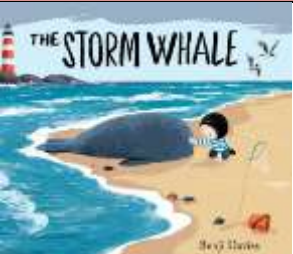


# Reception Long Term Plan



In Reception, children begin their Ravenbank journey as curious explorers. Through purposeful play, rich experiences and meaningful expeditions, they become deep thinkers, active learners and creative problem-solvers. We nurture children to ask questions, make connections, persevere, imagine and express their ideas with confidence.

| Subject                               | Autumn 1                                                                                                                                                                                                                                             | Autumn II                                                                                                                                                                                                                                                                                      | Spring I                                                                                                                                                                                                                                                     | Spring II                                                                                                                                                                                                                                                                         | Summer I                                                                                                                                                                                                                                                                                                       | Summer II                                                                                                                                                                                                                                     |
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| Expedition Title                      | <b>This is Me!</b>                                                                                                                                                                                                                                   | <b>Reach for the Stars</b>                                                                                                                                                                                                                                                                     | <b>Everyday Heroes</b>                                                                                                                                                                                                                                       | <b>Once Upon a Time</b>                                                                                                                                                                                                                                                           | <b>Growing Something Special</b>                                                                                                                                                                                                                                                                               | <b>Beside the Seaside</b>                                                                                                                                                                                                                     |
| Whole School Events                   | European Day of Languages<br>Show Racism the red card                                                                                                                                                                                                | National Poetry Day<br>Anti-Bullying Week<br>Interfaith Week                                                                                                                                                                                                                                   | Disability Awareness<br>Children's Mental Health Week<br>Safer Internet Day                                                                                                                                                                                  | Lunar New Year<br>World Book Day<br>Primary Arts Network                                                                                                                                                                                                                          | Earth Day                                                                                                                                                                                                                                                                                                      | Sports Week<br>Celebrating Diversity                                                                                                                                                                                                          |
| Writing Vehicle Text and Compositions |  <p><b>The Something</b><br/>A friendship and Animal Theme Purpose: To tell and write sentences around the theme, to recount animal information and to inform.</p> |  <p><b>Star in a Jar</b><br/>A Narrative Star Theme Purpose: To tell and write sentences around the theme, to write an information text (poster) to find a lost star and to write to inform and describe</p> |  <p><b>Juniper Jupiter</b><br/>A Superhero theme Purpose: To tell and write sentences around a theme, to write a letter wanting to be a sidekick, to write to inform.</p> |  <p><b>Little Red</b><br/>A traditional tale theme Purpose: To tell and write sentences around a theme, to write a text explaining how to trap an animal and to write a text to instruct.</p> |  <p><b>The Extraordinary Gardener</b><br/>To write a narrative about a plant growing, to tell and write sentences around the theme, to write an instruction text on how to grow a garden plant/vegetable, to instruct.</p> |  <p><b>The Storm Whale</b><br/>To write a narrative about a seaside theme, to tell and write sentences around the theme, to write a text to describe.</p> |

