mass. Respond: * Describe beauty, awe and wonder they have seen and talked about.	Understand: * Invite parish member into class; talk about their role and how they help the community. * Listen to stories about children and families of different faiths. Discern: * Recognise that God gave us talents to build upon – what will we be when we grow up? How will we help others? * Respond to different faiths and religions creatively
Forest School	Seasonal changes around the school setting are observed and celebrated through weekly Forest School sessions.					
	Structures: Identify different habitats; create structures for self, animals and imaginary creatures.	Shelters: Waterproofing Create shelters for self and animals	Warmth: Insulation and warmth Fire pit safety	Materials: Using tools Making paper Creating artwork	Growing: Planting and nurturing flowers and food	Food: Identify food sources Harvest food
	Within the 2021 EYFS Framework, Technology is not a stand-alone subject and does not require formal assessment. To ensure and broad and balanced curriculum, technology is incorporated within the learning environment at St Anne's. *Children are taught to use programmable toys such as Bee-Bots; iPads are used for a range of uses such as videoing and photography, Children are taught to use programmes such as Paint on the Interactive Whiteboard.*					
	Educational Programme – EYFS Framework 2021 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. Creating with materials – ELG • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used. • Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive – ELG • Invent, adapt and recount narratives and stories with peers and their teacher.					

Expressive Arts and Design	• Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.					
	Explore tools and their uses – • Scissors • Paint brushes; different thickness with variety of paint • Glue – stick and PVA Colour identification Colour mixing Music: Love Music Trust – Autumn Learn simple songs developing a sense of pulse and a singing voice.	Invent and adapt stories through role play and small world play Drawing with accuracy Selecting tools for a purpose Music: Love Music Trust – Celebrations Compose a piece of music in response to a picture.	Make use of props and materials in the role play area to re-create well known stories Primary colours Colour mixing with intent Music: Love Music Trust – Weather Use weather as a stimulus to create music with percussion instruments.	Develop own designs and select materials Create and adapt designs Joining materials together Music: Perform songs and stories – make a class video	Perform and create poems, songs and stories and play instruments Invent and adapt stories through their role play and small world play Georgia O'Keefe – flowers Explore the use of colour and design Exploring the use of textures Music – listen and respond to a wide variety of musical genres.	Explore the use of a range of tools Have preferences for forms of expression and explain my use of materials and design Develop pencil and tool control to create complex and detailed picture Music: Love Music Trust – Animals Listen to music about animals and use percussion instruments to create own music.
RE within Expressive Arts and Design	Ongoing throughout the year. Understand: * Recount Bible stories though art, artefacts, hymns, psalms, dance, music and sensory play. * Retell Bible stories * Sing and preform rhymes, songs, hymns connected to religious stories. Discern: * Use resources and props to support creative responses to what is heard. Express themselves showing an awareness of listeners' needs as they retell stories from the Bible. Use songs and hymns to move and dance. Respond: * Share their creations and talk about what this represents from their learning.					