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| <b>Linked Texts</b>                 | <b>All Are Welcome</b> – Alexandra Penfold; <b>Bodies Are Cool</b> – Tyler Feder; <b>Ruby’s Worry</b> – Tom Percival; <b>The Colour Monster Goes to School</b> – Anna Llenas; <b>Julian Is a Mermaid</b> – Jessica Love; <b>The Family Book</b> – Todd Parr                                                                                                                                                                                                                                                                                                                                                                                | <b>The Star Maker’s Apprentice, Hugs and Kisses, Do Not Wash this Bear, Jam Jar Genie</b> - Sam Hay<br><b>Laura’s Star</b> - Laus Baumgart,<br><b>Lost and Found</b> - Oliver Jeffers,<br><b>How to Catch a Star</b> - Oliver Jeffers | <b>There’s a Tiger in the Garden, The Way to Treasure Island</b> - Lizzie Stewart, <b>Supertato</b> - Sue Hendra & Paul Linnet, <b>Super Daisy</b> - Kes Gray, <b>Superhero Instruction Manual</b> - Kristy Dempsey                                                                                                                                                                                                                                                                                                            | <b>Rapunzel, Hansel and Gretel, I can Catch a Monster</b> - Bethan Woolvin<br><b>The Wolf’s Story: What Really Happened to Little Red Riding Hood</b> - Toby Forward and Izhar Cohen,<br><b>The Last Wolf</b> - Mini Grey, <b>Who’s Bad and Who’s Good, Little Red Riding Hood</b> - Steve Smallman and Neil Price | <b>The Flower</b> - John Light, <b>Florette</b> - Anne Walker, <b>The Secret Sky Gardener</b> - Linda Sarah & Fiona Lumbers, <b>The Promise</b> - Nicola Davies, <b>Eddie’s Garden and How to Make Things Grow</b> - Sarah Garland, <b>The Tiny Seed</b> - Eric Carle, <b>The Little Gardener</b> - Emily Hughes                                                                                                                                                                                                                                    | <b>Grandad’s Island, The Grotlyn, Grandma Bird, The Great Storm Whale, Tad</b> - Benji Davies<br><b>Mister Seahorse</b> - Eric Carle, <b>The Rainbow Fish</b> - March Pfister, <b>Snail and the Whale</b> - Julia Donaldson, <b>My Little Golden Book about Whales</b> - Bonnie Nader & Steph Laberis |
| <b>Visitors / Occupations</b>       | School staff – headteacher, caretaker, office staff, cook; Nurse / Police Community Support Officer; Family members talking about their jobs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Astronauts, Astronomers, Rescue workers, scientists, map makers                                                                                                                                                                       | Firefighter, Paramedic, Police Officer, Postal Worker, Recycling and Waste Collection worker, Librarian, Caretaker                                                                                                                                                                                                                                                                                                                                                                                                             | Baker, Builder, Shoemaker, Farmer, Carpenter, Tailor/ Dressmaker                                                                                                                                                                                                                                                   | Gardener; Bee keeper; Farmer; Vet; Bird keeper; Pond / wildlife expert; Conservationist; Florist; Horticultural worker; Cook / chef I                                                                                                                                                                                                                                                                                                                                                                                                               | Lifeguard, Lifeboat Crew, Ice Cream Seller, Train Driver, Conservation Worker, Marine Biologist                                                                                                                                                                                                       |
| <b>Links to Role Play</b>           | <b>A new friend comes to play</b><br>Writing opportunities- labels & shopping lists                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Planning a Celebration</b><br>Writing opportunities- invitations & shopping lists                                                                                                                                                  | <b>A Special Letter Arrives</b><br>Writing opportunities- letters, wrapping parcels, delivery labels                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Grandma is Coming to Stay</b><br>Writing opportunities- recipes, shopping lists, labels                                                                                                                                                                                                                         | <b>We Get a New Pet</b><br>Writing Opportunities- shopping lists, instructions                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Planning a Holiday</b><br>Writing Opportunities- packing lists, writing postcards                                                                                                                                                                                                                  |
| <b>Ongoing Links in role play</b>   | Take part in simple pretend / role play with others, imitating real and past experiences, creating stories and roles/ Create own stories using a range of small world resources/ Create own stories using a range of small world resources, extending and developing ideas and narrative / Use a range of props and resources/ Share ideas and thoughts through talk / Listen to and respond to the ideas of others/ Engage with purposeful literacy and mathematical opportunities to develop narrative and apply key skills e.g. <i>labels, signs, speech / thought bubbles, instructions [ linked to phonics teaching and learning]</i> |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                       |
| <b>Communication &amp; Language</b> | <b>Listening, Attention and Understanding</b><br>Children listen attentively to adults and peers in individual, small-group and whole-class activities (10–15 minutes). They engage with familiar and new stories, rhymes, songs, poems and non-fiction texts, recalling key events, joining in with repeated phrases and retelling using actions. They follow two-part instructions and respond to a range of questions, including who, what, where and why.                                                                                                                                                                              |                                                                                                                                                                                                                                       | <b>Listening, Attention and Understanding</b><br>Children listen attentively to adults, peers and visitors, responding appropriately in conversations, group and whole-class activities (15–20 minutes). They engage with stories, rhymes, songs, poems and non-fiction texts, recalling events, joining in with retelling and developing understanding of new vocabulary and humour. They follow instructions with several parts, answer a wide range of questions and begin to ask questions to clarify their understanding. |                                                                                                                                                                                                                                                                                                                    | <b>Listening, Attention and Understanding</b><br>Children listen attentively to adults, peers and visitors, responding appropriately and asking questions during conversations and whole-class activities (15–20 minutes). They engage with stories, rhymes, songs, poems and non-fiction texts, recalling and retelling events, discussing language and humour, and developing new vocabulary and knowledge. They follow multi-step instructions, answer a wide range of questions and independently ask questions to clarify their understanding. |                                                                                                                                                                                                                                                                                                       |
|                                     | <b>Speaking</b><br>Children use new vocabulary to talk about experiences, feelings, activities and books in individual and small-group conversations. They develop well-formed sentences, using appropriate tenses, plurals and conjunctions to describe events and express ideas.                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                       | <b>Speaking</b><br>Children use new vocabulary confidently in different contexts, including whole-class discussions, sharing ideas, experiences and feelings. They speak in increasingly accurate, well-formed sentences, using a range of sentence starters, conjunctions and sequencing                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                    | <b>Speaking</b><br>Children use new vocabulary confidently across different contexts, contributing ideas and feelings to discussions. They speak in well-formed, increasingly complex sentences, using accurate tenses, plurals, conjunctions and sequencing language to describe                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                       |

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|                                                     | They initiate and sustain conversations, use familiar social phrases and participate in rhymes, songs and poems. They begin to use talk to organise their thinking, solve problems and explain how and why things happen.                                                                                                                                                                                                                                                                       | language to describe events. They sustain longer conversations, use polite social phrases and perform familiar rhymes, songs and poems. They use talk to organise their thinking, solve problems and explain how and why things happen.                                                                                                                                                                                                                                                                             | events in detail. They sustain conversations, use language to show empathy and kindness, and independently perform rhymes, songs and poems. They use talk to organise their thinking, solve problems and explain how and why things happen.                                                                                                                                                                                                                                                                                   |
| <b>Personal, Social &amp; Emotional Development</b> | <b>Self-Regulation &amp; Executive Function</b><br>Children begin to recognise, name and express their emotions using appropriate vocabulary, while considering the feelings and perspectives of others. They develop strategies to regulate their behaviour, manage transitions and follow classroom routines and expectations with visual support. They begin to understand the importance of rules, wait for their turn and sustain concentration on activities that are meaningful to them. | <b>Self-Regulation &amp; Executive Function</b><br>Children increasingly recognise, express and manage their own emotions using a wider vocabulary, while considering the feelings and perspectives of others. They begin to regulate their behaviour across different contexts, anticipate daily routines and understand learning expectations. They demonstrate growing impulse control, wait for their turn and sustain concentration to complete a given task.                                                  | <b>Self-Regulation &amp; Executive Function</b><br>Children demonstrate an understanding of their own feelings and those of others, using increasingly precise vocabulary to discuss emotions and perspectives. They regulate their behaviour with growing independence, maintain focused attention and respond appropriately to expectations. They anticipate routines, organise themselves for transitions and participate confidently in activities preparing them for Year 1.                                             |
|                                                     | <b>Managing Self</b><br>Children develop independence in self-care routines, dressing and making healthy choices. They confidently select and use resources, prepare for familiar activities, follow instructions and engage in sustained learning. They begin to demonstrate resilience and perseverance, recognise and correct mistakes, and follow classroom rules and expectations with visual support.                                                                                     | <b>Managing Self</b><br>Children manage personal hygiene and self-care routines independently and develop an understanding of healthy choices, including diet, sleep, exercise and screen time. They make purposeful learning choices, confidently use and select resources to extend their learning, and engage in challenges. They demonstrate increasing resilience and perseverance, begin to review and correct mistakes independently, and follow classroom rules and expectations with occasional reminders. | <b>Managing Self</b><br>Children understand and explain healthy choices, including diet, hygiene, sleep, exercise and screen time, and demonstrate awareness of pedestrian safety. They make independent learning choices, engage purposefully in adult-directed and self-initiated activities, and show resilience and perseverance when challenged. They independently review and improve their work, understand and explain classroom rules, and make appropriate choices based on their understanding of right and wrong. |
|                                                     | <b>Building Relationships</b><br>Children recognise their own value, needs and strengths, and develop positive relationships and friendships with adults and peers. They show growing sensitivity to others' feelings, recognise similarities and differences, and seek help when needed. They cooperate in shared play, listen to others' ideas and begin to resolve conflicts, share resources, take turns and express their needs appropriately with adult support.                          | <b>Building Relationships</b><br>Children develop a positive sense of self and belonging, recognising and valuing similarities and differences. They build caring, respectful friendships, cooperate in play and collaborative learning, and work towards shared goals. They show increasing independence in resolving conflicts, sharing resources, taking turns and expressing their views assertively and appropriately.                                                                                         | <b>Building Relationships</b><br>Children value themselves and others, using positive language to celebrate individual strengths, friendships, similarities and differences. They develop positive relationships, cooperate in play and collaborative learning, and work towards shared goals, adapting when needed. They independently resolve conflicts, share resources, take turns and express their views confidently and respectfully.                                                                                  |
| <b>Literacy</b>                                     | <b>Reading</b><br>Children develop a love of fiction and non-fiction books, choosing favourites and explaining their preferences. They understand how books and print work, recall and sequence key events, discuss characters and settings, make predictions and use new vocabulary. They develop                                                                                                                                                                                              | <b>Reading</b><br>Children develop their enjoyment of fiction and non-fiction books, explaining preferences and recognising differences between stories and factual texts, including using contents pages to find information. They deepen comprehension by describing characters, settings and                                                                                                                                                                                                                     | <b>Reading</b><br>Children develop a love of reading, discussing favourite books and authors, and confidently using non-fiction texts to find information. They demonstrate secure comprehension by describing and sequencing events, characters and settings, making reasoned predictions,                                                                                                                                                                                                                                   |

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|                    | phonological awareness through rhyme, alliteration, oral blending and segmenting. Through systematic phonics, they learn letter–sound correspondences, blend to read VC and CVC words, recognise taught common exception words and begin to read simple sentences with understanding.                                                                                                                                                                                                                                                                                                               | events, sequencing and retelling stories, making reasoned predictions and asking and answering questions. They strengthen phonological awareness and apply taught phonics to blend and read words containing digraphs and trigraphs, recognise common exception words and read simple sentences with understanding. They reread familiar books to develop fluency, confidence and enjoyment.                                                                                                                                                                                                                              | retelling stories and asking and answering questions using new vocabulary. They consolidate phonological awareness and apply taught phonics to read words containing digraphs and trigraphs, including common exception words. They read simple sentences with increasing confidence, fluency, understanding and expression, rereading familiar books to develop enjoyment and intonation.                                                                                                                                                                                                                                                     |
|                    | <p><b>Writing</b></p> <p>Children write their names and begin to form lower-case letters correctly. They use phonics to orally segment and spell VC and simple CVC words, alongside taught common exception words. With support, they orally rehearse, compose and write simple three-word phrases or sentences, recognising word boundaries and writing from left to right. They begin to write for different purposes, including labels, lists and messages, and read back their writing to check it makes sense.</p>                                                                             | <p><b>Writing</b></p> <p>Children write their names with consistent letter size, form most lower-case letters correctly and begin to form capital letters. They apply phonics to spell VC and CVC words, including words with taught digraphs and common exception words. They increasingly compose and write simple sentences independently, using oral rehearsal and beginning to include capital letters, finger spaces and full stops. They write for different purposes, including labels, lists, messages, instructions and fact cards, and begin to reread their writing to check it makes sense.</p>              | <p><b>Writing</b></p> <p>Children write their names with correct ascenders and descenders and form most lower-case and capital letters correctly. They apply phonics to spell words containing taught digraphs, some words with adjacent consonants and common exception words.</p> <p>They independently compose and write simple sentences using oral rehearsal, capital letters, finger spaces and full stops, progressing to two short sentences where appropriate. They write for different purposes, including labels, lists, messages, instructions, fact cards and posters, and reread their writing to check it makes sense.</p>      |
| <b>Mathematics</b> | Children develop early mathematical understanding by matching, sorting and comparing objects, identifying similarities and differences, creating sorting rules and comparing quantities. They count, subitise, represent and explore the composition of numbers to 5, including finding one more and one less. They compare size, mass and capacity, recognise and describe 2D shapes, and create simple repeating patterns. They use positional language to describe where objects are and develop an understanding of daily routines, sequencing events and the difference between day and night. | Children develop their understanding of numbers to 10, including zero, through counting, subitising, representing quantities and exploring number composition, bonds, doubles, pairs and one more or one less. They combine groups and recognise different arrangements of numbers. They compare mass, capacity, length and height using mathematical vocabulary and non-standard measures. They sequence events and develop their understanding of time, including days of the week. They recognise, describe and use 3D shapes, identify shapes in the environment and explore increasingly complex repeating patterns. | Children develop their understanding of numbers beyond 10, recognising patterns to 20 and beginning to explore larger numbers. They increase and decrease quantities, solve simple addition and subtraction problems, and explore sharing, grouping, odd and even numbers and doubles. They select, describe and manipulate 2D and 3D shapes, exploring how shapes can be combined, separated and positioned. They identify and create repeating patterns, explain their rules and use spatial language to describe arrangements and give instructions. They begin to interpret, model and create simple maps of familiar places and journeys. |

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| <b>Understanding the World<br/>The Past &amp; Present<br/>Foundational History</b> | Children develop an early understanding of chronology by following daily routines, sequencing events and recognising days, months, seasons and annual celebrations. They talk about significant events in their own lives and begin to understand the passage of time. They explore family relationships and personal history, comparing photographs and experiences from babyhood to the present. They identify similarities and differences between old and new toys, homes and ways of life. Through traditional stories and rhymes, they begin to recognise characters, settings and features of life in the past.                                                                                                     | Children develop their understanding of chronology by following timelines, sequencing events and recognising days, weeks, months, seasons and annual celebrations. They discuss significant experiences and begin to compare durations and understand the passage of time. They explore family relationships, celebrations and the roles people have in society. They compare objects from the past and present, including fishing boats, identifying similarities and differences. Through traditional stories and historical examples, including dinosaurs, they develop an early understanding of life in the past and the concept of a long time ago.                                                                                  | Children develop a secure understanding of chronology by discussing timelines, sequencing events and recognising days, weeks, months and the order of the seasons. They explore longer periods of time through life cycles and recall significant events across the school year. They compare family experiences, transport and buildings from the past and present, identifying similarities and differences. Through traditional stories, significant places and historical figures, including Queen Elizabeth II, they develop an understanding of how life has changed and begin to use historical vocabulary such as past, history and long ago.                                                             |
| <b>Technology</b>                                                                  | Children recognise and explore technology used in everyday life, including familiar household devices. They use digital tools creatively, such as lightboxes, interactive whiteboards and simple drawing programmes. They begin to understand that digital devices can store and provide information, including photographs, stories and recorded instructions.                                                                                                                                                                                                                                                                                                                                                            | Children develop confidence in using iPads to find information, take photographs, watch videos, play educational games and create digital drawings. They begin to use QR codes to access stories and a keyboard to write their names. They develop an early awareness of internet safety and begin to understand and follow simple rules for using technology safely.                                                                                                                                                                                                                                                                                                                                                                      | Children develop increasing independence in using iPads to play educational games, create digital drawings and write simple sentences. They explore early programming by giving instructions to a Bee-Bot to complete a simple journey and experience virtual reality with adult support. They continue to develop their understanding of internet safety, recognising and explaining simple rules for using technology safely.                                                                                                                                                                                                                                                                                   |
| <b>Understanding the World<br/>People, Culture &amp; Communities</b>               | Children develop a positive understanding of themselves and others, recognising and respecting similarities and differences in individuals and families. They build friendships, explore kindness and learn about different cultures, traditions and celebrations, including Diwali and Christmas. They recognise the roles and importance of people working in their community. They become familiar with their school, local environment and different types of homes, using simple maps to explore familiar places. They begin to understand that people live in different countries and that some foods come from around the world. In RE lessons they recognise which times are special for different people and why? | Children develop confidence in recognising their strengths and individuality, valuing similarities and differences, and asking questions to learn about others. They strengthen friendships and explore different families, cultures, religious stories and celebrations, including Lunar New Year and Easter. They develop their understanding of occupations and their importance in society. They use maps to explore familiar journeys and places, including coastal environments and Chester Zoo. They investigate different countries, foods, climates and habitats, comparing hot and cold regions and rainforests with environments in the UK. In RE lessons they recognise which stories are special to different people and why? | Children confidently recognise their individuality, strengths and next steps, valuing similarities and differences between themselves and others. They develop positive friendships, respect different family experiences and understand the importance of kindness, sharing and cooperation. They explore occupations and their roles in society. They investigate their local environment, describing journeys, recognising landmarks, observing transport and using simple maps to locate places and represent routes. They develop awareness of other countries, comparing food, transport and ways of travelling around the world. In RE lessons they which places are special for different people and why? |

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| <p><b>Understanding the World<br/>Natural World/ Foundational<br/>Science/ Physical Geography</b></p> | <p>Children explore their bodies, senses and human growth, developing an understanding of how living things change over time. They identify and compare familiar animals, their features, habitats and needs, and learn how to care for animals and plants. They investigate different natural environments, observe seasonal changes and explore how weather affects living things. They develop responsibility for their environment through gardening, recycling and caring for nature. They use their senses and simple tools to investigate materials and their properties, observe changes during cooking and explore movement through pushing, pulling and changing direction.</p> | <p>Children deepen their understanding of human growth and movement and explore wild animals, their features, habitats, life cycles and behaviours, including hibernation and caring for young. They learn the importance of protecting animals and the environment, conserving resources and recycling. They investigate coastal and rainforest environments, observe seasonal changes and explore how weather affects plants, animals and people. They investigate the changing properties of water, waterproof materials and changes during food preparation. They also explore how things move through wind and simple mechanisms, including pulleys.</p> | <p>Children consolidate their understanding of human growth and movement and explore minibests and marine animals, comparing their features, behaviours and life cycles. They investigate how seeds grow, identify parts of plants and understand the importance of caring for living things and protecting natural environments. They compare countryside, coastal and urban environments, observe seasonal changes and recognise how summer weather affects plants, animals and people, including sun safety. They investigate mixing materials, floating and sinking, make simple predictions and explore how forces, slopes and weather affect movement, speed and distance.</p> |
| <p><b>Physical Development</b></p>                                                                    | <p>Children develop core strength, coordination and posture through movement, dance, rhythmic sequences and large-scale mark-making. They become increasingly independent in dressing and develop control when travelling, climbing, balancing and negotiating obstacles safely. They combine movements, respond to changes in direction and speed, and develop accuracy in rolling, throwing, kicking and catching balls. They participate in simple team games, follow rules and begin to create their own games. They select appropriate resources for tasks and cooperate with others to move larger objects safely.</p>                                                              | <p>Children develop core strength, coordination and posture, moving confidently to music, remembering movement sequences and refining large-scale mark-making and letter formation. They combine energetic movements with increasing fluency, balance independently and with others, and negotiate obstacles safely. They ride balance bikes and scooters with control, responding to signs and changes in direction. They develop accuracy and coordination in rolling, throwing and catching balls, participate in group games, follow rules and create their own games. They collaborate and negotiate when moving larger resources.</p>                   | <p>Children move creatively and confidently to music, remembering and performing sequences of movements. They demonstrate increasing strength, balance, coordination and fluency when travelling, jumping in different directions and completing obstacle courses. They skilfully ride balance bikes and scooters, follow road signs and negotiate spaces safely with awareness of others. They develop ball control through rolling, chasing, passing and batting towards targets. They independently participate in familiar games, follow rules and create their own games, beginning to explain how they are played.</p>                                                         |
|                                                                                                       | <p>Children develop fine motor strength, dexterity and coordination through a range of practical activities. They use tools and materials safely and with increasing control, including pencils, paintbrushes, scissors and cutlery. They strengthen their finger movements, pincer grip and hand manipulation, developing a comfortable tripod pencil grip. They practise forming basic shapes and begin to draw simple, recognisable representations.</p>                                                                                                                                                                                                                               | <p>Children develop increasing fine motor strength, dexterity and coordination, using a wide range of tools and materials with greater control and precision. They strengthen their finger movements, grip and hand manipulation through practical activities. They consolidate an effective tripod pencil grip and correct letter formation, developing the foundations of fluent, accurate and efficient handwriting. They draw recognisable images with increasing care, detail and control.</p>                                                                                                                                                           | <p>Children confidently use a wide range of tools and materials with increasing control, precision and independence. They continue to strengthen fine motor skills, finger dexterity, grip and hand manipulation through purposeful activities. They consolidate an effective pencil grip and correct letter formation, developing the foundations of fluent, accurate and efficient handwriting. They draw recognisable images with increasing accuracy, care and attention to detail.</p>                                                                                                                                                                                          |

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| <b>Expressive Arts &amp; Design</b><br><b>Creating with Materials</b><br><b>Foundational Art/ Design/</b><br><b>Design Technology</b> | <p>Children explore art and design through drawing, painting, printing, collage and sculpture, developing creativity, control and purposeful expression. They observe and represent people, objects and emotions, experiment with colour mixing, patterns and textures, and explore the work of artists such as Orla Kiely. They use a range of materials, tools and techniques to create pictures, models and constructions, increasingly sharing ideas and collaborating with others. Through simple food preparation, they develop awareness of safety, hygiene, ingredients and processes, observing changes in materials and discussing healthy food choices.</p> | <p>Children develop creativity and purposeful expression through drawing, painting, printing, collage and sculpture, inspired by wildlife artists, photographers and illustrators. They explore new media, colour mixing, textures, patterns and observational techniques, selecting tools and materials with increasing independence. They plan, create and adapt their work, collaborating on constructions and using clay and loose parts to represent real and imaginary objects. Through weaving, printing and modelling, they refine practical skills and artistic techniques. Food preparation develops their understanding of hygiene, ingredients, processes and healthy choices.</p> | <p>Children develop confidence and independence in art and design, drawing inspiration from nature and artists such as Van Gogh and Barbara Hepworth. They use observational skills and a range of techniques to explore colour, texture, printing and collage, creating purposeful pictures and patterns. They design, construct and sculpt with increasing skill, selecting materials, adding details and reviewing and adapting their work. They collaborate creatively and use tools with greater control. Through food preparation, they develop practical skills, hygiene awareness and understanding of ingredients, processes and healthy choices.</p> |
| <b>Expressive Arts &amp; Design</b><br><b>Being Imaginative/ Music/</b><br><b>Charanga</b>                                            | <p>Children develop an enjoyment of music and dance through listening, singing, movement and performance. They explore pulse, rhythm and pitch, using their voices and classroom instruments to make music. They respond to different styles of music, describing how it makes them feel and recognising changes in tempo and mood. They participate in group and partner songs, begin to create their own verses and explore ways to express emotions through music, movement and dance.</p>                                                                                                                                                                          | <p>Children develop their musical understanding through attentive listening, singing, movement and performance. They explore pulse, rhythm, pitch and melody, comparing sounds and using musical vocabulary. They respond to music and dance from different cultures, expressing their feelings and recognising similarities and differences. They sing familiar songs and rhymes with increasing accuracy, create their own verses and develop confidence in making music and performing dances independently and collaboratively.</p>                                                                                                                                                        | <p>Children confidently sing and perform a range of familiar songs, nursery rhymes, poems and stories, both independently and with others. They develop their understanding of pulse, rhythm and pitch, moving in time with music and expressing their feelings and responses. They select and play a variety of musical instruments with increasing control and independence, exploring sounds and improvising simple musical ideas. They demonstrate growing confidence, creativity and enjoyment through music making, dance and performance.</p>                                                                                                           |